



Washington Teachers' Union

Amplifying the Voice of DC Teachers

Elizabeth A. Davis, President

1239 Pennsylvania Avenue S.E. • Washington, DC 20003 • 202.517.1477 • www.wtulocal6.org

Spring 2020 Professional Development Courses

Early Bird Deadline (\$125): December 20, 2019

Regular Deadline (\$150): January 6, 2020

\$25 Late Registration Fee after January 6

***FREE BACKPACK OF SCHOOL SUPPLIES
FOR THE FIRST 50 PAID REGISTRANTS!!!***

As a member of the Washington Teachers' Union (WTU), you are entitled to a deep discount in the fees for a variety of teacher leadership and adult learning opportunities designed to enhance your professional growth.

WTU's professional development courses are all research-based, peer-to-peer and solution-driven. They all help teachers build content knowledge and mastery of pedagogical strategies.

All WTU courses are aligned to the DCPS IMPACT Teaching and Learning Framework and Essential Practices Standards 1 through 5.

Successfully completing a course helps you fulfill re-certification requirements. Most courses offer 45 Professional Learning Units (PLUs) that can be used toward re-certification. Alternatively, most – but not all – of the courses offer 3 Trinity University graduate credits that you can use toward re-certification ***instead of*** using the PLUs.

Fees

- Members:
 - Early Bird Deadline (\$125): December 20, 2019
 - Regular Deadline (\$150): January 6, 2020
 - \$25 Late Registration Fee after January 6
- \$300 per course for non-members
- Trinity University Graduate Credit (3)
 - \$375, in addition to the WTU Registration fees listed above. (To receive graduate credit, participants must submit the WTU registration form **and** the Trinity University registration form along with all applicable fees.)

Unfortunately, we can offer no refunds.

Weekday Courses

Educating Low-Vision Students

Instructor: Dr. John Taylor

Tuesdays and Thursdays, 4pm-7pm | March 3, 5, 10, 12, 17, 19, 24, 26, 31;
April 2, 7, 9, 21, 23, 28

This course is designed to acquaint participants with the degrees of visual dysfunction and the kinds of technology that should be utilized in working with the blind and visually impaired. Students discover best practices for working with this targeted group. Field experiences for the participants will be offered in order to learn first-hand what services are available for low-vision and blind students.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Foundations: Organizing the Classroom for Teaching and Learning SECTION 1

Instructor: Nadia Torney

Tuesdays and Thursdays, 4pm-7pm | March 3, 5, 10, 12, 17, 19, 24, 26, 31;
April 2, 7, 9, 21, 23, 28

This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers in all grade levels and subject areas. It examines best practices for establishing and maintaining classroom management and maximizing use of learning time. Participants also study questioning and feedback skills, the role of homework, interactive guided instruction strategies and scaffolding techniques. This course is recommended as the primary offering for all educators. It is frequently used as the basis for mentoring and peer assistance.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Kimball ES @ 3375 Minnesota Ave., SE – Washington, DC 20019

Instructional Strategies That Work for All Disciplines

Instructor: Natalie Porter-McCuiston

Tuesdays, 4pm-7pm | January 14, 21, 28; February 4, 11, 25; March 3, 10, 17, 24, 31;
April 7, 21, 28

This course provides a cognitive, research-based approach to lesson planning and design in order to develop a comprehensive instructional plan. Participants consider the concepts of standards, curriculum and a course map as they generate unit and lesson plans that promote independent learning for students. In this course, instructional strategies are taught in the context of purpose and appropriateness for supporting student learning. The information in this course can be applied in K-12 settings and is particularly helpful for students with special needs.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Kimball ES @ 3375 Minnesota Ave., SE – Washington, DC 20019

Integration of Computer Technology

Instructor: Melanie Wiscourt

In-class schedule: Wednesdays, 5:30pm-7pm | February 5; March 25; May 13

Online virtual participation and assignments are required!

This course will focus on the research and instructional practices of educators (Pre-K-12) utilizing educational technology. It will provide participants with an opportunity to implement best practices using current educational technology. Participants will create technology experiences to implement engaging and differentiated blended instruction, learning, and assessment in their classrooms. Participants will examine, analyze, and discuss the impact of educational technology has on student learning, engagement, and creativity in the classroom. Participants will create online teaching and assessment resources, interactive learning experiences, a flipped classroom experience, an online lesson, project-based learning, a grant for educational technology, a classroom technology integration plan. The culminating project will be a website that will be shared with school staff. The technology to be included but not limited to is, Google Apps & Classroom, Microsoft Office 365, Canvas LMS, Video Creation, Website Authoring, and Augmented Reality (AR). The course content is aligned to the ISTE Standards for Educators and support the DCPS Essential Practices.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Anacostia HS Teachers' Center @ 1601-16th Street, SE - Washington, DC 20020

Managing Behavior In School Communities

Instructor: Staci Adams

Thursdays, 4:30pm-7pm | February 6, 13, 27; March 5, 12, 19, 26; April 2, 9, 23, 30; May 7, 14, 21

The anti-social actions of a small number of students put their own academic success at risk and threaten others. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive outbreaks.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Bard Early College High School @ 4430 H St SE, Washington, DC 20019

Math: The Struggling Learner

Instructor: Urlkia Randolph

Wednesdays, 4pm-7pm | January 29; February 5, 12, 26; March 4, 11, 18, 25;

April 1, 22, 29; May 6, 13, 20, 27

This course focuses on strategies and skills needed for students struggling in math at the elementary and beginning middle school level. Topics include: building mind set, Common Core Standards, Mathematical Practices, differentiation and high expectations, interventions, multiplication, division, fractions, decimals and word problems. This course enables practitioners to review new concepts and try them out in the classroom.

Participants may earn 45 PLU's or, tentatively, 3 graduate credits from Trinity University.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Saturday Courses

Accessible Literacy Framework: Literacy Readiness to Support Special Needs Instruction

Instructor: Natalie Porter-McCuiston

Saturdays, 8am-5pm | January 25; February 8, 15, 22, 29

This course covers how to provide reading instruction to students with developmental or intellectual disabilities. The essential components of reading instruction—phonological awareness, sound blending, initial phoneme segmentation, letter-sound correspondence, decoding and shared reading—are framed to address students with complex communication needs.

Participants may earn 45 PLU's.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Creating and Managing a Successful Library Program

Instructors: Nijma Esad & Sarah Elwell

Saturdays 9am-5pm | April 25; May 2, 9, 30; June 6

This course explores the visions and best practices for school library media programs to ensure that students and staff are effective users of ideas and information and that the library is a creative and intellectual learning hub. School library media specialists empower students to be critical readers, thinkers, and researchers as well as knowledgeable consumers and creators of information. The school librarian works with the entire school community to support and propel the comprehensive school plan and embed the core tenets of social justice. This course is designed to provide support for school librarians with the knowledge, expertise, resources and professional learning community to create and manage effective programs.

Participants may earn 45 PLU's or, tentatively, 3 graduate credits from Trinity University.

Location: Anacostia HS Teachers' Center @ 1601-16th Street, SE - Washington, DC 20020

English Language Learners 101

Instructor: Maryann Oudheusden

Saturdays, 8am-5pm | March 7, 14, 21, 28; April 25

These modules are targeted to educators of pre-K-12 ELLs and are designed to provide information on second language acquisition research to enable participants to provide students with equitable access to standards-based academic content and to validate the instructional practices for ELLs while also equipping participants with differentiation strategies. Information discussed in this course enhances the instructional practices of mainstream educators of ELLs who are currently implementing and expanding their repertoire by introducing new research-based strategies. This course engages participants in learning about content-based literacy and ELL access to the Common Core State Standards.

No recertification credits offered.

Participants may earn 45 PLU's.

Location: Savoy Elementary School @ 2400 Shannon PI SE, Washington, DC 20020

Foundations: Organizing the Classroom for Teaching and Learning SECTION 2

Instructor: JoAnn Cornish

Saturdays, 8am-5pm | April 25; May 2, 9, 26, 30

This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers in all grade levels and subject areas. It examines best practices for establishing and maintaining classroom management and maximizing use of learning time. Participants also study questioning and feedback skills, the role of homework, interactive guided instruction strategies and scaffolding techniques. This course is recommended as the primary offering for all educators. It is frequently used as the basis for mentoring and peer assistance.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Anacostia HS Teachers' Center @ 1601-16th Street, SE - Washington, DC 20020

The Hispanic Culture and Spanish Language I

Instructor: Louis Blount

Saturdays, 8am-5pm | January 25; February 1, 22, 29; March 7

In this course, emphasis is on oral conversation (listening and speaking skills) and basic Spanish literacy. An effort is made to give participants practice in using vocabulary and grammatical structures that will immediately be helpful in communicating and appreciating the culture of Spanish-speaking members in their school communities.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

The Hispanic Culture and Spanish Language II

Instructor: Louis Blount

Saturdays, 8am-5pm | March 28; April 11, 25; May 2, 9

This intense course is designed for school personnel in D.C. Public Schools to converse in Spanish beyond the basic level with Hispanic students and parents. Emphasis will be on acquiring an advanced understanding of the Spanish language through grammatical structures used in Spanish conversation, mastering listening concepts for communicating with native Spanish speakers, writing basic communicative texts for parents, and reading in the target language to communicate educational matters to parents. Mastery of these advanced skills and learned vocabulary will be immediately used in communicating with Spanish-speaking members of school communities. In addition, participants will have an appreciation of important cultural and social events in the Hispanic cultures in the local community.

Prerequisite: Hispanic Culture and Spanish Language I or Instructor's permission

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Reading Comprehension Instruction

Instructor: Eulyn Thomas

Saturdays, 8am-5pm | April 25; May 2, 9, 30

This course focuses on the research and instructional practices that help students acquire strong reading comprehension skills. It provides participants with research on comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the application of a wide range of instructional strategies for teaching comprehension skills to use with both narrative and expository text and subject matter text books. It also demonstrates how students can monitor their own reading progress and apply appropriate strategies when comprehension is not achieved.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: Anacostia HS Teachers' Center @ 1601-16th Street, SE - Washington, DC 20020

Successfully Integrating the Arts In Your Classroom

Instructor: Vincent A. Pope

Saturdays, 9am-5pm | February 22, 29; March 7, 14; April 11

Teachers learn how to successfully incorporate music into their lessons in order to improve outcomes and make learning come alive in their classrooms. Emphasis is placed on the historical periods of western music from the Baroque period through the 21st century. The research presented provides insight into the lives of the great composers and their compositions. We study the political, social, economic and cultural times in which the music was created. Participants learn about the compositional styles of famous figures of the musical periods while listening, viewing and discussing each musical piece. The course also presents a synthesis of research on arts integration in public schools in the United States, and the history of integrating the arts into teaching. Teachers gain knowledge of how the arts can play a vital role in the development of the whole child.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Thinking Mathematics 6-8 Grade: Common Core Edition

Instructor: Joseph Martin

Saturdays, 8am-5pm | February 8; March 7, 14, 21, 28

The middle school course is redesigned to allow teachers to reflect on and connect, Common Core Mathematics Standards to research on how students learn mathematics. The Ten Principles of Thinking Math and the Standards for Mathematical Practice are linked, and attention paid to how concepts and skills develop. Using geometry as a starting point, participants explore ways to help students understand linear functions and rate of change with emphasis on linking various ways of seeing the same problem. Practices such as reasoning, constructing viable arguments, precision and looking for mathematical structure combine with Principles of Thinking Mathematics such as helping students visualize problems, requiring them to discuss and justify their mathematical thinking, using situational problems to connect mathematics to life, and balancing conceptual and procedural knowledge to develop such understanding.

Participants may earn 45 PLU's or, tentatively, 3 graduate credits from Trinity University.

Location: Savoy Elementary School @ 2400 Shannon PI SE, Washington, DC 20020

Free Workshops

Conversational Spanish

Instructor: Rejil Solis

Session 1: Wednesdays, 5:00pm to 7:15pm | March 4 and 18

- Spanish Day Expose: Saturday, March 21 from 2:00pm to 5:00pm

Session 2: Wednesdays, 5:00pm to 7:15pm | April 8 and 22

- Spanish Day Expose: Saturday, April 18 from 2:00pm to 5:00pm

Session 3: Wednesdays, 5:00pm to 7:15pm | May 13 and 27

- Spanish Day Expose: Saturday, May 16 from 2:00pm to 5:00pm

These sessions focus on naturally conversing in Spanish with interpersonal, interpretive, presentational language proficiency. Participants spend a lot of time on pronunciation techniques and skills. Conversational Spanish will occur as students learn and use this language in a variety of real-life contexts such as in-class group settings and interpersonal oral communication. Participants will also find opportunities to develop cultural insights and make cultural connections and comparisons.

Participants will receive 27 PLU's.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Financial Literacy FinCamp

Instructor: Sarah Elwell

Saturday, 8:30am – 3:30pm | March 7, 2020

FinCamp has been developed with the 4Cs in mind: collaboration, curation, creation and content:

- Collaboration: Teachers have multiple opportunities to collaborate.
- Curation: Educators complete an NGPF Scavenger Hunt which is focused on finding resources that they can use in their classrooms (Most find 5 or more during this session!).
- Creation: What could be a better use of PD time than to have teachers walk away with an activity they can use with their class? In this session, educators identify an NGPF activity to supplement their existing curriculum and then find additional resources to prepare the students for the activity.
- Content: Educators complete a pre-conference survey to identify content areas they want a "deeper dive" in.

Participants will receive 8 PLU's.

Location: Savoy Elementary School @ 2400 Shannon Pl SE, Washington, DC 20020

Flagway/Math Literacy PLC

Instructor: Raphael Bonhomme

Mondays, 4pm-6pm | January 6; February 3; March 2; April 6; May 4; June 1

Be a part of a community of DC educators who are transforming the way math instruction is delivered to students!!! "The goal of The Flagway™ Game is to create environments where students can practice and celebrate learning math. There are many different ways to create a cultural context in which mathematics emerges naturally from students' experience. One method used by the YPP and the Algebra Project is to create mathematically rich games and experiences." Find more info here: <http://www.typp.org/flagway>.

Participants will receive 15 PLU's.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

IMPACT Professional Development

Instructors: Various

Session 1: Saturday, 8am – 5pm | January 11

Session 2: Saturday, 8am – 5pm | March 14

In many ways, your career in DCPS is dependent upon the IMPACT scoring system. Learn what the system measures, how it works and much more. Participants will take a deep dive into the scoring systems used by DCPS which include the Essential Practices, Teacher-Assessed Student Achievement Data (TAS), Community School Commitment (CSC) and Core Professionalism (CP)

Participants will receive 10 PLU's.

Location: Kimball Elementary School @ 3375 Minnesota Ave., SE-Washington, DC 20019

PRAXIS I CORE Preparation Course

Instructor: Nadia Torney

Tuesday and Thursday, 4pm-7pm | January 14, 16, 21, 23, 28, 30;

February 4, 6, 11, 13, 25 & 27

This class is based on the exact ETS Praxis content specifications for the Core Math, Core Reading, and Core Writing exams. Participants will review all the key subject matter knowledge on both tests, work through practice test questions and be provided detailed explanations. Participants will be able to apply new knowledge to the specific question types most likely to be encountered on the exam.

No recertification nor graduate credits offered.

Location: Kimball Elementary School @ 3375 Minnesota Ave., SE-Washington, DC 20019

PRAXIS I Math Preparation Course

Instructor: Donald Thompson

Wednesdays, 4:30pm-7pm | January 29; February 5, 12; March 4, 11, 18, 25;
April 1, 22, 29; May 6, 13, 20, 27

This class is based on the exact ETS Praxis content specifications for the *Core Math*. Participants will review all the key subject matter knowledge on the newly revised math tests, work through practice test questions and be provided detailed explanations. Participants will be able to apply new knowledge to the specific question types most likely to be encountered on the exam.

No recertification nor graduate credits offered.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Restorative Circles

Instructor: Stephanie Beer

Session 1: Saturday, 8am-4pm | January 25th (@ Anacostia Teachers' Center)

Session 2: Saturday, 8am-4pm | March 21st (@ Savoy ES)

This workshop will introduce circles as a way of building community and relationships as well as responding to harm when it occurs. Participants will experience and learn different applications for using circles in the classroom with students. In addition, there will be time to practice facilitating different uses of circles with other attendees.

Participants will receive 10 PLU's.

Location: Varies.

Restorative Practices

Instructor: Stephanie Beer

Series #1: Tuesdays, 4:30pm-6:30pm | January 14, 21, 28

Series #2: Thursdays, 4:30pm-6:30pm | March 12, 19, 26

This workshop will introduce circles as a way of building community and relationships as well as responding to harm when it occurs. Participants will experience and learn different applications for using circles in the classroom with students. In addition, there will be time to practice facilitating different uses of circles with other attendees.

Participants will receive 10 PLU's for each series.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Strategies for Student Success

Instructors: Various Certified Instructors

Saturdays, 8am-5pm | January 25; February 8; March 21; April 25; May 16

Strategies for Student Success includes activities that require reflection on daily practice, debate over research and current practices, utilizing modeling, and experiential learning. The following modules will be offered this fall: Setting Measurable Objectives, Is My Teaching Effective, Activating Learning for All Disciplines and Tools for Educators from Brain Researchers. Stress is inevitable.

Participants will receive 10 PLU's for each Saturday session.

Location: Varies.

Stress Management Workshop

Instructor: Nadia Torney

Wednesday, 4pm-7pm | January 8

Educators face many challenges, especially the desire to be the best for their students. Unmanaged stress, however, can cause irreparable health issues. This module examines research findings that identify ways of handling stress more successfully and provides tips on how to turn challenges into opportunities—not more stress.

Participants will receive 4 PLU's.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003

Student Debt Clinic

Instructor: Maxine Elbert

Thursday, 5pm-7pm | March 12

Being crushed by your student loans? You're not alone. More than 45 million US workers owe \$1.6 trillion dollars in student loans. There's good news! AFT, our national union, has developed student debt clinics that will:

- Show you how to lower your payments, sometimes to \$0, through enrolling in income-driven repayment programs;
- Teach you how to meet the requirements for Public Service Loan Forgiveness, which will get your debt forgiven, tax free, after ten years' worth of payments; and
- Inspire you to organize/mobilize for more just system of paying for college.

No recertification nor graduate credits offered.

Location: WTU Teachers' Center @ 1239 Pennsylvania Avenue, SE - Washington, DC 20003