Spring 2021
Professional Development Courses
(all courses will online)

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
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.

- Member Rate:
  - Early Bird Deadline ($125) through December 18, 2020
  - Regular Deadline ($150) through January 6, 2021
- $300 per course for non-members
- Trinity University Graduate Credit (3):
  - $375, in addition to the WTU Registration fees listed above. Payments must be made directly to Trinity University; 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.
Foundations: Organizing the Classroom for Teaching and Learning
Instructor: JoAnn Cornish
9am-1pm; Saturdays: May 1, 8, 15, 22 & 29

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.

RSVP here: https://www.wtulocal6.net/spring_2021_foundations

Creating and Managing a Successful School Library Program
Instructor: Nijma Esad
9am-1pm; Saturdays: March 13 & 27; April 10 & 24; May 8

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 3 graduate credits from Trinity University.

RSVP here: https://www.wtulocal6.net/spring_2021_school_library_program

The Hispanic Culture and Spanish Language I
Instructor: Louis Blount
9am-1pm; Saturdays: January 30; February 6, 20 & 27; March 6

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

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

RSVP here: https://www.wtulocal6.net/spring_2021_the_hispanic_culture
NEW COURSE
Hispanic Culture and Spanish Language II
Instructor: Louis Blount
Saturdays, 9am-1pm; April 10\textsuperscript{th}, April 24\textsuperscript{th}, May 1\textsuperscript{st}, May 8\textsuperscript{th}, May 22\textsuperscript{nd}

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, the participant 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, previous Spanish or professor’s permission.

Register here: https://www.wtulocal6.net/spring_2021_-_hispanic_culture_ii

Instructional Strategies That Work for All Disciplines
Instructor: Sarah Elwell
9am-1pm; Saturdays: January 30; February 6, 13, & 20; March 6

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 student learning. 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 PreK-12 settings and is particularly helpful for students with special needs.

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

RSVP here: https://www.wtulocal6.net/spring_2021_instructional_strategies

Managing Behavior In School Communities
Instructor: Staci Adams
4:30-7pm; Thursdays: February 4, 11, 18 & 25; March 4, 11, 18 & 25; April 1, 8, 15, 22 & 29

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 or prevent disruptive outbreaks.

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

RSVP here: https://www.wtulocal6.net/spring_2021_managing_behavior
Social Emotional Learning
Instructor: Nadia Torney
4-6pm; Tuesdays and Thursdays: March 2, 4, 9, 11, 16, 18, 23, 25 & 30; April 1, 6, & 8

Are you looking for ways to assist your students in managing their emotions, building positive relationships with others, and making responsible decisions? In this course, participants will identify and share developmentally appropriate, research-based strategies that foster students’ social and emotional growth. In addition, we will examine best practices for creating and fostering a positive beginning of the school year. This course is based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.

Participants may earn 45 PLU’s.

RSVP: https://www.wtulocal6.net/spring_2021_social_emotional_learning

Successfully Integrating the Arts In Your Classroom
Instructor: Vincent A. Pope
8:30am-12:30pm; Saturdays: February 20; March 6 & 13; April 17 & 24

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 music, from the Baroque period through the 21st century. The research presented provides insight into the lives of the great composers and their compositions, and the social, economic and cultural times in which the music was created. Participants study the compositional styles of famous figures of the musical periods, and they study, 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.

RSVP: https://www.wtulocal6.net/spring_2021_successfully_integrating_the_arts

Educating Low Vision Students
Instructor: Dr. John L. Taylor
4-6pm; Mondays & Wednesdays: January 25 & 27; February 1, 3, 8, 10, 17, 22 & 24; March 1, 3, 8, 10, 15, & 17

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 gain knowledge of best practices with this targeted group. Field experiences for the participants will include learning 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.

RSVP: https://www.wtulocal6.net/spring_2021_educating_low_vision_students
Reading Comprehension Instruction
Instructor: Eulyn Thomas
9am-1pm, March: 6, 13, 20, 27, and April 3

This course focuses on the research and instructional practices that help students acquire strong reading comprehension skills. Participants will be given research on comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the application of instructional strategies for teaching comprehension skills to use with narrative and expository text and subject matter textbooks. 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.

RSVP here: https://www.wtulocal6.net/spring_2021_reading_comprehension_instruction
Free Spring Workshops

Conversational Spanish
Instructor: Rejil Solis
5-7pm; Wednesdays: January 20 & 27; February 3, 10, 17, 24; March 3, 10, 17, 24 & 31; April 7, 14, 21 & 28; May 5 & 12
2-4:30pm; Dia Expose on Saturdays: January 23; February 20; March 20; April 17

These sessions focus on naturally conversing in Spanish with interpersonal, interpretive, presentational language proficiency. Participants spend a lot of time on pronunciation techniques. Conversational Spanish will occur as students learn and use this language in 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 45 PLU’s.

Register here: https://www.wtulocal6.net/spring_2021_conversational_spanish

Culturally Responsive Pedagogy
Instructor: Dr. Casey Collins
4-6pm; Mondays and Wednesdays: see dates below.

Research suggests that students from diverse cultures may need to be engaged differently in ways that support their self-efficacy, esteem and their learning. In this 2-part session, we will establish the connection between culture and learning, and explore research-based strategies, such as cultural competency, high expectations and critical consciousness.

Participants will receive 8 PLU’s for attending the two-part sessions.

Register* for April 26 & 28:
https://www.wtulocal6.net/spring_2021_culturally_responsive_pedagogy_20210322

*These are identical sessions.

Financial Literacy Fridays: Focus on Behavioral Finance
(Best for Middle and High School Educators)
Instructor: Sarah Elwell
3:30-5:30pm; Fridays: March 26 and April 2

Financial Literacy Fridays have been developed with the 4Cs in mind: collaboration, curation, creation and content:
- Collaboration: Educators have multiple opportunities to collaborate.
- Curation: Educators complete games and Next Generation Personal Finance (NGPF) Scavenger Hunts which are focused on finding resources that they can use in their classrooms.
- 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 these sessions, educators identify NGPF activities to supplement their existing curriculum and then find additional resources to prepare the students for the activity.
• Content: Educators complete a pre-survey to identify content areas they want a “deeper dive” in.

Participants will receive 12 PLU’s.

RSVP here: https://www.wtulocal6.net/spring_2021_financial_literacy_fridays

Flagway Coaching Sessions/Math Literacy Professional Learning Community
Instructor: Raphael Bonhomme
4:30-6:30pm; April 5; May 3; June 7

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 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 3 PLU’s per session.

RSVP here: https://www.wtulocal6.net/spring_2021_flagway_coaching_sessions

PRAXIS I Math Preparation Course Intensive
Instructor: Donald Thompson, Jr.
4:30-7pm; Wednesdays: January 13, 27; February 10, 17 & 24; March 10, 17 & 24; April 21 & 28; May 12 & 19

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.

RSVP here: https://www.wtulocal6.net/spring_2021_praxis_i_math_prep

Strategies for Student Success, Section 1
Instructor: Kadijah Kemp
4-7pm; February 3 & 10

Strategies for Student Success includes activities that require reflection on daily practice, debate over research practices, utilizing modeling, and experiential learning. The following modules will be offered in this series:
• Curriculum Matters (2/3)
• Teach Them to Think (2/10).

Participants will receive 4 PLU’s for each session.

RSVP here: https://www.wtulocal6.net/spring_2021_strategies_section_1
Strategies for Student Success, Section 2
Instructor: Joy Newman
4-7pm; April 9

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 in this series:

- Curriculum Matters (1/23)
- Teach Them to Think (2/27)
- The Trio: Inquiry-Based, Problem-Based, and Project-Based Learning (3/20)
- Students with Challenges (4/9)

Participants will receive 4 PLU’s for each session.

RSVP here: https://www.wtulocal6.net/spring_2021_strategies_section_2

IMPACT PD Workshop
Instructor(s): Various
9am-12noon; Saturdays: January 16 & March 13

In many ways, your career in DCPS is dependent upon the IMPACT scoring system. Learn what the system measures, the implications of distance teaching and learning, and much more. Participants will take a deep dive into the scoring systems used by DCPS which include the Essential Practices, Commitment to School Community (CSC) and Core Professionalism (CP).

Participants will receive 4 PLU’s.

RSVP here: https://www.wtulocal6.net/spring_2021_impact_pd_workshop