



# Washington Teachers' Union

*Amplifying the Voice of DC Teachers*

Jacqueline Pogue Lyons, President

## WTU Professional Development Courses Fall 2021

Early Bird Deadline (\$125): August 27, 2021

Regular Deadline (\$150): September 10, 2021

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. **Classes need at least 5 paid registrants to officially move forward.**

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.

### WTU Member Registration Fees

Early Bird Deadline -- \$125, per course: August 27, 2021

Regular Deadline -- \$150, per courses: September 10, 2021

### Non-Member Registration Fees

\$300 per course

### Trinity University Graduate Credit (3)

**\$375, in addition to the 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.***

Contact Sarah Elwell at [selwell@WTULocal6.net](mailto:selwell@WTULocal6.net) with any questions.

## ALL CLASSES WILL BE VIRTUAL

### Accessible Literacy Framework

**Instructor: Natalie Porter-McCuiston**

Saturdays: September 18; October 9, 16 and 30; November 13; 9:00am-1:00pm.

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.**

**RSVP HERE: [https://www.wtlocal6.net/fall\\_2021\\_accessible\\_literacy\\_framework](https://www.wtlocal6.net/fall_2021_accessible_literacy_framework)**

### Beginning Reading Instruction

**Instructor: JoAnn Cornish**

Saturdays: October 9, 16, 23, and 30; November 6; 9:00am-1:00pm

This course focuses on how children learn to read and the best ways to teach beginning reading from pre-K to the end of the primary grades. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and support staff working with older students who are still having difficulty with decoding and fluency. The course presents a synthesis of the research consensus for beginning reading instruction; and it provides the most effective instructional strategies—aligned to research that will help students develop phonological and phonemic awareness, knowledge of the alphabetic system, phonics/decoding skills, print awareness, fluency, vocabulary and comprehension.

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

**RSVP HERE: [https://www.wtlocal6.net/fall\\_2021\\_beginning\\_reading\\_instruction](https://www.wtlocal6.net/fall_2021_beginning_reading_instruction)**

### English Language Learners 101: Planning for Success

**Instructors: Noel Emilius**

Saturdays, October 2, 9, 16, 23, and 30; 9:00am-1:00pm.

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.

**Participants may earn 45 PLU's.**

**RSVP HERE: [https://www.wtlocal6.net/fall\\_2021\\_english\\_language\\_learners\\_101](https://www.wtlocal6.net/fall_2021_english_language_learners_101)**

### Foundations: Organizing the Classroom for Teaching and Learning

**Instructors: Katie Phillips**

Saturdays: September 18 and 25; October 3, 16 and 30; 2:15-5:15PM.

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/fall\\_2021\\_foundations\\_organizing\\_classroom](https://www.wtulocal6.net/fall_2021_foundations_organizing_classroom)**

## **The Hispanic Culture and Spanish Language I**

**Instructor: Louis Blount**

Saturdays September 18 and 25; October 2, 16 and 23; 9:00am-1:00pm

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.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_the\\_hispanic\\_culture\\_and\\_spanish\\_language\\_i](https://www.wtulocal6.net/fall_2021_the_hispanic_culture_and_spanish_language_i)**

## **Instructional Strategies That Work for All Disciplines**

**Instructor: Tiffany Dyson**

Saturdays, October 2, 16 and 30; November 13 and 20; 9:00am-1:00pm

This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels, preK-12. Emphasis will be placed on cognitive challenges and contextual circumstances that either support or impede learning. The implications of brain research and digital literacy will be central to the learning.

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

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_instructional\\_strategies](https://www.wtulocal6.net/fall_2021_instructional_strategies)**

## **Integration of Computer Technology**

**Instructor: Julian King**

Saturdays: October 2, 9, 16, 23 and 30; 10am-2pm

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 PLUs or 3 graduate credits from Trinity University.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_integration\\_of\\_computer\\_technology](https://www.wtulocal6.net/fall_2021_integration_of_computer_technology)**

## **National Board Certification Support Classes**

**Instructor: Maria Angala**

Tuesdays and Thursdays: October 5, 7, 12, 14 and 19; 5:00-7:00pm

The class is composed of a series of comprehensive review sessions designed to provide interested National Board candidates important information about the certification process, time to examine component and Assessment Center requirements, the opportunity to plan how to meet requirements, and time to collaborate, gather resources and information needed to pursue certification — all in a supportive, constructive, and collegial environment. Session 1: Focus on Body of Knowledge and Content Knowledge. Session 2: Differentiation in Instruction. Session 3: Teaching Practice & Learning Environment. Session 4: Effective and Reflective Practitioner. Session 5: Foundations in Practice for Components 2, 3 and 4.

**Participants may earn 20 PLU's.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_national\\_board](https://www.wtulocal6.net/fall_2021_national_board)**

**Psychology and Education of Exceptional Children****Instructor: Dr. John Taylor**

Mondays and Wednesdays: September 20, 22, 27, 29; October 4, 6, 13, 18, 20, 25, 27; November 1, 3, 8 and 10; 4:30pm-6:30pm.

This course is designed to provide opportunities that specifically meet the needs of special educators and other school personnel. Participants will acquire knowledge regarding the psychological development and characteristics for children and youth. They will explore the principles of special education, paying particular attention to the appropriate role of the special educator in a variety of settings.

Educators will trace the origin and philosophies of special education and attention will be given to issues which currently influence the field of special education including the Individuals with Disabilities Act (IDEA). The intended outcome is to have the participants successfully apply the knowledge and skills acquired in the course to special needs students.

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

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_exceptional\\_children](https://www.wtulocal6.net/fall_2021_exceptional_children)**

**Reading Comprehension Instruction****Instructor: Eulyn Thomas**

Saturdays: October 2, 9, 16, 23 and 30; 10am-2pm.

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.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_reading\\_comprehension\\_instruction](https://www.wtulocal6.net/fall_2021_reading_comprehension_instruction)**

**Reclaiming Assessments: Using a Balanced Classroom Assessment System to Strengthen Student Learning****Instructor: Maria McLemore**

Saturdays: September 4, 11, 18, and 25; October 2 and 9; 9am-12noon

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.**

**RSVP HERE:** [https://www.wtulocal6.net/fall\\_2021\\_reclaiming\\_assessments](https://www.wtulocal6.net/fall_2021_reclaiming_assessments)

## **Social and Emotional Learning**

**Instructors: Dr. Persephone Brown**

Saturdays: October 2, 9, 16, 23 and 30; 9:00am-1:00pm

Are you looking for ways to assist your students in managing their emotions, building positive relationships with others and making responsible decisions? In this mini-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 cultivating 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 HERE:** [https://www.wtulocal6.net/fall\\_2021\\_social\\_and\\_emotional\\_learning](https://www.wtulocal6.net/fall_2021_social_and_emotional_learning)

## **Successfully Integrating the Arts In Your Classroom**

**Instructor: Vincent A. Pope**

Saturdays: September 25; October 23 and 30; November 13 and 20; 8:30am-1pm.

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.**

**RSVP HERE:** [https://www.wtulocal6.net/fall\\_2021\\_successfully\\_integrating\\_the\\_arts](https://www.wtulocal6.net/fall_2021_successfully_integrating_the_arts)

## **Universal Design for Learning**

**Instructor: Nadia Torney**

Tuesdays and Thursdays: October 12, 14, 19, 21, 26 and 28; November 2, 4, 9, 11, 16, 18; 5:00pm-7:00pm.

Do you want to maximize your students' learning experiences? With the Universal Design for Learning (UDL) framework, you can learn to set clear goals, anticipate barriers and design lessons to reduce those barriers for all. This course will help you to use cognitive neuroscience as a foundation for designing instruction to best meet the needs of your diverse learners. Upon completion, you will feel confident, prepared and equipped to construct meaningful learning experiences for all! Participants will be able to:

- Use learner variability as a way to understand and address individual students' learning needs;

- Apply principles of universal design to reduce barriers for students in the school environment, assessments, methods and materials; and
- Create student-centered lesson plans and learning experiences using the Universal Design Framework and Guidelines.

**Participants may earn 45 PLU's.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_universal\\_design\\_for\\_learning](https://www.wtulocal6.net/fall_2021_universal_design_for_learning)**

## **Managing Behavior in School Communities**

**Instructor: Staci Adams**

Wednesdays @ 5pm - 7:30pm: September: 22 & 29, October: 6, 13, 20, & 27, November: 3, 10, & 17

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 the 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.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_managing\\_behavior](https://www.wtulocal6.net/fall_2021_managing_behavior)**

# FREE WORKSHOPS

## Culturally Responsive Pedagogy

**Instructor: Dr. Casey Collins**

Saturday, September 11 and Saturday, October 9 @ 9am-12noon

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.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_culturally\\_responsive\\_pedagogy](https://www.wtulocal6.net/fall_2021_culturally_responsive_pedagogy)**

## Flagway League

**Instructor: Raphael Bonhomme**

**SECTION 1:** Wednesdays: 5pm-6pm | September 8, October 13, November 10, December 8

**SECTION 2:** Sundays: 10am-11am | September 12, October 10, November 14, December 12

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>.

**These are identical sessions. Participants will receive 15 PLU's.**

**Section 1 RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_flagway\\_league\\_section\\_1](https://www.wtulocal6.net/fall_2021_flagway_league_section_1)**

**Section 2 RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_flagway\\_league\\_section\\_2](https://www.wtulocal6.net/fall_2021_flagway_league_section_2)**

## The Game Factor

**Instructor: Dr. Casey Collins**

Saturdays: September 25 and October 23; 9am-12noon

Explore an instructional design that works for both online and in-person instruction. Caution: We will talk about games, but this module will cover much more.

**Participants will receive 4 PLU's.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_the\\_game\\_factor](https://www.wtulocal6.net/fall_2021_the_game_factor)**

## IMPACT Professional Development

**Instructors: Various**

Saturday, October 16 @ 9am – 1pm

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 5 PLU's.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_impact\\_professional\\_development](https://www.wtulocal6.net/fall_2021_impact_professional_development)**

## Strategies for Student Success

**Instructor: Laurine Kennedy**

Tuesdays: November 16, 23 and 30; December 7; 4:15-7:15

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 section: Dimensions to a Better Life; Navigating the Journey Between Stress and SEL, Electrifying Online Learning, The Game Factor.

**Participants will receive 4 PLU's for each session.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_strategies\\_for\\_student\\_success](https://www.wtulocal6.net/fall_2021_strategies_for_student_success)**

## Transforming Teacher Identity: Who Am I as an Educator?

**Instructors: Tiffany L. Brown and Donald Thompson**

November 13; 9am-12noon

Using a variety of interactive strategies, educators will explore how various aspects of their personal and social identities uniquely form who they are as professionals and affect their teaching and learning. Course resources will support professional growth through an examination of research-based approaches to building teacher efficacy and agency, and working collectively with all stakeholders to foster successful relationships with students, peers and families. This blended-learning module is designed to activate self-reflection, spark thought-provoking discussion, and help educators prepare to meet the demands of the profession in new ways.

**Participants will receive 4 PLU's.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_transforming\\_teacher\\_identity](https://www.wtulocal6.net/fall_2021_transforming_teacher_identity)**

## PRAXIS I CORE Preparation Course

**Instructor: Nadia Torney**

Wednesdays, 4:30pm-6pm; September 22, 29; October 6, 13, 20, 27; November 11, 3, 10, 17; and December 1, 8, 15

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.**

**RSVP HERE: [https://www.wtulocal6.net/fall\\_2021\\_praxis\\_i](https://www.wtulocal6.net/fall_2021_praxis_i)**

## Excel with ELL's

**Instructors: Sarah Elwell, Fredrick Monroe & Joy Newman**

4-part workshop series (8 PLU's). Thursdays @ 5-6pm; 9/2, 9/9, 9/23, 9/30

- 9/2-"Understanding Text Complexity"
- 9/9-"Foundational Reading Skills"
- 9/23-"Academic Vocabulary"
- 9/30-"Building ELL Background Knowledge"

Based on research by Dr. Diane August, participants will learn research-based practices on how to support the literacy development of English Language Learners with digital learning resources and individualized instruction.

Dr. August and other researchers have found that remote individualized instruction and mentoring coupled with small-group instruction for children struggling in reading has been effective in improving educator capacity and student learning.

**No recertification nor graduate credits offered.**

**RSVP HERE:** [https://www.wtulocal6.net/fall\\_2021\\_excel\\_with\\_ell\\_s](https://www.wtulocal6.net/fall_2021_excel_with_ell_s)

## **SEL & Journalism Series**

**Instructors: Varies**

Sept 8 or Sept 9

- Visual storytelling with photojournalist [Allison Shelley](#) (September 8)
- Interview skills with *Politico* reporter [Brittany Gibson](#) (September 9)

Please join Washington Teachers Union (WTU) and Pulitzer Center for a series of webinars with award-winning journalists on journalism skills that students can apply to tell underreported stories from their communities. The sessions will also explore how journalism skills can support students' social-emotional learning.

**RSVP HERE:** <https://forms.gle/k7MPqir2WJxW2cu99>

## **Underreported Stories from Latin America**

**Instructors: Varies**

Sept 16, Sept 23, or Sept 30

- Thursday, September 16 ([Perla Trevizo](#)- The role of poverty and intergenerational trauma in fueling migration from Guatemala)
- Thursday, September 23 ([Ana Maria Arevalo](#)- Exploring the criminal justice system in El Salvador and the impact of the system on women)
- Thursday, September 30 ([Pablo Albarenga](#)- Elevating the stories of Indigenous rainforest defenders in the Amazon)

Please join Washington Teachers Union (WTU) and Pulitzer Center for a series of webinars featuring journalists who have extensive experience reporting on underreported issues facing communities throughout Latin America. The journalists are fluent in English and Spanish, and plan to utilize both languages for the presentations. The reporting they will feature is also available in both English and Spanish.

**RSVP HERE:** <https://forms.gle/ma9rNQwZWubQqBNAA>