

Professional Learning Course Catalog 2020 - 2021



Focusing on equity and achievement
through quality first instruction.



P U Y A L L U P
SCHOOL DISTRICT
A Tradition of Excellence

Table of Contents

New Teacher Induction.....	4
Elementary and Secondary PLCs	4-5
Cultivating Equitable Educators K-5.....	6-7
Cultivating Equitable Educators 6-12	8-9
Special Educator PD	10-15
Specialist Educator PD	16
Paraeducator PD.....	17-19
Instructional GLAD and AVID Strategies	20-21
Multi-Tiered Systems of Support (Behavior)	22
Multi-Tiered Systems of Support (Academic).....	23
Book Studies	24-25
Curriculum Training	26-27
EdTec Training	28
CTE Teacher Training	30-31
Administrators and Principal PD	32-33
Course Descriptions	34-49

Register for all classes on Frontline

Course times are 4:00 - 6:00, unless otherwise stated.

<p><u>Course Strand Legend</u></p> <p>MTSS (Multi-tiered Support Systems) SPED (Special Educator) EDTEC BOOK STUDY IS (Instructional Strategies) PLC (Professional Learning Community)</p>	<p>Course Strands are listed at the beginning of course titles.</p> <p>OSPI requires a minimum of 3 clock hours, therefore you must attend at least 2 classes in one strand to receive clock hour credit.</p>
--	---

New Puyallup School District certificated staff (PEA) are required to attend a total of **30 hours** of Professional Learning.

The Future is Inclusive

“Creating authentic relationships that create real connections between humans will change our institutions for the greater good! Providing our educators with relevant culturally responsive teaching strategies, unpacking bias, and building knowledge around equity and social justice work must be at the forefront of all our work.”

“Our work of becoming inclusive cannot happen if we do not choose to build relationships with people of different backgrounds, gender identity, race, culture, belief systems, socio-economic status, etc. Only through human interaction can we really begin to understand others. Relationships, mentoring, and support of one another is crucial for an inclusive environment. We no longer live in the era that teaching is done in isolation, we know better. Our teachers’ collective knowledge is far greater than any one individual in our institution. Our experiences, our diverse backgrounds, and belief systems are strengths that help us relate and connect not only with our students, but also to each other.”

Amanda Kraft



Relationships

Identity

Inclusive

Mentoring

Diverse

Support



New to PSD Educator Induction

New to PSD Educator Induction (Orientation)		
August 17, 2020 12:00 - 3:00	Part 1 Welcome to PSD Social Justice Equity Mission	Zoom
August 19, 2020 9:00 - 11:00	Part 2 Teacher Evaluation Framework	Zoom
August 20, 2020 9:00 - 11:00	Part 3 What to Expect When New to PSD	Zoom

Professional Learning Community

PLC: Secondary School Sessions 3:15 - 4:15		
September 24, 2020	Curriculum	<p><u>Locations:</u></p> <p>Via Zoom's virtual platform.</p> <p>Register on Frontline in order to receive the Zoom invitation link.</p>
October 8, 2020	Parent Communication and Support	
November 12, 2020	Technology	
January 14, 2021	Interventions	
February 18, 2021	Student Engagement (Social and Emotional Learning)	
March 18, 2021	Next Steps	

PLC: Elementary School Sessions 4:00 – 5:00		
September 24, 2020	Resources (Do you have what you need?)	<p><u>Locations:</u></p> <p>Via Zoom's virtual platform.</p> <p>Register on Frontline in order to receive the Zoom invitation link.</p>
October 8, 2020	Conferences	
November 12, 2020	Report Cards	
January 14, 2021	Interims, Assessment, DIBELS/ ACADIENCE, RTI	
February 18, 2021	Collecting Evidence	
March 18, 2021	Any Questions? What do you still need? Making the last trimester meaningful	

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Cultivating Equitable Educators K - 5

4:00-6:00

ALL K-5 ELEMENTARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.

MTSS: Cultivating Equitable Educators K-5		
Must attend all 7 sessions to receive 15 hours		
September 23, 2020	Coherent Instruction <i>This session will be 3 hours in length ** 4:00-7:00</i>	Zoom
October 7, 2020	Communicating with Students	
October 28, 2020	Questioning and Discussion Techniques	
November 18, 2020	Engaging Students in Learning	
December 9, 2020	Using Assessment in Instruction	
January 6, 2021	Flexibility and Responsiveness	
January 27, 2021	Equitable Teaching Practices	

Mentors	Room Numbers
Kindergarten - Deanna Millett, Sara Clerget-Pricco	212
First Grade - Sarah Simon, Judy Radcliffe	213
Second Grade - Sara McCormick, Jasmine Skipworth	214
Third Grade - Nate Scroger, Gena Vincent	217
Fourth Grade - Lisa Reeves, Jennifer O'Toole	215
Fifth Grade - Abby Olson, Erlinda Iniguez	219

- New to PSD PEA are required to attend **30 hours** of Professional Learning.

K-5 Suggested PD

15hrs self directed Professional Learning per contract

PLC: Elementary Schools 4:00 – 5:00		
September 24, 2020	Resources (Do you have what you need?)	<u>Locations:</u> Via Zoom’s virtual platform. Register on Frontline in order to receive the Zoom invitation link.
October 8, 2020	Conferences	
November 12, 2020	Report Cards	
January 14, 2021	Interims, Assessment, Dibels, RTI	
February 18, 2021	Collecting Evidence	
March 18, 2021	Any Questions? What do you still need? Making the last trimester meaningful	

MTSS: Positive Behavior Supports 4:00-6:00		
October 14, 2020	Introduction to Positive Behavior Support	Kris Diamond Susan Walton Anne Mummert
November 4, 2020	Building Relationships	
December 2, 2020	Identifying Why Students Misbehave	

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Cultivating Equitable Educators 6-12

4:00-6:00

ALL 6 - 12 SECONDARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.

MTSS: Cultivating Equitable Educators 6-12 Must attend all 7 sessions to receive 15 hours		
September 23, 2020	Coherent Instruction <i>This session will be 3 hours in length ** 4:00-7:00</i>	Candice McGregor Tommy Haynes
October 7, 2020	Communicating with Students	Tommy Haynes Alex Baker Chistyna Paris
October 28, 2020	Questioning and Discussion Techniques	Jessica Anderson Priscilla Millam
November 18, 2020	Engaging Students in Learning	Ben Muehlenbruch Rebecca Snell
December 9, 2020	Using Assessment in Instruction	Jessica Anderson Alicia Williams Willie London
January 6, 2021	Flexibility and Responsiveness	Kris Susee Amanda Naylor
January 27, 2021	Equitable Teaching Practices	Amanda Kraft Tommy Haynes

Mentors	Location
Sixth Grade - Alicia Williams	Woodland Elementary
ELA - Amanda Naylor	Puyallup High School
Math - Priscilla Millam	Glacier View Junior High
Science - Tommy Haynes	Kalles Junior High
Social Studies - Kris Susee	Aylen Junior High
Social Studies/ Psychology - Ben Muehlenbruch	Emerald Ridge High School
Math - Jessica Anderson	Puyallup High School
Science - Christy Paris	Puyallup High School
Foreign Language - Rebecca Snell	Kalles Junior High

- New to PSD PEA are required to attend **30 hours** of Professional Learning.

Secondary Suggested PD

15hrs self-directed Professional Learning per contract

PLC: Secondary School Sessions 3:15 - 4:15		
September 24, 2020	Curriculum	<u>Locations:</u> Via Zoom's virtual platform. Register on Frontline in order to receive the Zoom invitation link.
October 8, 2020	Parent Communication and Support	
November 12, 2020	Technology	
January 14, 2021	Interventions	
February 18, 2021	Student Engagement (Social and Emotional Learning)	
March 18, 2021	Next Steps	

MTSS: Restorative Practices 4:00-6:00		
December 16, 2020	What are Restorative Practices?	Anthony Corrado
January 13, 2021	Building Community Through Restorative Practices	
February 3, 2021	Effectively Using Community Circles	

- New Puyallup School District certificated staff (PEA) are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Special Educator PD

SPED: IEP Development, Practices, Procedures and Facilitation <i>Open to all PSD certificated special education staff</i>		
August 18, 2020 9am - 12pm	New Speech Language Pathologist Training	Carlee Oliver
August 18, 2020 9am - 12pm	New OT/PT Staff Training	Emily Garza
August 18, 2020 9am - 12pm	New Psychologist Training	Miranda Kucera & Christina Bren
August 20, 2020 1pm-3pm	IEP Online Software for New Teachers	Karen Van Wieringen & Kelly Carrick
August 20, 2020 8:30 – 11:30	TS Gold for New Preschool Staff	Debbi Hall
August 21, 2020 8:00 – 3:30	Styer-Fitzgerald Curr for Support Center	Christine Rowan & Shannon King
August 24, 2020 8:00 – 11:30	KITE Staff (Foundations, Support)	Kim Leger
September 30, 2020 4:00-6:00	Controlling Your Systems, So They Don't Control You!	Shannon King
November 4, 2020 4:00-6:00	Let's Team up Strategies for teachers and para-educators to create a collaborative classroom (attend with teams if possible, to develop systems and communication plans)	Theresa Taft
December 2, 2020 4:00-6:00	TEAM: Together Everyone Achieves More Collaboration with General Education: Inclusion, Accommodations, Modifications, Differentiation	Theresa Taft
January 13th, 2021 4:00-6:00	Getting Connected: Pathway Through Transition to Adult Services	Christine Rowan Cassie Cline Janet Wojtata
January 27th, 2021 4:00-6:00	Get Them Where They Are Going: Secondary Transition Pathways Grades 6-12+, Coursework, graduation plans, etc.	Katie Fosnick

Special Educator PD

SPED: IEP Development, Practices, Procedures and Facilitation <i>Open to all PSD certificated special education staff</i>		
January, 13 th and 27 th , February 3 rd , 2021 4:00-6:00pm	Basics of Behavior: An Applied Behavior Analysis (ABA) Approach	Behavior Analyst Team
March 17, 2021 4:00-6:00	Social Skills & Multi-media: How to engage your students - Part 1	Lisa Johnston Angela Farnsworth
March 24, 2021 4:00-6:00	Curriculum: Instructional Materials-Learner Centered	Bobbi Jones
March 31, 2021 4:00-6:00	Social Skills & Multi-media: How to engage your students - Part 2	Lisa Johnston Angela Farnsworth
Self-Paced	IEP, You Know Me! (ex. resources: Tommy trainer, Schoology)	Keri Lester
Self-Paced	Assistive Technology	Heather Austin
Self-Paced	Map it out: PWN & IEP Meeting Facilitation	Cassie Cline Christine Rowan
Self-Paced	New Preschool Modules Early Childhood Teaching Strategies Gold	Debbi Hall
Self-Paced	Special Education Program Descriptions & Processes for Placement (*Bldg admin)	Kelly Carrick Cassie Cline
Self-Paced	IEP Online Training: Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)	Behavior Analyst Team

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Special Educator PD

Mandatory Special Education Professional Learning		
October 27, 2020 OR November 5, 2020	Developed for all Special Education Teachers	TBD: Virtual or Building

SPED: Speech/Language Pathology PLC		
November 4, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver
December 2, 2020 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver
January 3, 2021 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver
March 3, 2021 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver
April 7, 2021 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver
May 5, 2021 4:00-6:00	Current Topics & Trends in the field of Speech/ Language Pathology	Kelly Carrick & Carlee Oliver

- New Puyallup School District certificated staff (PEA) are required to attend a total of 30 hours of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Special Educator PD

Right Response Full Certification		
<i>Right Response is only REQUIRED for KITE, Support Center, WRAP, DK and Preschool.</i>		
<i>This course is optional for all others that would like to attend.</i>		
August 18 and 19, 2020 Two-day training	8:00 - 3:30	TBD: Virtual or Building Eshpeter/Baer
September 28 & 30, October 5 & 7 Must attend all four sessions	4:00 - 7:30	TBD: Virtual or RHS
November 2, 4, 9, 12 Must attend all four sessions	4:00 – 7:30	TBD: Virtual or Woodland Eshpeter/Baer
February 1, 3, 8, 10 th Must attend all four sessions	4:00 – 7:30	TBD: Virtual or Woodland Eshpeter/Zancanella
March 16 th , 18 th , 23 rd , 25 th Must attend all four sessions	4:00 – 7:30	TBD: Virtual or RHS Tungsvik/Baer
May 3, 10, 17, 24 Must attend all four sessions	4:00 – 7:30	TBD: Virtual or RHS Tungsvik/ Zancanella

Right Response Re - Certification		
August 18, 2020	8:00 - 3:30	TBD: Virtual or RHS
August 19, 2020 Early Childhood	8:00 - 3:30	TBD: Virtual or Wildwood
September 14 & 21, 2020	4:00 - 7:30	TBD: Virtual or Woodland
October 5 & 12, 2020	4:00 - 7:30	TBD: Virtual or Woodland
November 10 & 17, 2020	4:00 - 7:30	TBD: Virtual or RHS
January 12 & 19, 2021	4:00 - 7:30	TBD: Virtual or RHS
February 8 & 10, 2021	4:00 - 7:30	TBD: Virtual or RHS
March 15 & 22, 2021	4:00 - 7:30	TBD: Virtual or Woodland
April 5 & 7, 2021	4:00 - 7:30	TBD: Virtual or RHS
May 3 & 10, 2021	4:00 - 7:30	TBD: Virtual or Woodland
June 7 & 14, 2021	4:00 – 7:30	TBD: Virtual or PHS

Special Educator PD

SPED: Verbal De-Escalation Techniques		
November 12, 2020 4:15-6:15	Verbal De-Escalation Techniques	TBD: Virtual or RHS Melanie Baer Pam Tungsvik
February 25 th , 2021 4:15-6:15	Verbal De-Escalation Techniques	TBD: Virtual or RHS Melanie Baer Pam Tungsvik

Round Table: New Special Educators Round Table		
October 8, 2020 4:00-6:00	Developed for all new Special Education Teachers	TBD: Virtual or Building
December 3, 2020 4:00-6:00	Developed for all new Special Education Teachers	TBD: Virtual or Building
February 4, 2021 4:00-6:00	Developed for all new Special Education Teachers	TBD: Virtual or Building

Book Study Open to all PSD Teachers		
October 14, 2020 4:00-5:00	Book Study "Funny, You Don't Look Autistic: A Comedian's Guide to Life on the Spectrum" 5 clock hours total (4 for reading, one for discussion group attendance). Participants would be responsible for obtaining their own books. 20 participants maximum.	Debbi Hall

7 times / year 1.5 hour per PLC CEU & Clock	PLC for Special Ed Groups High leverage practices for academic and social-emotional growth, idea sharing, strategies for virtual learning, tech for teachers, other	Teacher Leaders Ed Spec Collaboration
---	--	--

Special Educator PD

MTSS: Positive Behavior Supports		
October 14, 2020	Introduction to Positive Behavior Support	Susan Walton Kris Diamond Anne Mummert
November 4, 2020	Building Relationships	
December 2, 2020	Identifying Why Students Misbehave	
MTSS: Restorative Practices		
December 16, 2020	What are Restorative Practices?	Anthony Corrado
January 13, 2021	Building Community Through Restorative Practices	
February 3, 2021	Effectively Using Community Circles	
MTSS: Five Components of Literacy		
January 20, 2021	CORE Reading Sourcebook Reading Handbook	Deb Sherwood
February 24, 2021	Phonemic Awareness Phonics	
March 31, 2021	Vocabulary Fluency Comprehension	
MTSS: Social and Emotional Learning *Must be able to attend all sessions, 1, 2 and 3		
January 20, 2021	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 10, 2021	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	
March 3, 2021	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare	

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

New to the District Specialist Educator PD

All SPECIALIST TEACHERS new to the Puyallup School District are required to attend,
ie. - music, counselor, PE

MTSS: Positive Behavior Supports		
October 14, 2020	Introduction to Positive Behavior Support	Susan Walton Kris Diamond
November 4, 2020	Building Relationships	
December 2, 2020	Identifying Why Students Misbehave	
MTSS: Restorative Practices		
December 16, 2020	What are Restorative Practices?	Anthony Corrado
January 13, 2021	Building Community Through Restorative Practices	
February 3, 2021	Effectively Using Community Circles	
MTSS: Social and Emotional Learning *Must be able to attend all sessions, 1, 2 and 3		
January 20, 2021	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 10, 2021	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	
March 3, 2021	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare	
MTSS: Quaver and Technology for General Music Teachers		
September 30, 2020	Curriculum and Application Support	DiAnne Bergman Nancy Nelson
December 2, 2020	Learn how to use custom resources and create lessons	
February 17, 2021	Applying new skills to Schoology gradebook	

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

Paraeducator PD

Recess Supervisor (PLC) 4:00 – 5:30		
September 24, 2020	Making Connections and Building Relationships	Michele Bledsoe Susan Whitney Ally Myers
October 29, 2020	Safety and Discipline	
November 19, 2020	De-escalation and Problem Solving	
January 28, 2021	Restorative Practices	
March 25, 2021	Games and Activities	
May 6, 2021	Lessons Learned and Planning Ahead	

Communicate Effectively and Participate in the Team Process (3 hours)		
October 24, 2020 1:00-4:00	Communication Basics	Ailene Baxter

Paraeducator - Fundamental Course of Study

Course Title	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	3.4	4.1	4.2
Accommodating with Learning Tools	x		x						x			
AVID: Critical Reading			x			x			x			
Communicate Effectively and Participate in the Team Process							x	x			x	x
Core Skills: Organization			x	x		x			x			
GLAD: Focus and Motivation			x			x	x		x			
GLAD: Guided Oral Practice			x			x	x		x			
GLAD: Input and Assessment			x	x		x			x			
GLAD: Reading and Writing		x	x	x		x			x			

Paraeducator - Fundamental Course of Study

Course Title	1.1	1.2	1.3	1.4	2.1	2.2	3.1	3.2	3.3	3.4	4.1	4.2
New Educator Orientation					x							
Positive Behavior Supports		x		x		x	x	x	x		x	x
Restorative Practices		x				x	x	x	x		x	x
Right Response Certification and Re-certification				x			x	x	x	x	x	x
Social and Emotional Learning		x	x			x	x	x	x	x	x	x
Five Components of Literacy series			x	x		x			x			
Recess Supervisor PLC Series					x	x	x				x	x
Mindfulness							x	x	x	x	x	x
Self-Care 101					x		x					

For courses not listed here, including building or department specific professional development, please contact the instructor directly to find out which FCS component(s) will be addressed.

Instructional Strategies

IS: Instructional Core Skills Strategies		
Schoology	Organization	Lauri Cotton

IS: Instructional AVID Strategies		
January 20, 2021	On Demand Timed Writing	Nancy Ellis Janine DeLeon
February 3, 2021	Interactive Notebooks	Lauri Cotton Debbie Hopkins
March 3, 2021	4 A's of Digital Learning	Nancy Ellis Lauri Cotton
April 21, 2021	Critical Reading with AVID Weekly	Nancy Ellis Janine DeLeon
Schoology	Best of AVID	Janine DeLeon
Schoology	Collaborative Study Groups	Lauri Cotton

IS: AVID Foundations 3-6 Must attend all 4 sessions		
September 9, 2020 September 23, 2020 October 7, 2020 October 14, 2020 4:00 - 7:00	AE: Foundations Pathway Must attend all 4 sessions	Lauri Cotton Nancy Ellis

Instructional Strategies

IS: Instructional GLAD Strategies		
September 30, 2020	GLAD in Remote Learning 101	Jessica Anderson Tabitha Aragon
October 14, 2020	GLAD in Remote Learning 201	Jessica Anderson Candice McGregor
November 4, 2020	GLAD in Kate Kinsella - Academic Vocabulary	Tabitha Aragon
December 2, 2020	GLAD in 5th Grade Native American Unit	Candice McGregor Chelsey Stotler Jessica Anderson Tabitha Aragon Rachael Woodcock
January 13, 2021	GLAD in Focus and Motivation	Chelsey Stotler Candice McGregor
January 20, 2021	GLAD in Elementary Math	Jessica Anderson
February 3, 2021	GLAD in Secondary Math	Jessica Anderson
February 10, 2021	GLAD - Gather Round for Small Groups	Rachael Woodcock Tabitha Aragon
February 17, 2021	GLAD - Let's Chat: Guided Oral Practice	Candice McGregor Tabitha Aragon
February 24, 2021	GLAD - Pre K - 1st	Rachael Woodcock Chelsey Stotler
March 3, 2021	GLAD - Picture This: Input for the Brain	Candice McGregor Tabitha Aragon
March 24, 2021	GLAD in 5th Grade Native American Unit	Tabitha Aragon Jessica Anderson Rachael Woodcock Candice McGregor Chelsey Stotler
April 21, 2021	GLAD in Reading and Writing Part 1	Rachael Woodcock Chelsey Stotler
May 5, 2021	GLAD in Reading and Writing Part 2	Tabitha Aragon Candice McGregor

Multi-Tiers Systems of Support

MTSS: Positive Behavior Supports		
October 14, 2020	Introduction to Positive Behavior Support	Susan Walton Kris Diamond Anne Mummert
November 4, 2020	Building Relationships	
December 2, 2020	Identifying Why Students Misbehave	
MTSS: Restorative Practices		
December 16, 2020	What are Restorative Practices?	Anthony Corrado
January 13, 2021	Building Community Through Restorative Practices	
February 3, 2021	Effectively Using Community Circles	

MTSS: Social and Emotional Learning		
*Must be able to attend all sessions, 1, 2 and 3		
January 20, 2021	Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter?	Amanda Kraft Alicia Nosworthy
February 10, 2021	Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies	
March 3, 2021	Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare	

MTSS: Mindfulness		
December 16, 2020	Social Emotional Learning skills through mindfulness techniques	Anne Mummert DiAnne Bergmann
March 24, 2021	Social Emotional Learning skills through mindfulness techniques	

MTSS: Self-Care 101		
January 13, 2021	Curbing Teacher Burnout through SEL	Anne Mummert DiAnne Bergmann
April 7, 2021	Curbing Teacher Burnout through SEL	

Multi-Tiers Systems of Support

MTSS: Class Meetings		
October 28, 2020	Building a Classroom Community of Respect and Rapport Part 1	First Grade Teacher
November 18, 2020	Building a Classroom Community of Respect and Rapport Part 2	
December 9, 2020	Building a Classroom Community of Respect and Rapport Pat 3	

MTSS: Five Components to Literacy		
January 20, 2021	CORE Reading Sourcebook Reading Handbook	Deb Sherwood
February 24, 2021	Phonemic Awareness Phonics	
March 31, 2021	Vocabulary Fluency Comprehension	

MTSS: DIBELS/Acadience		
October 30, 2019	DIBELS/ Acadience	Karshner Center Grades K-2 Grades 3-5
February 12, 2020	DIBELS/ Acadience	
April 15, 2020	DIBELS/ Acadience	

Book Studies

The Behavior Code Must attend all 6 collaboration sessions to receive 16 hours PLEASE READ FIRST CHAPTER PRIOR TO OCTOBER 14		
October 14, 2020	What Teachers Need to Know about Behavior; The Fair Plan Chapter 1	Michele Bledsoe Hannah Wild-Neary Stacey LaTour
November 4, 2020	The Student with Anxiety-Related Behavior Chapter 2	
December 9, 2020	The Student with Oppositional Behavior Chapter 3	
January 20, 2021	The Student with Withdrawn Behavior Chapter 4	
February 24, 2021	The Student with Sexualized Behavior Chapter 5-6	
April 7, 2021	Commonly Asked Questions & Application of Concepts	

Conscious Discipline - 20 hours Must attend all 5 collaboration sessions to receive 20 hours		
October 14, 2020 4:15 - 5:15	Overview- Connection to our work Second Step/Restorative Practice (Reading Assignment as HW -Introduction Chapters 1-3)	Kari Helling Sara Clerget-Prizzo Rachel Hart
December 9, 2020 4:15 - 6:15	Introduction-Why -Review 1-3 and Brain (Reading Assignment as HW- Safety Section Chapters 4-5)	
January 13, 2021 4:15 - 6:15	Safety- Review 4-5 (Reading Assignment as HW- Connection Section Chapters 6-8)	
February 10, 2021 4:15 - 6:15	Connections -Review 6-8 (Reading Assignment as HW- Problem Solving Sections Chapters 9-10)	
March 31, 2021 4:15 - 6:15	Problem Solving-Review 9-10	

Book Studies

Multiplication is for White People Must attend all 3 collaboration sessions to receive 15 hours		
February 17, 2021		Priscilla Millam Nita Hill Anne Mummert
March 24, 2021		
April 21, 2021		

Culturally Responsive Education in the Classroom Must attend all 3 collaboration sessions to receive 15 hours		
November 18, 2020	Defining Equity - Chapters 1 and 3	Anne Mummert Roland Sydney James Ohlinger
December 9, 2020	Equity and the 6 Themes of CRE - Chapters 3 and 4	
January 20, 2021	Practical Application - Chapters 5 and 6	

Hacking School Discipline Must attend all 4 collaboration sessions to receive 15 hours		
October 14, 2020	Overview, Introduction Chapter 1-2	Jessica Gill Dani Baker
November 18, 2020	Chapters 3-5	
January 13, 2021	Chapters 6-8	
March 3, 2021	Chapters 9 and Conclusion	

Curriculum Training

MTSS: Elementary Math K-6 “Just in Time” Grade Level Collaboration		
August 26, 2020 4pm – 5pm Zoom/Teams	Getting Started: Planning for math in September; Tips and tricks for getting started. 6th Grade: Prepare for unit 1 instruction and Kahn Academy set up tips	Kindergarten Kim Douglas Chelsea Singh First Grade Renee Fleisch Robin Zindel
Sept 30, 2020 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and October Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	Second Grade Jennifer Iverson Wendy Finney
Oct 29, 2020 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and November Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	Third Grade Mitzi Walker Jennifer Brown
Dec 2, 2020 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and Dec/Jan Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	Fourth Grade Debbie Belvill Michelle Canion
Jan 28, 2021 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and February Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	Fifth Grade Alison Hemley
Feb 24, 2021 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and March Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	Sixth Grade Melissa Segers
Mar 31, 2021 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and April Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	
April 28, 2021 4pm – 5pm Zoom/Teams	K-5th Grade: Prepare for upcoming unit and May Number Corner 6th Grade: Prepare for upcoming unit and Kahn Academy tips	
Optional - Bonus Project worth 2 clock hours	Optional Project to be submitted by April 28. Participants who complete the full series (8 sessions) and submit an assigned project will earn a total of 10 clock hours.	

MTSS: K-6 Writing Modules		
	Integrating Writing in the Elementary Classroom	Abby Olson Jasmine Skipworth
	Writing Modules Collaboration	Abby Olson Jasmine Skipworth

MTSS: 6th Grade Social Studies		
November 4, 2020	6th Grade Ancient Civilization	Nicci Stratton
January 13, 2021	6th Grade Ancient Civilization	Nicci Stratton

MTSS: Springboard		
October 14, 2020	Springboard Training	
February 17, 2021	Springboard Training	

MTSS: Elementary ELA Training 3 part series		
October 14, 2020	Read Well - K-1 Journeys - 2-5 Part 1 - Planning, Management, Assessment	Karshner Center Read Well - K Kim Douglas Chelsea Singh
February 17, 2021	Read Well - K-1 Journeys - 2-5 Part 2 - Planning, Management, Assessment	Read Well - 1 Romy Haney Sherrie Bakke Journeys - 2-3 Tiffany Ahearn Courtney Rutherford
April 21, 2021	Read Well - K-1 Journeys - 2-5 Part 3 - Planning, Management, Assessment	Journeys - 4-5 Jessie Weber Nicci Henning

EdTec Training

EDTEC: Schoology Support		
October 14, 2020	Get Families Involved: Using Schoology to Build Connections	Leslie Snyder Jennifer Matthews
November 4, 2020	That's a Wrap! Creating Effective and Engaging Video Lessons	Nancy Nelson Jennifer Matthews
January 20, 2021	Power Up Classroom Collaboration with OneNote Class Notebook	Jeremy Roy Nancy Nelson
February 3, 2021	Reaching Every Student: Accommodating with Learning Tools	Jeremy Roy Nancy Nelson
February 24, 2021	Increase Thinking and Engagement: Instructional Tech Tools that Kids Love	Leslie Snyder Jennifer Matthews
March 31, 2021	Think in Ink: The Benefits of Inking to Improve Thinking and Reflection	Leslie Snyder Jeremy Roy

Microsoft Online Training		
See course description in Frontline for directions.		
Fall	Fall 2019 Microsoft Online Training	EdTec
Spring	2019-2020 Microsoft Online Training	EdTec

CTE Pro Dev Opportunities

(CTE Teachers Only)

CTE 101 - Essentials		
New to PSD CTE Teachers		
October 21, 2020	Welcome to Career and Technical Education— Come learn what makes CTE unique and get personalized support for your first year.	Ballou Library 3:30-6:30

CTE 201 Series		
New and Veteran CTE Teachers		
March 17, 2021	Navigating Unique CTE Responsibilities— Collaborate, discuss, and complete components of: CTE certification/CTE certificate renewal, clock hour requirements, student certification and dual credit processes, and end of year reporting for CTSOs.	Ballou Library 3:30-6:30
December 2, 2020 OR February 3, 2021	The Ins and Outs of CTE Curriculum— Get all the help you need when it comes to specific course frameworks, essential standards, industry alignment, and the role of advisories.	Ballou Library 3:30-6:30 <i>(Last hour independent work)</i>
October 14, 2020 OR January 6, 2021	CTE Beyond the Classroom— Guidance and support for CTSO advisors around student leadership, student certification, and dual credits.	Ballou Library 3:30-6:30 <i>(Last hour independent work)</i>

CTE for Secondary School Counselors		
January 13, 2021	Let's strengthen the partnership between CTE and secondary counselors by providing a CTE Toolkit to support the registration process! Topics include: OSPI goals and mandates, dual credits, graduation pathway requirements, advisory committees, and course offerings to better guide students around course selection and post-secondary options.	Ballou Library 3:30-6:30 <i>(Last hour independent work)</i>

CTE WORKSHOPS (Submit Proposal)

Target Audience:

Collaborative groups working toward a common goal in one of the following areas:

- Data collection and analysis related to student learning
- School and district improvement efforts
- Standards and curriculum alignment
- Practices around instructional strategies and assessment
- Advocacy for students, leadership, mentoring/coaching

Requirements:

1. Agenda with dates and times
2. Attendance sign-in sheet
3. Minutes/summary of results
4. Sessions and clock hours vary - minimum of 3 hours

Administrators and Principals Professional Learning

ALL ADMINISTRATORS:		
Date:	Location:	Time:
August 5, 2020	Zoom	Full day
September 21, 2020	Zoom	7:30-9:30
January 25, 2021	Zoom	7:30-9:30
May 24, 2021	Zoom	7:30-9:30

PRINCIPALS:	
K-12 Pro Dev - Zoom	
August 5, 2020	Full Day (8:00 – 2:00) (w/ALL Admin)
August 12, 2020	Full Day (8:00 – 2:00)
September 21, 2020	12-3pm (w/ALL Admin)
September 28, 2020	12-3pm
October 26, 2020	12-3pm
November 16, 2020	12-3pm
December 7, 2020	12-3pm
January 25, 2021	12-3pm (w/ALL Admin)
February 22, 2021	12-3pm
March 22, 2021	12-3pm
April 26, 2021	12-3pm
May 24, 2021	12-3pm (w/ALL Admin)

Administrators and Principals Professional Learning

PRINCIPALS: Danielson Framework Training		
September 10, 2020	8:00 - 4:00	Virtual
September 24, 2020	8:00 - 4:00	
October 22, 2020	8:00 - 4:00	
December 3, 2020	8:00 - 4:00	
January 21, 2021	8:00 - 4:00	
February 11, 2021	8:00 - 4:00	

TEACHERS:		
Five (5) <i>Supplemental Days</i> Full Days	Three (3) <i>School Improvement Days</i> 2.5 hr. early dismissal	Mondays 1 hour late arrival
August 25, 2020	November 11, 2020	
August 26, 2020	January 15, 2021	
August 27, 2020	March 26, 2021	
August 28, 2020		
September 2, 2020		

Course Description

Ancient Civilizations

6th Grade Ancient Civilizations: Engaging Students through Best Practices. 6th Grade students learn about Community/ Identity, Geography & Ancient Civilizations. This course will show how to use AVID guided notes (Cornell Notes, 2 Column Notes), GLAD strategies for engagement, and project based assessments to show different ways to adapt the tools we already have in our belt. During this course you will learn how to use the online tools and best practices in the classroom, digital and traditional.

AVID Foundations

What are all these AVID terms that everyone is talking about? This class will answer all those questions and give you strategies to take right into the classroom. These strategies can be implemented K-12 and it is highly encouraged that all teachers and paras take this course. Participants will practice and discuss strategies, activities, and lessons focused on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies in order to facilitate students' access to rigorous academics across all content areas. By attending this strand, participants will develop a clear understanding of WICOR and the educator's role in an AVID Schoolwide system that provides differentiated instruction to students to help develop a culture of student success, academic achievement, and college and career awareness. Once you finish this class you will receive AVID certification. This course is designed for 15 hours of course work and you will need to attend all sessions in order to earn the AVID certification.

The Behavior Code (Book Study)

Participants will read and discuss "The Behavior Code: A Practical Guide to Understanding and Teaching the Most Challenging Students". In this book, four types of challenging learners are discussed: students with anxiety-related behavior, oppositional, withdrawn, and sexualized behaviors. Interventions and strategies taught through this text are focused on K-6 students; however, behavioral principles and methods may also be adapted and apply to the secondary level

Best of AVID

Do you need new ideas to keep your students engaged and excited about learning, while collaborating with their peers? This self-paced class will give you the opportunity to learn instructional strategies, watch videos of Puyallup students performing the strategies, and a guide to help you brainstorm ways to use these strategies in your classroom. Each trimester eight new strategies will be added.

Building Academic Vocabulary

We know that vocabulary plays an important role in academic competence at every grade level. Students with little exposure to vocabulary and who have weak verbal skills, struggle with reading and writing tasks, that in turn impacts overall academic success. This course will specifically target current research, equitable teaching practices, and supporting English Learners by building their vocabulary foundation using Dr. Kate Kinsella's Academic Vocabulary Toolkit.

Course Description

Class Meetings

This is a three part series. All staff members are invited to attend each session. Classroom Meetings directly align with the social emotional learning practices. Educators will understand how these practices will increase student engagement, therefore, increasing student achievement. Participants will learn the purpose, the value, and the essential aspects for developing routine Classroom Meetings as a cultural responsive strategy. As a result, the strategies obtained from this course will provide educators with the tools which are necessary for establishing a respectful classroom culture in which all students feel valued and understood. Furthermore, participants will be given specific foundational building blocks for initiating, organizing, and maintaining a safe space in which students learn how to develop their voice to express feelings, share thoughts, and to solve problems. By the end of the course, educators will possess a strong understanding of the critical components for building a classroom community of respect and rapport.

Coherent Instruction

The heart of coherent instruction starts with a well-designed lesson plan that includes equitable access for all learners. Using High Leverage equitable practices and the Danielson Framework, participants will be able to systemically design instruction that supports all students toward specific learning goals. Participants will view sample lesson plans and watch demonstration video clips that showcase coherent instruction.

Collaborative Study Groups

In Collaborative Study Groups (CSGs), students identify a specific question from a content area, collaborate to develop and deepen their understanding through Socratic inquiry, and apply their new learning in order to enhance classroom performance. Participants in this session will experience CSGs through watching two different classroom applications and participating in a mock CSG before developing a CSG Personal Implementation Plan for their own classrooms. This course is a best fit for grades 5-12.

Schoology group 3T8JS-BJ6R9

Course Description

Communicate Effectively and Participate in the Team Process

Participants will identify communication skills that are required for working with team members and explain the four stages of developing effective teams. Participants will identify strategies used to initiate and receive feedback regarding student learning and/or personal performance. Using various case studies and scenarios, participants will identify conflicts and describe ways to apply resolution strategies.

Communicating with Students

Effective teachers are deliberate and strategic in how they communicate with students. Using the Danielson Framework and videos of proficient teaching, participants will observe, model, and plan integration of equitable strategies for 3a: Communicating with Students.

Conscious Discipline (Book Study)

Use what you've learned about Social-Emotional Learning combined with brain research to transform yourself and your classroom culture into a resilient classroom full of self-managers.

Critical Reading with AVID Weekly

Does the gift of time to interact with resources you can use tomorrow interest you? This class explicitly teaches a variety of reading strategies to help students gain a deep understanding of expository texts through the use of AVID Weekly. Participants will engage in activities that demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies and AVID Weekly.

Schoology group 3T8JS-BJ6R9

Cultivating Equitable Educators: Elementary and Secondary Educator

Equity, social justice, and culturally responsive teaching practices will be emphasized in this course, aligned with Domain 3 in the Danielson Instructional Framework, described as the heart of teaching. Participants will learn about coherent instruction, communicating with students, discussion and questioning techniques, engaging students in learning, using assessment in instruction, and flexibility and responsiveness.

Culturally Responsive Education in the Classroom (Book Study)

"This book is about Equity- and specifically what Equity looks like (and feels like) in the context of pedagogy." -Adeyemi Stenbridge (author, Culturally Responsive Education in the Classroom). You are probably feeling a sense of urgency regarding the state of our schools and the climate of our culture. You are not alone. Fortunately, there are some amazing resources out there to help us and we have the responsibility to do everything within our power to be the most culturally responsive educator possible. Culturally Responsive Education in the Classroom is a tool that we will use to reflect on our practices, identify inequities, and works towards building a truly inclusive learning environment.

Course Description

DIBELS/Acadience

Acadience Reading is the new name for the DIBELS Next assessment. This three-part series will support new and experienced K-5 grade teachers in the administration of Acadience assessments, interpretation of data, and identification of targeted instruction.

Elementary Math - Just in Time K-6 Math Collaboration

Participate collaboratively with other Teachers from the comfort of your own classroom and facilitated by your grade level Bridges in Math Lead Teachers. Prepare for your upcoming Bridges Unit, explore new workplaces and get ready for your monthly Number Corner. The goal of these sessions is to plan with other teachers, understand how to focus on high-leverage activities in Bridges Math and prepare for upcoming units through hands-on activities completed in your own classroom, saving you time, while learning tips and tricks for smooth implementation each month. Each session is 1 hour and is scheduled for optimal planning prior to upcoming units and monthly number corner updates. Sessions in August, September, October, December, January, February, March & April. Participants who complete the full series (8 sessions) and submit an assigned project earn 10 Clock Hours--- OR pick and choose the dates and topics that interest you at 1 clock hour each.

Engaging Students in Learning

Effective teachers use quality learning activities to engage students with varying needs. Using Danielson 3c: Engaging Students in Learning, we will examine strategies for use with students in the classroom that are both engaging and equitable. The quality of student engagement is the result of careful planning of learning experiences and differing student needs. The elements addressed in this course include: activities and assignments, grouping of students, instructional materials and resources, and structure and pacing.

Course Description

Equitable Teaching Practices

Equity: the quality of being fair and impartial. As educators, the need to be fair and impartial needs to be intentional to insure ALL students have the same opportunities in our schools. During this course, we will look at Puyallup School District data around race and equity, social justice topics, and reinforce teaching practices that provide equal access and opportunities to all students.

Five Components to Literacy

Responding to students' needs is essential to meeting each child where they are. Providing students with the most appropriate intervention or enrichment requires knowledge about how students learn to read and write. In this series, you will gain a deeper understanding of the five components of literacy. In addition, you will be able to choose your own learning route by self-selecting intervention curriculums to learn more about.

Flexibility and Responsiveness

Teachers make hundreds of decisions on a daily basis. To reach all learners, it is important to recognize when adjustments need to be made to improve student engagement and understanding. Being flexible is the key to any successful lesson. We will focus on Domain 3e of the Danielson Framework: Demonstrating Flexibility and Responsiveness. Participants will build their ability to not only develop well-structured plans, but also to anticipate and be responsive to student needs and adjusting lessons mid-delivery. Participants will engage in a demonstration of a cooperative strip paragraph to model flexibility and responsiveness.

Four (4) A's of Digital Learning

Participants will engage with AVID's Digital Learning Framework, the 4 A's™, exploring how instructors Adopt, Adapt, Accelerate, and Advocate while integrating digital tools with WIC-OR instructional practices. They will participate in a well-known AVID activity with a digital component and then work to incorporate technology into their lesson plans, with an emphasis on differentiating instruction and increasing students' ownership of their learning. Make sure to bring your computer and headphones.

Course Description

GLAD in Academic Vocabulary (Kate Kinsella)

We know that vocabulary plays an important role in academic competence at every grade level. Students with little exposure to vocabulary and who have weak verbal skills, struggle with reading and writing tasks, that in turn impacts overall academic success. This course will specifically target current research, equitable teaching practices, and supporting English Learners by building their vocabulary foundation using the ELL district adopted curriculum, Academic Vocabulary Toolkit.

GLAD in Elementary Math

Elementary Mathematics is the critical foundation for students to be successful in future math courses and today's world. Participants will learn how to implement GLAD strategies into their mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class is useful for previously-trained and newly-trained GLAD teachers.

GLAD in 5th Grade Native American Unit

This course will guide you through the planning and implementation of a 5th Grade Native American Unit that aligns with the Since Time Immemorial standards for Washington state. The unit is rich in GLAD strategies, and also aligned to Common Core State Standards for 5th grade ELA and Social Studies. A unit walkthrough will include: what resources you need to prepare prior to beginning the unit, how to use the curriculum binder, a brief discussion about each GLAD strategy, and how they are utilized in the curriculum.

GLAD in Focus and Motivation

Participants will learn how to implement GLAD Focus and Motivation strategies into their instruction. The component area of Focus and Motivation is primarily dedicated to sparking interest, setting purpose, and assessing prior knowledge. This class is useful for teachers new to GLAD or those who have been previously trained.

Schoology group 3T8JS-BJ6R9

GLAD in Let's Chat: Guided Oral Practice

Participants will learn how to implement GLAD Guided Oral Practice strategies into their instruction. The component area of Guided Oral Practice is primarily focused on developing the scaffolds, the environment, and expectations to support students in using academic language. The class is beneficial to those who are both familiar and new to GLAD.

Schoology group K8GTN-NMBMT

GLAD in Picture This: Input for the Brain

Participants will learn how to implement engaging GLAD Input and Assessment strategies into their instruction. The objective of the Input strategies is to provide direct content instruction in a comprehensible manner. This class is useful for previously-trained and newly-trained GLAD teachers. Strategies Included: Graphic Organizers (Timelines, Maps, Six Kingdoms), Pictorials, Comparatives, Narratives, ELD Group Frame, and Graffiti Wall.

Schoology group K8GTN-NMBMT

GLAD in Pre K - 1st

Participants will learn how to infuse GLAD strategies into their Early Childhood Education instruction. This class will delve into all 4 component areas fine tuning these strategies for our youngest learners (PreK-1st). This class is useful for teachers new to GLAD or previously trained teachers.

Course Description

GLAD in Reading and Writing

Participants will learn how to implement GLAD Reading and Writing strategies into their instruction. The component area of Reading and Writing is primarily focused on developing the scaffolds, the environment, and expectations to support students in developing their literary skills. The class is beneficial to those who are both familiar and new to GLAD. Part 2 strategies: Found Poetry, Poetry Frames, Cooperative Strip Paragraph, Group Frames (Whole Class and ELD), Listen and Sketch, Story Map, Learning Logs, and Interactive Journal.

GLAD in Remote Learning

Participants will learn how to incorporate GLAD strategies with our new digital learning platforms. GLAD strategies focus on developing scaffolded and engaging lessons to support student in using academic language and practices. This course is for anyone who has been trained in GLAD strategies, K-12th, and will focus on how to adapt the GLAD strategies digitally. Elementary and Secondary examples will be given.

GLAD in Secondary Math

Mathematics cultivates essential life skills including problem solving and critical thinking. Participants will learn how to implement GLAD strategies specifically for secondary mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class will also include practical applications and easy prep of the GLAD strategies for multiple class periods and is useful for previously-trained and newly-trained GLAD teachers. **Schoology group 3T8JS-BJ6R9**

GLAD in Gather Round for Small Groups

Participants will learn how to incorporate GLAD strategies into their small group literacy instruction. Strategies will include: Clunkers and Links, Directed Reading/Thinking Activity, Expert Groups, Team Tasks, and ELA Group Frame. This class is useful for teachers new to GLAD or previously trained teachers, as well as classroom teachers, Title/LAP, ELL, Resource, and Paraeducators.

Get Families Involved: Using Schoology to Connect with Families

Using Schoology to connect with families will give attendees instruction in crafting, labeling, and decorating folders, and media albums in Schoology courses and groups. Applicable for Teachers, Office Managers and Administrators, the course will be hands on and attendees will leave with an appealing Schoology landing spot for parents to find info, pics, and much more.

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

- [Controlling Your Systems, So They Don't Control You!](#)

Avoid overtaxing yourself at work. Effective systems allow us to be more efficient. Begin to understand data as a circular system you can control. Efficiently collect information from inclusion settings, assessments, progress monitoring and behavior to easily write IEP PLEP and goals. When you have an organized process or system of assessing and collecting information, you can made decisions quickly for the good of students. Systems should work for you the individual and your collective classroom. Participants: All PSD certificated special education staff

- [Let's Team Up: Strategies for teachers and para-educators to create a collaborative classroom](#)

Discussing roles/responsibilities, communication plans, and teaming strategies for education teams. Providing time to dive in as a team to openly discuss team specific roles/responsibilities and codify a plan for moving forward with a focus on HLP1 (collaboration with professionals to increase student success) and HLP17 (flexible grouping to support student learning).

Participant materials: Bring computer to access student and staff schedules, agenda, training handouts

Participants: All Special Education Staff- Certificated and Classified

- [TEAM: Together Everyone Achieves More - Collaboration with General Education: Inclusion, Accommodations, Modifications, Differentiation](#)

Inclusive practices including meaningful accommodations, modifications, differentiation and teaming between special education, para-educators, and general education staff with a focus on HLP 1 (collaboration with professionals to increase student success), HLP 13 (adapting curriculum to meet the needs and instructional goals of individual students) and HLP 19 (use assistive and instructional technologies to support learning needs of students).

Participant materials: Bring computer to access training materials, an upcoming IEP to dig into meaningful accommodations and modifications that need to be addressed through the IEP. Discuss ways to differentiate instruction in order to serve individual accommodations & modifications.

Participants: Certificated and Classified staff

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

- Assistive Technology

Technology is ever changing with new tools, programs and apps becoming available to the educational environment. Often, educators are unaware of what is already available for them as well as their students. The purpose for this training is for the educator to investigate, practice and apply the built-in technology tools that are readily available within a student's 1:1 devices, such as Microsoft Learning Tools and Read&Write. In addition, educators will receive an overview of Bookshare and how to access technology through the Assistive Technology process.

- Map it out : IEP Meeting Facilitation Planning and PWN

Administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

- Get Them Where They Are Going: Secondary Transition Pathways

Discuss graduation requirements pathways & implications of course selections to ensure that your students are on the right track to graduation. Begin aligning transition plans and student coursework to prepare students for graduation and post-secondary opportunities.

Participants: All Special Education Staff 6th grade and above

- "Getting Connected" pathway through transition to adult services

Course Description: The ongoing process of collecting data on the individual's needs, strengths, and preferences, and interests as they relate to the development of current and future working, Educational, living and personal and social environments. Resources and process of connecting students through transition to adult services.

Participants: All PSD certificated special education staff Location:

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

- [Basics of Behavior: An Applied Behavior Analysis \(ABA\) Approach](#)

During this multipart series, participants will dive deeper into the Functional Behavior Assessment (FBA) process and learn more about the functions of behavior, environmental changes, preventative interventions, assessment and teaching of skill deficits, and basics of reinforcement.

The training will address the Higher Learning practices of HL8 (Provide positive and constructive feedback to guide students' learning and behavior) and HLP 10 (Conduct functional behavioral assessments to develop individual student behavior support plans)

Participant materials: Bring computer to access student and staff schedules, agenda, training handouts

Participants: All Special Education Staff- Certificated and Classified

- [Social Skills & MultiMedia: How to engage your students](#)

Learn different ways of integrating multi-media into your instruction of social skills. Discover how multi-media can be used to increase students' engagement in the lesson. Explore ways of teaching social skills with multimedia in the classroom and when using remote learning platforms. The first 2-hour class will be instruction, demonstration, and discussion. After the first class, participants will be asked to spend 2 hours on their own exploring different multi-media options for teaching social skills. The second 2-hour class will be focused on sharing what people have found and developing a lesson using multi-media.

Participant materials: Bring computer to access training materials, links, and other multi-media options. For the second class, also bring your social skills curriculum or think of a social skill that you would like to focus on for your lesson.

Participants: Geared toward secondary SPED staff (teachers, para-educators, and ESAs); however, others can attend.

- [Curriculum: Instructional Materials-Learner Centered](#)

Course Description: Digging into current adopted curricular materials to better understand what materials are appropriate to use for different student needs/levels. How to support gen ed curriculum for our special education students. Participants: All Certificated Special Education Staff

Course Description

IEP development, practices, procedures, and facilitation (Elem. and Sec.)

- [Early Childhood – TS Gold for new Preschool teachers only \(10 clock hours\)](#)

NEW Early Childhood teachers will have opportunities to engage in training modules and small group discussions related to the implementation of TS Gold.

Participants: NEW Preschool

Teachers Location: Modules/**Zoom**

Suggested date: completion by November 30

- [PSS Program Descriptions & Processes](#)

Participants will learn about the differences among the various special education programs within the Puyallup School District. We will discuss the process for students to enter a specific program as well as steps to take to initiate a change of placement from one program to another and how to support smooth transitions between programs when applicable.

Participants: All PSD certificated special education staff

Additional Info: Instructional idea: program matching activity - which program is it? Open to gen ed also. Present as a series? Ballou/Firgrove/RHS

- [IEP Online Training: Functional Behavior Assessment \(FBA\) and Behavior Intervention Plan \(BIP\)](#)

Participants will learn, through a self-paced course, the fundamentals of conducting a Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP). This includes data collection, functions of behavior, and intervention strategies. The course will guide participants in how to enter this information into IEP Online.

This will cover HLP5 (Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs and HLP 10 (Conduct functional behavioral assessments to develop individual student behavior support plans)

Participant materials: computer to access materials such as training handouts and IEP Online

Participants: Special Education Staff-Certificated

- [IEP, You Know Me!](#)

A module to support special education staff members with writing a compliant IEP. It may be a review for some or an initial IEPonline training for others. There will be tips and tricks, as well demonstrating where additional training resources are located.

Participants: All PSD certificated special education staff

[Increase Thinking and Engagement: Instructional Tech Tools that Kids Love](#)

Instructional Technology Tools that Increase Thinking and Engagement will give attendees the opportunity to consider engagement strategies and tech apps for learning. This course will review multiple strategies for student engagement and take a brief journey through district approved programs applicable for classroom and group learning.

Course Description

Interactive Notebooks

Are you looking for new ways to engage learning in your classroom? This AVID class is designed to coach teachers through the why and the how of an interactive notebook (INB) as a tool for supporting students learning. Teachers will learn the process of setting up an entry in the notebook utilize the model of right side for direct input and left side for processing output of each entry. Participants will engage in a variety of collaborative learning structures that can be applied when planning lessons utilizing the INBs. This will allow their students to dive deeper into the content and take ownership of their learning. Audience K-12

Integrating Writing in the Elementary Classroom

Participants will receive an introduction to the Writing Modules created by a team of district mentors. This is a self-paced course for digging into writing standards across grade levels. These modules include 30 lessons in each grade level that cover the writing process and 3 types of writing, while using existing science or social studies topics appropriate to the grade level. This course will include the rationale of the modules, the layout of each unit, and resources for effective writing instruction.

Journeys

This three-part series will support new and experienced 2nd thru 5th grade teachers who want to collaborate and learn how to enhance Journeys materials to prepare student for middle school. These courses are designed to maximize and focus on key components of the Journey curriculum in your classroom. Topics will include but not limited to: Curriculum overview and implementation for the new school year. How to extend skills and preparing for the following year.

K-6 Writing Modules

Participants will be receive an introduction to the Writing Modules created by a team of district mentors. These modules include 30 lessons in each grade level that cover the writing process and 3 types of writing, while using existing science or social studies topics appropriate to the grade level. This course will include the rationale of the modules, the layout of each unit, and work time to plan with your team and even create some of the materials you'll use during writing instruction.

Schoology group G838W-SWH3G

Mindfulness

Techniques and strategies to incorporate into the classroom and at home to encourage learning and re-setting the nervous system. Our strategies will include body scan (mindfulness based stress reduction), Quick 5/10/15, movement, mindful eating, walking and loving kindness meditation, gratitude practice, and mindful minute. This is a movement and mindfulness based practice, mats are optional.

Multiplication is for White People (Book Study)

Read this book by Dr. Lisa Delpit and collaborate with colleagues around how we can improve our schools for all students & close the expectation and achievement gap for untapped (oppressed) students in all areas, not just math: Multiplication is for White People, Raising Expectations for Other People's Children. Please purchase the book prior to starting this book study.

Course Description

On Demand Timed Writing

This class is designed to inform teachers of the characteristics of on-demand/timed writing and the development of college readiness skills. Teachers will learn the key skills students must have for on-demand/timed writing and review resources available to support their implementation of on-demand/timed writing.

Organization

In this Core Skills class participants will learn strategies to foster a “plan-ahead” mentality, increase student initiative, home/school communication and lastly increase students’ organizational ability. Through the use of planners, binders, and/or folders you will be able to create your own schools organizational system. Imbedded in this class is the creation of a student binder with supplies to model when returning to school. Lastly, rubrics will be covered for the purpose of assessing binder/folder and planner use.

Schoology group 3T8JS-BJ6R9

Para Certification

The Paraeducator Board, through the authority of the Professional Educator Standards Board, has established a pathway for paraeducators to grow in their profession through a series courses to earn varying levels of certification. In addition to meeting the minimum hiring standards, the certification process begins with a 28-hour course, provided by the Puyallup School District, covering the new state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the Fundamental Course of Study (FCS).

For more information about paraeducator certificates or the Paraeducator Board, visit paraboard@k12.wa.us or <http://bit.ly/paracert>

Positive Behavior Support and Restorative Practices

Creating a culture of respect and rapport conducive to learning is critical for the academic success of students. Implementing a system of positive behavior supports will help teachers, classified staff, and administrators create an environment that students feel safe to take academic risks. The Introduction to Positive Behavior Supports and Restorative Practices courses focus on building a culture for learning (Tier 1), and managing student behavior (Tier 2) strategies. These classes will challenge current practices and belief systems as well as provide resources for change. It is highly recommended that the Introduction to Positive Behavior Support series is taken prior to the Restorative Practices series. In addition, participants should take all classes in a series.

Schoology course 6SC4Q-RN7GM

Power Up Classroom Collaboration with OneNote Class Notebook

OneNote Class Notebooks are a great way to share information with students, encourage student collaboration, view student work, and much more! In this course, teachers already familiar with OneNote will start the creation of a Class Notebook they can use with their students to enhance learning.

Professional Learning Communities (PLC)

Professional Learning Communities (PLC) will be hosted by district mentors in grade K-6 and secondary Math, ELA, Science, Social Studies, and Foreign Language content areas. The meetings will be a collaborative process that focus on student outcomes along with upcoming academic topics. PLC’s allow for teams to work on common goals interdependently and towards results for which we are held mutually accountable.

Course Description

Quaver and Technology for General Music Classroom

Ongoing support and instruction for the many facets of the Quaver music curriculum. Supporting music teachers and their understanding of the Quaver resource material including how to access grade level content, how to create custom assignments, how to assign lessons and projects, and how to use the Quaver gradebook to ensure high levels of learning, support for students inside and outside of the school day, and for any distance learning (including extended illnesses, injuries, or frequent absences). Courses may be taken alone or as a series.

Questioning and Discussion Techniques

Enhancing instruction with high quality questions causes students to think and reflect, to deepen their understanding, and to connect and expand their ideas against those of their classmates. Participants will gain knowledge in Domain 3b of the Danielson Framework Questioning and Discussion Techniques - through the use of engagement techniques and viewing videos of proficient teaching. Join a group of your grade level peers in expanding your strategies for engaging equitable discussions in your classroom so all students have access to the content.

Reaching Every Student: Accommodating with Learning Tools

Learn how you can differentiate instruction when using OneNote and Word. With Learning Tools, students can have text read out loud, use the dictation tool, and translate text to different languages. See how students can control the way they learn by harnessing the power of these tools.

Schoology course RG7KW-QKDVB

Read Well - Kindergarten

Collaborate with grade level colleagues for the purpose of implementing whole group and small group Read Well. Topics covered will include planning, management, and assessment. This course could be beneficial for anyone teaching Read Well K, whether you are new to the program or have been teaching it for years. Participating in this course is a great opportunity to learn the basics and learn new instructional strategies from others who have taught the program. Additionally, there will be opportunities to analyze and get feedback on student data to make instructional decisions to support student learning outcomes.

Read Well - First Grade

This course is designed to provide practical strategies for Read Well Instruction. Topics will include an overview of the curriculum, material management, assessment options, small group instruction components, strategies for equity and steps to help students progress. Time will be given to share ideas for classroom management, reinforcement and enrichment. Discussions will revolve around using effective practices including DIBELS progress monitoring, homework pieces, RTI, Accelerated Reader and more. This is a practical course that will help first grade teachers refine their teaching practice.

Reading and Writing

Participants will learn how to implement GLAD Reading and Writing strategies into instruction using an integrated language approach. These strategies provide a print rich, Language Functional Environment. This class is useful for previously-trained and newly-trained GLAD teachers.

Schoology group K8GTN-NMBMT

Course Description

Right Response Full Certification

Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques

Right Response Re-Certification

This is a yearly re-certification course. Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques.

Round Table: New Special Educators Round Table

The focus of this three-part series will be to provide a variety of special education topics to include, but not limited to: What do we need to know about PSD special education programs? How do we case manage? How can we better support special education students?

Self Care 101

Learn techniques and strategies, such as mindful movement, mindfulness, gratitude practices, and outdoor walks to assist in self-care and re-setting the nervous system. Topics will include human needs (sleep, nutrition, exercise), circadian rhythms (exposure to natural light and nature), and the impact of technology and how to manage the effects of technology. In addition to some lecture; this is a movement and mindfulness based practice, mats are optional.

Social and Emotional Learning: Building Foundations and Strategies

This series is designed for educators, administrators, school staff, and other professionals who interact with youth as a means to help them build and improve their understanding of social emotional skills. SEL is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

Schoology course 6SC4Q-RN7GM

Speech/Language Pathology

Participants will learn advanced strategies in de-escalation beyond the typical Right Response course. Components of this course will include strategies addressing self-care and creating a proactive environment. Participants will also learn reward systems and visuals to assist them in developing systems in the classroom to support student success.

Course Description

[That's a Wrap! Creating Effective and Engaging Video Lessons](#)

What tools and parameters should teachers utilize when developing instructional videos that will accomplish class goals? Best practices and tool options will be explored.

[The Media-Savvy Student:](#)

Classroom Topics to Cultivate a Healthy Relationship with Technology. What can teachers do to help students find balance in the digital world? How can we help students stay aware of the influence media has on their self-image and well-being? What tools can we provide them to help them be safe, responsible and kind when online? This course will explore these topics and share resources for lessons you can use at any grade level.

[Think in Ink: The benefits of Inking to Improve Thinking and Reflection](#)

This course is designed to give the participant a survey of the many options for students to capture their thinking and learning digitally on their 1:1 device. We will explore Windows Ink Workspace and Microsoft Whiteboard as well as the many possibilities for inking in Office 365 programs. Participants will also learn methods to upload student created work to Schoology for student "gallery walks", sharing and discussion.

[Using Assessment in Instruction](#)

Effective teachers engage in continuous monitoring, modifications, and feedback throughout a lesson. Using Danielson 3d: Using Assessment in Instruction, participants will learn formative and summative assessment strategies that are both engaging and equitable. The elements addressed in this course include: to be aware of criteria and performance standards, to monitor student learning, to provide feedback to students, and to teach students to self-assess and monitor their own progress.

[Verbal De-escalation Techniques](#)

Participants will learn advanced strategies in de-escalation beyond the typical Right Response course. Components of this course will include strategies addressing self-care and creating a proactive environment. Participants will also learn reward systems and visuals to assist them in developing systems in the classroom to support student success.

[Writing Modules Collaboration](#)

This course is for anyone who has taken a Writing Modules course in the past to plan, ask questions, and discuss what works in the classroom. Participants will have the opportunity to work with other teachers and prepare to effectively teach the modules in the classroom.

Puyallup School District provides equal opportunities in education and employment and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Questions or complaints of alleged discrimination or harassment may be direct to:
ADA/Human Resources Compliance Coordinator, Amie Brandmire ~ (253) 841-8666, brandmah@puyallup.k12.wa.us;
Title IX Coordinator, Jim Meyerhoff ~ (253) 841-8785, meyerhja@puyallup.k12.wa.us; or
Section 504 Coordinator, Gerald Denman ~ (253) 840-8966, denmange@puyallup.k12.wa.us
All individuals may be reached at this address:

Puyallup School District
302 2nd Street SE
Puyallup, WA 98372