

SUSD STA PD

**WELCOME TO THE FALL PROFESSIONAL DEVELOPMENT DAYS FOR TEACHERS!
DON'T FORGET TO BRING YOUR LAPTOP. WE LOOK FORWARD TO YOUR PRESENCE!**

NOVEMBER 21, 2017

8:00-11:00 Built in 10 minute break - 11:00-12:00 Lunch on your own - 12:00-2:30 Built in 10 minute break

Session topics vary. Choose one full day session. As sessions fill they will be closed to additional participants.

| Topic | Point Person | Grade Level | Location |
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| ANTI-BULLYING STRATEGIES - This session will review current laws regarding bullying and provide strategies to reduce bullying and resolve conflicts between students. There will be collaboration time during the session to work with peers on developing anti-bullying procedures to be used in your classroom. | Kevin Oki | TK-12 | Chavez E223 |
| AVID – 3-4 Sessions - WICORize units of Study, AVID for ALL - This training is designed to look at WICOR strategies to support all teachers in their classrooms. The main focus is to identify what WICOR is, examine critical reading strategies through AVID Elementary Weekly and AVID Weekly, and practice Socratic Seminar during the session. Participants are asked come to the session ready to engage in experiences that they can take back to their content courses. | Dr. Allison Silva, Stacy Moss, Angelo Sandoval, Kyle Dei Rossi, and Justin Moeckli | K-12 | Chavez D103,D104, D119,E221 |
| CAREER CRUISING - Come and learn how Career Cruising can motivate your students to discover their passion. You will learn the basics of the system, what students can do, and how to incorporate Career Ed into your units and lessons. | Dr. Ward Andrus | 6-12 | Chavez E204 |
| CHAMPS - Make and Take- Must have attended a previous 2 day training. Chapter 3 Expectations and Motivational Activities and Classwide systems. Hands-on activities to take back and use in the classroom. | Tracy May, Dana Perez, Phil Soria | TK-12 | Chavez D203 |
| CULTURALLY RESPONSIVE TEACHING CULTURALLY RESPONSIVE TEACHING - In this collaborative session targeted for grades 3-8, participants will learn how to develop and create engaging lessons that are aligned to Culturally Responsive Teaching principles, engage in hands-on, interactive activities that promote student engagement and performance, and learn how to use tools and strategies that support the management of diverse classrooms. | Kim Guy/WestEd | 3-8 | Chavez E220 |
| DATA INSPIRING CHANGE - Ways To Show What Students Know: Data That Inspires - The objective of this presentation is to provide PK-High School educators with engaging strategies that present opportunities for students to show what they know while also providing both students and educators with informative data that inspires learners to actively participate in the learning process. The strategies shared can be utilized in any content area and tailored to the grade level and specific needs of the students within the classroom setting. The desired outcome is for all those partaking in the session to leave with instructional strategies that integrate students showing what they know through speaking, listening, reading, writing, and visualizing. | Dr. Connor Sloan and Nancy Lane | K-8 | Chavez Library E102 |
| DESIGNATED ELD 4-8 - This session will provide teachers an overview of the CA English Language Development Standards, as well as the difference between Designated and Integrated ELD. Teachers will be engaged in various effective instructional strategies that support English learners; these strategies can be infused in the ELD Units of Study. Information on how English learners are identified and their journey to reclassification will also be shared. Please bring technology and any materials you may need for collaboration and planning time. | LDO Staff | 4-8 | Chavez B102 |
| DESIGNATED ELD K-3 - This session will provide teachers an overview of the CA English Language Development Standards, as well as the difference between Designated and Integrated ELD. Teachers will be engaged in various effective instructional strategies that support English learners; these strategies can be infused in the ELD Units of Study. Information on how English learners are identified and their journey to reclassification will also be shared. Please bring technology and any materials you may need for collaboration and planning ime. | LDO Staff | K-3 | Chavez B100 |
| DIRECT INTERACTIVE INSTRUCTION-GRADUAL RELEASE OF RESPONSIBILITY - This training will provide strategies for gradual release of responsibility – going beyond DII, demonstration on how this model of instruction is as an effective approach to improving literacy achievement, reading comprehension, and literacy outcomes for English language learning. (Fisher, 2008). There are 4 interrelated components of this model, Focus lesson (I do), Guided Instruction (we do), Collaborative Learning (you do together), and Independent work (you do alone). This professional learning will review the all components, but the primary emphasis will be on the collaborative learning component, concentrating on productive group work. | Sharon Womble | 4-6 | Chavez E117 |
| DISCUSSION BUILDERS AND STUDENT DISCOURSE IN MATH - In this course, teachers will engage in activities and discussion that will deepen their understanding of the SBAC Claims and targets, provide a common understanding of the expectations for and align their practices with the Mathematical Practices in the Common Core. | José Franco / WestEd | K-8 | Chavez E121 |

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| ELA CLAIMS, TARGETS AND RUBRICS - In this session, teachers will have an opportunity to explore the ELA Units of Study, understanding the rationale for unit construction and alignment, how to plan and use resources, options for making the units your own without “reinventing the wheel” and how to optimize the end of unit Performance Tasks to truly move the needle on student achievement. If you have questions about how to implement the Units of Study, please join us. | Susan Jacobs/ WestEd | K-8 | Chavez Theater (BLDG G) |
| ELD - INTEGRATED AND DESIGNATED ELD - This session, targeted for grades 3-5, will deepen participants’ understanding of effective instruction for ELs. Participants will engage in high-leverage pedagogical practices that focus on integrated and designated ELD and how to build into and from content instruction to support the academic literacy development of English learners. | Kathia Romo/ WestEd | 3-5 | Chavez E203 |
| ELPAC AND CAASPP - This training is a two part series on State Assessments: ELPAC and CAASPP-Interims. The morning session (part one) will include an introduction to the new English language assessment, ELPAC (English Language Proficiency Assessment for California,) with an overview of the administration timeline, test design, and alignment to standards. The afternoon session (part two) will highlight CAASPP Summative Assessments with a focus on interpreting results, using summative results in planning for instruction, and opportunities to engage with data. | Dr. Latonya Harris and Dr. Loan Tran | K-12 | Chavez E201 |
| FOCUS ON PROFESSIONAL LEARNING COMMUNITIES - This training will provide teachers with shared knowledge regarding the key terms and practice of PLCs and how to move forward on the PLC continuum. | Jeff Keller | K-8 | Chavez E104 |
| IMAGINE LEARNING - This training will provide updates to Imagine Learning, teacher resource tools and data, and using the program to support differentiation and intervention. | Katie Roth and Shelley Joyer | TK-6 | Chavez D201 |
| IMPLICIT BIAS TRAINING- UNCONSCIOUS BIAS - This training will explore the shortcuts and subsequent perceptions we make about people and our surroundings. It will also provide tools to increase awareness about our cognitive biases as we work to enhance student learning and teaching in our increasingly diverse schools, and to provide a venue for awareness of the impact and effect of unconscious bias as stakeholders work with the diversity of student and community cultures and climates. | Donnell Jordan-CTA Human Rights Dept. Sharon Barnes | TK-12 | Chavez D120 |
| INCLUSION WORKS! - This training will cover the following information and learning: <ul style="list-style-type: none"> • The value of including children with special needs in high quality programs • Practice person first terminology and reframing to emphasize the strengths of children with special needs • To learn strategies to support belonging, inclusion and learning for all children | Katy Downstrough, SJCOE | TK-2 | Chavez E105 |
| INTEGRATED AND DESIGNATED ELD GRADES TK-2 - This session, targeted for grades TK-2, will deepen participants’ understanding of effective instruction for ELs. Participants will engage in high-leverage pedagogical practices that focus on integrated and designated ELD and how to build into and from content instruction to support the academic literacy development of English learners. | Danielle Garegnani/ WestEd | TK-2 | Chavez E205 |
| INTEGRATED ELD HIGH SCHOOL - In this session high school Science, Math, History and Social Science teachers will examine the connections between their subject matter standards and frameworks, and literacy skills for all students, including English Learners. Teachers will be introduced to the Teaching and Learning Cycle (Spycher & Linn-Nieves, 2014) and corresponding strategies that assist students in building their content knowledge, learning about the text types within their area of study, jointly constructing texts LDO Staff which leads to students’ ability to independently construct text within any content area. | LDO Staff | 9-12 (This session is reserved for Franklin and Edison teachers) Predetermined Participants | Chavez B103 B105 E222 (Three Sessions) |
| LEARN CPR - It’s far better to do something than to do nothing at all if you’re fearful that your knowledge or abilities aren’t 100 percent complete. Remember, the difference between your doing something and doing nothing could be someone’s life. Learn CPR! | Mary Jo Cowan, Health Services Team | TK-12 | Chavez D101 D104 |
| LESSON PLANNING - In this collaborative session on Intentional Lesson Design, participants will read, annotate, and compare, research on planning for effective instruction; understand and explain the use of the standards when planning instruction; learn the elements of the Four Phase Lesson Design process (Focus, Teach, Check for Understanding and Differentiate) and apply the process to plan a daily lesson based on a Stockton instructional unit. | Tammy Hall/WestEd | TK-8 | Chavez E122 |
| LESSON PLANNING - In this collaborative session on Intentional Lesson Design, participants will read, annotate, and compare, research on planning for effective instruction; understand and explain the use of the standards when planning instruction; learn the elements of the Four Phase Lesson Design process (Focus, Teach, Check for Understanding and Differentiate) and apply the process to plan a daily lesson based on a Stockton instructional unit. | Patricia Dienz/ WestEd | 9 - 12th | Chavez E123 |
| MATH/SBAC TARGETS - In this course, teachers will engage in activities and discussion that will deepen their understanding of the SBAC Claims and targets, provide a common understanding of the expectations for and align their practices with the Mathematical Practices in the Common Core. | Dr. Mark Jutabha/ WestEd | K-8 | Chavez E124 |
| OPEN COURT K-2 - This course is for teachers, coaches, program specialists, and administrators who are new or need a refresher using the Open Court curriculum. Strategies, routines, and structure will be addressed to support the implementation. Please bring your Teacher’s Edition. | Eba Martinez | K-2 | Chavez D102 |

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| POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS (PBIS) - This training will provide the framework and design. Explore strategies for promoting a safe school environment and positive culture. | John New | TK-12 | Chavez D125 |
| READING TO LEARN - Teachers, teacher leaders, and instructional coaches will learn how to develop a consistent school wide approach to support literacy development through content instruction. Topics include how to use traditional texts to support literacy development and content learning; use non-traditional texts (e.g., videos, art, music, illustrations, photographs, tables, charts, maps, nature, body movements) to support literacy development; and apply a variety of standards-driven and research-based practices to implement innovative instruction that supports all learners . | Melissa Strand/ WestEd | TK-12 | Chavez E202 |
| TRANSGENDER (AM SESSION) - This 3 hour training discusses basic gender vocabulary, the changes regarding gender in our society, federal, state, and local school laws relating to LGBTQ students, the latest in gender research, best practices in working with students who are gender expansive or transgender, a review of SUSD's Gender Support Plan form, available resources for LGBTQ youth and their families, and a case study involving a 10 year old transgender child. Presented by: Doreen Webber, an SUSD School Psychologist and School Counselor, and the parent of a transgender child. HUMAN TRAFFICKING (PM SESSION) - This 2/1/2 training is about knowing the signs of human trafficking, awareness within our community, and resources for victims of human trafficking. | AM - Doreen Webber PM - Suzanne Schultz, Family Crimes Coordinator Family Justice Center Project Coordinator | TK-12 | Chavez E100 |
| UNIVERSAL DESIGN FOR LEARNING (UDL) - In this interactive workshop participants will learn the principles and guidelines of UDL; Connect differentiation and scaffolding as key components of UDL; and Explore strategies and tools to implement UDL in the classroom right away. | Debra Herburger/ WestEd | TK-12 | Chavez E200 |
| YMHFA (YOUTH MENTAL HEALTH FIRST AID TRAINING) - Mental Health First Aid is initial help given to a person showing symptoms of mental illness or in a mental health crisis (e.g. severe depression, psychosis, panic attack, suicidal thoughts and behaviors) until appropriate professional or other help, including peer and family support, can be engaged. Half of mental health issues develop by age 12 and 75% develop by age 24. This 8-hour course prepares members of the public to provide Mental Health First Aid to those in need. The course is delivered by certified Mental Health First Aid USA instructors who completed a 5 days training and meet other certification requirements. Two hours of extra hourly will be provided for teachers for their time beyond their 6 hour day. | Jennifer Robles, Joe Piombo, Norma Cabrera | TK-12 | Chavez D202 |

THE WORKSHOPS BELOW ARE FOR PREDETERMINED GROUPS - LOCATIONS VARY

| Topic | Point Person | Grade Level | Location |
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| ALL Special Ed. Preschool Teachers | Dr. Jovan Jacobs | Preschool | PAAC |
| Day 2 (day 1 is Nov 20th) PE Grades 7-12 Comprehensive Health Education | SJCOE Consultant | 7-12 Predetermined Participants | Edison D116 D117 |
| Day 2 SFA-Site PD | Carol Hirota | Predetermined Participants 12 + | School For Adults |
| Early Infant Care Teachers | Dr. Jovan Jacobs | Infant Predetermined Participants | Walton |
| Head Start | SJCOE-Consultant | Preschool Predetermined Participants | SJCOE-Wentworth |
| Health Careers Academy - Trauma care and collaboration with health professionals. | David Love, Dr. Jose Cardenas Maxine Areida | 9-12 - Predetermined Participants | Edison E102 |
| Restorative Practices | SOW A SEED Consultants | 9-12 Predetermined Participants | Edison 2nd Floor Conference Room |
| Science Cadre-NGSS | Ryan Sedillo | K-12 Predetermined Participants | Edison D222 |
| Special Education Staff | Dr. Jovan Jacobs and Staff | Pre-K - 22 Teachers - Except Autism Teachers Predetermined Participants | Edison E101,E111, D113, D220,D213, D223,D210, D211 |
| State Preschool | Angela Pilcher, Joann Eggert, Suzanne Devitt, Liz Yang, Karen Nelson | Preschool Predetermined Participants | PDC C1,A1,A3 |
| Tech Cadre | Wayne Stagnaro | K-12 Predetermined Participants | PDC A-2 |

