PROFESSIONAL DEVELOPMENT FOR ALASKA’S EDUCATORS

Online Courses
Webinar Series
Conferences and Institutes

ALASKA STAFF DEVELOPMENT NETWORK
ALASKA COUNCIL OF SCHOOL ADMINISTRATORS
234 Gold Street
Juneau, AK 99801
Email: asdn@alaskaacsa.org
907-364-3809
At ASDN we understand the challenges of the current educational climate, including ever-tightening budgets and increasing accountability. Advancing professional learning within the classroom, school and district is necessary for adjusting instructional practice to improve student learning. Our mission is to improve student outcomes by providing researched-based, quality professional development for Alaska’s teachers and school administrators. We make every effort to partner and share resources in order to keep our offerings affordable.

ASDN is a non-profit statewide partnership initiated in 1983 that includes Alaska’s school districts, colleges and universities, the Alaska Department of Education and Early Development, NEA-Alaska, and a number of professional education associations. ASDN is administered by the Alaska Council of School Administrators (ACSA) and we have close ties to the Alaska Secondary and Elementary Principals Associations. We believe that the unique professional growth needs of Alaska’s teachers and administrators can be best met by strengthening collaborative relationships among these groups.

- Our online courses and face-to-face institutes expand the professional learning opportunities available to all educators, especially those in rural districts. Our courses meet Alaska Department of Education and Early Development requirements for teacher certification and recertification and have been approved in the Anchorage School District’s MLP system.

- ASDN is a major provider of professional learning in Alaska. Our classes and events had more than 5,000 registrants in 2016. One third of our registrants enrolled in more than one ASDN course or conference.

- ASDN focuses on priorities established by school districts and professional organizations statewide. Key leaders from all districts and past program participants are surveyed annually to help set our professional learning priorities.

- ASDN also forms partnerships and develops grant proposals that bring significant additional resources to school districts and professional associations in the state.

ASDN Tier 1 Member Districts: Benefits for Educators

ASDN is a membership organization. Although we welcome participation from any educator in the state, we do request that school districts (not individuals) become ASDN members. Check our website at asdn.org to see if your district is a Tier 1 or Tier 2 member. We offer the following benefits for all staff from Tier 1 districts:

- $50 discount per registrant on all ASDN online courses, including the required Alaska Studies and Multicultural Education courses

- $200 discount per registrant for the 2017 Alaska RTI Conference

- $25 discount per registrant on all ASDN webinar series

- $50 discount per registrant for the multicultural and Alaska Studies courses with Father Michael Oleksa

- $100 discount per registrant on ASDN’s Spring Leadership Working Conference

- Unlimited free access for all staff to more than 100 recorded, two-hour webinars with nationally recognized experts
Alaska Alive! Online

Dates  Online - Self-paced, start anytime
Course Number, Credit  APU EDUC 59500, 3 Credits
Course Description  Alaska Alive! is an online course specifically designed for educators. Alaska Alive! is a survey course, built to give you an overview of the incredible history of Alaska. The themes of Education, Land and People provide a simple framework for learning activities. This course provides many materials and resources for Alaskan exploration and discovery, on foot, online and in your community. This course has been developed to meet the intent of the Legislature in terms of content so that it fulfills the Alaska History course requirement for teacher certification. Beyond certification, the course offers an abundance of information, resources and application of ideas to standards based instruction.
Instructor  Sharon Bandle

“This course is perfect for the first timer, new to Alaska… it was fun and I would not change a thing! I have already told my friends about it.”

Creating Culturally Responsive Schools

Dates  Online - Self-paced, start anytime
Credit  APU EDUC 59600, 3 Credits
Course Description  Alaska Standards for Culturally Responsive Schools were developed by Alaska Native educators throughout the state. This important work examines how educators, curriculum, schools, and communities must work together to address the unique learning needs of Alaska’s diverse students. A holistic approach to learning and quality education that honors Alaska’s past, present and future is critical for both rural and urban students. The goal of this online course is to introduce you to the Alaska Standards for Culturally Responsive Schools which guide you through a process of introspection and investigation of key questions: How effectively do I teach my students? How might I improve my classroom or school to increase student engagement?
Instructors  Doug Penn and Laurie Van Huis

“One of the best introductions to the cultural standards I could imagine. It would really help all teachers refocus on the moments when communication may not be clear as it should be… Thanks!”

Communicating Across Cultures with Father Michael Oleksa

Dates  Anchorage: September 20, 22, 23, online work due October 29
Sitka: October 19, 20 and 21, online work due December 10
Course Number, Credit  APU EDUC 59501, 3 credits
Course Description  What’s a culture? What’s your culture? Do you have a culture? Everyone does. The best definition of culture is “the way you see the world.” But you can’t SEE the way you see the world. Your own culture is always invisible to you. We can look at other people’s cultures, but we can’t articulate our own very well. The Rev. Dr. Michael Oleksa’s presentations are devoted to a discussion of cultures and how they affect us as educators. This course is the product of many years of experience in rural communities as well as years of research. It is especially designed to give the participant grounding in the cultural differences that often create miscommunication among Alaskans. The class begins with three face-to-face sessions with Father Oleksa in Anchorage or Sitka (two evenings and all day Saturday) and is completed online.

“Father Oleksa is a true national treasure and is full of cultural knowledge.”

Alaska Alive! with Father Oleksa

Credit  APU EDUC 59500, 3 credits
Course Description  In Alaska Alive! you will learn about Alaska’s history and the history of education in the state from one of Alaska’s most dynamic presenters. Explore the culture of the Native peoples of Alaska and the connections between the environment and emigrations. The class begins with three face-to-face sessions with Father Oleksa in Anchorage September 20, 22, 23 (two evening sessions and all day Saturday) and is completed online with instructor Sharon Bandle by October 29.

“Father Oleksa is a true national treasure and is full of cultural knowledge.”
High-Expectations Teaching with Jon Saphier

Dates  TBA will have them Monday afternoon!

Tuition  FREE for all educators from Tier 1 organizations and districts, $175 for all others.

Credit  One university credit is available for attending all webinars and participating in online assignments and discussions. Credit registration takes place after the first webinar ($125)

Course Description  The myth of fixed intelligence debunked. For all the productive conversation around “mindsets,” what’s has been missing are the details of how to convince our discouraged and underperforming students that “smart is something you can get.” Explore the answers to this problem with Jon Saphier, the author of High-Expectations Teaching. In this webinar series Jon Saphier discusses how the evidence that the bell curve of ability is plain wrong — that ability is something that can be grown significantly if we can first help students to believe in themselves.

In drill-down detail, Saphier provides an instructional playbook for increasing student confidence and agency in the daily flow of classroom life with concrete examples, classroom structures and routines for empowering student agency and choice.

All children in all schools, regardless of income or social class, will benefit from the strategies in this webinar series. But for children of poverty and children of color, our proficiency with these skills is essential. Jon Saphier challenges us all — educators, students, and parents — to get started today.

Instructor Jon Saphier is the author of nine books, and is the founder and president of Research for Better Teaching, Inc., a professional development organization dedicated to improving classroom teaching throughout the United States and internationally. His book The Skillful Teacher is is used extensively in teacher and leader training programs in districts and leading institutions of higher education. The Ministry of Education of Singapore uses Dr. Saphier’s induction program for all newly hired teachers. Dr. Saphier has led large-scale district improvement projects forging working alliances among superintendents, teacher union leaders, and school boards. He is an annual guest instructor for The Harvard Graduate School of Education’s Achievement Gap Institute and is a well-known keynote speaker on high-expertise teaching, school leadership, and related education topics.
How to Differentiate Comprehension Instruction for Struggling Students with Jill Jackson

Dates October 10, 17, 30 and November 7
Tuition FREE for all educators from Tier 1 organizations and districts, $175 for all others.
Credit One university credit is available for attending all webinars and participating in online assignments and discussions. Credit registration takes place after the first webinar ($125)
Course Description Tell me if you can relate to this classroom scene: You are done reading through a passage of text and you want to check for understanding, so you ask the class a few questions…and they look at you with blank stares as if they have no idea what you’re talking about! Does this sound at all familiar? Well, this scene replayed again and again in my own classroom. What I realized is that my students didn’t have skills for comprehension or thinking about text. I thought that just throwing out a bunch of questions about the text would lead to comprehension. What I have learned now is that we have to explicitly identify and teach the most important SKILLS for comprehension and critical thinking in order for kids to understand the text. In our webinar series, I will teach you how to take a very practical look at what comprehension skills are worth teaching, how to teach them and then how to pull it all together through lesson planning.

Instructor Jill Jackson started Jackson Consulting on July 1st, 2002 with a vision of making education life do-able for her fellow teachers, coaches and principals. She taught Kindergarten, 1st grade, 5th grade and 6th grade and reading interventions before serving as a principal. After her principalship, she worked as a consultant teaching educators how to teach reading for 15 years. Jill says she offers “up-beat real talk about education and real-life solutions to the things that drive us crazy in teaching”. She focuses on all of the “how-tos” that you can teach and use tomorrow in your classroom.

Webinar 1: Understanding why students struggle to understand what they’re read and how to identify a starting point for comprehension and critical thinking instruction
Webinar 2: Identifying the Top 5 comprehension and critical thinking skills…and how to teach them
Webinar 3: Identifying the Top 5 comprehension and critical thinking skills…and how to teach them
Webinar 4: Lesson planning, choosing text and applying comprehension and critical thinking skills across the content areas
Collective Efficacy
with Lexie Domaradzki and Bobbi Jo Erb

Dates  October 12, November 2, 16 and 30
Tuition  FREE for all educators from Tier 1 organizations and districts, $175 for all others.
Credit  One university credit is available for attending all webinars and participating in online assignments and discussions. Credit registration takes place after the first webinar ($125)
Course Description  What Is the #1 Factor Influencing Student Achievement?—Collective Teacher Efficacy! Collective teacher efficacy refers to the “collective self-perception that teachers in a given school make an educational difference to their students over and above the educational impact of their homes and communities” (Tschannen-Moran & Barr, 2004, p. 190) We will investigate the newest research findings on Collective Teacher Efficacy and its impact on student learning. John Hattie and associates have now moved Collective Teacher Efficacy to the top of the list for effect size (1.57) on influencing learning in a school. This series will be an interactive study about how educators can work together to build a school where Collective Teacher Efficacy comes alive.

Webinar 1: Overview of the Collective Teacher Efficacy Research  Investigate the four sources of efficacy, the six enabling conditions that foster efficacy and the productive consequences of collective teacher efficacy.

Webinar 2: Fostering Collective Teacher Literacy in the Area of Literacy Instruction.  One of the enabling conditions of Collective Teacher Efficacy is when teachers know about one another’s work. Teachers gain confidence in their peers’ ability to impact student learning when they have more intimate knowledge about each other’s practice. This webinar looks at highly effective literacy practices within Visible Learning and ways a school can foster a sense of efficacy with these research based practices.

Webinar 3: Fostering Collective Teacher Literacy in the area of Mathematics Instruction.  One of the enabling conditions of Collective Teacher Efficacy is when teachers know about one another’s work. Teachers gain confidence in their peers’ ability to impact student learning when they have more intimate knowledge about each other’s practice. This webinar looks at highly effective literacy practices within Visible Learning and ways a school can foster a sense of efficacy with these research based practices.

Webinar 4: Effective Leadership Practices that Support Collaboration, Goal Consensus, Cohesiveness of Staff and Distributed Leadership.  Educators with high efficacy show high persistence, willingness to try new approaches, set challenging goals and attend closely to the needs of struggling students.

Instructors  
Lexie Domaradzki started as an elementary school teacher more than 20 years ago and has since dedicated her professional life to high quality education for all. She provides consultation and professional development services to the Alaska, Oregon, Montana and Idaho Departments of Education, and the Alaska Staff Development Network.

Bobbi Jo Erb is a self-proclaimed “Math Geek”. Currently, she works as a math consultant with districts in Alaska and Idaho on best practices in mathematics instruction. Formerly, she was the Executive Director of Curriculum and Instruction and the STEM: Math Curriculum Coordinator for the Anchorage School District. Ms. Erb has 20 years of classroom teaching experience ranging from 6th grade through middle school, high school and the university level.
Blended Learning in Action
with Tiffany Wycoff and Jason Green

Dates          October 11, 18, 25 and November 1, 8, 15
Tuition        FREE for all educators from Tier 1 organizations and
districts, $175 for all others.
Credit         Two university credits are available for attending all
webinars and participating in online assignments and discussions. Credit
registration takes place after the first webinar ($185)
Course Description  Explore how blended learning models—Whole
Group Rotation, Station Rotation, Flipped Classroom,
Playlist, and Ala Carte -- are helping teachers to personalize the
learning experience, meet the individual needs of each student in
their classes, and foster 21st Century skills.

Recommended text  Blended Learning In Action by Catlin Tucker,
Tiffany Wycoff and Jason Green

Webinar 1: Blended Learning In Action - What is Blended Learning
and why do we need it now?
The term blended learning is frequently used and frequently
misunderstood. To set the course correctly, teachers need to first
understand what blended learning is and how they can use it to
empower a future-oriented, personalized classroom. This first
webinar will focus on 1) exploring WHY blended learning must be
central to 21st Century preparation, 2) defining blended learning
elements and nonexamples 3) exploring the “PAACC” hallmarks of
effective blended learning and 4) reimagining activities aligned to
the hallmarks.

Webinar 2: Building a Positive Blended Learning Culture
The concept of the “digital native” and “digital immigrant”
presents many assumptions about student capacity to use
technology in their learning and adult reluctance or lack of
understanding. It is important to dig into and challenge those
assumptions to plan for ongoing support and buy-in. It is also
critical to engage parents through effective communication and
education. This webinar will focus on 1) examining the myth of
the “digital native”, 2) building student and parent understanding
of blended learning, and 3) planning for a culture of learning,
agency, support, and citizenship.

Instructor
Tiffany Wycoff is an innovative school leader
with a specialization in blended learning
and school technology integration. She was
an early adopter of blended learning at the
K-12 level, teaching and leading in both
online and face-to-face settings. Tiffany
has served as a school leader in Florida
and New York, helping schools establish
technology-rich learning environments and
to incorporate blended learning models into the academic
program. Wycoff and her Blended Learning In Action co-
author Jason Green have presented on blended learning
and the use of social media in education at conferences
and universities, and have helped other schools transform their programs
through blended learning implementation.

Webinar 3: Blended Learning in Elementary, Middle, and High School - Part 1, The Models in Action
With a foundational understanding of the PAACC hallmarks, teachers
can assess their current instructional model and envision how they
can implement the models of Blended Learning at each level. This
webinar will focus on 1) viewing models in action for understanding and
discussion, 2) exploring use of the models at elementary, middle, and
high school levels, 3) discussing classroom environment and transition
management for each model.

Webinar 4: Blended Learning in Elementary, Middle, and High School - Part 2, Planning for Blended Learning
By assessing their current instructional model and approach to lesson
planning, teachers can begin adopting the strategies of blended learning
within their classes. This webinar will focus on 1) assessing the best-fit
model for introducing blended learning, 2) exploring templates for
lesson planning by model, and 3) planning for connectivity.

Webinar 5: Blended Learning in Elementary, Middle, and High School - Part 3, Building the Toolbox
To maximize the efficiency and opportunity of technology tools, teachers
should carefully select the digital tools for their classroom. This webinar
will focus on 1) exploring digital tools for elementary, middle, and high
school, 2) understanding the role of digital curriculum and adaptive
software, and 3) using the prepilot and pilot approach to try out tools
and get student feedback.

Webinar 6: Assessment in Blended Learning
Blended learning offers multiple opportunities for formative assessment
in both digital and face-to-face settings. Further, blended methodology
and adherence to the PAACC hallmarks allow for more personalized,
relevant, and connected project-based assessment. This webinar
will focus on 1) distinguishing between formative and summative
assessment in blended learning, 2) exploring tools for formative
assessment, and 3) discussing grading and grading alternatives.
Growth Mindset and the Alaska Math Classroom

**Dates**  October 2 - December 15, 2017  
**Credit**  UAA ED - 3 credits  
**Tuition**  (Tier 1/Tier 2): $375/$425  
**Facilitated by**  Bobbi Jo Erb

**Course Description**  There is a lot of buzz surrounding the idea of growth mindset in mathematics in the last few years. Current research shows the need for clarification on when and how to build and encourage a growth mindset for students in order for it to have the most impact on student learning. This unique, blended course will involve participating in an online course designed by the authority on growth mindset for math, Stanford professor Jo Boaler. After completing the course, our cohort will take a deep look at what we've learned as it applies to an Alaska math classroom.

This course unpacks the teaching approach that was used in an 18-lesson intervention that raised the achievement of students learning mathematics by the equivalent of 1.6 years of school. In the teaching intervention, Jo Boaler taught 6/7th graders by giving the students new knowledge of the brain, mindset and mathematics learning and taught through open, creative mathematics. The course includes over 30 videos of the teaching and interviews with students. It also includes interviews with mindset guru Carol Dweck and leading mathematician Steve Strogatz. The course consists of short videos interspersed with various thinking tasks—such as reflecting on videos, designing lessons ideas, and discussing ideas with peers in the class—to promote active engagement.

You will start the class on the Stanford Center for Professional Development site with teachers from around the globe, and then will work with an Alaskan cohort to try and refine your new strategies in your classroom.

**Target Audience**  K-12 teachers

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Growth Mindset Micro-credential from BloomBoard

**Dates**  October 2 - November 10  
**Credit**  UAA ED - 1 credit  
**Tuition**  (Tier 1/Tier 2): $95/$145

**Course Description**  Join educators from across the country for a six-week national pilot program through BloomBoard and Digital Promise. The Growth Mindset Micro-credential is a competency-based learning program to help teachers use growth-oriented feedback and language to reinforce a focus on student growth. The program will be facilitated by a senior BloomBoard instructional leader who has specific training and expertise in leading groups of educators through collaborative, competency-based virtual professional learning experiences. The BloomBoard facilitator will help foster collaboration, provide guidance, and ensure individual progress as the group works towards earning their Growth Mindset micro-credential. After earning the micro-credential, you will receive one graduate-level credit and a digital micro-credential badge to showcase your accomplishment. This is a pilot project, 10 spaces are available.

**Target Audience**  K-12 teachers

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Online Course From the Alaska Statewide Mentor Project

**Credit**  UAA ED 580 CRN 75392 or 75393 - 3 credits $168

**Course Description**  Connect with other educators across the state while learning about topics relevant to best teaching practices. Join the Alaska Statewide Mentor Project online for interactive learning and sharing throughout the year. Monthly topics include: classroom management; social emotional learning; working with paraprofessional educators; assessments and differentiated instruction; effective reading practices; supporting academic language development for English learners and non-standard English speakers; engaging students, families and communities, using culture in the classroom; and meeting the needs of students with FASD and ADHD. There are two-hour synchronous sessions each month and online assignments. If you are mentored by ASMP you may attend at no cost. Three graduate level credits are available for participating in 4 or 5 topics. Contact Janice Littlebear at UA Statewide, K-12 Outreach, for more information.

**Target Audience**  K-12 teachers
Seismology in the Classroom –

Place-Based Instruction in Action!

Tuition  Online Class Tuition Reimbursement
Dates   Register Now! September 11 (online registration accepted through September 22) – December 23, 2017
Credit   UAA ED 580 CRN 78604 – 2 credits – $109
Course Description  Alaska is one of the most seismically active places on Earth. This online course will introduce educators to various seismology principles and techniques for using data in their classrooms. We look to provide educators with Alaska specific information to tie in a sense of place and investment for Alaska's students. Each lesson will include videos and hands-on activities that accompany the videos with homework, discussion forum requirements and reflection assignments.

IRIS’s Seismographs in Schools Program serves teachers across the country and around the world using seismic instruments or real-time seismic data in K-16 classrooms. This is a 2-credit, 500-level professional development course designed for classroom teachers at all levels. No prior knowledge of seismology or software is required. Course participation is limited to the first 50 registrants. IRIS will have a application process for tuition reimbursement. Applicants who successfully complete the Seismology in the Classroom course will have their fees reimbursed.

Target Audience:  K-12 teachers

Let's get better together - Learn online and apply in your classroom tomorrow!

Hone your skills - grow and refine your instructional strategies in ELA and Math.

- Join us for a series of six-week, online mini-courses focused on improving specific instructional practices in ELA and Math. New topics opening every month!
- Explore best instructional practice in ELA and Math in your classroom with other Alaska teachers.
- The facilitation model supports your learning with collaboration and expertise
- The course follows a six-week exploration and action-oriented cycle through a variety of evidence-based best practices that are aligned to the Alaska Standards.
- Participants are guided through an unpacking of targeted Learning Plans, including collaborative discussion as you try and apply each strategy with your own students.

Participants who complete the three learning plans in each series may receive one 500-level professional learning credit.

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SELF-PACED COURSES- START ANYTIME!

Start Anytime - Work at a Pace That Makes Sense With Your Schedule.

- You have a minimum of one month and a maximum of one year from your registration date to complete these classes.
- All classes are approved by an accredited Alaskan university as graduate (500-level), professional development courses and are approved by the State of Alaska for teacher re-certification.
- All our online classes are approved in the Anchorage School District’s MLP system.

Find out more and register online at asdn.org

Advanced Classroom Management:
Children as Change Agents
Credit 2 credits, APU EDUC 59725
Instructor Joe Kaplan, VESi
Tuition (Tier 1/Tier 2) $310/$360

A Framework for Teaching: Making the Most of Teacher Evaluation
Credit 2 credits, APU EDUC 58155
Presenters Charlotte Danielson and Karyn Wright, KDS
Tuition (Tier 1/Tier 2) $460/$510

Alaska Alive
Credit 3 credits, APU EDUC 59500
Instructor Sharon Bandle
Tuition (Tier 1/Tier 2) $410/$460 + materials
Meets the Alaska Studies Certification Requirement

Assessment and the Common Core Standards
Credit 3 credits, APU EDUC 58103
Presenter Kay Burke, KDS
Tuition (Tier 1/Tier 2) $460/$510

Anger Management & Effective Discipline to Prevent Violence
Credit 3 credits, APU EDUC 58156
Presenter Diane Wagenhals, KDS
Tuition (Tier 1/Tier 2) $460/$510

Attention Deficit Disorder
Credit 2 credits, APU EDUC 59709
Instructor Mick Jackson, VESi
Tuition (Tier 1/Tier 2) $310/$360

Autism & Aspergers Disorders
Credit 2 credits, APU EDUC 59708
Instructor Marea Winnega, VESi
Tuition (Tier 1/Tier 2) $310/$360

Becoming A Reflective Teacher
Credit 3 credits, APU EDUC 58126
Presenter Robert Marzano, KDS
Tuition (Tier 1/Tier 2) $460/$510

Behavior is Language: Strategies for Managing Disruptive Behavior
Credit 3 credits, APU EDUC 59710
Instructor Mick Jackson, VESi
Tuition (Tier 1/Tier 2) $410/$465

Child Abuse: Working with Abused & Neglected Children
Credit 2 credits, APU EDUC 59716
Instructor Joan S. Halverstadt, VESi
Tuition (Tier 1/Tier 2) $310/$360

Common Core State Standards in Mathematics, Grades 3-8
Credit 3 credits, APU EDUC 58143
Presenter Tim Kanold and Diane Briars, KDS
Tuition (Tier 1/Tier 2) $460/$510

Creating Culturally Responsive Schools
Credit 3 credits, APU EDUC 59600
Instructors Doug Penn & Laurie Van Huis
Tuition (Tier 1/Tier 2) $410/$460 + materials
Meets the Multicultural Studies Certification Requirement

Cyberbullying Prevention
Credit 3 credits, APU EDUC 59798
Instructor Dan Sparkman
Tuition (Tier 1/Tier 2) $405/$455

Differentiation and the Brain
Credit 3 credits, APU EDUC 58127
Presenters Carol Ann Tomlinson and David A. Sousa, KDS
Tuition (Tier 1/Tier 2) $460/$510

Dropout Prevention
Credit 3 credits, APU EDUC 59786
Instructor Dan Sparkman
Tuition (Tier 1/Tier 2) $405/$455

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse
Credit 2 credits, APU EDUC 59717
Instructor Peggy Rapp, VESi
Tuition (Tier 1/Tier 2) $310/$360

Early Childhood Series
Series of five classes - visit our website for details

Elementary Reading Intervention Strategies
Credit 3 credits, APU EDUC 58104
Presenter Dr. Elaine McEwan—Adkins, KDS
Tuition (Tier 1/Tier 2) $460/$510

Energize Your Classroom
Credit 3 credits, APU EDUC 58101
Instructor Dan Sparkman
Tuition (Tier 1/Tier 2) $405/$455
### SELF-PACED COURSES - START ANYTIME!

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<td>3 credits, APU ECUC 58106</td>
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<td>3 credits, APU ECUC 58129</td>
<td>Dr. Austin Buffum, Mike Mattos and Chris Weber, KDS</td>
<td>$460/$510</td>
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<td>Supporting Struggling Students with Rigorous Instruction</td>
<td>3 credits, APU ECUC 58152</td>
<td>Robyn Jackson, KDS</td>
<td>$460/$510</td>
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<td>Talented &amp; Gifted: Working with High Achievers</td>
<td>2 credits, APU ECUC 58129</td>
<td>Pamela Bernards, VESi</td>
<td>$460/$510</td>
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<td>Teaching Elementary Math Conceptually</td>
<td>2 credits, APU ECUC 58039</td>
<td>Kim Chappell, VESi</td>
<td>$460/$510</td>
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<td>Teaching Reading and Comprehension to English Language Learners K-5</td>
<td>3 credits, APU ECUC 58128</td>
<td>Margarita Calderón, KDS</td>
<td>$460/$510</td>
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Maximize your impact on student learning - with a focus on personalized learning, effective instruction, and evidence-based practices.

Featured Topics:

Micheal Horn and Heather Staker, the authors of *Blended*, will provide the *Why* and *How* of using blended learning to improve personalization and build a more student-centered school. They will provide inspiration and practical implementation guidance for educators seeking to incorporate online learning with traditional classroom time.

Dr. Doug Fisher and Anita Archer will focus on using explicit instruction and lessons from *Visible Learning for Literacy* (Fisher, Frey and Hattie).

Math and RTI experts Dr. Doug Clements and Dr. Karen Karp will explore the latest research in the building blocks of early mathematics and how to support struggling students in Math.

Using Hattie’s Visible Learning research as a base, Dr. Peter DeWitt and Domonique Smith will explore the most impactful strategies for teachers and school leaders to improve school climate and teacher-student relationships. Dr. Chris Blodgett will talk about how to move from ACES to action — what trauma informed practice really looks like in the classroom, based on his work in Washington State.

Jenni Donohoo will explore the research behind collective teacher efficacy, Hattie’s number one factor that influences student work, and how to foster collective efficacy in your schools.

Save the dates and join your colleagues from around the state for the best professional learning opportunity of the year. Over 1,000 educators from 37 districts attended the conference last year. A full-day pre-conference for small schools will take place on Friday, January 26. The conference will take place on Saturday and Sunday, January 27 & 28.

Keynotes from Micheal Horn and Dr. Doug Fisher will kick off the conference. Full-day strands will be offered on Saturday, and a wide variety of special half-day topical sessions will be offered on Sunday so that participants have a chance to explore one or two interest areas in depth. Lunch will be provided on site both days to provide more opportunities to meet and network with your colleagues. More information online soon at asdn.org.