PROFESSIONAL DEVELOPMENT FOR ALASKA’S EDUCATORS FALL 2018

Catalog

★ Online Courses
★ Webinar Series
★ Conferences and Institutes

ALASKA STAFF DEVELOPMENT NETWORK
Alaska Council of School Administrators
234 Gold Street • Juneau, AK 99801 • 907-364-3809
www.asdn.org
Alaska Staff Development Network’s mission is to improve student outcomes by providing researched-based, quality professional development for Alaska’s teachers and school administrators.

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 Superintendents and the 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. We make every effort to partner and share resources in order to keep our offerings affordable. Please contact us with suggestions for professional development that you would like to see offered in Alaska.

- 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 statewide leader in professional learning. We focus 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. This year look for linkages in our professional learning offerings for more sustained learning from our national teacher-educators. Jennifer Bay-Williams, Peter DeWitt, Doug Fisher and Nancy Frey will present online this fall as well as in person at the RTI/MTSS Effective Instruction Conference in Anchorage January 25-27.

- ASDN is also forming partnerships and develops grant proposals that bring significant additional resources to school districts and professional associations in the state. Currently our partnerships help to create Yupik curriculum in the Lower Kuskokwim School District, and increase the number of low-income students in the Lower Kuskokwim and Bering Strait School Districts who are prepared to succeed in postsecondary education with GEAR UP.

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**ASDN Level 1 Member Districts: Benefits for Educators**

ASDN is a membership organization. Although we welcome participation from any educator in Alaska, we do request that school districts (not individuals) become ASDN members. Check our website at asdn.org to see if your district is a Level 1 or 2 member. We offer the following benefits for all staff from Level 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 2018 Alaska RTI/MTSS Effective Instruction Conference

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

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

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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! “

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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

“This was a very useful course that had an immediate effect on my teaching….Very good information and practical tips for working in rural schools.”

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Communicating Across Cultures with Father Michael Oleksa

**Dates**  Anchorage: October 4–6

Offered again January 31–February 2

**Course Number, Credit**  APU EDUC 59200, 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 (two evenings and all day Saturday) and is completed online.

“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!!”

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Alaska Alive! with Father Oleksa

**Dates**  Anchorage: November 7, 9, 10

**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 November 7, 9 and 10 (two evening sessions and all day Saturday) and is completed online with instructor Sharon Bandle.

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

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Register online at: asdn.org • 907-364-3809 • e-mail asdn@alaskaacsa.org
Mathematical Mindsets: Becoming Fluent with Teaching and Assessing Fact Fluency

with Dr. Jennifer Bay-Williams

Dates  October 17, 23, November 14, 28
Registration Fee  $75 for educators from Level 1 school districts and organizations. $175 for all others.  
No cost for Enhanced Learning Maps participants.

Credit  One optional university credit is available. Participants must attend all webinars, complete assignments, and take part in online discussions. There is an additional tuition fee of $125 for the credit.

Target Audience  Grade K-5 teachers, or Grade 6-7 educators working with students in need of intervention in middle school.

Description  Imagine an approach to mastering facts that prioritizes number relationships over specific facts. Such an approach not only leads to lasting learning of basic facts, but equips students with a number sense that serves them well with other mathematics they will encounter. In this webinar series we will explore such a strategy-based approach, and talk about a variety of activities and games that both increase students enjoyment of math and their fluency with basic facts. Additionally, we will look beyond timed tests to learn excellent assessment tools for measuring fluency, and talk about how to engage families in our work!

Webinar Series

Webinar 1: The ‘Basics’ of Effective Basic Fact Fluency Instruction
We can do better than we have traditionally done to ensure every child learns and retains their basic facts! This session introduces fundamentals that must be in place if we are to make this a reality!

Webinar 2: A Games-based, Strategy-focused Fluency Plan
Join us for a fun session of playing fact games. But, these games are not designed just for fun, they are designed for strategy development and meaningful practice. We will also reflect on when and how to use games within your own teaching.

Webinar 3: Assess Basic Facts Like They are Important
Why are timed tests used to assess basic facts? There is no good reason, and many reasons not to. In this session, we look at why timed tests are ineffective and devote most of our time to exploring excellent assessment tools so that we can ensure fact fluency.

Webinar 4: Engaging Families in Fact Fluency
There are many ways to engage with families so that they understand your fact fluency plan and so that they can support it. In this session, we will explore ideas for Back-to-School nights, homework, and other strategies for helping your families help their children master the facts.

Presenter

Jennifer Bay-Williams is a national leader in mathematics education, working with teachers and leaders for over thirty years to support effective mathematics teaching. She has authored 18 books and offered over 400 presentations and workshops for mathematics teachers and leaders. Her books include Math Fact Fluency: 60+ Games and Assessment Tools to Support Learning and Retention (with G. Kling), and Elementary and Middle School Mathematics: Teaching Developmentally and Teaching Student Centered Mathematics (with J. Van de Walle, L. Lovin, & K. Karp). Her national leadership includes serving on the National Council of Teachers of Mathematics (NCTM) Board of Directors, as secretary and president of the Association of Mathematics Teacher Educators (AMTE), and on the TODOS: Mathematics for All Board of Directors. She is a professor at the University of Louisville, where she teaches undergraduate and graduate courses in mathematics education and works in local schools to support effective mathematics teaching and learning. Before becoming a teacher educator, Jennifer taught K-12 mathematics in Missouri and in Perú.
WEBINAR SERIES

Assessment Capable Learners
with Dr. Doug Fisher, Dr. Nancy Frey, Dr. Dominique Smith

Dates  October 3 and 10, November 8 and 15, December 5 and 12
Registration Fee  $95 for educators from Level 1 school districts and organizations. $195 for all others.
Enhanced Learning Maps participants receive $60 scholarships.
Credit  Two optional university credits are available. There is an additional tuition fee of $185 for the credit.
Target Audience  K-12 Educators and Administrators.
Description  Imagine students who OWN their learning in these terms: “I know where I’m going, I have the tools I need for the journey, and I monitor my own progress.” Now think about the extraordinary difference this type of ownership makes in students’ progress over the course of a school year. The Visible Learning research is clear that when students know how to learn and are aware of strategies to help them learn, they are able to become their own teachers. If there is one core message in this webinar series that we want you to come away with, it is this: Assessment-capable visible learners are cultivated by assessment-capable teachers.

In this webinar series, three of the nation’s leading literacy experts Doug Fisher, Nancy Frey, and Dominique Smith will share:
• The most effective types of assessment and how each can motivate students to higher levels of achievement
• How to introduce students to the tools they will use to support their own learning, along with the know-how they need to choose the right tool for any learning challenge
• How to create a classroom culture where errors are viewed as opportunities to learn
• The learning strategies, including cognitive, metacognitive, and motivational strategies, that fuel student progress, and how to give students opportunities to use them

The six sessions of this webinar series are designed to take a deep dive into creating the conditions that foster assessment-capable visible learners.

Webinar 1: What is An Assessment-Capable Visible Learner?
This introduction to the series includes an introduction to John Hattie’s visible learning database, containing 250+ meta-analyses and 300,000,000 students worldwide. These findings form a powerful foundation for fostering student decision making about their own learning. An overview of the six principles of assessment capability will be discussed. (Doug Fisher)

Webinar 2: Self-Knowledge and Confidence.
This webinar session examines the first two skills of assessment-capable learners: they know their current level of understanding, know where they’re going, and are confident to take on the challenge. Topics addressed include metacognition, teacher clarity, and self-assessment practices students can use to determine their present level of knowledge. (Doug Fisher)

Webinar 3: Selecting Tools and Seeking Feedback.
Assessment-capable visible learners are actively engaged and can marshal skills and dispositions in order to advance their learning. This webinar session examines essential tools for learning: study skills, deliberative practice techniques, and repeated reading. We also examine ways to fuel feedback in your classroom through three channels: teacher, peers, and self. (Nancy Frey)

Webinar 4: Monitor Their Progress and Teach Others.
Students need to be able to set goals and monitor their progress toward achieving goals in order to take charge of their own learning. This webinar session profiles goal-setting techniques, peer tutoring, formative practice tests, and sharing data with students so they can gauge their learning. (Nancy Frey)

Webinar 5: Positive Relationships:
What Assessment-Capable Learners Need.
Positive relationships between students and teachers is what fuels student-driven learning. In this webinar session, we examine the links between classroom climate, invitational teaching, social-emotional learning, and academic learning. (Dominique Smith)

Webinar 6: Mindframes of Assessment-Capable Schools.
Assessment-capable learners are unlikely to develop in schools that fail to build organizational systems that create the conditions of equity. This final webinar in the series discusses the importance of professional learning communities that examine impact on student learning, equitable practices that reduce in-grade retention and foster opportunities to learn, and foster student aspirations. (Dominique Smith)

Register online at: asdn.org • 907-364-3809 • e-mail asdn@alaskaacsa.org
The Other Side of the Report Card: Supporting Social and Emotional Learning in Your Classroom, School and District

Dr. Maurice J. Elias, with Danielle Hatchimonji, Jessica Berlinski and Linda Bruene

**Dates**  
October 9 and 30, November 6 and 13, December 4 and January 22

**Registration Fee**  
$95 for educators from Level 1 school districts and organizations. $195 for all others.

**Credit**  
Two optional university credits are available. Participants must attend all webinars, complete assignments, and take part in online discussions. There is an additional tuition fee of $185 for the credit.

**Target Audience**  
K-12 Educators, Counselors, Principals, School Leadership Teams

**Description**  
In addition to thinking, comprehending information, and acquiring knowledge, we know that focusing on emotions and feelings is not separate from, but integral to academic success. And while tests do not measure self-awareness, self-discipline, motivation, or empathy, these traits are vital to a student's healthy cognitive development. John Hattie reminds us: “A positive, caring, respectful environment is a prior condition to learning.” For those reasons, there is no hotter or more important topic in the schools right now than social-emotional learning (SEL). This series of webinars with national experts will provide educators with a basic understanding of the latest research and applications of SEL and its 2.0 version, Social-Emotional and Character Development (SECD). The foci will be on interventions at Tiers 1, 2, and 3, how to promote a positive school culture and climate, techniques for promoting youth voice and engagement, and how to infuse SEL into all academic subject areas for the purpose of improving both behavior and academic achievement.

**Webinar 1: Foundations of SECD and the Importance of Purpose**  
The next generation of SEL work is SEL 2.0, which involves the integration of character. Learn the latest in research, theory, and programming, and also how and why to integrate the development of purpose as a key to mental health promotion and treatment. (Maurice Elias)

**Webinar 2: Best Practices in SEL Program Implementation: Leadership infrastructure, Support, Capacity Building, and Assessment**  
There is no such thing as an implementation-proof SEL program. This webinar will cover the ways to implement SEL successfully and sustainably in your school. Also covered are different approaches to the hot topic of SEL assessment. (Maurice Elias)

**Webinar 3: Technology Resources for SEL, Trauma and Cultural Responsiveness**  
Explore the latest research on SEL, trauma and cultural responsiveness and why integrating the three is critical to student success. The aspects of technology that allow for personalization of trauma, contextual SEL skill-building, and specific cultural/personal identity building will be discussed. Evidence-based tools and resources will be shared that can help integrate all three areas. (Jessica Berlinski and Linda Bruene)

**Webinar 4: School Culture and Climate**  
Caring relationships are the foundation of all lasting learning. A caring school culture and climate does not just “happen.” It requires assessment and ongoing action planning and this webinar will present feasible ways you can do this in your school or district. (Danielle Hatchimonji)

**Webinar 5: Youth Engagement and Empowerment: Applications in Tiers 1, 2, and 3**  
Youth voice is a current buzzword, but it rests on two older ones: youth engagement and empowerment. Without engagement, academic learning—indeed, ANY learning—cannot be retained. The same is true of remediation programs for students- if they are not engaged, they will not work. Empowerment is the answer, and this webinar will illustrate different approaches to youth engagement and how to give youth opportunities for empowerment inside and outside school. (Maurice Elias)

**Webinar 6: Linking SEL and Academics (Maurice Elias)**  
The meta-analysis of over 200 studies of the impact of SEL showed clearly that SEL has a powerful effect on academic success. This webinar will discuss a case study on how SEL was used to turn around a “priority,” failing middle school of 1500 students, and show how “if they can do it there, you can do it, too.” Examples of the dependence of academic success on SEL will be provided. (Maurice Elias)
Collaborative Leadership Strategies for Teacher Leaders and Administrators with Dr. Peter DeWitt and Dave Nagel

Dates  November 7, December 6 and 13, January 17
Registration Fee  $75 for educators from Level 1 school districts and organizations. $175 for all others.
Credit  One optional university credit is available. Participants must attend all webinars, complete assignments, and take part in online discussions. There is an additional tuition fee of $125 for the credit.
Target Audience  Teacher Leaders, Assistant Principals, Principals, District Office Leaders, School Leadership Teams.
Description  What type of leadership do you practice? There are major advantages in applying a holistic approach, including all stakeholders, a process known as collaborative leadership. Framed through the lens of John Hattie's Visible Learning research, learn which leadership practices are proven to accelerate student learning. In this four-part series, participants will be guided through a cohesive set of messages that are aligned tightly to the evidence of what best impacts learning in schools.

Webinars 1 & 2: Peter DeWitt will unpack six Collaborative Leadership factors that directly tie to focused aspects of John Hattie’s Visible Learning research. Peter will provide insight, practical experiences and examples, as well vignettes to help participants gain valuable insights as to what these six elements look like in action. Peter will paint a powerful picture to meet stakeholders where they are, motivate them to strive for improvement, and then model some of the specific moves for how to make it happen. His blueprint will inspire you to:
• Transform your leadership practice
• Identify where you can make immediate changes
• Build and empower your leadership team
• Incorporate all stakeholders into the conversation

Webinars 3 & 4: Dave Nagel will build on Peter DeWitt’s message and provide participants with empowering actions that are directly tied to Visible Learning research for school and teacher leaders. First, Dave will highlight John Hattie’s instructional model of feedback and provide specific guidance, tools, and practical examples of how to both apply and monitor the impact of feedback in your schools on both the learning of students as well as adults. Then Dave will highlight and dig deep into Hattie’s 10 mindframes for learning—the core beliefs that underpin our actions as educators. Going much deeper than simply talking about what the mindframes are, Dave will provide specific guidance and examples for how school and teacher leaders can establish actions and conditions to inspire all to develop these mindframes. He will identify practices to implement in schools and classrooms on a day to day basis. His sessions will motivate you to:
• Examine the impact of feedback on the learning of both students and adult learners
• Identify where you can make immediate changes in how to provide and support adults in using feedback as a driver of learning
• Determine current strengths and opportunities for growth in how beliefs are truly driving actions that impact learning in your schools and districts.

Presenter
Peter DeWitt (Ed.D.) is a former K-5 teacher (11 years) and principal (8 years). He runs workshops and provides keynotes nationally and internationally focusing on collaborative leadership, fostering inclusive school climates, and connected learning. Within North America, his work has been adopted at the state level and university level, and he works with numerous districts and school boards. His syndicated blog, Finding Common Ground, is published by Education Week. Peter has travelled to New Zealand to work with Cognition Education, where he spent time visiting Visible Learning Schools and meeting with the New Zealand Ministry. Peter has presented with John Hattie on the Visible Learning research.

A former high school teacher and administrator, Dave Nagle’s primary areas of expertise are effective collaboration, common formative assessments, effective use of scoring guides for learning targets, and meaningful and practical grading practices. Dave is also one of Corwin’s certified presenters in Visible Learning+.
Alaska’s Professional Learning Network

Join a free professional online learning network for Alaska’s teachers. We’ve partnered with the Alaska Department of Education and the Teaching Channel to offer an online space to support professional growth for educators around the state. The Alaska Professional Learning Network (AkPLN) is provided for Alaskan educators at no cost through ASDN/ACSA with support of Title IIA, federal funds.

What is it? AkPLN is a private collaboration space for Alaska’s teachers, schools districts and education organizations. It has a library of engaging professional learning resources for educators and learning plans that can help frame professional development at the district, school and classroom level.

Try it! AkPLN members have access to view resources and can join or create school, district or statewide teams. Gain ideas for lessons, view new teaching strategies to try out, or build your repertoire of techniques related to curriculum, instruction and assessment. Teams and discussions can be private among educators you invite or public for everyone in the state. Contact Tammy Morris for login information: tmorris@alaskaacsa.org.

AkPLN Math and ELA Courses

Courses open for enrollment September 15-October 15. Let’s get better together!

Learn online with the Alaska Professional Learning Network (AkPLN) and apply in your classroom tomorrow. Hone your skills and grow and refine your instructional strategies in English Language Arts and Math.

- Join us for online mini-courses focused on improving specific instructional practices in ELA and Math.
- Explore best instructional practice in ELA and Math in your classroom while collaborating with other Alaska teachers online.
- The facilitation model supports your learning with collaboration and expertise.
- The course follows an 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.

Educators may participate in these short courses at no cost. One optional 500-level professional learning credit is available for $125 in connection with these classes. All work for the credit class must be complete by December 15.

### ELA

**Course #1:** Text Dependent Questions: Building Professional Knowledge (K-5)

**Course #2:** Academic Vocabulary, (K-5)

**Course #3:** Academic Discussion and Partner Talk as a Strategy to Support the Speaking & Listening Standards, (K-5)

**Course #4:** Reading Comprehension Strategies for Content Area Teachers (6-12)

### Math

**Course #1:** Understanding Fractions as Numbers and Adding & Subtracting Fractions (3-5)

**Course #2:** Number Sense: Counting & Cardinality, Composing & Decomposing (K-2)

**Course #3:** Number Sense: Understanding Place Value – Adding & Subtracting (K-2)

**Course #4:** Using Worked Problems to Teach Algebra & Negative Numbers: Expanding the Number System (6-12)
Alaska Staff Development Network is a Code.org Regional Partner!

This collaboration between Code.org, the Alaska Staff Development Network & the Alaska Council of School Administrators will work to expand access to computer science in schools throughout Alaska.

Computer science helps nurture problem-solving skills, logic, collaboration and creativity. These skills will open doors in every field. Students will gain an opportunity to create technology that will solve problems in their communities and in the world. By starting early, students will have a foundation for success in any 21st-century career path. The Alaska Department of Education and Early Development has made computer science a priority area of growth. Over the next year, it is expected that Alaska will approve computer science standards that are in alignment with Code.org curriculum.

Code.org is a national nonprofit that believes that every student should have the opportunity to learn computer science, just like biology, chemistry or algebra.

- Code.org is the organization behind the Hour of Code, completed by over 600 million students in 180 countries.
- Code.org’s professional development workshops were developed to empower teachers from every type of background to be able to teach computer science and support computational thinking.
- Code.org has partnered with more than 120 school districts and 700,000 teachers use their K-12 curriculum. All curriculum is available online at no cost.

More details will be available at asdn.org. Visit our website to add your name to the Code.org interest list and we will keep you updated on upcoming opportunities. For more information, contact Cheryl Bobo: cbobo@alaskaacsa.org.

ASDN will provide quality professional learning to teachers in Alaska for the following Code.org courses:

**Computer Science Fundamentals (K-5)** This course has between 14 & 28 lessons (varies by age) that may be implemented by unit or over the course of a semester. Students create computer programs that will help them learn to collaborate with others, develop problem-solving skills, and persist through difficult tasks. They will study programming concepts, computational thinking, digital citizenship, and develop interactive games or stories they can share. The PD for this curriculum is a one-day workshop. **CS Fundamentals workshops will be offered at the RTI/MTSS Effective Instruction Conference in January, at the Alaska Society for Technology in Education (ASTE) Conference in February, and in Anchorage, Fairbanks, and Juneau next summer.** We are also developing online options for the spring semester.

**Computer Science Discoveries (6-10)** This class can be taught as a semester or year long introductory course (3-5 hours per week of instruction for 9+ weeks). The course takes a wide lens on computer science by covering topics such as programming, physical computing, HTML/CSS, and data. Students engage with computer science as a medium for creativity, communication, problem solving, and fun. The course inspires students as they build their own websites, apps, and games. **This fall, we will be accepting applications to attend a no-cost, 5-day PD session next summer that will prepare you to teach CS Discoveries in SY19/20.**

**AP Computer Science Principles (9-12)** Computer Science Principles introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. The curriculum is flexible to be taught as a normal course or as an AP course. The course works for beginners and students with experience in Cs. **This fall, we will be accepting applications to attend a no-cost, 5-day PD session next summer that will prepare teachers to teach CS Principles in SY19/20.**
Advanced Classroom Management:
Children as Change Agents
Credit 2 credits
Instructor Joe Kaplan, VESi
Tuition (Level 1/Level 2) $310/$360

Alaska Alive
Credit 3 credits
Instructor Sharon Bandle
Tuition (Level 1/Level 2) $450/$500
Meets the Alaska Studies Certification Requirement

Anger Management & Effective Discipline to Prevent Violence
Credit 3 credits
Presenter Diane Wagenhals, PCG
Tuition (Level 1/Level 2) $475/$525

Attention Deficit Disorder
Credit 2 credits
Instructor Mick Jackson, VESi
Tuition (Level 1/Level 2) $310/$360

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

Behavior is Language: Strategies for Managing Disruptive Behavior
Credit 3 credits
Instructor Mick Jackson, VESi
Tuition (Level 1/Level 2) $475/$525

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

Creating Culturally Responsive Schools
Credit 3 credits
Instructors Doug Penn & Laurie Van Huis
Tuition (Level 1/Level 2) $450/$500 + materials
Meets the Multicultural Studies Certification Requirement

Cyberbullying Prevention
Credit 3 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $475/$525

Differentiation and the Brain
Credit 3 credits
Presenters Carol Ann Tomlinson and David A. Sousa, PCG
Tuition (Level 1/Level 2) $475/$525

Dropout Prevention
Credit 3 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $475/$525

Recognize Early Signs: Understanding Mental Health
Credit 2 credits
Instructor Felicia Voss, Roots & Wings
Tuition (Level 1/Level 2) $310/$360

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

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

Elementary Reading Intervention Strategies
Credit 3 credits
Presenter Dr. Elaine McEwan--Adkins, PCG
Tuition (Level 1/Level 2) $475/$525

Energize Your Classroom
Credit 3 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $450/$500

Enhancing Professional Practice: A Framework for Teaching
Credit 3 credits
Presenter Charlotte Danielson, PCG
Tuition (Level 1/Level 2) $475/$525

Grading: A Guide to Effective Practice
Credit 3 credits
Presenter Douglas Reeves, PCG
Tuition (Level 1/Level 2) $475/$525

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
Harassment, Bullying & Cyber-Intimidation in Schools
Credit 2 credits
Instructor Candyce Reynolds, VESi
Tuition (Level 1/Level 2) $310/$360

Humor in the Classroom: To Teach and Reach Students
Credit 2 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $310/$360

Inclusion: Working with Students with Special Needs in General Education Classrooms
Credit 2 credits
Instructor Florah Luseno, VESi
Tuition (Level 1/Level 2) $310/$360

Introduction to Street Gangs: Strategies for Understanding Gangs and Their Impact
Credit 3 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $475/$525

Learning Disabilities: Practical Information for the Classroom Teacher
Credit 2 credits
Instructor Bob Pillay, VESi
Tuition (Level 1/Level 2) $310/$360

Manage it All: Students, Curriculum and Time
Credit 3 credits
Presenter Debbie Silver, PCG
Tuition (Level 1/Level 2) $475/$525

Motivating and Engaging Students
Credit 3 credits
Presenters Robert Marzano and Debra Pickering, PCG
Tuition (Level 1/Level 2) $475/$525

Motivating Underachievers with RTI & DI
Credit 3 credits
Presenter Carolyn Coil, PCG
Tuition (Level 1/Level 2) $475/$525

Pyramid Response to Intervention: How to Respond When Kids Don’t Learn
Credit 3 credits
Presenters Dr. Austin Buffum, Mike Mattos and Chris Weber, PCG
Tuition (Level 1/Level 2) $475/$525

Response to Intervention: Practical Information for the Classroom Teacher
Credit 3 credits
Instructor Dr. Karen Lea, VESi
Tuition (Level 1/Level 2) $475/$525

Supporting Struggling Students with Rigorous Instruction
Credit 3 credits
Presenter Robyn Jackson, PCG
Tuition (Level 1/Level 2) $475/$525

Talented & Gifted: Working with High Achievers
Credit 2 credits
Instructor Pamela Bernards, VESi
Tuition (Level 1/Level 2) $310/$360

Teaching Diversity: Influences & Issues in the Classroom
Credit 2 credits
Instructor Karen Lea, VESi
Tuition (Level 1/Level 2) $310/$360

Teaching Elementary Math Conceptually
Credit 2 credits
Instructor Kim Chappell, VESi
Tuition (Level 1/Level 2) $310/$360

Teaching Reading and Comprehension to English Language Learners K-5
Credit 3 credits
Presenter Margarita Calderón, PCG
Tuition (Level 1/Level 2) $475/$525

The 21st Century Classroom
Credit 2 credits
Instructor Dan Sparkman
Tuition (Level 1/Level 2) $310/$360

Traumatized Child: Effects of Stress & Trauma on Student Learning
Credit 2 credits
Instructor Joan Halverstadt, VESi
Tuition (Level 1/Level 2) $310/$360

Understanding Aggression
Credit 3 credits
Instructor Mick Jackson, VESi
Tuition (Level 1/Level 2) $475/$525

Using Web 2.0 in Teaching and Instruction
Credit 3 credits
Presenters Bill Ferriter and Adam Garry, PCG
Tuition (Level 1/Level 2) $475/$525

Violence in Schools: Identification, Prevention & Intervention Strategies
Credit 2 credits
Instructor Michael Sedler, VESi
Tuition (Level 1/Level 2) $310/$360

Why DI? An Introduction to Differentiated Instruction
Credit 3 credits
Instructor Steve Dahl, VESi
Tuition (Level 1/Level 2) $475/$525

Register online at: asdn.org • 907-364-3809 • e-mail asdn@alaskaacsa.org
Reassess - Recharge - Reunite
Build Momentum with Mindset

Keynote speaker: Dr. Jo Boaler, Professor of Mathematics Education, Stanford University

FEATURED TOPICS:

**Mindset Mathematics** Join Jo Boaler and Cathy Williams, the founders of Sanford's YouCubed website, and author and professor Jennifer Bay-Williams as they provide practical strategies and activities to help educators show all students, even those who are convinced that they are bad at math, that they can enjoy and succeed in math. New knowledge from brain science is showing a clear path for teaching and learning that is both exciting and inspiring for educators. Teachers will: discover how the brain processes mathematics learning; learn how to turn mistakes and struggles into valuable learning experiences; access examples of rich mathematical activities to replace rote learning; explore ways to give students a positive math mindset; and understand how assessment and grading policies need to change to support real understanding. Special consideration will be given to teaching mathematics with English language learners.

**Student Engagement and Self-Efficacy** The Visible Learning research is clear that when students know how to learn and are aware of strategies to help them learn, they are able to become their own teachers. We don’t strive to produce students who are teacher-dependent, but rather students who can take the knowledge and skills they have developed and apply that to a wide range of problems and situations. Learn a framework for making daily improvements in engaging your students, highlighting opportunities that offer the greatest benefit in the least amount of time. Work with Doug Fisher and Dominique Smith to learn how focusing on relationships, clarity, and challenge can make all the difference. Nancy Frey will focus on research-based reading and writing instruction.

**Computational Thinking and Computer Science in the Elementary Classroom** Computing is a fundamental part of daily life, commerce, and just about every occupation in our modern economy. Every 21st-century student should have the opportunity to learn about computer science, not only to learn about technology, but to learn how to think differently about any problem. Code.org has developed an elementary school curriculum that showcases logic, problem solving, and creativity, allowing even the youngest students to explore the world of computing. Materials blend online, self-guided and self-paced tutorials with “unplugged” classroom activities. Teachers don’t need any previous experience teaching computer science to participate. A one-day workshop will prepare you to introduce computer science basics in a format that’s fun and accessible to young learners.

**Collaborative Leadership** Collaborative Leadership brings together the essence of how leaders maximize impact using John Hattie’s six leadership keys, and a ‘meet, model, and motivate’ philosophy. Join Peter DeWitt and Dave Nagle in looking through Hattie’s lenses of effective practices to identify where you can make immediate changes, build and empower your leadership team, and incorporate all stakeholders into the conversation.

Save the dates and join your colleagues from around the state

Over 1,000 educators from 39 districts attended the conference last year. A full-day pre-conference on the RTI model for small schools will take place on Friday, January 25. The conference will take place on Saturday and Sunday, January 26 & 27. Full-day strands will be offered on Saturday, and a wide variety of 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.

Find out more and register online at asdn.org