



PROFESSIONAL DEVELOPMENT FOR ALASKA'S EDUCATORS

SPRING 2019

Catalog

- ★ Online Courses
- ★ Webinar Series
- ★ Conferences and Institutes



ALASKA STAFF DEVELOPMENT NETWORK
Alaska Council of School Administrators
234 Gold Street • Juneau, AK 99801 asdn.org
www.asdn.org • 907-364-3809
#NorthToTheFuture #ASDN

ALASKA STAFF DEVELOPMENT NETWORK

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, Jan Hasbrouck and Linda Chamberlain will present online this spring as well as in person at the **RTI/MTSS Effective Instruction Conference in Anchorage January 25-27**.
- ASDN is also leading statewide professional learning partnerships around computer science with **Code.org**, and online learning with the Alaska Professional Learning Network (**AkPLN**), an innovative platform which is providing new online courses and also supporting online cohorts of educators, including new principals and rural principals.

- ASDN also **forms partnerships and develops grant proposals** that bring significant additional resources to school districts and professional associations in the state.
- We are pleased to share that Sam Jordan has recently joined ASDN as Grants Administrator. He brings a broad resume of public education policy experience to the position, with more than 18 years' experience in Oregon, New Jersey & Alaska. You can contact Sam with partnership ideas at sjordan@alaskaacsa.org.

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. A sample of 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 2019 Alaska RTI/MTSS Effective Instruction Conference
- \$50 discount per registrant for the multicultural and Alaska Studies courses with Father Michael Oleksa

WEBINAR SERIES

Meeting the Needs of **VULNERABLE** Readers with Jan Hasbrouck

Dates February 21, March 7 and 21 and April 4

Registration Fee \$75 for educators from Level 1 school districts and organizations. \$175 for all others. No cost for BSSD, LKSD or NSBSD Educators

Credit One university credit is available for attending all webinars and participating in online assignments and discussions. There is an additional tuition fee of \$125 for the credit.

Target Audience K-12 Administrators, Teachers, Reading Specialists, Instructional Coaches, Intervention Specialists.

Description **Too many students in our classrooms struggle with learning to read, including those with learning disabilities and dyslexia.** Research has shown that 90-95% of all students can be taught to read at grade level. With the adoption of the challenging Alaska State Standards, educators are increasingly wondering: How can we meet the needs of every student in today's classrooms? This webinar series describes the characteristics of students who become our struggling readers, and presents research-supported and classroom-proven approaches to successfully address these students' needs. The essential foundation skills of phonological and phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension will be presented within a real-world model to help teachers, principals, and specialists collaborate to provide effective reading instruction for ALL students.

Webinar 1: We Can Teach Kids to Read!

This four-part series starts with an overview of current research on reading and the brain, including the newest understanding of dyslexia. A model for academic school effectiveness will be introduced: SAILS (Standards, Assessment, Instruction/Intervention, Leadership, Sustained Commitment).

Webinar 2: The Alaska Foundation Standards Across the Grades

This session addresses the first "S" in SAILS (Standards). Teachers must know what foundation skills are required for effective reading outcomes and why each is important for skillful reading. The Alaska Foundation Skills for ELA will be discussed. We will also look at vocabulary and comprehension standards. Foundation skills are usually discussed for students in K-5 but they are essential for successful intervention for older students who did not develop a strong foundation.

Webinar 3: Using the Right Data for Effective Instruction

This session addresses the "A" in SAILS (Assessments). Many, perhaps most, schools are collecting too much data on their students. Of course, we must have data to make the best decisions about our students, but we have to be smart about what data is needed, how to collect it efficiently, and most importantly how to use the data for classroom decisions. This session will discuss efficient and effective data collection in reading to make decisions about WHO needs help, HOW to help them, and the whether PROGRESS is being made so instruction can be adjusted.

Webinar 4: What is the Most Effective Instruction and Intervention for Skillful Reading?

This session addresses the most central component of the SAILS model: "I" (Instruction and intervention). How to design and provide the best and most effective reading instruction and intervention for ALL students, based on the "S" (Standards) and results from "A" (Assessments). This final session will also wrap up the content of the previous three webinars.

Presenter

Dr. Jan Hasbrouck is an educational consultant, trainer, and researcher. She served as the Executive Consultant to the Washington State Reading Initiative and as an advisor to the Texas Reading Initiative. Dr. Hasbrouck worked as a reading specialist and literacy coach for 15 years before teaching at the University of Oregon and later becoming a professor at Texas A&M University. Dr. Hasbrouck has provided educational consulting to individual schools across the United States and internationally, helping teachers and administrators design and implement effective assessment and instructional programs targeted to help low-performing readers. Dr. Hasbrouck earned her B.A. and M.A. from the University of Oregon, and completed her Ph.D. at Texas A&M University. Her research in areas of reading fluency, reading assessment, coaching, and second language learners has been published in numerous professional books and journals. She is the coauthor of *The Reading Coach: A How-to Manual for Success*, and *Differentiated Instruction: Grouping for Success*, *RTI for Educational Leaders: Educators as Physicians* and several assessment tools.



WEBINAR SERIES

Mathematical Mindsets: Becoming Fluent with Teaching and Assessing Fact Fluency with Dr. Jennifer Bay-Williams

Dates February 25, 28; March 6, 8.

Registration Fee \$75 for educators from Level 1 school districts and organizations. \$175 for all others.
No cost for BSSD, LKSD or NSBSD Educators.

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.

This class is a repeat of the series offered in the fall.

We received very positive feedback from this series.

Representative comments: *"This was THE BEST CLASS I have ever taken on teaching. Every minute was well planned and inspiring. The assignments were of value. The websites were easy to navigate...PLEASE, PLEASE, PLEASE offer this class again to Alaskan teachers!" and "I can't tell you enough how eye opening the four sessions were. I agree that this seems to be the direction to take in approaching math facts mastery. It is a culture that I want to establish for my students."*

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 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.



Recommended Book: ***Math Fact Fluency: 60+ Games and Tools to Support Basic Facts (ASCD)***

WEBINAR SERIES

Daily Differentiation at Tier One: Prevention Before Intervention with Martha Kaufeldt

Dates February 5, 12, and 26; March 5, 12, and 26; April 2

Registration Fee \$95 for educators from Level 1 school districts and organizations. \$195 for all others.
No cost for BSSD, LKSD or NSBSD Educators.

Credit Two university credits are available for attending all webinars and participating in online assignments and discussions. There is an additional tuition fee of \$185 for the credit.

Target Audience K-12 Educators and Administrators

Description The best intervention is prevention! Eighty percent or more of our students can succeed when provided with a well-instructed, research-based core curriculum. In these fast-paced, interactive webinars, teachers will learn how to create brain-friendly learning environments and differentiate core instruction for ALL of their students. Learn a variety of techniques to increase student engagement, keep students challenged, and still make learning joyful. Students need multiple opportunities to work hard, deal with failures, learn how to self-regulate, accept feedback, and discover that success can be achieved with effort and perseverance. Gain dozens of strategies to maximize Tier One instruction of the Core Curriculum at Tier One that will also enhance your planning within collaborative teams.

Webinar 1: Begin with the Brain: Three Keys to Maximize Learning for ALL

Understanding some “brain basics” can give educators guidelines that will help them design truly brain-friendly classrooms and school environments. Creating a climate and environment that is conducive for learning is the foundation for success.

Webinar 2: Cooperative Group Learning: Promoting Relationships, Collaboration and Community

This webinar provides a variety of partner and small group learning strategies that will allow opportunities for students to interact with each other as they process new content and skills.

Webinar 3: Managing a Differentiated Classroom: Promoting Student Self-Regulation

Consistent familiar patterns, organizational systems and procedures can improve student behavior, encourage independence, and allow for multiple activities to be going on simultaneously. Explore strategies to build self-regulation and coping skills for when things get tough.

Webinar 4 (March 5th Elementary, March 12th Secondary):

Prevention Before Intervention:

Instructional Variety to Increase Student Engagement

Students’ brains learn differently, therefore, teachers must know how to differentiate instruction in today’s highly diverse classrooms. This webinar will share dozens of classroom-tested practical ideas that will inspire teachers on ways to modify their instructional strategies - without compromising mastery of standards.

Webinar 5: Frequent Formative Assessments:

Finding Each Student’s Sweet Spot.

Learn how to discover each student’s “Sweet Spot” for learning by surveying prior knowledge, discovering learning preferences, and determining how success was achieved in the past. Get new ideas to maximize instruction by creating student profiles using inventories, surveys and checklists.

Webinar 6: Adjustable Assignments: Tiered Lessons to Address Student Readiness & Interests

Explore practical strategies that allow all students to work with the same content but at an individually appropriate challenge level. Learn how to adjust assignments, modify tasks, and add scaffolding for struggling students.

Presenter

Martha Kaufeldt is a professional development specialist, author and a part-time enrichment teacher at a public charter school in California. Since 1984, her specialty has been interpreting and applying educational neuroscience into classroom practice. She travels internationally conducting workshops and trainings on curriculum development, differentiated instruction, classroom assessment, natural learning, and brain-friendly strategies for teachers and parents. Martha has also served as a district staff development specialist and gifted education program director. Her audiences appreciate her practical applications, and her personable, humorous style.

Recommended Book: ***Best Practices at Tier 1: Daily Differentiation for Effective Instruction. (Solution Tree)***



Trauma Engaged Schools: Building Resilience through Strength-Based Practices

with Linda Chamberlain, Heather Coulehan and Michelle Byer

Dates February 11, 13, 27 and March 27

Registration Fee \$75 for educators from Level 1 school districts and organizations. \$195 for all others. No cost for BSSD, LKSD or NSBSD Educators

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 K-12 Educators and Administrators

Description Trauma engaged schools provide foundational supports for student learning and well-being. Learn the latest research around teaching self-regulation -- and how to take care of yourself in the process. Then explore the nuts and bolts of how Alaskan districts are “opening their ears and hearts” to promoting self-regulation and well-being in both students and adults.

Webinar 1: The Neurobiology of Safety: Opening Our Ears and Hearts to Self-Regulation: (Dr. Linda Chamberlain)

The neurobiology of safety has led to a new awareness of how behavior is driven by our autonomic nervous system. This system is continually scanning our internal and external environment for cues of safety that will determine our capacity to perceive human voice and socially engage. Linda will explain what neuroception is and why it is an important consideration for trauma-engaged school policies. She will discuss two interventions that have their foundations in this research: the “Safe and Sound Protocol” and HeartMath.

Webinar 2: Building Vicarious Resilience: A Strengths-based Approach to Prevent Compassion Fatigue (Dr. Linda Chamberlain)

Compassion fatigue and vicarious trauma are predictable and preventable occupational hazards in settings such as schools where there can be daily exposure to the suffering of others. Unaddressed, these issues can affect our work, relationships and health and lead to systemic dysfunction in an organization. The warning signs of compassion fatigue and vicarious trauma at the personal and organizational level will be discussed. Strategies for self-care and organizational response will be highlighted along with strategies to nurture vicarious resilience.

In the third and fourth webinars Heather Coulehan and Michelle Byer will discuss the application of the strength-based approaches introduced by Dr. Chamberlain through examples and stories from schools across Alaska. These webinars will explore how Alaskan districts are promoting self-regulation and well-being in both students and adults. They will draw on their experience supporting schools and communities in co-creating culturally responsive social emotional learning to discuss an Alaska-based framework that can be used at the classroom, building or district level.

Webinar 3: Transforming Schools: An Alaskan Framework for Trauma Engaged Schools (Heather Coulehan & Michelle Byer)

Webinar 4: Building Resilience: Relationships, School Climate and Skill Instruction (Heather Coulehan & Michelle Byer)

Presenters

Scientist, author, professor, dog musher, and founder of the Alaska Family Violence Prevention Project, **Dr. Linda Chamberlain** is an internationally recognized keynote speaker and advocate on domestic violence, Adverse Childhood Experiences (ACEs), brain development and trauma, and the amazing adolescent brain. Certified in brain-body practices to promote self-regulation, resilience and healing, she demonstrates simple skills with audiences that can be taught to children and families. Dr. Chamberlain teaches at the University of Alaska and earned public health degrees from Yale School of Medicine and Johns Hopkins University.



Heather Coulehan, Social and Emotional Learning Coordinator for the Association of Alaska School Boards (AASB), works with school districts across Alaska to integrate culturally responsive social and emotional learning (SEL) into the core functioning of districts and schools.

Michelle Byer recently retired as an elementary principal where she worked as part of a community to address the social and emotional needs of students. She continues to promote the power of developing SEL skills through her work with the AASB.

NEW ONLINE NETWORK

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 statewide. 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 January 1–February 8. 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 April 5.

ELA

- Course #1: Text Dependent Questions: Building Professional Knowledge (K-5)**
- Course #2: Vocabulary Instruction: Semantic Mapping and Developing Word Consciousness (K-5)**
- Course #3: Academic Language: Inferential and Narrative Language (K-5)**
- Course #4: Reading Comprehension Strategies for Content Area Teachers, Grades (6-12)**

Math

- Course #1: Number Sense: Counting & Cardinality, Composing & Decomposing (K-2)**
- Course #2: Teaching Fractions: Addition and Subtraction, Multiplying and Dividing Fractions (3-5)**
- Course #3: Teaching Geometry with Transformations (6-12)**
- Course #4: Using Worked Problems to Teach Algebra and Negative Numbers: Expanding the Number System (6-12)**

NEW ONLINE CLASSES

ELEVEN NEW COURSES- WRITTEN BY TEACHERS FOR TEACHERS

Self-paced, media rich, online courses with textbooks mailed right to your doorstep.

Find out more and register online at asdn.org

Registrations Accepted: Jan 1 - Jul 15

Coursework Due: August 15. You may complete earlier and your grade will be processed upon your completion.

Credits: All courses are 3 credits, approved by UAA for 500-level professional development credit and may be used for Alaska teacher recertification

Tuition for all courses is (Level 1/Level 2) \$475 / \$525, including all materials

Fully Wired: Understanding & Empowering Adolescents

Explore the development and structure of the teen brain and its relationship to executive function, self-control and social-emotional learning. Learn what the research says about best teaching (and parenting) styles and “how to build the best schools” to ensure you connect with the teens in your life. Enjoy learning what you need to know about the teenage brain in this delightfully enlightening course!

Succeeding with the Struggling Student

This course will explore a myriad of ways to help any student become a successful learner—without remediating, watering down content or repeating it endlessly, or lowering expectations. Many students who struggle to learn simply haven’t been taught strategies that are compatible with the way they think and learn. In this course, you will learn how to teach students appropriate techniques and strategies to help them succeed in the classroom.

Across the Spectrum: Teaching Students with Autism

This course has been designed specifically to help you work with students diagnosed with autism spectrum disorder (ASD) in the mainstream classroom. You will explore the following components associated with ASD: anxiety, sensory processing, engagement, classroom communication, parent/teacher communication and collaboration, and associated behaviors. You will learn about a myriad of strategies designed to help your students with autism to experience success in the mainstream classroom.

Reaching Young Readers: Improving Reading

This course explores fundamental reading research on reading, providing a comprehensive overview of the five core instructional components: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Participants will learn about literature specific to literary elements and genres. Through a review of basic reading instruction, they will analyze how each element affects literacy outcomes for all levels of readers. Participants will also explore diagnostic assessment and early intervention specific to reading. The course includes reading activities and lesson plans that can be applied in classrooms and will help develop a reading strategies toolkit to put all students on the road to developing English language through literacy.

Mindful Leadership in Schools

For school leaders and teacher-leaders wishing to incorporate mindfulness into their lives, this course provides a clear and engaging pathway. Participants will discover how mindfulness can help manage the demands of leadership, improve communication, and support a healthy lifestyle. Beginning with brain research and the impact of stress on the body, learn how to build a self-care practice that serves as a model for colleagues and staff. Explore foundational strategies such as mindful listening and speaking, focused breathing, awareness journaling, and the mindful classroom. Personal stories, practical strategies, and case studies demonstrate the power of mindful leadership to live more focused and balanced lives. There is no time like the present to start living more mindfully!

NEW ONLINE CLASSES

Trauma-Sensitive Teaching: Helping Students Overcome Adverse Experiences

For students who have experienced trauma at home, including divorce, loss, illness, or abuse, success in school can feel out of reach. In this course, you will learn how to help your students overcome adverse experiences as you develop trauma-sensitive strategies for your classroom. Beginning with brain research, discover the impact trauma has on students' emotional and academic development. Explore the foundations of trauma-informed teaching, including an emphasis on relationship-building, student choice, safety, and resiliency. This course will also present a thought-provoking look at the importance of self-care for educators working with students impacted by trauma and provide teachers with the tools they need to build their own wellness plan. By changing the way we view and react to children's academic and social problems, we can help all of our students build the strength they need to find success.

ADHD: Focusing, Learning, Teaching

Are you seeking strategies for teaching students with ADHD how to be successful in the classroom? This course will shed light on the questions and issues with which you likely struggle the most, and help you better meet the needs of students with ADHD in your classroom. Explore such issues as executive functions, instructional strategies, methods for increasing appropriate behaviors, treatments, modifications and accommodations for students with ADHD.

Focus on Phonics for Effective Reading, Writing, and Spelling Instruction

Go back to the basics with a fresh focus on phonics. Effective phonics instruction requires specific teaching and learning targets bolstered by understanding reading development and the instructional models used historically. Through a review of reading fundamentals and direct phonics instruction, teachers will learn proven strategies of practice and repetition to support readers struggling with letter and word decoding automaticity. By investigating formative assessments for phonemic awareness and phonics, teachers will activate reading, writing, and spelling tools and teaching strategies with an eye on student engagement for better overall reading comprehension and achievement.

Raise the Bar: Positive Interventions for Students Who Challenge Us

Challenging behavior can certainly get in the way of academic progress, but there is hope! This course gives plenty of techniques and strategies for K-8 teachers to proactively assist students in achieving target behaviors through positive behavior intervention. By deconstructing the functions of the problem behaviors, educational professionals can address the root of a child's issue instead of simply addressing the behavior. This course gives a solid road map for the philosophy behind positive behavior intervention systems (PBIS) while offering several different ways to get you (and your students) to your destination: appropriate behavior that is conducive to a positive learning environment.

A Moving Body, A Thinking Brain

Educators will cultivate an in-depth understanding of the critical roles of movement and play in the healthy development of children from birth to 2nd grade. Truly see the importance of play in early childhood. Teachers will learn through research based real-life examples, action-filled ideas, and best practices, all designed to help students learn and grow to their full potential. Learn how a moving child is a learning child in this colorfully captivating course.

Moving Math: How to Use Differentiated Mathematics Stations

This course will equip teachers with the ability to support and guide their students in guided math. The topics covered in this course are practical and achievable for young learners, and educators will understand guided math strategies and how to make guided math run smoothly. Some of the areas explored in the course include: sample lessons, anchor charts, guided math planning, ideas for assessments and lessons, and strategies for engaging students during math workshop time.



Our new partnership with Learners Edge aims to provide versatile and effective continuing education graduate credit courses for teachers.

ALASKA STUDIES AND MULTICULTURAL EDUCATION

These courses meet the State of Alaska requirements for new teacher certification.

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!"

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?

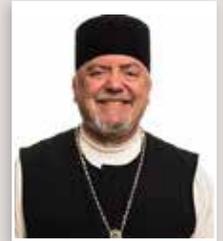
Instructors Doug Penn and Laurie Van Huis

"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."

Communicating Across Cultures

with

Father Michael Oleksa



Dates Anchorage: January 31, February 1 & 2
Offered again May 28-30

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!!"

Alaska Alive! with Father Oleksa

Dates Anchorage: May 30, 31 and June 1

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 and is completed online with instructor Sharon Bandle.

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

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 courses.
- 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 courses are approved in the Anchorage School District's MLP system.

Find out more and register online at asdn.org/online-learning

Advanced Classroom Management: Children as Change Agents

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Alaska Alive

Credits: 3 **Tuition:** (Level 1/Level 2) \$450/\$500

Meets the Alaska Studies Certification Requirement

Anger Management & Effective Discipline to Prevent Violence

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Attention Deficit Disorder

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Autism & Aspergers Disorders

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Becoming A Reflective Teacher

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Behavior is Language: Strategies for Managing Disruptive Behavior

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Child Abuse: Working with Abused & Neglected Children

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Creating Culturally Responsive Schools

Credits: 3

Tuition: (Level 1/Level 2) \$450/\$500 + materials

Meets the Alaska Multicultural Studies Certification Requirement

Cyberbullying Prevention

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Differentiation and the Brain

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Dropout Prevention

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Early Childhood Series

Series of five classes - visit our website for details

Elementary Reading Intervention Strategies

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Energize Your Classroom

Credits: 3 **Tuition:** (Level 1/Level 2) \$450/\$500

Enhancing Professional Practice: A Framework for Teaching

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Grading: A Guide to Effective Practice

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Harassment, Bullying & Cyber-Intimidation in Schools

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Humor in the Classroom: To Teach and Reach Students

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Inclusion: Working with Students with Special Needs in General Education Classrooms

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Introduction to Street Gangs: Strategies for Understanding Gangs and Their Impact

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Learning Disabilities: Practical Information for the Classroom Teacher

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Manage it All: Students, Curriculum and Time

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Motivating and Engaging Students

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Motivating Underachievers with RTI & DI

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Pyramid Response to Intervention: How to Respond When Kids Don't Learn

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Response to Intervention: Practical Information for the Classroom Teacher

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Supporting Struggling Students with Rigorous Instruction

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Talented & Gifted: Working with High Achievers

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Teaching Diversity: Influences & Issues in the Classroom

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Teaching Elementary Math Conceptually

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Teaching Reading and Comprehension to English Language Learners K-5

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Traumatized Child: Effects of Stress & Trauma on Student Learning

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Understanding Aggression

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

Violence in Schools: Identification, Prevention & Intervention Strategies

Credits: 2 **Tuition:** (Level 1/Level 2) \$310/\$360

Why DI? An Introduction to Differentiated Instruction

Credits: 3 **Tuition:** (Level 1/Level 2) \$475/\$525

SUMMER CODE.ORG WORKSHOPS for MIDDLE and HIGH SCHOOL TEACHERS

APPLICATIONS OPEN - travel scholarships available!!



WHY COMPUTER SCIENCE?

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.

Nationally, 58% of all new jobs in STEM are in computing -- while only 8% of STEM graduates are in Computer Science.

Currently there are over 800 open computer science positions in Alaska with an average salary of \$72,500.

WHAT IS Code.org?

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 has partnered with more than 120 school districts and 700,000 teachers use their K-12 curriculum
- The Code.org curriculum is aligned with ISTE, CSTA and CC standards
- Thanks to generous support from the tech community, this online curriculum is -and will always be- FREE.

The Code.org Professional Learning Program is open to educators who are interested in teaching Code.org courses - no prior computer science experience required!

Program features:

- Engaging workshop experiences
- Teaching and learning in context
- A collaborative, participant-centric approach
- One cohesive set of no-cost resources
- An active community of CS educators



WHO CAN PARTICIPATE?

Middle and high school teachers must apply to Code.org to participate in the 5-day summer workshops. Workshops will be held for CS Discoveries (Grades 6-10) or CS Principles (Grades 9-12 and AP) in Anchorage, Fairbanks and Juneau in June. **There is no cost to participate in the workshops and travel scholarships (including transportation, meals and lodging) are available!**

In order to participate in this program, we ask that applicants:

- Commit to the full professional learning program
- Teach the course in the 2019-20 school year
- For CS Discoveries, teach students between 6th and 10th grade
- For CS Principles, teach students between 9th and 12th grade
- Support the recruitment and enrollment of a diverse group of students in the course, representative of the school's student population

THE TIME TO ACT IS NOW!

This spring, it is expected that Alaska will approve computer science standards. The Code.org curriculum is aligned with these new standards.

This year Code.org professional learning is "no cost to you" because of generous donations through Code.org donors and local

partnerships with GCI Education and ExxonMobil Alaska.

Scholarships to support travel and training in Anchorage, Fairbanks or Juneau will be offered to qualified applicants. First come, first serve!

Applications for the summer workshops are open now and will close this spring - Apply early to ensure full funding for your professional learning.