



A Union of Professionals

**Professional
Learning**



AFT Professional Learning Program for Educators





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Our Mission

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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Introduction

The AFT has long recognized that the union's responsibilities go beyond the traditional "bread and butter" issues of salary and benefits. The AFT Professional Learning Program represents one of the union's major efforts to improve student achievement by making a difference in practitioners' performance and professional growth.

In 1981, the AFT received a grant from the U.S. Department of Education to develop a series of courses to encourage all practitioners to improve their practice and their students' performance by becoming users of research. Today, the AFT Professional Learning Program offers graduate-level courses ranging from 30 to 45 hours, three-hour modules, webinars, technology tools and more to appeal to all educators.

By addressing the professional needs of our educator members, we are able to help them be even more successful in their careers; the union; the institutions in which they work; and in serving their students, families and communities.

“ I have told my fellow teachers

on many occasions that this is top-notch staff development, and all teachers should take advantage of it. Taking courses from respected teaching professionals who know the challenges we face because they have lived them makes it even more valuable. I am a much

stronger union supporter

because of these courses.



Key Features

The AFT professional learning and member engagement program empowers educators to connect theory to practice and improve student outcomes. AFT professional learning:

- **Is rooted** in evidence-based educational, cognitive and social science research.
- **Is guided** by cutting-edge experts in the field and designed by frontline educators who know firsthand what goes on in classrooms and schools every day.
- **Provides** educators with the necessary tools and resources to make complex decisions and select the most effective strategies for meeting individual students' academic, social and behavioral needs.
- **Connects** excellent teaching practice with broader educational policy issues and campaigns.

Course Benefits

Union-sponsored professional learning strengthens our relationship with AFT members and is an indispensable tool for building broader, deeper support for the union.

- **It provides** a direct way for more members to get to know the values of our union as a professional organization dedicated to enhancing both the profession and the practice of its members.
- **It opens** up lines of communication for worksite leaders to seek out colleagues and conduct member-to-member outreach around professional issues.
- **It creates** networking opportunities for members to meet other members and build a stronger union!

Course Design

Our professional learning and engagement program is based on the train-the-trainer model of professional learning.

- **This model** allows for internal capacity building and enables affiliates to meet the unique needs of their school community.
- **When** professional learning is led by peers from similar backgrounds, contexts and experiences, participants are more likely to buy into the process and incorporate new knowledge into their practice.
- **AFT national** member-trainers assist in the development of coursework and deliver training through the AFT's Summer Educator Academy or locally based trainings. There are also opportunities for participation in member-led web-based professional learning and seminars.



Participating in this professional development

has affirmed my belief that the union has the needs of its members as its top priority. The researched strategies/concepts are best practices that can

inform and drive instruction.



When Are Courses Scheduled?

The AFT provides professional learning opportunities at several events throughout the year. In addition, the national union works with state federations and local affiliates to deliver coursework locally and assist in developing the capacity to provide the offerings directly to affiliate members. For more information and support, contact the AFT national office (email edissues@aft.org or call 800-238-113, ext. 8636).

National Events

The AFT's Center for School Improvement Leadership Institute

The Center for School Improvement Leadership Institute is the AFT's premier professional learning and technical assistance opportunity for strengthening collaboration skills with district and school improvement teams to raise student achievement. Teams attend this four-day national institute. In some cases, the AFT will host this professional learning program on site for large teams of educators in locals or states. Topics include: Communication Strategies for Collaboration, Team Building, Using Data, and Professional learning.

AFT Summer Educator Academy

This 10-day academy provides union-sponsored, research-based professional learning that addresses the complexities of teaching. Offered in July, the program is designed to help local unions build the capacity to deliver high-quality professional learning services to all educators—teachers, paraprofessionals and school-related personnel. Course offerings change from year to year, based on interest.

AFT TEACH Conference

TEACH (Together Educating America's Children) is the AFT's signature professional learning conference that provides state-of-the-art presentations and explores forward-looking education initiatives. The conference attracts more than 1,500 participants, including AFT members, state and district administrators, school board members and representatives of the higher education, business and social services



“ The
researched
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communities nationwide. The TEACH conference addresses current research and policy initiatives, features overviews of innovative work in education that educators need to know about, offers exciting demonstrations of the latest educational technology, highlights thought-provoking keynote speakers, and much more.

Featured Courses

Delivering Effective Professional Development

This course will assist you in your role as a trainer and coordinator of a local professional development program. You will receive guidelines as to what an effective presenter must know and do (e.g., presentation techniques, planning professional development sessions) and tips on how to succeed with adult learners. You will observe presentation strategies and begin preparation for a practice presentation in your strand content.

Participants also will learn how to manage a local AFT Professional Learning Program and build local capacity for its growth and expansion.

Intended audience: *K-12 teachers, paraprofessionals*

Beginning in 2017, prospective trainers will be required to take this course prior to taking any AFT professional learning courses.

Course objectives:

- **Present** the research-based course material effectively.
- **Utilize** presentation strategies and techniques that align with the needs of the adult learner.
- **Develop** and manage a professional development program and strategize to implement and support a professional learning system.

Classroom Management/Behavior Foundations of Effective Teaching I: Organizing the Classroom Environment for Teaching and Learning

This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers and instructional paraprofessionals in all grade levels and subject areas. It aligns nicely with many of the indicators on state and district wide teacher evaluation rubrics, and is particularly useful for training evaluators and mentor teachers who are responsible for providing support through peer assistance and review as well as induction programs for new teachers. Content in this course is designed to give educators the knowledge and skills needed to prepare students for college and careers. The course examines research-based concepts such as creating a positive classroom environment, increasing student engagement, maximizing learning time, interactive instruction and scaffolding techniques, questioning and giving feedback, and using homework to extend learning. Participants will reflect upon their own practices and set professional goals for improving their craft to meet students' needs. Foundations of Effective Teaching I is an essential part of any professional development program.

Intended audience: *PreK-12 teachers, instructional paraprofessionals, administrators, teacher/union leaders, mentors, coaches*

Course Objectives:

- **Explore** evidence-based practices related to classroom management, enhancing students' social and emotional growth, and increasing student engagement.
- **Make** connections between the research presented and professional standards for effective teaching.
- **Examine** strategies for maximizing both the quantity and quality of academic learning time.

- **Design** instruction, assignments and learning tasks aligned to academic content standards, and utilize cognitive strategies to support students in the learning process.
- **Acquire** strategies for using various types of feedback to improve learning.

Managing Behavior in School Communities

Managing Behavior in School Communities is an AFT Professional Learning Program course that presents the most recent and seminal research on challenging student behavior. MBSC provides educators and other school personnel with effective strategies for managing unwanted behavior across a variety of learning environments. MBSC will provide teachers and support staff with the information, tools and skills they may need to prevent or eliminate challenging or anti-social behaviors and/or to manage much of this behavior when it occurs. The course reviews what is found in AFT's Foundations course, Beginning of the Year Classroom Management, and takes the research to the next level for students who do not respond to basic prevention through effective classroom management.

Intended audience: Early childhood educators, K-12 teachers, paraprofessionals, support staff, after-school staff

Course Objectives:

- **Establish** shared understanding of how to define, record and collect data on negative student behavior.
- **Utilize** research to establish the importance of social skills training and positive reinforcement as prevention and intervention tools.
- **Facilitate** understanding the role of bias, discipline disparities and race-neutral policies and their impact on diverse school communities.
- **Examine** the use of positive behavior interventions and supports (PBIS) and de-escalation to foster healthy school climates

Managing Student Behavior for Support Staff

This course is designed for paraprofessionals and school-related personnel who have contact with and/or are responsible for overseeing the behavior and safety of large numbers of students outside the classroom setting, whether that setting is the cafeteria, school bus, office, playground or school corridors. The course will teach school-related personnel and paraprofessionals about how to manage large groups of students as well as difficult and disruptive students.

Intended audience: Early childhood educators, paraprofessionals, support staff, after-school staff

Course Objectives:

- **Establish** shared understanding of how and when to define, record and collect data on negative student behavior in multiple learning environments.
- **Develop** strategies to support prevention and intervention strategies for students with negative behavior.
- **Focus** on behavior management skills for students in alternative and/or nontraditional settings.
- **Learn** research foundation for schoolwide behavior frameworks like positive behavior interventions and supports (PBIS).



Mind in the Making

Mind in the Making is a child development course created by renowned author Ellen Galinsky. It focuses on seven skills: focus and self-control; perspective taking; communicating; making connections; critical thinking; taking on challenges; and self-directed, engaged learning. The course provides foundational information on child development through the lens of how to foster these skills. The Mind in the Making curriculum features the work of leading researchers in children's social and emotional development, and has participants engage in group discussion and activity as well as self-reflection. This knowledge can be utilized by a wide range of AFT members working with children from birth to age 8 in diverse settings such as public schools, child care centers and home-based child care programs. In addition, MITM can be employed as a parent engagement and community engagement tool.

Intended audience: *Infant and toddler teachers, preK-3 teachers, paraprofessionals, support staff, after-school staff, parents and families*

Course Objectives:

- **Establish** a shared understanding of child development for children from birth through age 8.
- **Familiarize** participants with the research behind child development and executive functions.
- **Develop** concrete strategies about how to foster executive functions in young children.
- **Examine** the numerous ways educators and parents impact a child's executive function development.

Transitioning to Kindergarten (T2K) toolkit

A joint project of the AFT and the National Center for Learning Disabilities, this toolkit is a collection of resources designed specifically to address children's needs in the year before kindergarten. Pre-K educators attending the T2K workshop will explore the toolkit and discuss ways to incorporate it into their classrooms and share it with their colleagues.

T2K provides a host of fun activities, family tip sheets, training materials and a screening tool for educators and parents. It focuses on the whole child, encompassing social and emotional learning, physical growth and development, math, reading and language development. T2K is available for free at aft.org.

Intended audience: *Pre-K and kindergarten teachers and paraprofessionals, support staff, parents and families, after-school staff*

Course Objectives:

- **Establish** a shared understanding of the range of activities and resources offered in the Transitioning to Kindergarten toolkit.
- **Examine** developmental milestones that children reach during the year before kindergarten.
- **Facilitate** an understanding of the T2K tools for assessing a preschooler's learning progression.
- **Explore** how T2K resources can be used to engage the families of preschoolers.



I wish all my family members could attend this training because

this training says it all!

It is all about **raising balanced kids!**

Can you do another training so I can invite our community?





Community/Family Involvement

School, Family and Community: Partnerships That Support Student Learning

The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Topics explored include (1) using effective communication strategies to develop learning partnerships with families; (2) designing more productive homework assignments to involve families; (3) explaining classroom work and grading systems to parents; (4) developing schoolwide parent involvement plans; and (5) examining the role of school absenteeism on student learning.

Intended audience: Teachers and paraprofessionals, support staff, parents and families, principals and superintendents

Course Objectives:

- **Examine** the effect of societal changes on school, family and community relationships, and develop systems and processes that support student learning.
- **Explore** the attributes of resilient children and help families implement research-based supports to foster resiliency in children.
- **Identify** and utilize the basic principles of building an effective communication system.
- **Examine** schoolwide homework policies to craft effective homework practices.
- **Implement** successful school-community partnership programs.



Community Schools 101: The Nuts and Bolts

As an educator, you know all too well that many of your students come to school with needs that impede their ability to learn. If we are serious about closing the achievement gap, we must address factors that are beyond the control of teachers and schools alone. Important factors such as healthcare, social services and parental involvement often are divorced from school life, although they are crucial to student success. The community schools strategy enables schools and communities to provide the necessary supports for students, families and communities. This course provides an overview of this strategy, including basic elements, core principles, research, community school results (academic and nonacademic), family and community engagement components, site- and system-level implementation, the collaborative leadership framework needed for successful implementation, and examples of successful community school initiatives.

Intended audience: PreK-12 teachers, paraprofessionals, support staff, teacher/union leaders, administrators, after-school staff

Course Objectives:

- **Deepen** understanding about the nuts and bolts of the community school strategy.
- **Understand** the various roles that unions and educators can play.
- **Participate** in role-playing activities on how to engage peers in conversations about community schools.
- **Map** out opportunities and barriers in moving this strategy in the community.

Curriculum, Instruction and Assessment Instructional Strategies That Work for All Disciplines

This course provides a cognitive research-based approach to lesson planning and design. To develop a comprehensive instructional plan, participants consider the concepts of standards, curriculum and a course map as they generate unit and lesson plans that promote independent learning for students. In this course, instructional strategies are taught in the context of purpose and appropriateness for supporting student learning. Course participants will learn how to develop scoring guides (rubrics) for student tasks, evaluate curriculum materials for any content area and create instructional plans that address the shortcomings of the materials. The information in this course can be applied in K-12 settings and is particularly helpful for students with special needs.

Intended audience: K-12 teachers, paraprofessionals, support staff, teacher/union leaders, administrators

Course Objectives:

- **Supplement** inadequate curriculums and pacing guides using six research-based strategies.
- **Create** cohesive lesson designs that minimize fragmented learning.
- **Decide** when and how to use the appropriate strategy to support student learning.
- **Design** the appropriate type of rubric for the task.

Making Data and Classroom Assessments Work for You

In this course, participants will acquire the knowledge and tools they need to collect and use data, to understand the role of classroom assessments to improve schools, to inform instruction, and to advance learning individually and collaboratively.

Intended audience: K-12 teachers

Course Objectives:

- **Discover** participants' current assumptions about data and begin to identify what the term "data" means.
- **Understand** two different types of assessment data and their uses and limitations.
- **Better** understand how to organize and use standards to help guide instruction and assessment.
- **Understand** how to select, develop and use high-quality classroom assessments.
- **Learn** how to analyze data to make informed decisions about school improvement and instruction.

Meeting Writing Expectations

The ability to express thoughts, ideas and understanding through writing is a critical component of all writing standards. Students are expected to produce clear and coherent writing that is appropriate to purpose, task and audience. The standards stress collaboration and support from teachers and peers as students engage in a recursive writing process. This module focuses on recommendations to support and strengthen writing instruction in the K-12 classroom.

Intended audience: K-12 teachers

Course Objectives:

- **Discuss** research and recommendations for effective writing instruction.
- **Analyze** student writing to gain a deeper understanding of the writing expectations.
- **Develop** an understanding of the writing process.
- **Identify** next steps for writing instruction.

Share My Lesson: Free Resources Developed by Educators, for Educators

Share My Lesson is an innovative, free website that provides anyone who works with students a place to collaborate on new ideas and best practices to enhance the profession and the larger education community. With more than 1 million members and 400,000 free preK-12 resources covering all subjects, members of Share My Lesson can share their own resources and download resources from colleagues in their own school, state or from across the country. There is also a growing collection of resources aligned to the Common Core and state standards. The site is a great tool for engaging educators, connecting teachers and parents, and providing support for new teachers, paraprofessionals, school staff and more.

Intended audience: PreK-12 teachers, paraprofessionals, union leaders, administrators



Website Objectives:

- **Learn** how to easily find and download/upload free resources to share.
- **Get** support in setting up classroom routines, establishing expectations, managing behavior, working with parents and more.
- **Connect** and collaborate with a professional network of more than 1 million educators who share best practices and teaching tips.
- **Build** a personal profile that allows your peers to find you and SML to serve up lessons based on your selected grade(s), state and subject(s).
- **Utilize** free professional development webinars (worth credit) that can be watched when it works best for your schedule.

Math

Thinking Mathematics K-2

This beginning Thinking Math course focuses on research about how children learn mathematics and implications of these findings for the classroom. TM K-2 has been redesigned to help teachers understand the content and practice standards of the Common Core State Standards for Mathematics and their connection to the research. Ten Principles capture practices that lead to a better understanding of math for all students and are applicable at all grade levels. The principles—which deal with ideas such as tapping what students know, helping them visualize problems, and building the expectation and ability to justify their work—are exemplified through the research on counting, addition and subtraction. The course takes a broad look at the importance of recognizing and using patterns and relationships throughout math, addresses the kind of questioning that promotes thinking in math class, and provides a framework for implementing curriculum and lessons.

This course focuses on research about how children learn mathematics and implications of these findings for the K-2 classroom.

Intended audience: K-2 teachers, paraprofessionals, coaches, teacher/union leaders

Course Objectives:

- **Gain** a deeper understanding of today's rigorous content standards, the mathematical practices and how attention to both is necessary for success.
- **Learn** the Ten Principles of math instruction drawn from research, including tapping knowledge students already have, helping them visualize and model problems, stressing both concepts and procedure, and building the expectation and ability to reason mathematically.
- **Connect** these principles to specific content: counting, place value, addition and subtraction, solving word problems, fundamental structures of mathematics and developing number sense.
- **Discuss** the roles of teachers in helping students succeed with mathematics, e.g. posing questions that promote thinking, planning coherent instruction, and selecting appropriate tasks at the appropriate level.



Thinking Math

is really assisting me in moving from being a good reflective teacher/leader to a great reflective teacher/

leader in math!



Thinking Mathematics 3-5

Designed for the upper-elementary grade band, this course focuses not only on research findings about how children learn multiplication and division of whole numbers but also on the struggles students have with fraction concepts and computation. Logically extending concepts learned in whole number work to fractions can lessen the cognitive load and help students make sense of them. The course begins with a brief introduction to the Ten Principles of Thinking Mathematics instruction; using these principles leads to a better understanding of mathematics by all students. It focuses on the mathematical practices (habits of mind students develop and use as they learn math), which are now part of nearly all rigorous mathematics standards, including Common Core. Multiple representations and strategies are used to develop a deep understanding of multiplication and division. As the distributive property becomes visible, students make connections to the traditional algorithms. Participants learn ways to help students understand fractions as single numbers that can be represented on the number line. This helps them to develop a sense of fraction magnitude so they can make sense of problems and whether answers are reasonable.

This course focuses not only on research findings about how children learn multiplication and division of whole numbers but also on fraction concepts and computation.

Intended audience: Grades 3-5 teachers, paraprofessionals, coaches, teacher/union leaders



Course Objectives:

- **Gain** a deeper understanding of today's rigorous content standards for intermediate students, the mathematical practices and how content and practices intertwine to create success.
- **Learn** the Ten Principles of math instruction drawn from research, including tapping knowledge students already have, helping them visualize and model problems, stressing both concept and procedure, encouraging multiple solution strategies, and building the expectation and ability to reason about and discuss their mathematical work.
- **Discuss** multiple representations and strategies that develop a deep understanding of multiplication and division prior to connecting to traditional algorithms; connect concepts and strategies to work with fractions.
- **Learn** how to help students understand fractions as single numbers that can be represented on the number line to make sense of fraction magnitude and whether answers are reasonable.
- **Understand** the importance of questioning and discussion in math class, levels of cognitive demand in tasks and what more rigorous goals for students require of teaching.

“ Thinking
Math

has changed the way I teach, think, and

learn math!

”

Thinking Mathematics 6-8: Journey to Algebra

The middle school course is redesigned to allow teachers to reflect on and connect the Common Core Mathematics Standards to research on how students learn mathematics. The Ten Principles of Thinking Math and the Standards for Mathematical Practice are linked and attention paid to how concepts and skills develop. Using geometry as a starting point, participants explore ways to help students understand linear functions and rate of change with emphasis on linking various ways of seeing the same problem. Practices such as reasoning, constructing viable arguments, precision and looking for mathematical structure combine with the Ten Principles of Thinking Mathematics such as helping students visualize problems, requiring them to discuss and justify their mathematical thinking, using situational problems to connect mathematics to life, and balancing conceptual and procedural knowledge to develop such understanding.

Intended audience: Grades 6-8 teachers, paraprofessionals, teacher/union leaders

Course Objectives:

- **Gain** a deeper understanding of today's rigorous content standards for middle school students, the mathematical practices, and how content and practices intertwine.
- **Learn** Ten Principles of Thinking Mathematics drawn from research such as tapping intuitive knowledge, helping students visualize and model problems, stressing both concept and procedure, encouraging multiple solution strategies, and building the expectation and ability to reason mathematically and discuss their mathematical thinking.
- **Experience** strategies applied to specific content: ratio and proportion, fractions, expressions and equations, and linear functions.



“ TM 6-8

is the most engaging math PD I have ever attended.
Nothing else comes close to the quality and relevance to

middle
school math
teaching.”

- **Be immersed** in a variety of ways to think about linear functions and rate of change to better support students who think differently and link various ways of seeing the same problem.
- **Connect** to real life situations to help students see the usefulness of mathematics.

Reading

Beginning Reading Instruction

Beginning Reading Instruction focuses on how children learn to read and the best ways to teach reading from kindergarten to the end of the primary grades. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and support staff working with older students who are having difficulty with decoding and fluency. The course presents a synthesis of the research consensus for beginning reading instruction, and it provides the most effective instructional strategies—aligned to that research—to help students develop print awareness, phonemic awareness, knowledge of the alphabetical system, phonics/decoding skills, fluency, vocabulary and comprehension.

Intended audience: *K-5 teachers*

Course Objectives:

- **Develop** a deeper understanding of the many components of the reading process.
- **Examine** the requirements of literacy content standards: regular practice with complex texts; using evidence from text when reading, writing and speaking; attending to academic vocabulary; and building knowledge through content-rich nonfiction.
- **Make** connections between the research presented and effective instructional strategies in reading.
- **Learn** and practice research-based instructional strategies for each of the components of beginning reading.
- **Reflect** on existing reading curricula and practices, to better understand when to revise or supplement.

“Great research based strategies

for all students having trouble with

decoding and fluency.”

Reading Comprehension Instruction

Reading Comprehension Instruction focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. RCI is appropriate for all K-12 teachers and support staff who need to help increase their students’ comprehension of text—whether that text is a literature selection or informational text. The course provides participants with a synthesis of the research base on reading comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehension of both narrative and expository texts. In addition, participants learn how to help students self-monitor comprehension and apply appropriate “fix-up” strategies when comprehension is not achieved. Practice in using instructional strategies and examples of student work are embedded in the course.

Intended audience: *K-12 teachers*

Course Objectives:

- **Develop** an understanding of research and exemplary practices that help students acquire strong comprehension and vocabulary skills.
- **Examine** the requirements of literacy content standards: regular practice with complex texts; using evidence from text when reading, writing and speaking; attending to academic vocabulary; and building knowledge through content-rich nonfiction.



- **Understand** the nature of narrative text and expository text and how they can both aid and hinder comprehension.
- **Learn** how to build and support dialogic discourse in classrooms through student-centered strategies to support comprehension.
- **Recognize** and reflect on the relationship between comprehension and vocabulary knowledge.

Special Needs

Accessible Literacy Framework

How does one provide reading instruction to students with developmental or intellectual disabilities such as autism, cerebral palsy or Down syndrome? This course is grounded in the premise that reading is at the center of most activities—in and out of school. The essential components of reading instruction—phonological awareness, sound blending, initial phoneme segmentation, letter-sound correspondence, decoding and shared reading—will be covered and framed to address emerging literacy needs of students with complex communication needs. This course is designed specifically for educators and school staff who are responsible for providing and/or adapting materials for students with disabilities who have complex communication needs, use assistive technology to access curriculum, or require adaptive materials to participate in a learning environment. Course participants will learn specific strategies designed to augment existing curriculums or to serve independently as a literacy tool to reach this academically underserved and challenging student population.

Intended audience: Early childhood educators, K-12 teachers, paraprofessionals, teacher/union leaders, after-school staff

“ I learned how to
use complex text with all readers in a way that provides
opportunity for
success. ”



Course Objectives:

- **Provide** research-based practices on providing early literacy for development for children with complex communication needs, with intellectual disabilities, or at-risk learners.
- **Examine** the use of augmented or assistive technology to access curriculum.
- **Explore** how to adapt content for a variety of pre-emerging readers.
- **Makes** strategies available to educators and support staff that will help them provide pre-readers with complex communication needs or intellectual disabilities or at-risk learners access to academic content.

“

I will

**incorporate
this knowledge**

into daily practice as well as pass
along info to other staff.

”

Colorín Colorado Introductory Workshop for ELL Educators

When English language learners are placed in mainstream classrooms, it can be a huge challenge for the students and for the educators—whether a mainstream teacher, a paraprofessional or a veteran ESL instructor. This workshop highlights resources, materials and the latest research to help reach out to ELL families and learn more about literacy skills, academic content and English language acquisition at the same time. The workshop also introduces attendees to the free online materials available on the Colorín Colorado website developed by the AFT and PBS station WETA, which provides preK-12 educators of ELLs of all language backgrounds a high-quality, research-based resource.

Intended audience: PreK-12 teachers, paraprofessionals, support staff, teacher/union leaders, administrators, after-school staff

English Language Learners 101, Module I: Who Are ELLs?

In this first module, participants will develop an understanding of second language acquisition to increase awareness of English language learners' strengths and empathy for their needs; improve participants' ability to meet the diverse needs of ELLs and increase their academic achievement; identify strategies to differentiate and scaffold instruction to help students access learning along the stages of language acquisition; increase knowledge of state and federal laws that ensure services for ELLs; and examine preliminary research-based instructional strategies to optimize academic learning for ELLs.

Intended audience: K-12 teachers

Note: This module will be revised in July 2017.

“ Every educator should have this experience. As we change globally, we should be better prepared to teach ELL students.”

Course Objectives:

- **Provide** participants with research-based information on second-language acquisition.
- **Engage** participants in learning about the cultural, academic and linguistic diversity of ELLs.
- **Enable** participants to provide students with equitable access to standards-based academic content.
- **Equip** participants with a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor.
- **Validate** the instructional practices that mainstream educators of ELLs are currently implementing and expand their repertoire by introducing new research-based strategies.



English Language Learners 101, Module II: Second Language Acquisition and Literacy Development

Module II builds on the knowledge gained in Module I and strengthens the academic language instructional practices that mainstream educators of ELLs need to ensure success with the Common Core State Standards. The course engages participants in learning about second language acquisition, ELL student literacy development, content-based literacy and meaningful ELL access to the CCSS. The course equips participants with a range of strategies and skills to differentiate instruction for ELLs while ensuring academic rigor. Educators will expand their repertoire by deeply examining their teaching practice through the lens of language and academic standards.

Prerequisites: *English Language Learners 101, Module I.*

Intended audience: *K-12 teachers*

Note: *This module will be revised in July 2017.*

Course Objectives:

- **Provide** participants with research-based information on second-language acquisition research.
- **Engage** participants in learning about the cultural, academic and linguistic diversity of ELLs.
- **Enable** participants to provide students with equitable access to standards-based academic content.
- **Equip** participants with a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor.
- **Validate** the instructional practices that mainstream educators of ELLS are currently implementing and expand their repertoire by introducing new research-based strategies.

English Language Learners 101, Module III: Cultural Competency and Family/Community Connections for the ELL Classroom

This course is targeted to pre-K-12 mainstream educators of ELLs. Information in this third module will build on the knowledge gained in Modules I and II and examine the cultural influences that mainstream educators of ELLs need to understand and ensure collaboration with ELL families, which will best support student success with the Common Core State Standards. The course will engage participants in learning about culture and cultural competency, equity and access to content, cultural impact on academic achievement, and culturally competent family-engagement practices. The course equips participants with a range of strategies and skills to differentiate instruction for ELLs while ensuring academic rigor. Educators will expand their repertoire by deeply examining their teaching practice through the lens of language and culture, equity and community building. There are four sessions in this module, and each is estimated to last five to six hours.

Prerequisites: English Language Learners 101, Modules I and II

Intended audience: Pre-K-12 teachers

Note: This module will be revised in July 2017.

Course Objectives:

- **Provide** participants with research-based information on second language acquisition.
- **Engage** participants in learning about the cultural, academic and linguistic diversity of ELLs.
- **Enable** participants to provide students with equitable access to standards-based academic content.
- **Equip** participants with a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor.
- **Validate** the instructional practices that mainstream educators of ELLs are currently implementing and expand their repertoire by introducing new research-based strategies.



Great ideas for

working with all students.

Information was relevant and informative.

Resources and strategies ... will be

useful in any content area

and in a wide range of student demographics and
academic levels.



English Language Learners 101, Module IV: Providing Effective Instruction with Research-Based Instructional Strategies and Assessment

This course is targeted to pre-K-12 mainstream educators of ELLs. This module builds on the knowledge gained in Modules I-III and delves deeper into the instructional planning and implementation that mainstream educators of ELLs need to best support student success with the Common Core State Standards. The course engages participants in learning about backward-design unit planning, assessment for ELLs, curriculum and differentiated instruction, and reflection for ongoing professional growth. The course equips participants with a range of strategies and skills to differentiate instruction for ELLs while ensuring academic rigor. Educators will expand their repertoire by deeply examining their teaching practice through the lens of the unit planning process with linguistic diversity and rigorous standards at the core. There are four sessions in this module, and each is estimated to last eight hours.

Prerequisites: *English Language Learners 101, Modules I, II and III.*

Intended audience: *Pre-K-12 teachers*

Note: *This module will be revised in July 2017.*

Course Objectives:

- **Provide** participants with research-based information on second-language acquisition.
- **Engage** participants in learning about the cultural, academic and linguistic diversity of ELLs.
- **Enable** participants to provide students with equitable access to standards-based academic content.
- **Equip** participants with a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor.
- **Validate** the instructional practices that mainstream educators of ELLs are currently implementing and expand their repertoire by introducing new research-based strategies.

Customized Professional Learning to Meet Diverse Teaching and Learning Needs

Every day, across the nation, educators are implementing academic standards in new and challenging ways. They are looking for strategies and instructional practices that they can learn and apply right away in their classrooms. The AFT's Instructional Supports Workshops are designed to meet this need.

Each Module is designed to last three-four hours and is suitable for a variety of audiences.

Note: *There are direct references made to the Common Core State Standards in these modules. However, the strategies provided are based on research around good instructional practices regardless of the standards being implemented.*

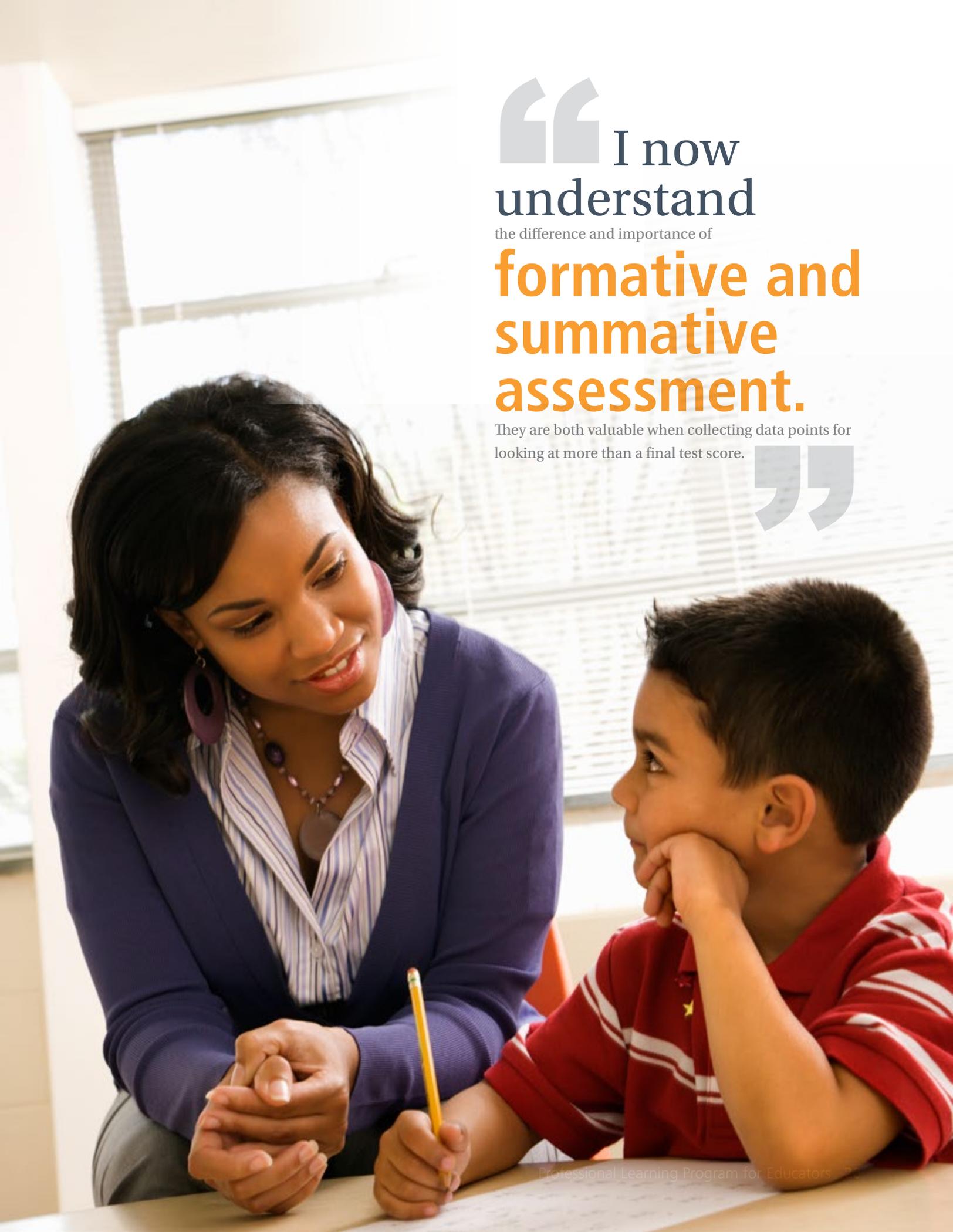
Instructional Supports: Formative Assessments

The role of data literacy and summative and formative assessments in the classroom is important. Even more important is understanding which assessment methods to use, and when to use them, to gather dependable information about student achievement. High-quality formative assessment must be very deliberate and intentional.

Intended audience: *K-12 teachers*

Course Objectives:

- **Understand** the importance of data literacy.
- **Understand** the importance of summative and formative assessments and how they are used.
- **Apply** formative assessment strategies.
- **Explore** effective feedback.
- **Discuss** the role of classroom assessments in standards-based instruction.

A photograph of a female teacher with dark hair, wearing a purple blazer over a striped shirt, sitting at a desk. She is looking down at a young boy with dark hair, wearing a red and white striped polo shirt. The boy is holding a yellow pencil and looking up at the teacher. They are both looking at a worksheet on the desk. The background shows a window with blinds.

“ I now
understand
the difference and importance of
**formative and
summative
assessment.**

They are both valuable when collecting data points for
looking at more than a final test score. ”



About one out of every 10 public school students in the United States right now is

learning to speak English.

They're called ELLs, for 'English language learners.' There are nearly 5 million of them, and educating them—in English and all the other subjects and skills they'll need—is one of the biggest challenges in U.S. public education today.



—*Claudio Sanchez, ASCD, March 2017*

Instructional Supports: English Language Learners

This module provides approaches and practical ideas for literacy development. Teachers will be provided research-based strategies, best practices and accommodations for working with ELL students. Connections to teacher evaluation rubrics will also be applied.

Intended audience: K-12 teachers

Course Objectives:

- **Learn** about the supports ELLs will need to meet the CCSS.
- **Learn** about new roles for teachers and educators of ELLs in the era of the CCSS.
- **Learn** about CCSS strategies and resources for helping ELLs succeed.
- **Discuss** the components of a lesson plan tailored for ELLs, and get information on online resources for ELLs and the Common Core.

Instructional Supports: Considerations for Students with Disabilities in Inclusive Settings

Students with disabilities must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. This module provides a historic perspective on the identification of high-incidence disabilities, the use of evidence-based strategies focused on students' strengths and removing barriers to rigorous curriculum through the Universal Design for Learning (UDL). Participants will use the case-study method to develop appropriate accommodations and modifications to support student access to grade-level academic content.

Intended audience: Early childhood educators, K-12 regular and special educators, instructional paraprofessionals, support personnel, administrators, parents, teacher/union leaders, after-school staff

Course Objectives:

- **Identify** district wide supports needed to ensure equal access to standards-based instruction for students with disabilities (SWDs) in inclusive settings.
- **Examine** characteristics and appropriate scaffolds for students with disabilities taught in inclusive classrooms.
- **Recognize** the difference between an accommodation and a modification when instructing SWDs.
- **Use** Universal Design for Learning (UDL) as a framework for implementing a range of evidence-based strategies, appropriate accommodations and assistive technologies to include students with disabilities in standards-based instruction.

Instructional Supports: Differentiating Instruction

Most contemporary classrooms serve students who learn at different rates, in different ways, come to school with different experiences, have different interests, demonstrate different levels of motivation and represent different language groups. Yet, instruction in many classrooms overlooks these differences and treats students as if they were essentially alike.

This session is designed both to raise awareness of research that supports differentiation and to teach the basic components of differentiation. Three frameworks will be considered: Tomlinson's, Conklin's and Sternberg's. The goal of the session is to help teachers reflect on strengths of their current instructional practices and explore opportunities for further growth in teaching academically diverse students.

Intended audience: PreK-12 teachers, paraprofessionals, support staff, teacher/union leaders, administrators, after-school staff

Course Objectives:

- **Design** a tiered lesson to meet students' needs, using the key components of Carolyn Tomlinson's model of differentiation.
- **Create** a tiered lesson based on Robert Sternberg's triarchic model.
- **Create** a choice board based on Wendy Conklin's model.



The information presented on strengths of students with specific

learning disabilities,

ADHD and Asperger's syndrome helped me gain a better understanding of

how to meet their needs

in the classroom.



Strategies for Student Success

This high-quality, research-based professional learning program consists of three hourlong modules that create a manageable way to connect with educators. The SSS modules address teaching and learning in a way that benefits both new and veteran teachers. The content in the modules can be tailored to benefit individuals, groups and the whole school.

SSS approaches professional development and learning from an issues-based perspective. Whether the need is created by policy, mandates, feedback on evaluations or professional inquiry, SSS responds. Content is taught with activities that require reflection on daily practice, debate over research and current practices, utilizing modeling and experiential learning approaches. Engaged discussions augment the relevance of the research-based classroom strategies, and instruction is designed to facilitate immediate use.

***Intended audience:** PreK-12 teachers, paraprofessionals, support staff, teacher/union leaders, administrators, after-school staff*



Applicable to all educators,

and I can implement in my job setting immediately.



Module Objectives:

- **Deliver** high-quality professional learning in manageable chunks of time.
- **Foster** collaboration on teaching and learning among stakeholders.
- **Provide** supports to help educators meet the indicators on their evaluations.
- **Be ongoing** and not just a single event.

Student Learning Objectives

If your district is using or planning to use a process for measuring student growth that includes selecting an assessment, setting learning goals, and conferencing with the evaluator about student growth—even if the process is not called student learning objectives (SLO)—then this training will be important to your local/members.

If your district is currently using an SLO process that your members have been trained to use, this online course is a good way to allow new hires to understand the process or as a refresher for veteran educators. Participants in this workshop will receive the knowledge and resources needed to be able to have an in-depth understanding of each of the components of an SLO and engage in the development of one for their own use. Fully understanding the SLO process will give participants the confidence to take control of it and ensure its use as a tool for success in the classroom as well as a way to demonstrate their impact on student learning.

Intended audience: PreK-12 teachers, paraprofessionals, union leaders, administrators, local council members

Course Objectives:

- **Develop** an understanding of the true intent of SLOs.
- **Make** connections between SLOs and daily instruction.
- **Write** an authentic and meaningful SLO that will guide instruction for your students.
- **Be empowered** to use your student growth data as a driver of your evaluation conversations.

E-Learning

Our AFT e-learning site is a professional learning network for all AFT members. Through this web-based platform, educators are able to access content to help them learn new techniques and skills and to get tips that will help them create classroom environments that foster student success. The AFT's e-learning site also provides a space where educators can connect with their peers and colleagues from around the country and access support, the latest research and more.

The site hosts a variety of professional learning opportunities, including webinars, self-paced courses and blended learning. Topics range from student learning objectives to the appropriate uses of assessments for educators. Affiliates can contribute to the site by adding their online offerings to the platform or announcing face-to-face offerings that will be available to members in their districts.

Get Started In Your Local

We start with setting goals for member-to-member outreach and participation. We discuss how to use the program as a springboard to identify issues and increase activism on federal, state or local educational policy issues. We identify professional practice topics that best match your members' interests and your local union's campaign needs.

The AFT educational issues department partners with your local union and state federations to put this plan together. Issues regarding roles, responsibilities and budgetary considerations will be outlined through this process.

To find out more about starting a professional learning program in your local, contact edissues@aft.org.



A Union of Professionals

American Federation of Teachers, AFL-CIO
555 New Jersey Ave. N.W.
Washington, DC 20001
202-879-4400



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