



AFT Professional Learning Program for Educators

A Catalog of AFT Professional Learning Offerings





Randi Weingarten
PRESIDENT

Fedrick C. Ingram
SECRETARY-TREASURER

Evelyn DeJesus
EXECUTIVE VICE PRESIDENT

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.

Copyright © American Federation of Teachers, AFL-CIO (AFT 2023). Permission is hereby granted to AFT state and local affiliates to reproduce and distribute copies of the work for nonprofit educational purposes, provided that copies are distributed at or below cost, and that the author, source, and copyright notice are included on each copy. Any distribution of such materials to third parties who are outside of the AFT or its affiliates is prohibited without first receiving the express written permission of the AFT.

Table of Contents



1	Introduction
2	Key Features
2	Course Benefits
2	Get Started in Your Local
2	When Are Courses Scheduled?
2	National Events
3	Featured Courses
4	Reading
5	Classroom Management/Behavior
7	Community/ Family Involvement
8	Curriculum, Instruction and Assessment
12	Instructional Supports for All Learners
16	Math
18	Safe, Welcoming and Healthy Schools
21	Science
22	Special Needs

Introduction

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.

We know that in the changing landscape of education settings, educators need diverse strategies to meet students where they are. With more than 50 offerings, this program offers a variety of professional learning opportunities to meet varying teaching and learning needs. Courses range from online asynchronous classes available to all AFT members (look for the "Virtual – Asynchronous" tag) on the AFT eLearning platform to 30-hour-plus graduate-level, train-the-trainer courses that require approval and involvement from your local union. **However, any courses listed here can be customized to meet the unique needs of your local union. For more information, contact Lisa Dickinson at edickinson@aft.org.**

The train-the-trainer model allows for internal capacity building and enables affiliates to meet the unique needs of their school community by training local members to develop coursework and deliver locally based trainings.

Prospective trainers who participate in train-the-trainer courses are required to take Facilitating Equity-Based Learning in advance. This module focuses on understanding the purpose and value of union-sponsored and union-led AFT professional eLearning offerings and programming, and on understanding the importance of equity-based professional learning and the roles and responsibilities of an effective AFT facilitator of adult learners.

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 expert practitioners 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.

AFT eLearning aftelearning.org

Our AFT eLearning 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 eLearning 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.

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!

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 federation 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.**

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 or virtually via mini-courses. We can also assist in developing the capacity to provide the offerings directly to affiliate members. **For more information and support, contact Lisa Dickinson at edickinson@aft.org.**

National Events

The AFT's Center for School Improvement Leadership Institute

Held each winter, 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. Topics include communication strategies for collaboration, team building, using data and professional learning.

AFT Summer Educator Academy

This academy provides union-sponsored, research-based professional learning that addresses the complexities of teaching. 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, held every other July in Washington, D.C., that provides an unforgettable experience filled with inspiration and ideas to bring back to school. Each professional development workshop is custom-developed for TEACH by AFT members and other experts to directly focus on tools and strategies to support educators and their efforts to help kids and communities succeed. 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 communities nationwide.

Featured Courses

Tags and Definitions:

Train-the-Trainer

Requires coordination with AFT local affiliates. Graduate-level train-the-trainer courses (**30+ hours**) train local members to deliver locally based trainings. These courses offer graduate credit with Trinity Washington University (additional fees apply).

Train-the-Trainer Mini

Requires coordination with AFT local affiliates. Graduate-level train-the-trainer courses (**15+ hours**) train local members to deliver locally based trainings. These courses may offer graduate credit with Trinity Washington University (additional fees apply). Check with the course coordinator on eligibility. See www.aftpd.org/courses for more information.

Participant-Only

Requires coordination with AFT local affiliates. These courses (15+ hours) provide AFT members with knowledge and skills to improve their teaching practice.

Participant-Only Mini

Requires coordination with AFT local affiliates. These shorter courses (<15 hours) provide AFT members with knowledge and skills to improve their teaching practice.

Virtual – Synchronous

Requires coordination with AFT local affiliates. These courses are available online during scheduled times with a live trainer.

Virtual – Asynchronous

Available to all AFT members. These courses are available online when it's convenient for you.

Virtual – Hybrid

Requires coordination with AFT local affiliates. These courses include both synchronous coursework with a live trainer and asynchronous work on your own time.

In-Person/Virtual Hybrid

Requires coordination with AFT local affiliates. These courses include both in-person training and a virtual element for asynchronous coursework.

Reading

Educators and families know that reading is fundamental to education, and the American Federation of Teachers has long been at the forefront of the science of teaching reading.

Below are the professional development courses designed to help educators help students become joyful and confident readers, so they can go on to succeed and thrive in school and in life.

Beginning Reading Instruction

Train-the-Trainer

Participant-Only

Virtual – Synchronous

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

Best Practices in Reading Comprehension Instruction

Virtual – Asynchronous

This 10-hour asynchronous eLearning course, adapted from the AFT’s in-person Reading Comprehension Instruction course, can help any AFT member learn about high-leverage instructional practices for supporting literacy in young learners.

Intended audience: K-12 teachers

Reading Comprehension Instruction

Train-the-Trainer

Participant-Only

Virtual – Synchronous

Reading Comprehension Instruction focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. This course 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

Reading Interventions 101

Participant-Only

This course helps educators understand what makes a successful reader and how to support struggling readers with appropriate interventions. Participants will learn about various types of interventions, analyze student data to identify supports for skill development and create an instructional plan for intervention using evidence-based reading strategies. Participants also will walk away with an intervention toolkit and a plan to use with their students.

Intended audience: K-3 teachers

Classroom Management/Behavior

Beyond Classroom Management

Participant-Only Mini

Beyond Classroom Management places educators at the center of the debate on compliance over motivation, autonomy and an examination of how conventional structures (rewards, sanctions and punishments) are in place primarily to keep order. This SSS module explores how growth mindsets, grit, peace building, compliance, autonomy, educator behaviors and classroom layout all affect the learning environment.

Intended audience: PreK-12 teachers, paraprofessionals

Foundations of Effective Teaching: Cultivating a Student-Centered Classroom

Train-the-Trainer

Participant-Only

Participant-Only Mini

In-Person/Virtual Hybrid

Foundations of Effective Teaching is a blended model professional learning course designed to inspire and support educators in becoming reflective practitioners while meeting the highest expectations of the profession.

- **Section A: Re-Envisioning the Learning Environment** consists of three modules: Transforming Your Teacher Identity, Creating Class Community and Facilitating the Learning Environment. These elements combined promote a climate and culture where teacher and student identities are celebrated and affirmed, social-emotional learning is intentionally planned for and integrated into the classroom ethos, and student agency is supported through equitable, responsive classroom management systems co-created to provide the necessary structure students need to thrive.
- **Section B: Re-Envisioning Engagement and Instruction** consists of four modules: Engaging Every Learner, Principles of Instruction, Feedback for Deeper Learning and Maximizing Learning Time. Participants will investigate foundational research and engage in practical learning experiences designed to increase student interest and engagement, foster autonomy and choice, and activate deeper learning using culturally responsive cognitive and instructional processes and feedback. This section concludes with a culminating module that pulls together all the big ideas and themes from the full course to support participants in creating local plans for maximizing learning time inside and outside of the classroom.

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

“The most surprising part of Foundations of Effective Teaching for me was how applicable it was to all levels and content areas, which is always a gripe from teachers who are in whole-school professional development sessions. The content is not limited to only ELA or math or student data from state assessments. It’s a holistic approach to engaging students equitably and thoughtfully within the classroom setting.”

– Jillian Gallagher, Pittsburgh Federation of Teachers



Managing Behavior in School Communities

Train-the-Trainer

Virtual – Synchronous

Virtual – Hybrid

This course provides effective strategies for managing challenging behavior across a variety of school settings. Examining and exploring root causes of challenging and disruptive behaviors requires different skill sets: pedagogy grounded in trauma-informed and restorative practices, navigating physical and virtual environments, and straddling your own personal and professional demands and their influence across learning communities. This is a 40-hour train-the-trainer course that offers two hours of graduate credit through Trinity Washington University. Additionally, this course may be accessed virtually with a live trainer or virtually through a combination of synchronous and asynchronous learning.

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



“The biggest takeaway from the content is understanding what a challenging behavior is in a broad sense and addressing the challenging behavior by understanding the child from a holistic approach. Through a holistic approach, an educator can build up the child socially, emotionally and psychologically. From that point, you can build the child up academically. It has to be in steps to allow the child to grow and to show support during the process.”

– Gena Lee Gordon, St. Thomas/St. John Federation of Teachers

Managing Student Behavior for Support Staff

Train-the-Trainer

Virtual – Synchronous

Virtual – Hybrid

This course is designed for paraprofessionals and school-related personnel who support 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. This is a 30-hour train-the-trainer course that offers two hours of graduate credit through Trinity Washington University. Additionally, this course may be accessed virtually with a live trainer or virtually through a combination of synchronous and asynchronous learning.

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

Rethinking Punishment

Participant-Only Mini

It is important to identify behavior that impedes learning and apply interventions that promote positive student attitudes to learning and the acquisition of social skills. Through hands-on and reflective activities, participants in this SSS module will learn how to identify the root cause of disruptive behavior by determining the questions they should ask in order to implement an appropriate intervention.

Intended audience: PreK-12 teachers, paraprofessionals

Community/Family Involvement

Community Schools 101: The Nuts and Bolts

Participant-Only

Virtual – Asynchronous

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 separated 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

Engaging Families as Educational Partners

Participant-Only Mini

We need to communicate with our students' families, but how do we do it successfully? How do we develop an empowering partnership that works to help our students reach their highest potential? Research can provide us with answers. This SSS module outlines how and when to talk most effectively with families, the kind of school climate that fosters a positive learning and working environment, and what teachers can do to help families discover how to effectively support student learning at home.

Intended audience: PreK-12 teachers, paraprofessionals

School, Family and Community: Partnerships That Support Student Learning

Train-the-Trainer

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

Curriculum, Instruction and Assessment

Assessing Teaching and Learning

Participant-Only Mini

One goal of every educator should be to conduct ongoing assessments to measure students' depth of understanding and monitor progress. An unaddressed misconception can make the entire learning experience an abject failure for teacher and student alike. In this SSS module, you'll learn how to investigate the "student factor" in teaching and learning, develop assessments at critical phases for a lesson you have created, and learn efficient study habits to teach to your students.

Intended audience: PreK-12 teachers, paraprofessionals

Content-Area Writing Instruction in the 6-12 Classroom

Participant-Only

The ability to express thoughts, ideas and understanding through writing is a life skill and a critical component of writing within content-area standards. In all content areas, students are expected to learn to produce clear and coherent writing appropriate to purpose, task and audience. The writing standards address the expectations of content-area writing as students progress through the secondary grades. The research on effective writing instruction stresses the importance of the recursive nature of writing and the interdependence of writing to learn and learning to write.

Intended audience: 6-12 teachers

Curriculum Matters

Participant-Only Mini

Participants in this SSS module will explore lesson design for engagement through the lens of the curricula they have. They will then learn how to map their curricula to meet the needs of students in an engaging way and to prepare them for next steps and future implementation.

Intended audience: PreK-12 teachers, paraprofessionals

Differentiating Instruction

Participant-Only Mini

Virtual – Asynchronous

Despite the fact that students learn at different rates and have different interests and levels of motivation, many instructors overlook these differences and treat students as if they are all alike. This SSS module will examine three differentiation models: Tomlinson's tiered lessons, Conklin's choice boards and Sternberg's triarchic model.

Intended audience: PreK-12 teachers, paraprofessionals

Electrifying Online Learning

Participant-Only Mini

In this SSS module, participants will learn how adults and students learn, whether on a virtual platform or face to face. We will explore tools to plan and create lessons that engage learners and keep them

motivated. You will build your toolbox for learning how to handle lessons that may begin to go awry and re-engage your learners.

Intended audience: PreK-12 teachers, paraprofessionals

Grading in a Standards-Based Environment

Participant-Only Mini

What do grades tell us about mastery of content? How should students' levels of understanding be assessed and reported? What are the obstacles to making grades more informative? Above all, what should the grading process look like in a standards-based environment? Discover the answers to these questions in this SSS module.

Intended audience: PreK-12 teachers, paraprofessionals

Informing Instruction: Linking the Assessment Process to Teaching and Learning

Participant-Only

Virtual – Synchronous

Now, more than ever, it's important to understand how the various types of assessments can be used for different purposes. Most of our classrooms have students performing on many levels in different subjects. This reality makes it critical to understand how and how not to measure your students' growth—what assessments to use and how to analyze your data so that it informs instruction in a timely way for all your students.

Intended audience: PreK-12 teachers, paraprofessionals, evaluators, pre-service instructors

Instructional Strategies That Work for All Disciplines

Train-the-Trainer

This course is designed to provide participants with instructional strategies that meet the needs of all students at all grade levels. Emphasis will be placed on cognitive challenges and contextual circumstances that either support or impede learning. The implications of brain research and digital literacy will be central to the learning.

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

Is My Teaching Effective?

Participant-Only Mini

You did your best to teach a lesson, but your students didn't seem to get it. You're looking for something more powerful to engage them, but what is it? This SSS module explores how to create effective learning conditions in the classroom, appropriate ways to assess background knowledge, student-friendly instructional plans, lesson designs for specific learning opportunities, and the infusion of rigor and relevance into your repertoire of instructional strategies.

Intended audience: PreK-12 teachers, paraprofessionals

Making Data and Classroom Assessments Work for You

Participant-Only

Virtual – Synchronous

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

Intended audience: K-12 teachers, paraprofessionals, pre-service instructors

Meeting Writing Expectations, K-5

Train-the-Trainer

Participant-Only

The ability to express thoughts, ideas and understanding through writing is a life skill and a critical component of all writing standards. Students are expected to learn to produce clear and coherent writing appropriate to purpose, task, audience and content. Many writing standards stress collaboration and support from teachers and students, and the research stresses the importance of writing frequently, utilizing the writing process and writing to learn as well as learning to write.

Intended audience: K-5 teachers

Reclaiming Assessment: Using a Balanced Classroom Assessment System to Strengthen Student Learning

Train-the-Trainer Mini

Participant-Only

Virtual – Synchronous

In-Person/Virtual Hybrid

This course is designed to help you understand the power of assessment and monitoring student growth to inform instruction. All teachers want to know where their students start, how they progress, and the results of the teaching and learning process. Diagnostic, formative and summative assessments each play a role in monitoring student learning. Throughout this course, we will talk about using a balanced assessment system in your classroom to support instructional decisions for optimal student success. We will look at how assessment is important in helping students to take charge of their own learning, and we will address the importance and power of culturally responsive pedagogy, curriculum and assessment to ensure students are engaged in authentic learning.

Intended audience: PreK-12 teachers, paraprofessionals, administrators, pre-service instructors

Setting Measurable Objectives

Participant-Only Mini

At the completion of every unit, students should be able to demonstrate measurable distinct skills and knowledge. The accuracy of assessing student understanding of content begins with crafting objectives or outcomes that are measurable. In this SSS module, you will learn how to write measurable objectives using a rubric and consider multiple ways of assessing student mastery.

Intended audience: PreK-12 teachers, paraprofessionals

Student Learning Objectives

Participant-Only

Virtual – Synchronous

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 can be used 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, paraprofessionals, pre-service instructors

Tools for Teachers from Brain Researchers

Participant-Only Mini

Join this interactive session for tips from research that you can use as you plan your next classroom lesson. This SSS module will focus on the brain's essential workings related to class work, with a focus on strategies for designing a lesson so that students can recall tomorrow what you taught today, in a way that results in professional satisfaction.

Intended audience: PreK-12 teachers, paraprofessionals

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 and 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.

Instructional Supports for All Learners

Activating Learning in All Disciplines

Participant-Only Mini

Teaching content without the necessary skills will not activate learning for students nor produce ownership of the learning. In this SSS module, we will explore a pathway where lessons connect with cultural norms and students own their learning and are expected to think and apply knowledge.

Intended audience: PreK-12 teachers, paraprofessionals

Creating a Supportive Learning Environment Through Social-Emotional Learning

Train-the-Trainer

Participant-Only Mini

How do you assist your students in managing their emotions, building positive relationships with others and making responsible decisions? Bringing together key research from the science of learning and development and the “educating the whole child” approach, this mini-course explores the “why,” “what” and “how” of social-emotional learning. Participants will unpack the Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework and explore evidence-based, developmentally appropriate strategies to foster self-awareness, self-responsibility, responsible decision-making, relationship skills and social awareness in students. Participants will walk away with tools and resources for assessing and integrating schoolwide social, emotional and academic learning and identify ways to engage more inclusively with families, caregivers and the community.

Intended audience: PreK-12 educators, paraprofessionals, specialized instructional support personnel

Culturally Responsive Pedagogy

Participant-Only Mini

Research suggests that students from diverse cultures may need to be engaged differently in ways that support their self-efficacy, confidence, self-determination and their learning. In this SSS module, we will establish the connection between culture and learning, and explore research-based strategies, such as cultural competency, high expectations and critical consciousness.

Intended audience: PreK-12 teachers, paraprofessionals

Engaging Students’ Long-Term Memory

Participant-Only Mini

The greatest desire of educators is to have students retrieve information long after it has been taught. Research shows that information can easily be retrieved over a long period of time if lodged in the long-term memory. This SSS module probes research-based strategies to assist students in storing content in their long-term memory.

Intended audience: PreK-12 teachers, paraprofessionals

The Game Factor

Participant-Only Mini

Would you consider using games as an instructional tool? Research says that you should. Fun is in store for teachers and students through this SSS module, which examines the research, different types of games, and how they can be used to enhance content instruction for students in today's diverse classrooms. Walk away with a clear distinction between game-based learning and gamification.

Intended audience: PreK-12 teachers, paraprofessionals

Learner Variability Project

Train-the-Trainer

Virtual – Hybrid

The purpose of this course is to deepen participants' understanding of learner variability and how to use Digital Promise's Learner Variability Navigator to design instruction for the whole child. This course covers a range of topics, including strengths-based teaching, integrating socio-emotional learning, whole-child practices, student engagement, culturally responsive teaching and multi-tiered systems of support. There are five modules within this course, and each module includes synchronous and asynchronous sessions with opportunities to apply your learnings to your practice. Course participants have the option to earn a micro-credential at the end of the course. By the end of this 45-hour course, participants will be able to design their own professional development on learner variability suited to the needs of their school.

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

Questions Package

Participant-Only Mini

This session is a series of three SSS modules that can be done consecutively or independently.

- **Using Questions to Teach and Learn**
Teach students how to examine the surface and deep structure of questions as well as the process of formulating meaningful questions.
- **Questions: A Second Look**
Participants examine how questions can be used to assess understanding.
- **Questions Beyond Bloom**
Participants examine three models used to design questions that highlight the purpose of questioning and equip participants to use research to structure questions more effectively.

Intended audience: PreK-12 teachers, paraprofessionals

Social and Emotional Learning: Where, How and When?

Participant-Only Mini

Research is clear: The social-emotional context of learning matters. In this SSS module, learn about strategies and tools to support students' social-emotional learning in any learning environment.

Intended audience: PreK-12 teachers, paraprofessionals

Teach Them to Think

Participant-Only Mini

There seems to be little time to teach the soft skills that standards and curricula have always demanded. But students need these skills, attitudes and dispositions, particularly for 21st-century success in learning and living. In this SSS module, we will show educators how to make decision-making, problem-solving and assessing the reliability of a source more explicit during instruction.

Intended audience: PreK-12 teachers, paraprofessionals

Teaching for Engaged Learning—Virtual Care Package

Participant-Only Mini

Virtual – Synchronous

Schools, educators, families and communities are facing many unprecedented challenges today that impact how and where learning takes place, who is allowed to teach and what is allowed to be taught. Through these storms, educators maintain focus on three broad goals: creating safe havens for learning, raising performance levels of all students and preparing students for life beyond the classroom. This virtual package provides participants with a series of 90-minute virtual snippets derived from a larger body of research integrating both cognitive and social learning theories to optimize the classroom environment and support teaching and learning.

- **The Classroom Management Puzzle: Putting the Pieces Together**
Using time efficiently and supporting students' academic and behavioral needs are essential. Join this two-part session to explore and share multiple approaches for establishing and maintaining routines, coregulating student behavior and reflecting upon how classroom management affects student progress. Participants will also learn strategies to reflect upon their own practices and set goals to effect change.
- **Every Child Needs a Champion: Unlock Your Ability to Build Caring Relationships**
Are you looking for ways to refresh and renew relationships with your students? Cultivating positive teacher-student relationships is key. This course explores ways to unlock the power of care in building and sustaining safe and supportive learning communities and attending to individual students' academic and emotional well-being.
- **What You Get Is What You Expect**
How do teacher expectations influence student performance, attitudes and behaviors? What messages are communicated to individuals or groups of students through our instructional practices, the way in which feedback is provided, and the quality and quantity of teacher-student interactions? This session will take you on an introspective journey to examine how the self-fulfilling prophecy may be unintentionally leading to negative expectation effects.
- **Real Talk**
Expressing ideas, valuing diverse views and communicating respectfully are all skills necessary for success in life and career. This course provides attendees with a mix of strategies to promote meaningful discussion across content areas, elevate student voice and input, and welcome multiple perspectives and opinions.

Intended audience: PreK-12 educators and instructional paraprofessionals, specialized instructional support personnel

Transforming Your Teacher Identity

Train-the-Trainer Mini

Participant-Only Mini

Virtual – Synchronous

In-Person/Virtual Hybrid

Using a variety of interactive strategies, educators will explore how various aspects of their personal and social identities uniquely form who they are as professionals and impact their instructional decisions as well as student interactions. Course resources will support professional growth through an examination of research-based approaches to building teacher efficacy and agency and working collectively with all stakeholders to foster successful relationships with students, peers and families. This blended-learning module is designed to activate self-reflection, spark thought-provoking discussion and transform how educators prepare to meet the demands of the profession.

Intended audience: An essential tool for organizing, member engagement, new teacher induction and mentoring.

The Trio: Inquiry-Based, Problem-Based and Project-Based Learning

Participant-Only Mini

Many researchers support stimulating student creativity and curiosity as a way to facilitate the transference of knowledge. This SSS module examines inquiry-based, problem-based and project-based learning, and participants will develop a sample lesson for each type.

Intended audience: PreK-12 teachers, paraprofessionals

Universal Design for Learning: Everyone Learns Differently

Train-the-Trainer Mini

Participant-Only Mini

In-Person/Virtual Hybrid

Are you looking for ways to:

- Design lessons that meet students where they are?
- Anticipate and reduce barriers for students in accessing and achieving clear, rigorous goals?
- Drive instruction using an asset-based approach?

Then this interactive mini-course is for you! It is based on the Center for Applied Special Technology's Universal Design for Learning framework and guidelines. Participants will build an understanding of neuroscience as a foundation for educating the whole child and experience multiple engagement, representation and expression activities throughout the session that can be replicated in schools, classrooms and professional learning settings alike. UDL shifts mindsets, opens pathways and is essential for teaching and learning!

Intended audience: PreK-12 educators, instructional paraprofessionals

Math

Thinking Mathematics, K-2

Train-the-Trainer

Participant-Only

Virtual – Synchronous

This beginning Thinking Mathematics course focuses on research about how children learn mathematics and implications of these findings for the classroom. It 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. The Ten Principles of Thinking Mathematics 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 the implications of these findings for the K-2 classroom.

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

“Our district is really in need of a high-quality math PD, so this PD hit the mark. I am excited to share this content with our math teachers. With my trainer hat on, I really appreciate the research and learning how to access the research and feel more comfortable with it. I also learned a lot about how to be a better recorder of student learning.”

– Becky Arlington, Cincinnati Federation of Teachers

Thinking Mathematics, 3-5

Train-the-Trainer

Participant-Only

Virtual – Synchronous

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 because 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) that are now part of nearly all rigorous mathematics standards, including the Common Core State Standards for Mathematics. 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.

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

Thinking Mathematics, 6-8: Journey to Algebra

Train-the-Trainer

Participant-Only

Virtual – Synchronous

This middle school course is redesigned to allow teachers to reflect on and connect the Common Core State Standards for Mathematics to research on how students learn mathematics. The Ten Principles of Thinking Mathematics and the Standards for Mathematical Practice are linked and attention is 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

Share My Lesson

sharemylesson.com

The AFT's free award-winning lesson-sharing website provides support for anyone who works with students as well as a place to collaborate on new ideas and best practices to enhance the profession and the larger community. With more than 2 million members, Share My Lesson is where teachers, parents and school staff can:

- Find thousands of standards-aligned, preK-college lesson plans, activities and professional development webinars that span the curriculum, content areas and key issues schools are facing;
- Access high-quality resources from content partners like Colorín Colorado, Common Sense Education, Consumer Financial Protection Bureau, Discovery Education, Folger Shakespeare Library, Google's Applied Digital Skills, National Wildlife Federation, PBS NewsHour Extra and Statistics in Schools;
- Participate in discussions via communities, and get resources for issues like bullying prevention, social emotional learning, engaging parents, meeting the needs of diverse English language learners, literacy opportunities via Reading Opens the World and helping students cope with traumatic events;
- Search lessons by grade and subject; and
- Contribute their finest, most effective work to support colleagues across the country.

Safe, Welcoming and Healthy Classrooms

10 Trauma-Informed Strategies to Help Students Heal

Participant-Only

Virtual – Hybrid

Children face many adverse childhood experiences—violence, abuse, neglect, loss and more. The result can be psychological trauma, which interrupts healthy development. AFT professional learning helps educators support students with trauma. Course content is grounded in diverse research, including resources from university research centers and federal government technical assistance packages. Facilitators use case studies, discussion, diverse media, embedded practice, reflection activities and more to engage in three main ways:

- Live, interactive sessions via Zoom.
- Discussion prompts and essential readings via AFTeLearning.org.
- A workbook, shipped by the AFT, that complements both live and self-paced course work.

Participants gain a deeper understanding of how adversity can impact children’s developing brains, bodies and behaviors. They also explore universal primary prevention strategies that promote healing after traumatic events. Participants learn and practice 10 research-based trauma-informed practices to boost student resilience:

1. Teach students about trauma.
2. Make everyday interactions trauma-informed.
3. Be healthfully present.
4. Facilitate positive experiences as a supportive adult.
5. Teach resilience step-by-step.
6. Help students manage their triggers.
7. Support grieving students.
8. Respect risk and assess assets.
9. Speak up, share power.
10. Envision new ways forward with attention to wellness.

Upon completion, participants receive a digital certificate from the AFT for 20 hours (15 hours in live sessions and 5 hours of independent work). Participants may choose to dual enroll in Trinity Washington University for two graduate-level continuing education credits at a total cost of \$250.

Intended audience: Educators with some to no experience with trauma-informed practices, as well as seasoned practitioners looking for a refresher on the specific science of healing after crisis events. This is not designed to deepen the skill sets of specialized instructional support providers whose work includes secondary and tertiary prevention.

Dimensions to Wellness

Participant-Only Mini

In this SSS module, participants will identify factors that cause health issues in their lives, learn strategies to address different dimensions of wellness, and create a personalized plan to improve their wellness.

Intended audience: PreK-12 teachers, paraprofessionals

Handling Stress

Participant-Only Mini

Stress is inevitable. Educators face many challenges, especially the desire to be the best for their students. Unmanaged stress, however, can cause irreparable health issues. This SSS module examines research-based ways of handling stress and provides tips on how to turn challenges into opportunities.

Intended audience: PreK-12 teachers, paraprofessionals

Identity-Affirming Classroom Practices

Participant-Only Mini

Virtual – Synchronous

These newly designed professional learning modules were created to assist educators and the greater learning community in creating and sustaining safe and affirming spaces, allowing students to see themselves and others through an equity lens.

- **Identity—Why It Matters**

All members of a classroom community play an essential role in creating and sustaining equitable learning environments. Who we are as educators and learners intersects with our personal and social identities, producing a diverse ecosystem mirroring the world around us. Join this session to gather strategies for getting to know your students beyond what you see and read in their cumulative file and nurturing and fostering positive identity growth and development. Participants will engage in interactive, thought-provoking activities and walk away with tools for self-reflection on their own identities and how this might impact their relationships with students and families.

Intended audience: PreK-12 educators, paraprofessionals, specialized instructional support personnel, equity teams, organizations, leadership teams

- **Shaping Academic Identities**

Our academic stories matter and have a huge impact on who we are as learners and educators. This interactive, thought-provoking session explores the core tensions related to creating and sustaining identity-safe and affirming classrooms and provides important insight into the intersectionality between our academic, personal and social identities. Participants will reflect upon their own academic stories and learn ways to support students in telling their stories as a way to nurture identity growth and agency and design instructional practices to support and affirm positive academic identities. Attendees will walk away with a variety of evidence-based strategies and resources to apply in their own practice and continue the conversation with colleagues.

Intended audience: PreK-12 educators, instructional coaches, all grade levels and subject matter

- **Addressing Deficit Thinking and Language in Our Learning Community**

Words matter. They deeply impact (and are impacted by) our views, in particular our unconscious bias. We must change our words if we are to disrupt a system that tacitly accepts dominant white norms and perpetuates systemic racism and marginalization. Educators make hundreds of split-second decisions each day, all of which are influenced by our biases. This can lead to continued marginalization of students, and our inaction will continue to uphold a system that does not affirm and serve all students. This practical module is designed for all members of a school community or organization to work collectively in recognizing, reframing and rephrasing deficit thinking and language to increase cultural proficiency and social-emotional awareness.

Intended audience: PreK-12 educators, paraprofessionals, specialized instructional support personnel, equity teams, organizations, leadership teams

- **Affirming LGBTQIA+ Identities In and Out of the Classroom**

We are becoming increasingly aware of the diversity our schools hold. Local and state policies often prevent the wider acceptance and celebration of all individuals, especially those in the LGBTQIA+ community. In this session, participants will reflect on personal prejudice, learn how to recognize and address inappropriate interactions, and gain actionable skills toward transforming school culture. We will model an identity-affirming space that centers on LGBTQIA+ voices and supports allies in the work of breaking barriers in both the classroom and the larger school community.


Intended audience: PreK-12 educators, paraprofessionals, specialized instructional support personnel, equity teams, organizations, leadership teams

Navigating the Bridge between Stress and SEL

Participant-Only Mini

Stress cannot always be avoided, but it can be effectively managed. This SSS module will focus on stressors that affect one's well-being and professional life. Participants will also learn to implement preventive measures and coping strategies. Addressing one's social and emotional learning is of paramount importance, and if ignored, may lead to greater stress and a lower quality of life. Whether you are an adult, adolescent or young child, you learn from every experience both socially and academically. In this session, we will explore the social and emotional aspects of those occurrences and the lessons we can learn from them.

Intended audience: PreK-12 teachers, paraprofessionals



"All of the content presented in this course is immediately useful for my classroom. I'm so excited to bring back not only the content but also the strategies that were modeled throughout the modules. I plan to use my new knowledge of adverse childhood experiences, extended ACEs, SEL strategies, national resources, AFT resources, etc., to enhance my lessons and to 'deliver the content' to my colleagues in my local ASAP!"

– Krista Espinoza, Newburgh (N.Y.) Teachers Association

Science

Experiential Learning in STEM

Participant-Only Mini

STEM is experiential learning in the purist sense of the word. How can you investigate and ask questions like a scientist or design solutions to solve real-world problems like an engineer without experiential learning? You can't! These customizable trainings come with a complete three-dimensional lesson plan aligned with the Framework for K-12 Science Education and hands-on activities to model the learning process through the eyes of students.

- **Seed Dispersal (K-2):** Learn about the interdependent relationships in ecosystems; requires application of Science and Engineering Practices (making models, observation and recording of properties of various seeds and how seeds are dispersed).
- **It's All About the Beaks (K-2):** Exploration stations allow students to manipulate a tool that emulates the structure and function of a variety of bird beaks.
- **Get Your Glow On (K-2):** Learn about bioluminescence and light.
- **Waves Aren't Just at the Beach (3-5):** Understanding the fundamentals of waves through designing a wave generator and a musical instrument.
- **STEM Through Project-Based Learning (3-5):** Using the engineering design process to build a shock-absorbing lunar lander.
- **Human Impact: America's Trash (6-8):** Replicate the ways scientists and engineers observe, monitor and design solutions to minimize human impact on the environment.
- **Solution Design to a Human Impact on Environment Problem (9-12):** Encompasses core ideas related to biodiversity, claims, evidence and reasoning, and designing solutions to supply clean water to global and local communities.
- **The Aeronauts Movie Lesson Collection (K-12):** Using films to teach science; includes hands-on investigations across grade levels to explore layers of the atmosphere, properties of gas, weather instruments, air mass, volume, mass and density.
- **STEM Night/Makerspace Ideas (K-12):** Learn about electricity circuits and water treatment systems.
- **Make Your Virtual Science POP! (K-12, virtual only):** Use response cards, Jamboard, Padlet, escape rooms and Flipgrid to make virtual science pop.
- **Escape Rooms: Follow the Clue for Content Review (K-12, integrated subjects):** Learn about ways to build and implement escape rooms in your classroom instruction.

Special Needs

Accessible Literacy Framework

Train-the-Trainer

Virtual – Synchronous

Virtual – Hybrid

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 the curriculum, or require adaptive materials to participate in a learning environment. Course participants will learn specific strategies designed to augment existing curricula or to serve independently as a literacy tool to reach this academically underserved and challenging student population. This course is a 45-hour train-the-trainer course that offers two hours of graduate credit through Trinity Washington University. Additionally, this course may be accessed virtually with a live trainer or virtually through a combination of synchronous and asynchronous learning.

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

Expanding Literacy Instruction by Tutoring English Learners: Project ELITE

Train-the-Trainer

Participant-Only Mini

Virtual – Synchronous

This course focuses on literacy training for educators providing individualized instruction to English language learners who need additional literacy supports. The focus is on reading comprehension and oral language development to help ELLs participate on equal terms in the classroom as they confront the dual challenge of mastering grade-level content while continuing to learn English. ELITE (Expanding Literacy Instruction by Tutoring ELLs) is based on the highly effective literacy intervention research by Diane August and reported by the U.S. Department of Education's Institute for Educational Sciences and the National Academies of Sciences, Engineering, and Medicine.

Intended audience: K-5 teachers and PSRPs who work one-on-one with ELLs or who train other educators or tutors

Finding Strengths: Supporting Students with Disabilities

Participant-Only Mini

Students with disabilities must be challenged to excel within the general curriculum and be

Colorín Colorado

colorincolorado.org

ColorinColorado.org is the premier national website serving educators and families of English language learners in grades preK-12. Colorín Colorado has been providing free research-based information, activities, and advice to schools and communities nationwide for more than a decade.

To support these educators and parents, Colorín Colorado offers free multimedia materials such as classroom videos, toolkits, research-based articles, multilingual tip sheets, newsletters, featured books and authors, and social media. The site also provides information about topics such as reading together at home and creating a welcoming classroom environment.

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 Universal Design for Learning. Participants will use the case-study method to develop appropriate accommodations and modifications to support student access and achievement in grade-level academic content.

Intended audience: PreK-12 educators servicing students with low-incidence disabilities in inclusive and self-contained settings

Instructional Supports and Tools: English Language Learners

Participant-Only Mini

Virtual – Synchronous

This workshop provides approaches and practical ideas and resources for what works for English language learners. Participants will be provided with research-based strategies, best practices and accommodations for working with ELL students. The workshop also highlights Colorín Colorado, a comprehensive online resource co-produced by the American Federation of Teachers and PBS station WETA, and lets participants create an action plan for how to use it effectively in their school and district.

Intended audience: PreK-12 teachers; paraprofessionals

Introduction to English Language Learners (ELL 101)

Train-the-Trainer

Participant-Only

Participant-Only Mini

Virtual – Synchronous

ELL 101 is designed to teach preK-12 mainstream educators and paraprofessionals research-based strategies, best practices and approaches to assist their own instruction in helping English language learners meet academic standards. Participants will gain a deeper understanding of culture and how language development affects instruction and learning. Engaging participants to reach a deeper understanding of the connections between cultural proficiency and academic achievement is a central focus of ELL 101. Participants will examine current practices and add to their repertoire to meet rigorous standards while differentiating for language diversity.

Intended audience: PreK-12 mainstream or general education teachers and PSRPs who have not had formal preparation or credentialing to work with ELLs. ESL/bilingual ed specialists are also welcome, especially if they train or coach mainstream or general ed practitioners.

“Although I had knowledge about teaching ELL students, this course provided me with a deeper [understanding]. I loved each component.”

– Claudia Rodriguez, United Teachers of Los Angeles



Students with Challenges

Participant-Only Mini

In education, currency is a medium of exchange, and any behavior students use to acquire knowledge and skills functions as currency. However, students who are “wired” differently or face traumatic experiences may not possess this currency. This SSS module demonstrates how to meet students where they are to ensure success.

Intended audience: PreK-12 teachers, paraprofessionals



A Union of Professionals

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



Item number: 39-1123001