Summer Educator Academy 2020
Course Offerings

Delivering Effective Professional Development
*Note: This is a mini-course required for ALL participants.*
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.

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

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.

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.
English Language Learners 101
The course is designed for K-12 mainstream or general education educators (teachers, paraprofessionals, others) of English language learners who have little to no information or preparation to work with this rapidly growing population of students. There are four sections (modules) that will include research-based information on second-language acquisition; information about the cultural, academic and linguistic diversity of ELLs; and a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor.

Informing Instruction: Linking the Assessment Process to Teaching and Learning (3-day course)
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” or SLO—then this training will be important to your local/members.

If your district is 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 developing 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 its impact on student learning.

Managing Behavior in School Communities
This course 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.

Meeting Writing Expectations K-12 (4-day courses)
Separated into two courses (K-5 and 6-12) Meeting Writing Expectations familiarizes educators with the writing standards, reviews relevant research around and demonstrates best practices in writing instruction, and connects reading and writing skills. Both strands include working with the writing process and the 6-12 course includes a deep dive into writing in the content areas.

Strategies for Student Success - Re-Imagining Teaching and Learning
This high-quality, research-based professional learning program consists of three-hour long modules that create a manageable way to connect with educators. The SSS modules address teaching and learning in a way that benefits new and veteran educators alike. 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.
• **Culturally Responsive Pedagogy**
  Educating students from cultural backgrounds that are different from the majority of students is a long-standing, persistent issue. For ethnically and racially diverse students to be academically successful, educators need to be prepared to provide content, scaffolds and instruction that embrace students’ cultures and experiences.

  Classroom teachers are the only people who have knowledge of the students they teach, the content they teach and the context in which they teach. What gets taught is determined by district guidelines and curriculum. But how it gets taught is best determined by teachers using their professional expertise and judgment. However, educators, districts and communities must work in unison to create systems to meet students where they are, as well as give teachers the freedom to find ways to get them to where they need to go through culturally responsive pedagogy.

• **The Curriculum We Want**
  Participants will explore lesson design for engagement through the lens of the curriculums they have. Then they will learn how to map their curriculums to meet the needs of students in their class and to prepare them for next steps. (Curriculum guru Heidi Hayes Jacobs is working with me on this module)

• **Students with Challenges**
  This module helps educators figure out how to motivate students with challenges, how to develop their strengths and use both their interests and strengths as a pathway to learning excellence.

• **The Trio: Inquiry-Based, Problem-Based and Project-Based Learning**
  Many researchers are requesting the education process moves away from compliance and more into stimulating student creativity and curiosity as a way to facilitate the transference of knowledge. This module examines three approaches to get this done and have participants develop through the curriculum module lessons to address students with challenges and all students in the class using the trio models stated in the title.

• **Teach Them to Think**
  In this module, educators will learn how to make decision-making, problem-solving and assessing the reliability of the source more explicit during instruction.

*** Strategies for Student Success attendees need to bring one lesson plan, have access to their classroom curriculum or syllabus.

**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 whose use 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. Participants learn ways to help students understand fractions as single numbers that can be represented on the number line.

Surrounding and infused throughout is the importance of student discourse about their mathematical thinking, as well as understanding the teacher’s role in bringing about conversations, justifications and a safe learning space in which errors are seen as a natural part of learning.

**Union Solution to Student Trauma**

Educators can be a powerful support for students who have faced adverse childhood experiences. Participants learn how trauma impacts children’s brains, bodies and behavior – and what they can do to best promote learning for all.

**Offerings for PSRP’s (4-day courses)**

**Interacting with Students - Minimizing Unintended Consequences**

When students display unacceptable behavior, the expectation is that the adults respond within the boundaries of established guidelines. However, that is not always the case and an improper reaction can have serious consequences. Even more troubling, is when the adult’s actions are misinterpreted by the student or false accusations are made. This module raises the learners’ awareness of their own triggers and recommends appropriate ways to handle students’ misbehaviors in a manner that minimizes unintended consequences.

**Managing Student Behavior for School Support Staff**

This course is designed for paraprofessionals and school support staff who have contact with and/or are responsible for overseeing the behavior and safety of students in the classroom, cafeteria, school bus, office, playground or school hallway setting. The course will teach paraprofessionals and school support staff how to manage challenging behavior and disruptive students.

**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 across a variety of learning environments.

**Course Cancellation**

If we are unable to offer a course due to low enrollment or other reasons, the AFT will notify participants as soon as possible. Registrants will have the opportunity to select another course.