

PRESENTATION

Joint House/Senate Education Committee
Alaska Council of School Administrators
State Capitol, Room 106
April 9, 2018
8:00 AM

Presentation Order:

1. Dr. Lisa Skiles Parady, Executive Director
Alaska Council of School Administrators
2. Deanna Beck, President,
AK Association of Elementary School Principals
Principal, Northwood ABC Elementary
3. Dr. Ashley Pierson, Senior Researcher, REL Northwest
Education Northwest
4. Dr. Steve Atwater, Executive Dean,
Univ. AK, College of Education (newly named)
5. Dr. Karen Gaborik, President,
AK Superintendents Association
Superintendent, Fairbanks North Star Borough SD
6. Dan Carstens, President,
AK Assoc. of Secondary School Principals
Principal, Nikiski Middle/High School
7. Cassee Olin, President,
AK Association of School Business Officials
Business Manager, Sitka School District
8. Kathy Blanc, Administrator, AK Staff Development Network
Tammy Morris, AK Staff Development Network
Alaska Council of School Administrators

Mission: *Leadership, Unity & Advocacy for Public Education*





2018 Joint Position Statements

Adequate funding for public education is our number one priority.

Priority Funding for Education

The State of Alaska must provide timely, reliable, and predictable revenue for schools, funding the true cost of an adequate education in all districts and providing full funding for all initiatives, laws and mandates that require additional services. Early notification of funding is crucial to sound financial management, as well as recruitment and retention of quality educators.

Revenue Enhanced Fiscal Plan Imperative

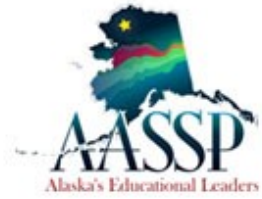
Alaska's most important need is to immediately develop and implement a long-term multi-revenue fiscal plan, based on the following facts from the Alaska Legislative Finance Division:

1. State expenditures have been cut by \$3.5 billion (44.5%) since FY13, to a level equivalent to FY07.
2. FY17 revenue supported 46% of FY17 expenditures.
3. Budget reserves will be depleted by FY19.

We strongly oppose cost shifting state expenditure responsibilities to local governments.

Early Childhood Education

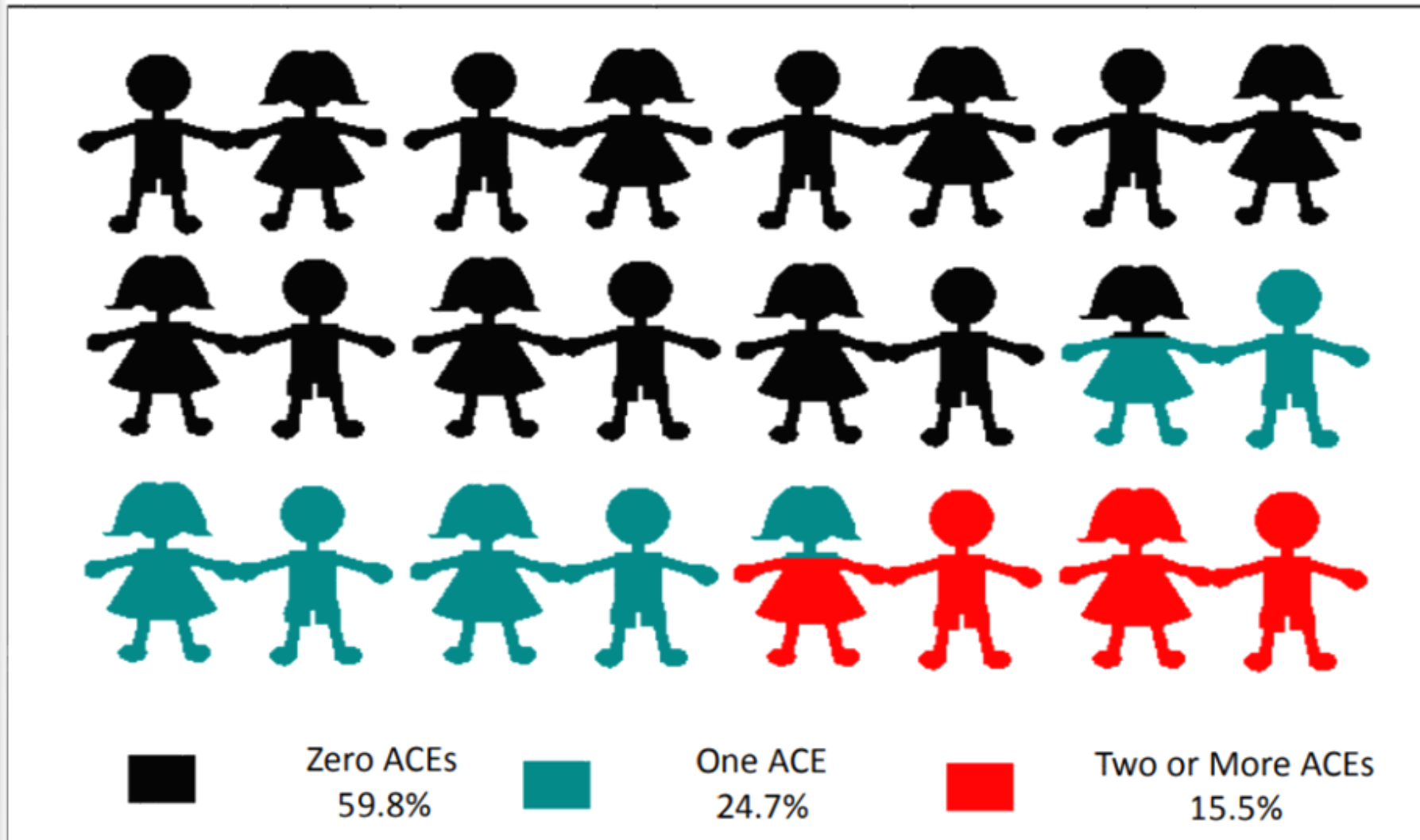
ACSA believes in a continuum of quality education, which supports providing a foundation of excellent social, emotional and cognitive instruction to students from preschool through the elementary years. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics. ACSA believes funding early childhood education must be a priority to increase long-term success for all children and meet the



Alaska Association Elementary School Principals (AAESP)

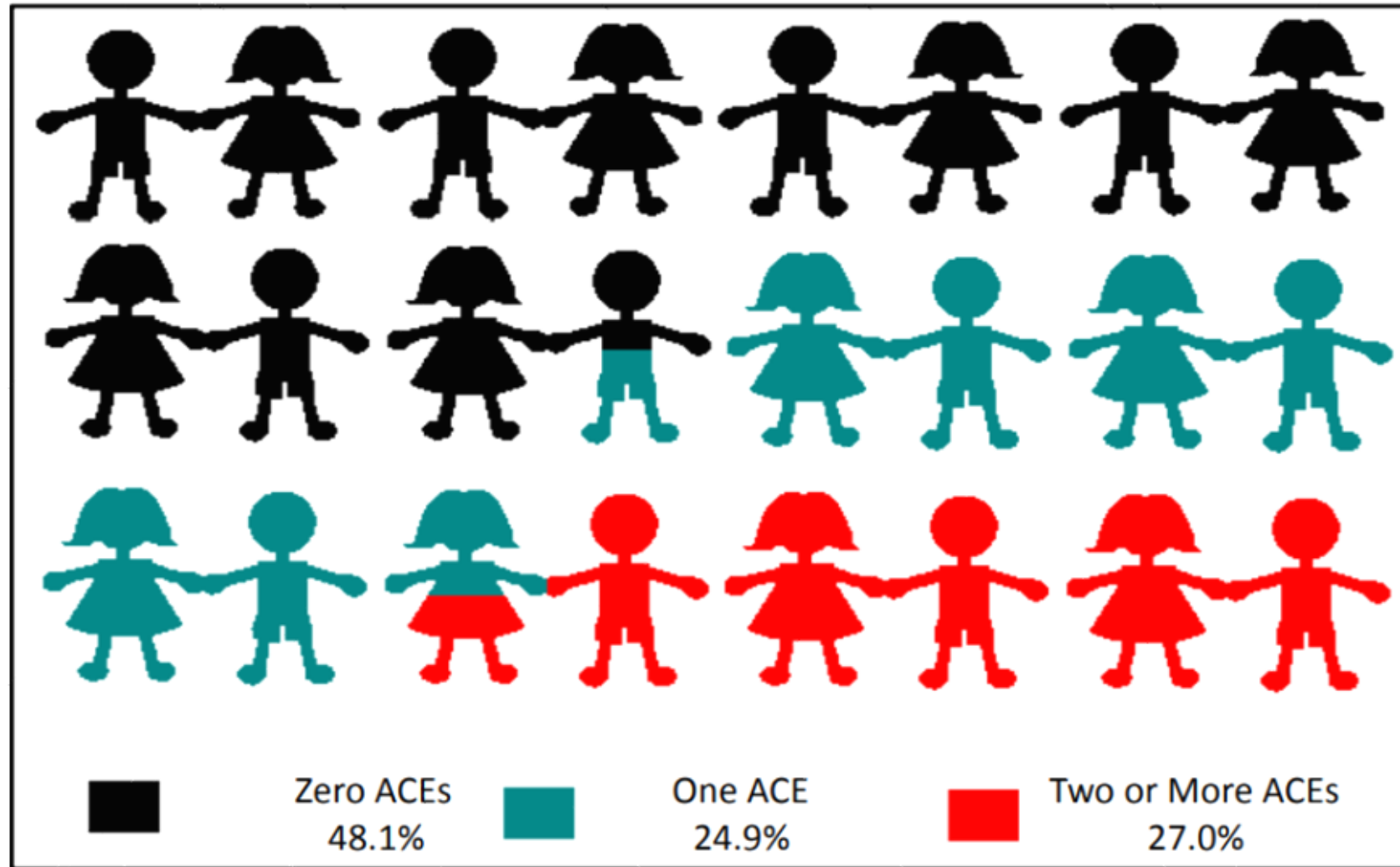
Deanna Beck
ACSA President/AAESP President
Principal, Northwood ABC Elementary
Anchorage School District

Age 0-5 by Number of ACEs in Alaska



Source: National Survey of Children's Health 2011/2012, Graphic created by the Alaska Mental Health Board/Advisory Board on Alcoholism and Drug Abuse Staff.

Age 6-11 by Number of ACEs in Alaska



Source: National Survey of Children's Health 2011/2012, Graphic created by the Alaska Mental Health Board/Advisory Board on Alcoholism and Drug Abuse Staff.

Educator Recruitment & Retention: Landscape and Strategies



Dr. Steve Atwater
Dean, University of
Alaska Fairbanks
UA Executive Dean
College of Education



Dr. Ashley Pierson
Senior Researcher
Education Northwest



Alaska State Policy Research Alliance (ASPRA)



Goal: Produce and share evidence on Alaska education issues

Educator Landscape 2017-18

- About 130,000 students in public schools
- Approximately 8,000 teachers
 - 700 new to profession/Alaska
- Approximately 400 principals
 - 70 new to profession/Alaska
- 54 superintendents
 - 53 districts and Mt. Edgecumbe



Retention Terminology

Retention: The number of educators who stayed at a school/district, divided by the total number of educators

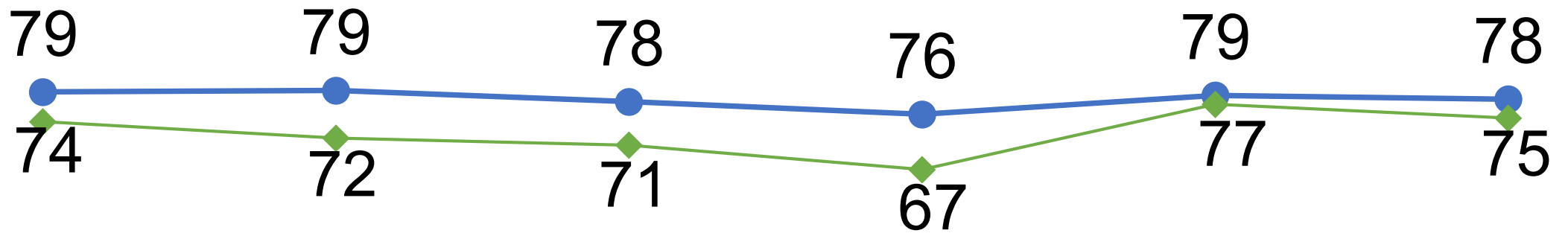
Rural/Urban Classifications:

- Urban (on- and off-road)
 - E.g., Anchorage, Fairbanks, Juneau
- Urban/rural fringe (on- and off-road)
 - E.g., Palmer, Seward, Sitka
- Rural hub/fringe (on- and off-road)
 - E.g., Bethel, Healy, Unalaska
- Rural remote (off-road)
 - E.g., Adak, Arctic Village, Yakutat



School Retention:

Principal and Teacher Rates Steady

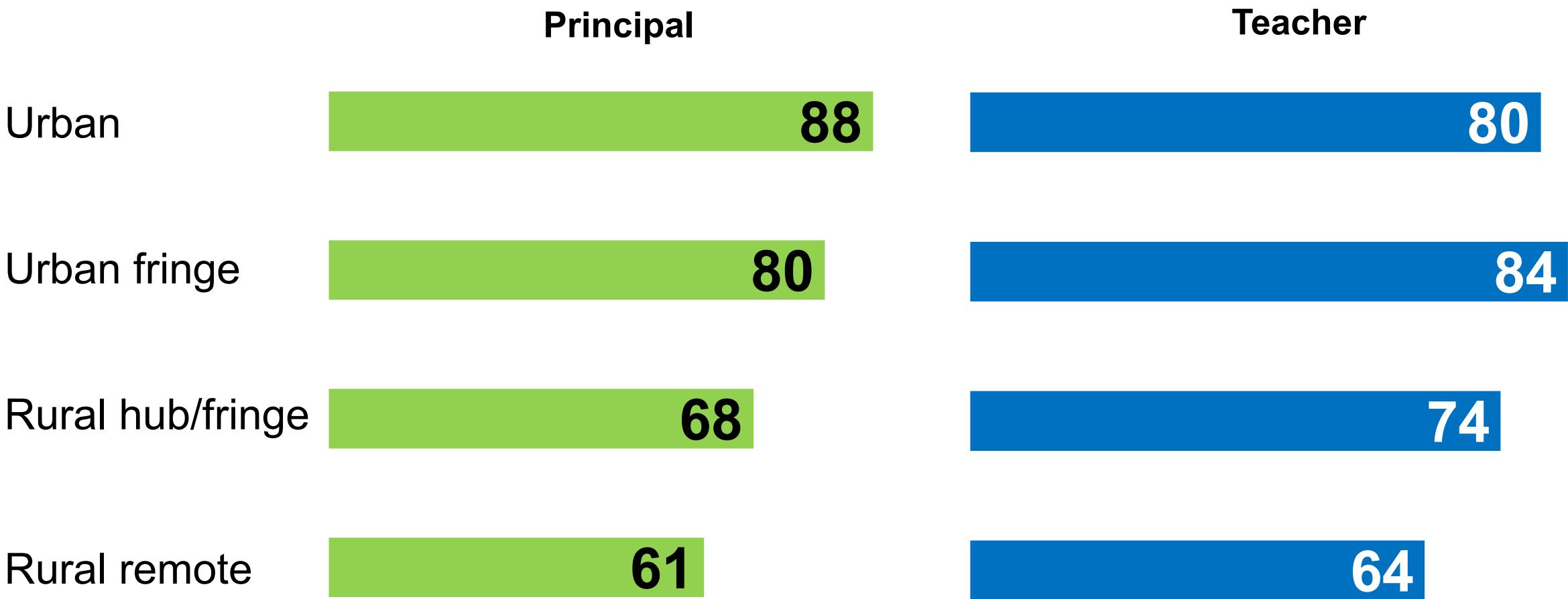


● Teacher
◆ Principal

Preliminary results

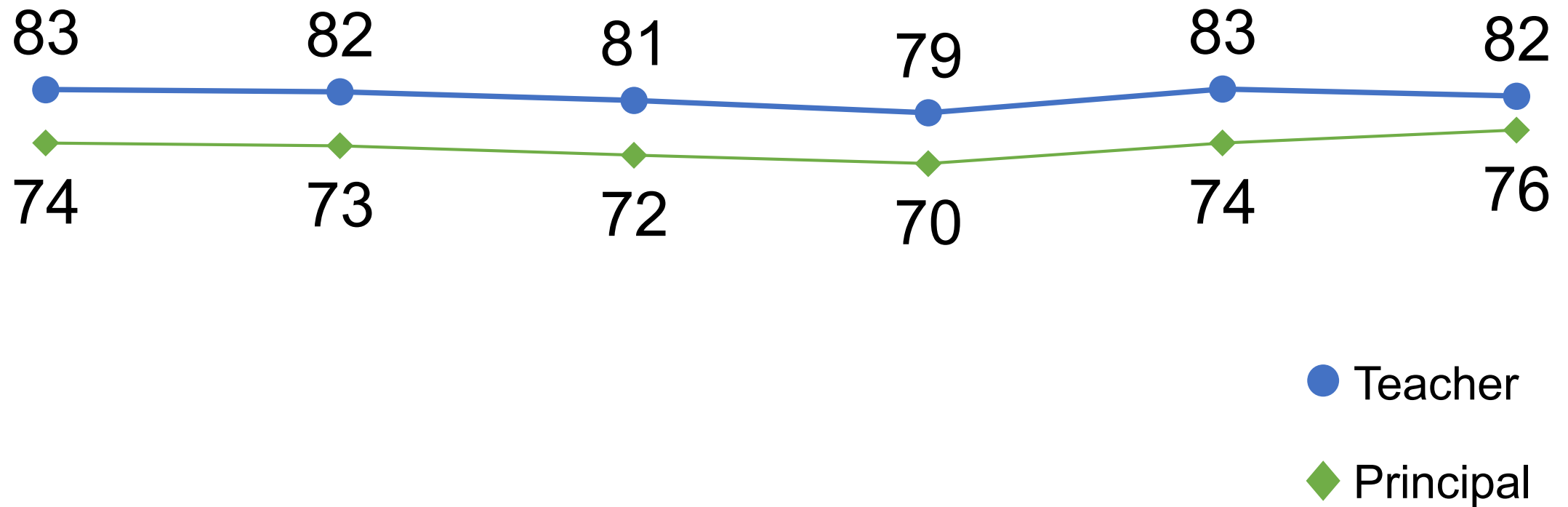
2012-13 2013-14 2014-15 2015-16 2016-17 2017-18

Rural Remote Schools Had the Lowest Retention Among Principals and Teachers in 2017–18



District Retention:

Principal and Teacher Rates Steady



Preliminary results

2012-13

2013-14

2014-15

2015-16

2016-17

2017-18

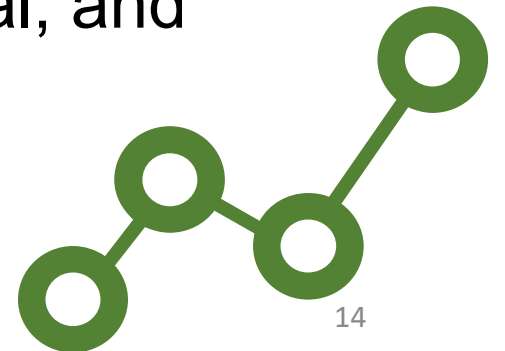
Superintendent Retention

Rates Vary by Year

- 72% of districts with superintendent turnover in last 5 years
- Average national tenure: 3 - 4 years

Future Research

- Updating and expanding landscape numbers
- Working with researchers statewide to ensure coherence
- Exploring questions such as:
 - What school and district characteristics are associated with higher retention?
 - What is the relationship among superintendent, principal, and teacher turnover in Alaska?



University of Alaska

Increasing the Number of Teachers for Alaska

UA System Level Changes

- UAS Alaska College of Education and Executive Dean
- UA Education Council
- Retain education units at UAF and UAA
- Increasing number of paraprofessionals pursuing teacher licensure

Increase Collaboration Among the 3 UAs

- Sharing courses
- Aligning processes (e.g., placement of student interns in rural AK)
- Recruitment of students

UA GOAL: By 2025, UA will prepare 90% of the new teachers hired in Alaska each year

	2013	2014	2015	2016	2017
UA Grads as % of New Hires	42%	34%	28%	30%	49%

Job Type	Percent Prepared by UA (10/1/17)
Teacher	41.8
Special Education Teacher	36.6
Principal	60.7
Superintendent	70.0



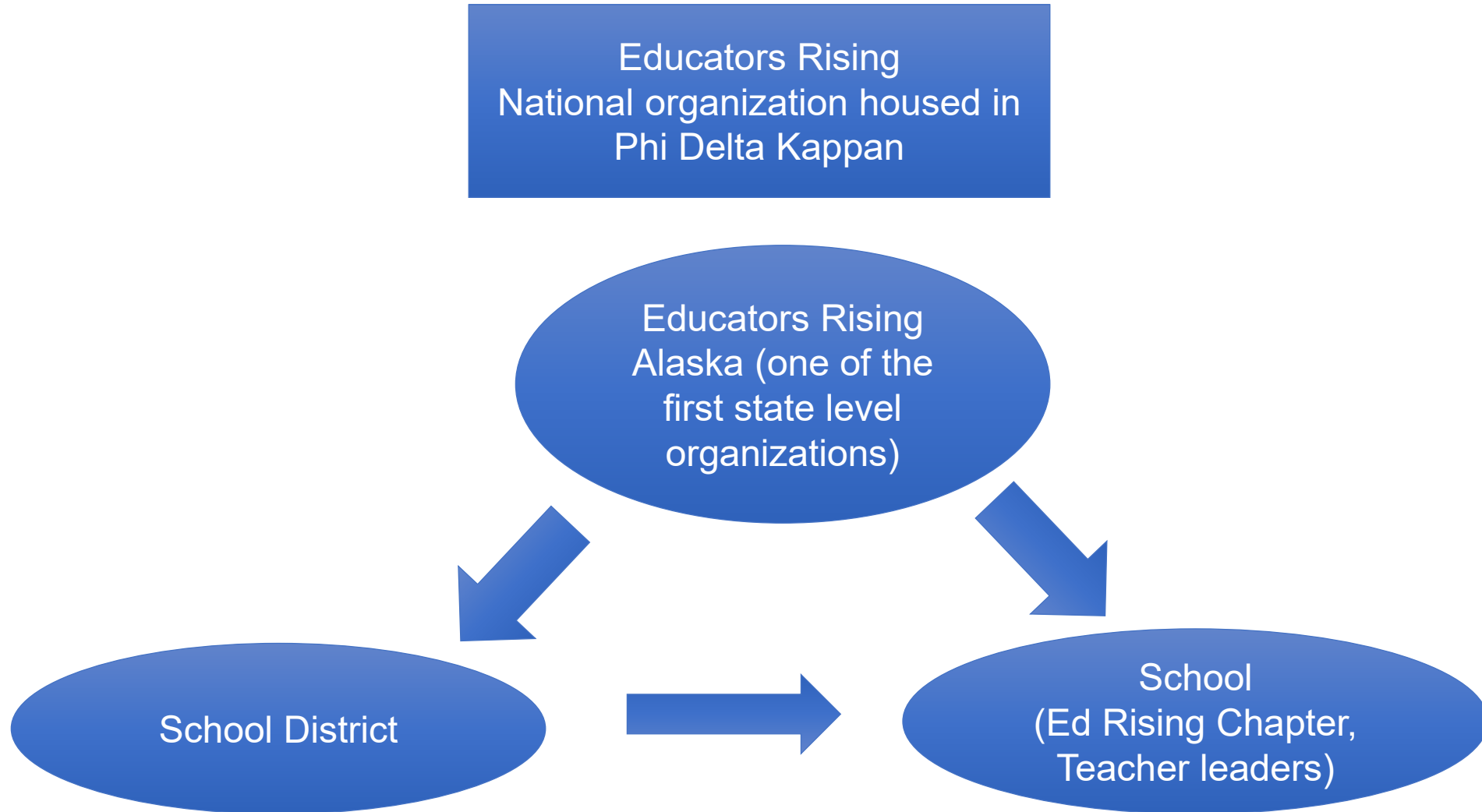
EDUCATORS RISING

There's power in teaching



Helping to steer high school students to the
teaching profession

Educators Rising Alaska



Educators Rising Alaska- A Career Pathway to Teaching

DEED sponsored the development of a 4-course career pathway for teaching

Educators Rising Alaska School Chapters-teacher leader organizes activities and coordinates or teaches courses

Educators Rising Alaska students participate in ER activity, take courses, compete at CTSO, attend annual academy

Educators Rising Alaska graduates can enroll at UA or begin work as a paraprofessional

Educators Rising Alaska Housed in the UAF K-12 Outreach Office

UAF K-12 Outreach Office

- Secures funds to support Educators Rising
- Coordinates and supports school-level activity
- Works directly (contract) with national organization
- Provides competition coaches
- Monthly webinars
- PD Curriculum Training
- Micro-credentials

Educators Rising Alaska

Today's Educators Rising Alaska Statistics

- 160 students
- 21 districts
- 20 teacher leaders
- 58 students competed at CTSO
- 35 students placed in the top 5 positions
and are eligible to compete at the national
competition

Four Strategies to Increase Retention



Grow your own staff and leadership

- Educators Rising
- Paraeducator support



Create incentives to stay in contracts

- Example: Bonus after two years



Improve onboarding of new staff members

- Connections to community
- Connections to other staff members



Encourage networks within and across districts

- Key for rural districts
- Can be virtual and/or in person

Making the Teaching Profession More Appealing

- Social esteem - Alaska must do more to recognize the value of teachers.
- Compensation - Alaska has a tradition of good support for education; it must maintain this.
- Job satisfaction - Alaska must ensure that policy and compliance do not “chase teachers away.”



Alaska Superintendents Association (ASA)

Dr. Karen Gaborik, ASA President
Superintendent, Fairbanks North Star
Borough School District



Alaska Association of Secondary School Principals (AASSP)

Dan Carstens

AASSP President

Principal, Nikiski Middle/High School

Kenai Peninsula Borough School District

Building Leadership Turnover Matters

- Principal *stability* linked to:
 - Student achievement
 - Impact reached in years 3-5 of tenure
 - Declining for two years after turnover
- Less teacher turnover

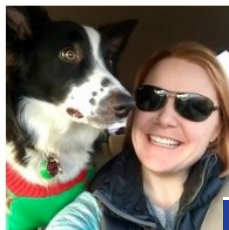


Alaska Association of School Business Officials (ALASBO)

Cassee Olin

ALASBO President

Business Manager, Sitka School District



Victoria Terzian
ASDN/AkPL

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Tracie Weisz
ASDN/AkPL

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Samantha Thornton
ASDN/AkPL
English Language Arts / Teacher

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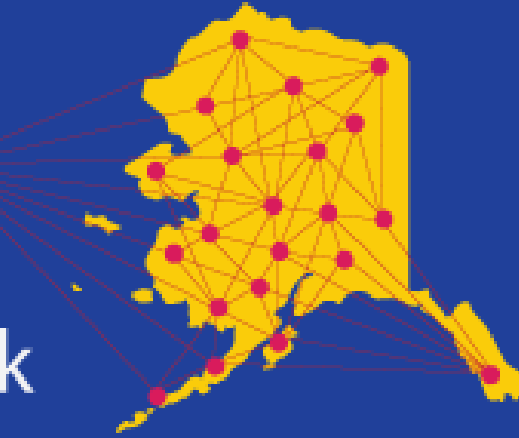
Marilyn Doore
ASDN/AkPL
Specialized and Support Staff

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AKPLN

Ak Professional Learning Network



Network of Alaskan Educators

Nathan Pitt
ASDN/AkPL
Administrator

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CJ Levine
ASDN/AkPL

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Robert McClory
ASDN/AkPL
Specialized and Support Staff

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Kim Meck
ASDN/AkPL
English Language Arts / Teacher

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Pamela Garcia
ASDN/AkPL
Coach

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Martha Lamont
ASDN/AkPL

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Rebecca Daniels
ASDN/AkPL

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Bo Sahr
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Joan Walser
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Educational Consultant

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Supanika Ackerman
ASDN/AkPL

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Lonny Cruff
ASDN/AkPL
Math / Teacher

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rebecca paul
ASDN/AkPL
5th Grade / Teacher

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Michael Byer
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Frank Pieper
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max drummy
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Wendy Demers
ASDN/AkPL
Teacher

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Megan Morton
ASDN/AkPL
Specialized and Support Staff

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Retention Challenge:

How do you reduce teacher isolation, build connections, and increase collaboration around professional learning?

AND

How do you do it online?

Statewide Partnership to Connect & Support Alaska's Educators Online



What Can Educators Do There?

- Watch award-winning videos of effective teaching
- Gain ideas for lessons & view new teaching strategies
- Create or join groups to connect with other teachers across Alaska around instruction
- Get modern, personalized professional learning from anywhere

AkPLN
Alaska Professional Learning Network

VIDEOS TEACHERS Q&A GROUPS RESOURCES DEEP DIVES BLOG

Search

Browse Videos

Clear selected filters

▼ Video Libraries

Help & How To 18

Tch Videos 1K

Tch Uncut Classrooms 148

Webinars and RTI

Pathways

Bering Strait ELA

Districts

Alaska Anchor Reading Standards

Alaska Anchor Math Standards (K8)

Alaska Anchor Math Standards (HS)

Subjects

Grades


Need help?
Email us your product support questions

Teaching Channel
PLAYBOOK
Your guide to making blended professional learning come to life.
Get started →

1,299 Videos

Newest | **Most Watched** | Most Discussed

Teaching Practice




Improving Participation with Talk Moves

All Grades / All Subjects / Discourse

2 min | 3K | 142

Teaching Practice




The Stoplight Method: An End-of-Lesson Assessment

All Grades / All Subjects / Exit Slips

1 min | 3K | 185

Teaching Practice




Setting the Tone from Day One

All Grades / All Subjects / Expectati...

2 min | 1K | 154

Teaching Practice

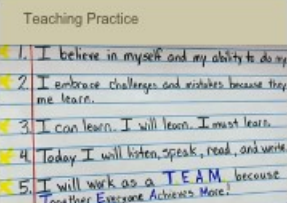


Vocabulary Paint Chips

Grades 9-12 / ELA / Synonyms ELA.L.11-12.4b

2 min | 2K | 184

Teaching Practice




Ready to Learn: Creating a Positive Classroom Culture

All Grades / All Subjects / Community

2 min | 737 | 132

Teaching Practice




New Teacher Survival Guide: Classroom Management

Grade 6 / Social Studies / Behavior

11 min | 2K | 101

Teaching Practice




Silent Signals in the Math Classroom

Grades K-5 / Math / Communication

2 min | 960 | 85

Teaching Practice




Writing Higher Order Questions

All Grades / ELA / Analysis

2 min | 3K | 129

Tch Special



Common Core: Elementary School

Grades K-5 / ELA / Math / Common...

14 min | 536 | 62

30

Learning Pathways

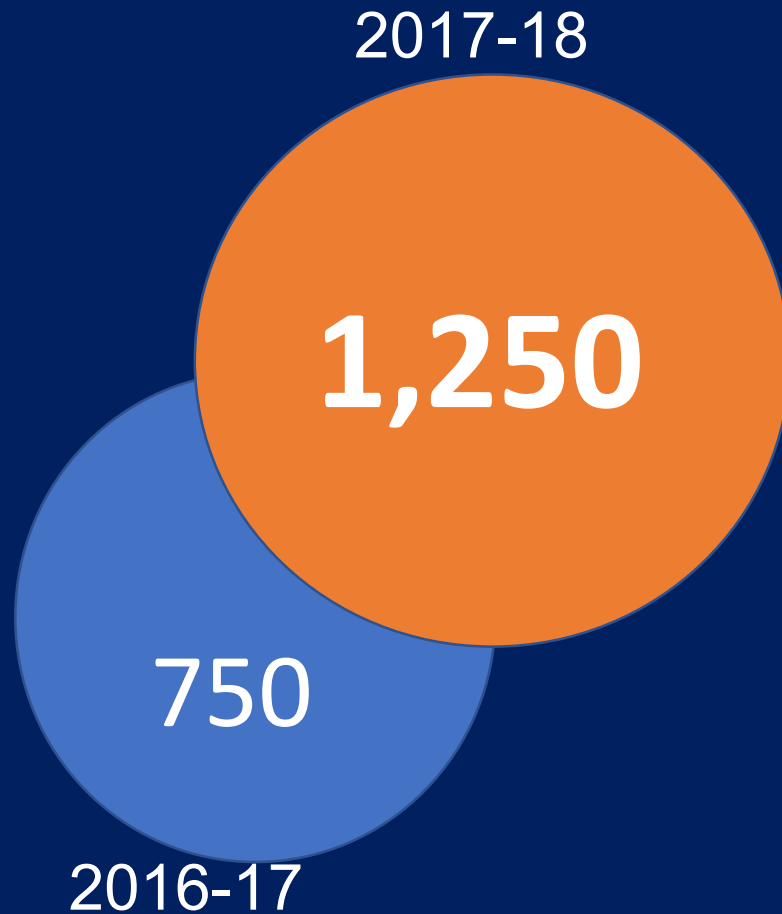
The screenshot displays the Teaching Channel website. At the top, there's a navigation bar with 'Tch TeachingChannel', 'Our Mission', 'My Messages', 'My Spaces', and 'Sign Out'. Below this is a secondary bar with 'AkPLN Ak Professional Learning Network' and a search bar. The main content area is divided into several sections:

- Teaching Channel PLAYBOOK:** A red banner with the text 'Your guide to making blended professional learning come to life.' and a 'Get started' link.
- Quick Links:** A list of links including 'WEBINAR SERIES: Webinar Series Credit with Diana Kurka', 'RTI/MTSS EFFECTIVE INSTRUCTION CONFERENCE: RTI Credit Course Groups', 'LEARNING PATHWAY LIBRARIES: ELA Elementary-Comprehension, ELA Elementary-Foundational Skills, ELA Elementary-Vocabulary, Math Learning Plans-Gr PrK-2, Math Learning Plans-Gr 3-6, Math Learning Plans-Gr 7-12', 'BERING STRAIT ELA PATHWAYS: BSSD ELA Foundational Skills, BSSD ELA Comprehension, BSSD ELA Vocabulary', 'Tch Teams Kickstarter - learn the basics of using AkPLN', and 'Alaska Standards'.
- Featured Videos:** A section with three video thumbnails:
 - Silent Signals in the Math Classroom:** A video showing students in a classroom raising their hands. It's a 2-minute video.
 - The Wingman: Engaging Reluctant Students:** A video showing a teacher and students at a table. It's a 2-minute video with 2K likes and 154 comments.
 - My Favorite No: Learning From Mistakes:** A video showing a teacher and students. It's a 6-minute video with 3K likes and 85 comments.
- My Groups:** A section with two group cards:
 - All About Words, Words, Words - Effective Vocabulary:** A group with 14 members and 21 likes.
 - Visible Learning for Mathematics with Bobbi Jo:** A group with 9 members and 32 likes.
- Teachers I Follow:** A section with two teacher profiles:
 - Karl Schleich:** An Educational Consultant who posted in a group on Apr 3rd.
 - Diana Kurka:** An Educational Consultant who posted in a group on Apr 2nd.
- Q&A:** A red section with the text 'Get answers from your colleagues and the overall Tch community.' and an 'Ask anything' button.
- How will you use AK Professional Learning...:** A section with a question and 0 answers.
- What are the best educational podcasts?:** A section with a question and 1 answer.

- Support the Alaska State Standards and instructional leadership at all levels
- Offer learning opportunities that align with 21st century learning modes: collaboration and individualized learning through the use of video and online tools
- Exemplify research-based effective teacher professional development

We're Growing!

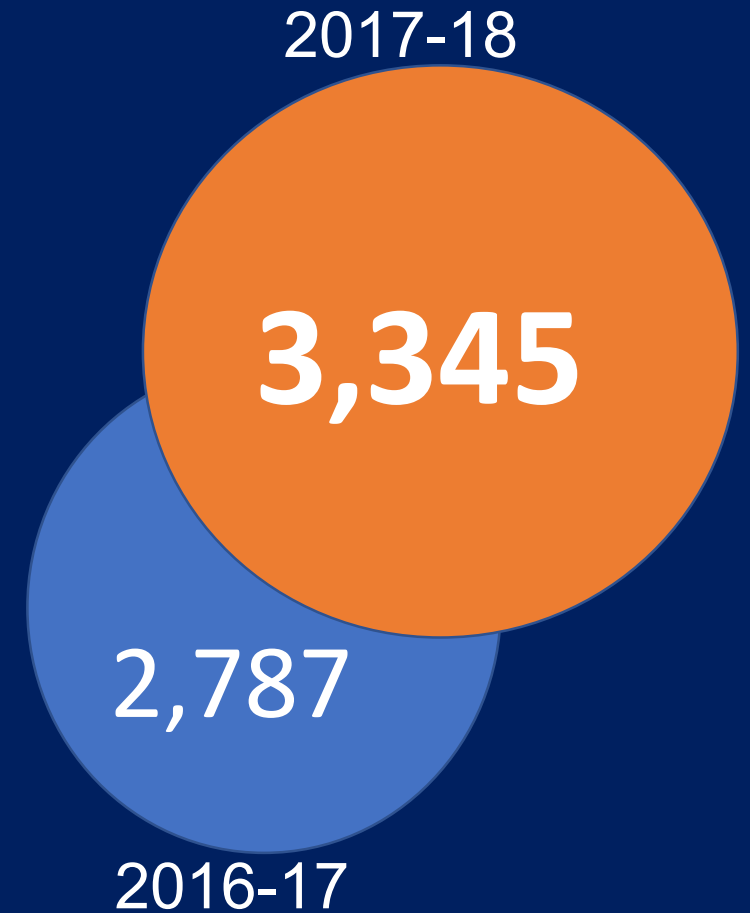
Site Members



Site Visits



Number of Posts and Comments



We're Growing!

42

School Districts have educators on AkPLN

510+

Teachers participated in professional learning with AkPLN to earn credit for re-certification

50+

Learning Plans developed to support instruction in English Language Arts and Mathematics

Thank You! Questions?



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Alaska's most important need is to immediately develop and implement a long-term multi-revenue fiscal plan, based on the following facts from the Alaska Legislative Finance Division:

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Early Childhood Education

ACSA believes in a continuum of quality education, which supports providing a foundation of excellent social, emotional and cognitive instruction to students from preschool through the elementary years. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase student achievement across all demographics. ACSA believes funding early childhood education must be a priority to increase long-term success for all children and meet the constitutional obligation to provide equal protection under the law inclusive of educational opportunities.

Career and Technical Education

Career and Technical Education (CTE) for both rural and urban schools is critical to high academic standards and Alaska's economic growth and stability. Collaboration through professional development and management between the Department of Education & Early Development (DEED) and Department of Labor & Workforce Development (DOL) with educators and industry based professionals is needed for the academic integration of rigorous and relevant curriculum. The alignment of CTE programs to meet the needs of local, regional and state labor markets through this collaboration is also important for improving on-time graduation rates, higher career earnings and decreasing dropout percentages, while also offering more dual credit opportunities.

Preparing, Attracting and Retaining Qualified Educators

A quality education for Alaska's students is directly related to the level of effectiveness of Alaska's educators. ACSA strongly encourages the development of comprehensive statewide programs to prepare, attract and retain high quality educators and professionals, especially in the areas of Special Education, STEM and Leadership. ACSA further advocates for support to enhance existing professional learning programs for all educators to improve their practice to meet the individual needs of all students. We believe that with strong new teacher mentoring and professional learning opportunities for current educators and a comprehensive recruitment effort through K-12, Alaska Teacher Placement and the University of Alaska, we can meet the growing demands for more high quality educators in our state.

Alaska needs innovative, alternative pathways to attract teaching and leadership talent to the education profession and address unique circumstances. Statewide teacher mentoring and administrative coaching is needed. This must include development of an Education Career Pathway for our current students to explore within the K-12 system. Also, alternative qualifications, retire/rehire provisions, teacher retirement incentives, and an examination of the current retirement system must be considered.

Every Student Succeeds Act (ESSA) - State

Support the Department of Education and Early Development to redefine the state accountability system while ensuring that local control is honored. The new accountability system, should provide stakeholders with multiple indicators to accurately and effectively monitor student, school and district performance, focusing on improving student learning and achievement through critical thinking and problem solving, while providing stakeholders information to improve quality educational opportunities. The system should ensure the statewide assessment is one of several valuable indicators of success. We support an assessment that meets federal requirements and student learning needs.

Other State Issues; e.g. Workman's Comp, PERS/TRS:

- The state should continue efforts to control the cost of Worker's Compensation claims, including adoption of medical treatment guidelines, improved management of claims and an improved Reemployment Benefits process.
- We strongly oppose efforts to shift PERS and TRS costs from the state to employers. Policy for termination studies and "below the floor" charges should be reexamined. These cost shifts are "back door" cuts to school district budgets.
- We encourage solutions to the escalating costs of health insurance in the state, including exploring the viability of multiple options such as a possible state health care authority, revision of the 80th percentile rule and appropriate controls of the cost of medivacs.
- We strongly encourage action to ensure that quality mental health services are available to support all of our schools.
- We support continued collaboration with the State Board of Education and Early Development's efforts to move forward with the Alaska Education Challenge.

JPS Federal Issues 2017-2018

Forest Receipts (Safe and Secure Rural Schools Act)

- ACSA strongly endorses the continuation of the 100-plus year partnership that was created between the federal government and communities to compensate communities financially impacted by the placement of timber reserves into federal ownership.
- We desire a long term solution that will allow all aspects of what constitutes responsible forest management while comprehensively renewing the forest products industry in the impacted areas. We request that funding be provided to impacted communities during the interim while a new revenue stream is being established.
- SRSCSDA payments have not been received by districts since FY2015 yet these resources remain critically important to 24 of Alaska's 54 school districts. If not reauthorized, Alaska will lose over \$10 million in revenues mostly tied to education. Since there is a year lag time in receiving these funds for most districts, a reduction in funding of this magnitude will create hardships on students that are both significant and unforeseen.

ESSA

- We encourage the United States Department of Education to fulfill the bipartisan intention of ESSA by honoring local control and avoiding federal overreach while developing and implementing ESSA. To those ends, we request that USED allow more time for states and districts to develop their plans and provide a one-year review.
- We encourage legislators to eliminate discretionary funding caps, to allow adequate investment in education. We ask that the department stick to the intent of the law and not attempt to create regulations that "fix" problems not addressed in legislation, such as the "supplement, not supplant restrictions", and the insistence by USED to require that a school's performance be defined by a single designation.
- We encourage Congress to fully fund the education programs authorized by the Elementary and Secondary Education Act, so as to fulfill the funding levels authorized by the bipartisan Every Student Succeeds Act.

Affordable Care Act

We support and encourage modifications to the Affordable Care Act (ACA) "Cadillac Tax" and how it applies to Alaska. The cost of even basic health care plans in Alaska are high; yet, due to the cost of medical services in Alaska they are categorized within the existing thresholds of the Cadillac Tax which are determined at the federal level. The current calculation unfairly penalizes Alaskan employers for factors beyond their control. Solutions may include a geographic differential or other mechanism to recognize Alaska's unique cost structure.

We support exploration of various mechanisms to decrease healthcare costs by such measures as allowing employers to purchase health insurance policies across state lines.

Other Federal Issues

- We oppose use of public money to fund private education through vouchers or other mechanisms.
- We support full funding of E-Rate and Impact Aid, with no significant program changes needed.



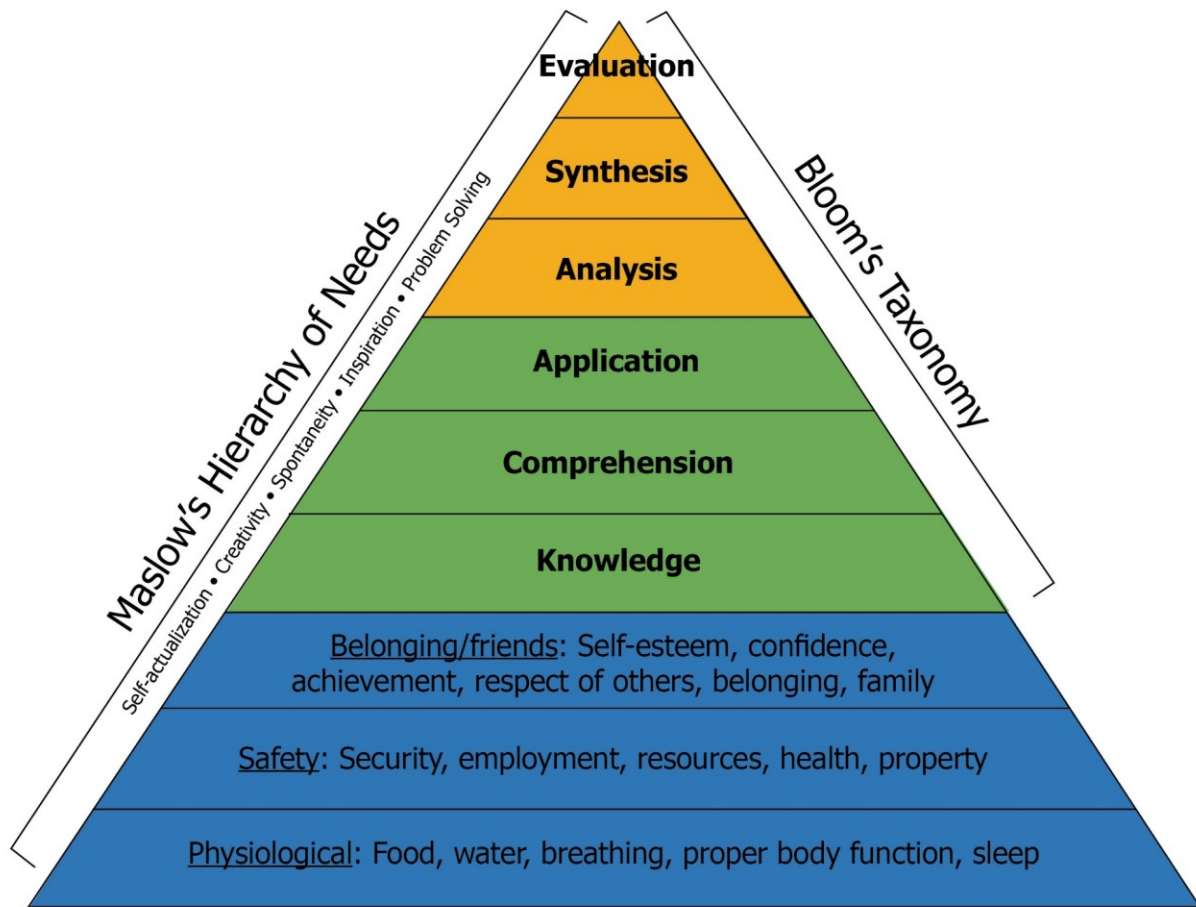
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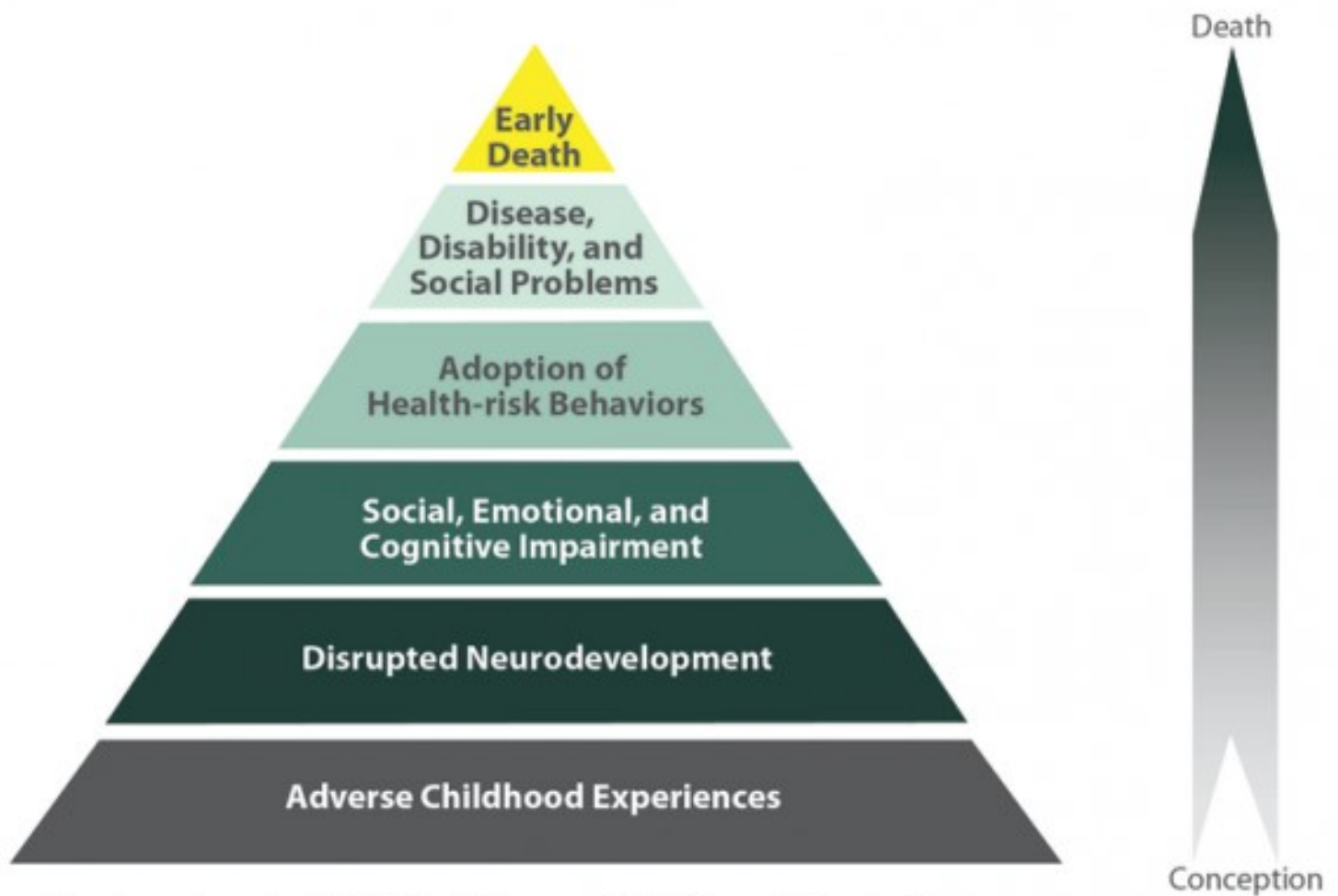


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aaesp@gci.net



Maslow *before* **Bloom**: **Context** *before* **Content**





Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse



Divorce

Partnering with Education Stakeholders in **Alaska**

REL Northwest's goal is to deepen collaboration and evidence use among educators and policymakers on important educational issues identified by stakeholders across Alaska and the Northwest region. ***Together, we are putting research into action.***

ALASKA STATE POLICY RESEARCH ALLIANCE (ASPRA)

REL Northwest is a founding member of ASPRA, a diverse network of Alaskan educators, policymakers, and key education stakeholders. ASPRA is guided by a leadership team comprising representatives from the Alaska Department of Education & Early Development (DEED), Alaska Council of School Administrators, University of Alaska, and REL Northwest. The alliance addresses key educational issues through projects in four working groups: state K–12 policy, early childhood education, school leadership, and educator recruitment and retention. ASPRA is currently focused on five activities:



Provide data support on planning and reporting for the federal Every Student Succeeds Act (ESSA)

REL Northwest is working with DEED and other ASPRA partners to provide analytic support on ESSA planning and reporting. One focus area in ESSA is English learner students. ASPRA partners are working to incorporate English proficiency results into ESSA accountability and reporting requirements.



Support school leaders and examine educator recruitment and retention in Alaska

ASPRA partners are facilitating a superintendent working group to support school leaders in using data and evidence to inform local and state program and policy decisions. The superintendent working group is interested in improving the retention of superintendents, principals, and teachers in Alaska. To better understand educator retention, ASPRA partners will review and summarize existing research, collect and analyze data on school and community factors that may be related to superintendent turnover, and calculate rates of retention across the state. In addition, REL Northwest and other ASPRA partners are participating in a collaborative effort, convened by the University of Alaska, to support the preparation, recruitment, and retention of Alaskan educators. We are also working with the Mountain West State Executives Dialogue, through which state education administrator associations—including the Alaska Council of School Administrators—are supporting one another's efforts to create a more effective and equitable educator pipeline.





Assess how technology is being used for classroom instruction and educators' professional development

Improving educators' access to and use of technology is a top priority in Alaska. To help state decision-makers learn more about this issue, REL Northwest is collaborating with DEED and other ASPRA stakeholders to develop a survey of the technological resources educators use for classroom instruction and professional development. From the survey, we will identify promising technological practices in up to four local schools and will document these practices through case studies. Ultimately, ASPRA seeks to provide actionable information to help stakeholders determine policies and practices for improving the technological resources available to educators.



Provide early learning data support

REL Northwest is supporting DEED and other ASPRA partners with early learning research, data, and analysis. Specifically, we are working together to tailor the reporting and analysis of Alaska Developmental Profile kindergarten entry assessment data for different education stakeholders to make the data more actionable. REL Northwest is also providing early learning stakeholders, including members of the Alaska Early Childhood Coordinating Council, with data and reporting support, such as research assistance on topics ranging from family engagement to kindergarten readiness to preschool programs.



Scaling up efforts to support Native students' success

REL Northwest is working across the region to increase awareness of effective strategies and programs for serving American Indian/Alaska Native (AI/AN) students. Specifically, we are building on our work with the Education Committee of the Affiliated Tribes of Northwest Indians (ATNI) through a partnership known as the Northwest Tribal Educators Alliance. With the long-term goal of using culturally relevant data and evidence to promote academic and community success for Native students, the alliance is expanding its membership to include more leaders in AI/AN education.

For more information:



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ies.ed.gov/ncee/edlabs/regions/northwest/



twitter.com/relnw

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EDUCATORS RISING

A L A S K A



www.educatorsrisingalaska.org

What: State level effort to guide students to the teaching profession

Where: Based and coordinated at UAF's K-12 Outreach Office, activity occurs in schools

How: Career pathway (four courses taught by district teachers or by distance from CRSD or KPBSD - contact districts for more information)

When: Courses offered during the day, EdRising Alaska State Conference in the spring

Why: Alaskan teachers are retained at a much higher level as compared to those from out of state

Who pays for Educators Rising Alaska?

District	K-12 Outreach	Other
Cost of instructor (can use Perkins funds)	Training of Instructors	
Travel to EdRising State Conference	Travel to EdRising State Conference	Cost shared between districts and K-12 Outreach

For more information, contact Barb Wadlinger
bjwadlinger@alaska.edu 907.450.8379

For more information about the online course:
Contact CRSD or KPBSD CTE administrators

The Challenge

Lack of
coordination
in the districts



K-12 Outreach

**PROFESSIONAL DEVELOPMENT
FOR ALASKA'S EDUCATORS**

**SPRING
2018**

Catalog

Online Courses

Webinar Series

Conferences and Institutes

ALASKA STAFF DEVELOPMENT NETWORK



ALASKA COUNCIL OF SCHOOL ADMINISTRATORS

234 Gold Street • Juneau, AK 99801

asdn.org • 907-364-3809

ALASKA STAFF DEVELOPMENT NETWORK

At ASDN we understand the challenges of the current educational climate, including ever-tightening budgets and increasing accountability. Advancing professional learning within the classroom, school and district is necessary for adjusting instructional practice to improve student learning. Our mission is to improve student outcomes by providing researched-based, quality professional development for Alaska's teachers and school administrators. We make every effort to partner and share resources in order to keep our offerings affordable.

ASDN is a non-profit statewide partnership initiated in 1983 that includes Alaska's school districts, colleges and universities, the Alaska Department of Education and Early Development, NEAAAlaska, and a number of professional education associations. ASDN is administered by the Alaska Council of School Administrators (ACSA) and we have close ties to the Alaska Superintendents and the Secondary and Elementary Principals Associations. We believe that the unique professional growth needs of Alaska's teachers and administrators can be best met by strengthening collaborative relationships among these groups.

- Our online courses and face-to-face institutes expand the professional learning opportunities available to all educators, especially those in rural districts. Our courses meet Alaska Department of Education and Early Development requirements for teacher certification and recertification and have been approved in the Anchorage School District's MLP system.
- ASDN is a statewide leader in professional learning. We focus on priorities established by school districts and professional organizations statewide. Key leaders from all districts and past program participants are surveyed annually to help set our professional learning priorities. Please contact us with your suggestions for professional development that you would like to see offered in Alaska.
- ASDN also forms partnerships and develops grant proposals that bring significant additional resources to school districts and professional associations in the state. School and district leaders are encouraged to contact us with ideas or opportunities for partnerships.

ASDN Tier 1 Member Districts: Benefits for Educators

ASDN is a membership organization. Although we welcome participation from any educator in the state, we do request that school districts (not individuals) become ASDN members. Check our website at asdn.org to see if your district is a Tier 1 or Tier 2 member. We offer the following benefits for **all staff from Tier 1 districts**:

- \$50 discount per registrant on all ASDN online courses, including the required Alaska Studies and Multicultural Education courses
- \$200 discount per registrant for the 2018 Alaska RTI/MTSS Effective Instruction Conference
- Free registration for a number of ASDN webinar series
- \$50 discount per registrant for the multicultural and Alaska Studies courses with Father Michael Oleksa
- \$100 discount per registrant on ASDN's Spring Leadership Working Conference
- Unlimited free access for all staff to more than 100 recorded, two-hour webinars with nationally recognized experts



ALASKA STUDIES AND MULTICULTURAL EDUCATION

Alaska Alive! Online

Dates Online - Self-paced, start anytime

Course Number, Credit APU EDUC 59500, 3 Credits

Course Description Alaska Alive! is an online course specifically designed for educators. Alaska Alive! is a survey course, built to give you an overview of the incredible history of Alaska. The themes of Education, Land and People provide a simple framework for learning activities. This course provides many materials and resources for Alaskan exploration and discovery, on foot, online and in your community. This course has been developed to meet the intent of the Legislature in terms of content so that it fulfills the Alaska History course requirement for teacher certification. Beyond certification, the course offers an abundance of information, resources and application of ideas to standards based instruction.

Instructor Sharon Bandle

"This course is perfect for the first timer, new to Alaska...it was fun and I would not change a thing! I have already told my friends about it."

Creating Culturally Responsive Schools

Dates Online - Self-paced, start anytime

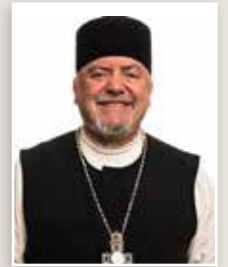
Credit APU EDUC 59600, 3 Credits

Course Description Alaska Standards for Culturally Responsive Schools were developed by Alaska Native educators throughout the state. This important work examines how educators, curriculum, schools, and communities must work together to address the unique learning needs of Alaska's diverse students. A holistic approach to learning and quality education that honors Alaska's past, present and future is critical for both rural and urban students. The goal of this online course is to introduce you to the Alaska Standards for Culturally Responsive Schools which guide you through a process of introspection and investigation of key questions: How effectively do I teach my students? How might I improve my classroom or school to increase student engagement?

Instructors Doug Penn and Laurie Van Huis

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

Communicating Across Cultures with Father Michael Oleksa



Dates Anchorage: March 1-3, 2018
Offered again May 29-31, 2018

Course Number, Credit APU EDUC 59200, 3 credits

Course Description What's a culture? What's your culture? Do you have a culture? Everyone does. The best definition of culture is "the way you see the world." But you can't SEE the way you see the world. Your own culture is always invisible to you. We can look at other people's cultures, but we can't articulate our own very well. The Rev. Dr. Michael Oleksa's presentations are devoted to a discussion of cultures and how they affect us as educators. This course is the product of many years of experience in rural communities as well as years of research. It is especially designed to give the participant grounding in the cultural differences that often create miscommunication among Alaskans. The class begins with three face-to-face sessions with Father Oleksa in Anchorage (two evenings and all day Saturday) and is completed online.

"One of the best introductions to the cultural standards I could imagine. It would really help all teachers refocus on the moments when communication may not be clear as it should be...Thanks!!"

Alaska Alive! with Father Oleksa

Credit APU EDUC 59500, 3 credits

Course Description In Alaska Alive! you will learn about Alaska's history and the history of education in the state from one of Alaska's most dynamic presenters. Explore the culture of the Native peoples of Alaska and the connections between the environment and emigrations. The class begins with three face-to-face sessions with Father Oleksa in Anchorage May 31, June 1-2 (two evening sessions and all day Saturday) and is completed online with instructor Sharon Bandle.

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



Using a Growth Mindset and Math Routines to Reach All Learners with Bobbi Jo Erb

Dates February 8, March 1, 8, 22, 30 and April 5

Tuition \$75 for educators from Tier 1 organizations and districts,
\$195 for all others

No cost to educators from LKSD.

Credit Two university credits are available for attending all
webinars and participating in online assignments and
discussions. Credit registration takes place after the first
webinar (\$185)

Target Audience K-8 Educators

It is the impossible task that all teachers take on when we teach math: meeting learners where they are and taking them to where they need to be. In order to accomplish our goal, we must figure out how to differentiate as we help our students build procedural fluency and conceptual understanding of math concepts.

Luckily for us, there is more and more research emerging that shows us how developing a growth mindset culture and using key instructional strategies will lead to a significant increase in student learning.

In this webinar series we will explore how to use these strategies through high-impact math routines such as Daily 3, Number Talks, Number of the Day, Which One Doesn't Belong, etc. . . to develop a classroom culture of growth mindset and student achievement in mathematics.

Presenter

Bobbi Jo Erb is a self-proclaimed "Math Geek". Currently, she works as a math consultant with districts in Alaska and Idaho on best practices in mathematics instruction. Formerly, she was the Executive Director of Curriculum and Instruction and the STEM: Math Curriculum Coordinator for the Anchorage School District. Ms. Erb has 20 years of classroom teaching experience ranging from 6th grade through middle school, high school and the university level.



Webinar 1: Intro to Growth Mindset and Visible Learning Research

This 1st webinar in the series will review current research on growth mindset and some of the visible learning research on highly effective math teaching practices.

Webinar 2: Intro to Instructional Routines

The 2nd webinar will focus on the key characteristics of a routine including structures, discourse, multiple representations and the difference between fluency and conceptual understanding.

Webinar 3: Teaching with Learning Stations

The 3rd webinar will focus on developing learning stations in the classroom and will focus on four main components of running stations: instruction, curriculum, environment and learner.

Webinar 4: The Daily 3 and Other Routines

For our 4th webinar, we will dig into the Daily 3 Routine for teaching math and discuss activities to use for Math by Myself, Math Writing and Math with Someone. The information learned from the first 3 webinars will be used as we discuss activities for the Daily 3.

Webinar 5: Number Talks & Which One Doesn't Belong

Some might already be familiar with the overall idea of number talks, but in this webinar, we will learn the routine of a pure number talk and explore ways to adjust that routine to facilitate math talks as well.

Webinar 6: Routines & Differentiation

For our final webinar, we will discuss ways to differentiate routines as we talk about low-floor/high-ceiling tasks, student discourse, the Standards of Mathematical Practice and using multiple representations.



Research-Based Tier 2 & 3 Behavior Supports for “Tough Kids” with Karl Schleich

Dates February 20, 27, Mar 13, 20, 27 and April 3

Tuition \$75 for educators from Tier 1 organizations and districts, \$195 for all others. No cost to educators from LKSD

Credit Two university credits are available for attending all webinars and participating in online assignments and discussions. Credit registration takes place after the first webinar (\$185)

Target Audience K-12 Educators

Effective schools have “universal behavior supports” in place for all students at both the classroom and school levels. However, these universal supports will never be enough to support a population of students the literature has come to refer to as “Tough Kids.” These students challenge us as classroom teachers, para- pros and administrators and quite simply require additional behavior supports.

Thankfully, there are evidence-based, research-based strategies that allow us to support the most challenging students and allow for improvement in learning and behavior.

This six-part webinar is designed to deepen participants understanding of “Tough Kids,” the causes of their behaviors and strategies to reduce and even extinguish some of these behaviors. Participants will have the opportunity to identify specific problem behaviors, consider what the function of the problem behavior is, and select/develop a plan to implement with the student. Examples of “problem behaviors include (but are not limited to):

- Arguing—Students with the teacher and students with each other
- Blaming others/Excuses for everything
- Cliques/Ganging up
- Harassment-Racial or Sexual
- Forgetting materials
- Off task behavior
- Social Skills (lack of)
- Problems with transitions
- Tantruming
- Work completion

Participants will be introduced to the “Tough Kid” resources offered through Safe & Civil Schools as well as other resources for Tier 2 and 3 Behavior supports including *Interventions and The Teacher’s Encyclopedia of Behavior Management*.

Webinar 1: The initial session will define “Tough Kid” behaviors and identify potential causes. Critical assumptions for working with tough kids will be clarified.

Webinar 2: This webinar will introduce the ABC’s of behavior and the escalation cycle to make decisions about how to address tough kid behavior. Participants will be invited to do a case study with one of their own students.

Webinars 3-6: These sessions will introduce practical, evidenced-based strategies that can be implemented immediately to mitigate tough kid behaviors, using both Interventions and The Teacher’s Encyclopedia Resources

Recommended Materials: *The Tough Kid Book, The Tough Kid Tool Kit, The Teacher’s Encyclopedia of Behavior Management and Interventions: Evidence-based Intervention Strategies for Individual Students* (It is highly likely that your school already has these Pacific Northwest Publishing resources. Participants should inquire with their principal or colleagues to see if your school already has these. If not, participants might advocate for their acquisition as they can serve as a resource for the entire school staff. While it is strongly encouraged for participants to have access to these resources, it is NOT a requirement for participation in the course or receiving credit for the courses).

Presenter

Karl Schleich has served as an elementary and middle school principal for 24 years in Alaska, and opened three new schools during his career. Additionally, Karl worked as the Director of Professional Development in Mat-Su Borough School District and as a State System of Support Coach in rural Alaska. He is currently a trainer, presenter and consultant working with school districts across the country.



Writing is Taught Writing is Not Caught with Anita Archer

Dates/Time February 15, March 6, March 29, 3:45-5:45 AKST

Tuition \$150 for Tier 1 organizations and districts, \$275 for all others.

Credit One university credit is available for attending all webinars and participating in online assignments and discussions. Credit registration takes place after the first webinar. (\$125)

Required Text *The Writing Revolution* by Judith Hochman

Do your students have difficulty composing meaningful sentences and coherent paragraphs, a convincing opinion essay, or a well-organized informative article? If so, join us for this three-part webinar series and come away with effective teaching procedures for writing instruction.

Composing written products is a demanding skill for any individual, but is particularly difficult for low-performing students.

Dr. Archer will present an explicit set of evidence-based strategies for teaching writing. This webinar series divides written expression instruction into three components: 1. One sentence at a time, 2. Coherent paragraphs, and 3. Powerful essays. This work is applicable across all content areas from Grades 3-9.

A resource for this series will be the *The Writing Revolution* by Judith Hochman (2017). Dr. Archer calls this book "a great gift to teachers and their students" and it is a required text for this webinar series.

Target Audience Grade 3-9 educators from any content area.

Presenter Anita Archer Ph.D., serves as an educational consultant to school districts on explicit instruction and literacy instruction. She has taught elementary and middle school students and is the recipient of ten Outstanding Educator awards. Dr. Archer has served on the faculties of San Diego State University, the University of Washington, and the University of Oregon. She is nationally known for her presentations and publications on instructional procedures and literacy instruction and has co-authored numerous instruction materials with Dr. Mary Gleason including the REWARDS literacy programs and, most recently, wrote a textbook on explicit instruction with Dr. Charles Hughes.



Simple Tools for Self-Regulation, Transforming Trauma and Preventing Compassion Fatigue With Linda Chamberlain PhD MPH

Date/Time February 13, 3:45-5:45 AKST

Tuition FREE for all educators from Tier 1 organizations and districts, \$125 for all others.

In this interactive workshop, participants will focus on simple tools to facilitate self-regulation and help to manage stress and trauma. Participants will practice breath work, bilateral movement, mindfulness, visualization, acupressure, Emotional Freedom Technique (EFT) and other strategies that can be easily learned by children, adults and families and shared in group settings. These techniques are used in a broad range of settings including schools, youth programs, domestic violence shelters, hospitals and clinics and mental health settings. Dr. Chamberlain will highlight her work with Capacitar International, a popular education approach that is being used in more than 40 countries to empower families and communities with tools for healing and wellbeing.

Learning Objectives

- Demonstrate three skills/tools to facilitate self-regulation and buffer the effects of stress/trauma.
- Identify three instructional resources that describe mind-body practices that can be shared with students and families.
- Provide two examples of how these tools can be integrated in your work and/or classroom for student and self-care.

Presenter Linda Chamberlain, PhD, MPH is an epidemiologist, author, professor, dog musher and founder of the Alaska Family Violence Prevention Project. She is also a translator, determined to bring the "aha" moments of brain science and trauma to everyone in compelling and relevant ways.



OPPORTUNITIES FOR SCHOOL AND DISTRICT LEADERS

10th Annual Alaska School Leadership Institute Leading and Supporting Effective Instruction in Rural Alaska

Date May 29-31, 2018

Location Hilton Hotel, Anchorage

School and district leaders have many roles: communicator, facilitator, instructional leader, learner and evaluator. Key to all of the roles is efficient and effective communication and the ability to use your time to provide your teachers with the resources that matter.

At ASLI this year we'll look at communication and facilitation strategies to promote collective teacher efficacy at the building and district level. According to John Hattie's Visible Learning research, collective teacher efficacy is at the top of the list for influencing learning in a school. We will explore:

- How to have better conversations and lead more productive meetings and professional learning.
- Concrete steps to support effective mathematics instruction in your building or district.
- How to use your school or district data to develop a deeper school and district needs assessment that can focus your efforts for the upcoming year.

We will continue to sustain the ASLI professional learning community through role alike Critical Friends groups discussing problems of practice, and will integrate school and district team planning time into the institute to prepare for the 2018–2019 school year.

Target Audience The Institute is designed to support the professional learning of teachers, teacher leaders, principals, site leaders, and district leaders from small schools or rural school districts to help prepare Alaska's students as college, career, and culturally-ready graduates.

2018 Spring Leadership Working Conference Implementing the Every Student Succeeds Act (ESSA)

Dates Thursday, April 26, 2018

Location Anchorage

Save the Date!

All students deserve a high-quality and well-rounded education that will prepare them for success. The new ESSA legislation aims to aid that goal by ensuring that state accountability systems use multiple measures of school success, including academic outcomes, student progress, and school quality.

Alaska has been working to develop an accountability system that will: focus on what matters most, help Alaskans better understand what is working well, and determine where we need to make improvements so all students succeed.

Under ESSA the state accountability system must measure each of the following: academic achievement; graduation rates for high schools and academic progress for elementary and middle schools; progress in attaining English language proficiency; and at least one state-selected indicator of school quality or student success.

This session will provide information on the current status of the ESSA plan for Alaska, and its practical implications for district and central office leaders. The Department of Education and Early Development's Education Challenge initiative will also be featured, as action steps are developed to implement project recommendations.

Target Audience School and District Leaders



NEW ONLINE CLASSES

Alaska Professional Learning Network (AkPLN)



Join a free professional online learning network for Alaska's teachers. We've partnered with the Alaska Department of Education and the Teaching Channel to offer an online space to support professional growth for teachers around the state.

AkPLN is a private collaboration space for teachers, schools districts and education organizations. It has a library of engaging professional learning resources for educators to use as they implement the new ELA and Math Standards, and design professional development at the district, school and classroom level.

Now we are also offering one credit classes for refining your instructional strategies in ELA and Math.

Lets get better together - Learn online and apply in your classroom tomorrow!

Hone your skills with AkPLN classes – grow and refine your instructional strategies in ELA and Math.

- Join us for a series of nine-week, online mini-courses focused on improving specific instructional practices in ELA and Math. New topics opening every month!
- Explore best instructional practice in ELA and Math in your classroom with other Alaska teachers.
- The facilitation model supports your learning with collaboration and expertise
- The course follows a nine-week exploration and action-oriented cycle through a variety of evidence-based best practices that are aligned to the Alaska Standards.
- Participants are guided through an unpacking of targeted Learning Plans, including collaborative discussion as you try and apply each strategy with your own students.

Participants who complete the three learning plans in each series can receive one 500-level professional learning credit.

	ELA Topics	Math Topics
February	Elementary Foundational Skills for Phonics and Word Identification Alaska Foundational Skills Standards for Phonics and Word Identification K-2 Phonics Instruction in the Alaska ELA Standards	Grades 3-5 Math Building Conceptual Understanding with Fractions Problem Solving & Number Talks with Fractions Multiplication & Division That Sticks
March	Elementary Teaching Students to Use Evidence from Text Text-Dependent Questions 1 Text-Dependent Questions 2	Grades 3-5 Math Understanding Fractions as Numbers Adding & Subtracting Fractions Multiplying & Dividing Fractions
April	Elementary Informational Text-Reading for Inquiry The Importance of Text Features Teaching Informational Text Structures	Grades K-2 Math Number Sense: Understanding Place Value Number Sense: Composing & Decomposing Number Sense: Adding & Subtracting

The contents of this online site were developed with the assistance of Supporting Effective Instruction, Title II, Part A federal funds from the Alaska Department of Education & Early Development. However, these contents do not necessarily represent the policy of the Department of Education & Early Development, nor endorsement by the Federal Government."



Framework and Formula for Writing Meaningful IEPs

Tuition Tuition (Tier 1/Tier2) \$410/\$465

Credit 3 credits

Instructor of Record Ashley Lyons

Did you know that crossing the street with 80% accuracy may be measurable...but it certainly isn't meaningful?!?! Have you ever struggled to write a goal for a young student that really addressed their needs instead of just meeting district policies?!?!

If yes to either of these questions, then this course is for you! This new online course was developed by Dr. Kristie Pretti-Frontczak. It includes four modules with 12 individual lessons. You can work at your own pace, alongside your team members, or with colleagues from across the state. Content for each lesson is delivered in brief videos you can watch, audio files you can listen to, and/or transcripts you can read.

Each lesson includes practical strategies to strengthen your ability to do things like write better PLAAFPs (present level of academic achievement and functional performance), prioritize IEP outcomes, and help children who are struggling to have the skills needed to thrive in life and in school.

As a result of this course, you will strengthen your overall ability to write legally defensible and meaningful IEPs, particularly for preschoolers and early elementary-aged students. You will expand your skills in writing meaningful IEPs, engaging in data-driven decision-making, and delivering specially designed instruction.

Target Audience

- Child find and evaluation team members, including speech pathologists, school psychologists, occupational therapists, mental health consultants, and teachers.
- ECSE providers and educators responsible for writing initial and ongoing IEPs for preschoolers and/or those transitioning from early intervention or to school age.
- Early elementary educators who serve children with moderate to severe disabilities from Kindergarten through fifth grade.

Dr. Kristie Pretti-Frontczak aims for professional learning that is transformative, forward-thinking and solution-focused.

She is a {r}evolutionary speaker, researcher, and play advocate. Through podcasts, blogs, free resources, and trainings, Kristie inspires and supports early educators in their teaching. Kristie spent 16 years, as faculty, at Kent State University and now coaches early educators worldwide. Kristie has worked throughout the state of Alaska and presented at the Alaska RTI/Effective Instruction Conference. She a Past President of the Division for Early Childhood.



Six Traits of Writing Model: Teaching & Assessing

Tuition (Tier 1/Tier2) \$310/\$360

Credit 2 credits

Instructor of Record Karen Lea, VESi

This course will provide an introduction to the Six Traits of Writing Model and explore practical ways to use this model in your classroom. Six Traits Writing is a systematic approach for looking at writing one part at a time. Since writing is a complex activity, this approach helps teachers and students break down the components of good writing: ideas, organization, voice, word choice, sentence fluency, and conventions.



SELF-PACED COURSES- START ANYTIME!

Start Anytime - Work at a Pace That Makes Sense With Your Schedule.

- You have a minimum of one month and a maximum of one year from your registration date to complete these classes.
- All classes are approved by an accredited Alaskan university as graduate (500-level), professional development courses and are approved by the State of Alaska for teacher re-certification.
- All our online classes are approved in the Anchorage School District's MLP system.

Find out more and register online at asdn.org

Advanced Classroom Management: Children as Change Agents

Credit 2 credits, APU EDUC 59725

Instructor Joe Kaplan, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

A Framework for Teaching: Making the Most of Teacher Evaluation

Credit 2 credits, APU EDUC 58155

Presenters Charlotte Danielson and Karyn Wright, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Alaska Alive

Credit 3 credits, APU EDUC 59500

Instructor Sharon Bandle

Tuition (Tier 1/Tier 2) \$410/\$460 + materials
Meets the Alaska Studies Certification Requirement

Anger Management & Effective Discipline to Prevent Violence

Credit 3 credits, APU EDUC 58156

Presenter Diane Wagenhals, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Attention Deficit Disorder

Credit 2 credits, APU EDUC 59709

Instructor Mick Jackson, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Autism & Aspergers Disorders

Credit 2 credits, APU EDUC 59708

Instructor Marea Winnega, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Becoming A Reflective Teacher

Credit 3 credits, APU EDUC 58126

Presenter Robert Marzano, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Behavior is Language: Strategies for Managing Disruptive Behavior

Credit 3 credits, APU EDUC 59710

Instructor Mick Jackson, VESi

Tuition (Tier 1/Tier 2) \$410/\$465

Child Abuse: Working with Abused & Neglected Children

Credit 2 credits, APU EDUC 59716

Instructor Joan S. Halverstadt, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Creating Culturally Responsive Schools

Credit 3 credits, APU EDUC 59600

Instructors Doug Penn & Laurie Van Huis

Tuition (Tier 1/Tier 2) \$410/\$460 + materials
Meets the Multicultural Studies Certification Requirement

Cyberbullying Prevention

Credit 3 credits, APU EDUC 59798

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$405/\$455

Differentiation and the Brain

Credit 3 credits, APU EDUC 58127

Presenters Carol Ann Tomlinson and David A. Sousa, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Dropout Prevention

Credit 3 credits, APU EDUC 59786

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$405/\$455

Drugs & Alcohol in Schools: Understanding Substance Use & Abuse

Credit 2 credits, APU EDUC 59717

Instructor Peggy Rapp, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Early Childhood Series

Series of five classes - visit our website for details

Elementary Reading Intervention Strategies

Credit 3 credits, APU EDUC 58104

Presenter Dr. Elaine McEwan-Adkins, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Energize Your Classroom

Credit 3 credits, APU EDUC 58101

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$405/\$455

Enhancing Professional Practice: A Framework for Teaching

Credit 3 credits, APU EDUC 58142

Presenter Charlotte Danielson, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Grading: A Guide to Effective Practice

Credit 3 credits, APU EDUC 58129

Presenter Douglas Reeves, KDS

Tuition (Tier 1/Tier 2) \$460/\$510



SELF-PACED COURSES- START ANYTIME!

Harassment, Bullying & Cyber-Intimidation in Schools

Credit 2 credits, APU EDUC 58019

Instructor Candyce Reynolds, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Humor in the Classroom: To Teach and Reach Students

Credit 2 credits, APU EDUC 59772

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$305/\$355

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

Credit 2 credits, APU EDUC 59760

Instructor Florah Luseno, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

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

Credit 3 credits, APU EDUC 59787

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$405/\$455

Learning Disabilities: Practical Information for the Classroom Teacher

Credit 2 credits, APU EDUC 59745

Instructor Bob Pillay, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Manage it All: Students, Curriculum and Time

Credit 3 credits, APU EDUC 58153

Presenter Debbie Silver, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Motivating and Engaging Students

Credit 3 credits, APU ECUC 58106

Presenters Robert Marzano and Debra Pickering, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Motivating Underachievers with RTI & DI

Credit 3 credits, APU ECUC 58154

Presenter Carolyn Coil, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

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

Credit 3 credits, APU EDUC 58129

Presenters Dr. Austin Buffum, Mike Mattos and Chris Weber, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

New! Response to Intervention: Practical Information for the Classroom Teacher

Credit 3 credits, APU EDUC 59135

Instructor Dr. Karen Lea, VESi

Tuition (Tier1/Tier2) \$410/\$465

Supporting Struggling Students with Rigorous Instruction

Credit 3 credits, APU EDUC 58152

Presenter Robyn Jackson, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

Talented & Gifted: Working with High Achievers

Credit 2 credits, APU EDUC 59721

Instructor Pamela Bernards, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Teaching Diversity: Influences & Issues in the Classroom

Credit 2 credits, APU EDUC 59766

Instructor Karen Lea, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Teaching Elementary Math Conceptually

Credit 2 credits, APU EDUC 58039

Instructor Kim Chappell, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Teaching Reading and Comprehension to English Language Learners K-5

Credit 3 credits, APU EDUC 58128

Presenter Margarita Calderón, KDS

Tuition (Tier 1/Tier 2) \$460/\$510

The 21st Century Classroom

Credit 2 credits, APU EDUC 597770

Instructor Dan Sparkman

Tuition (Tier 1/Tier 2) \$305/\$355

Traumatized Child: Effects of Stress & Trauma on Student Learning

Credit 2 credits, APU EDUC 59720

Instructor Joan Halverstadt, VESi

Tuition (Tier 1/Tier 2) \$310/\$360

Understanding Aggression

Credit 3 credits, APU EDUC 59718

Instructor Mick Jackson, VESi

Tuition (Tier 1/Tier 2) \$410/\$465

Using Web 2.0 in Teaching and Instruction

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JANUARY 26, 27, 28 2018

DENA'INA CENTER

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- Different routes
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