

**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**

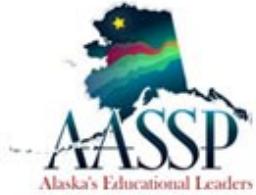
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2. FY17 revenue supported 46% of FY17 expenditures.
3. Budget reserves will be depleted by FY19.

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

## **Early Childhood Education**

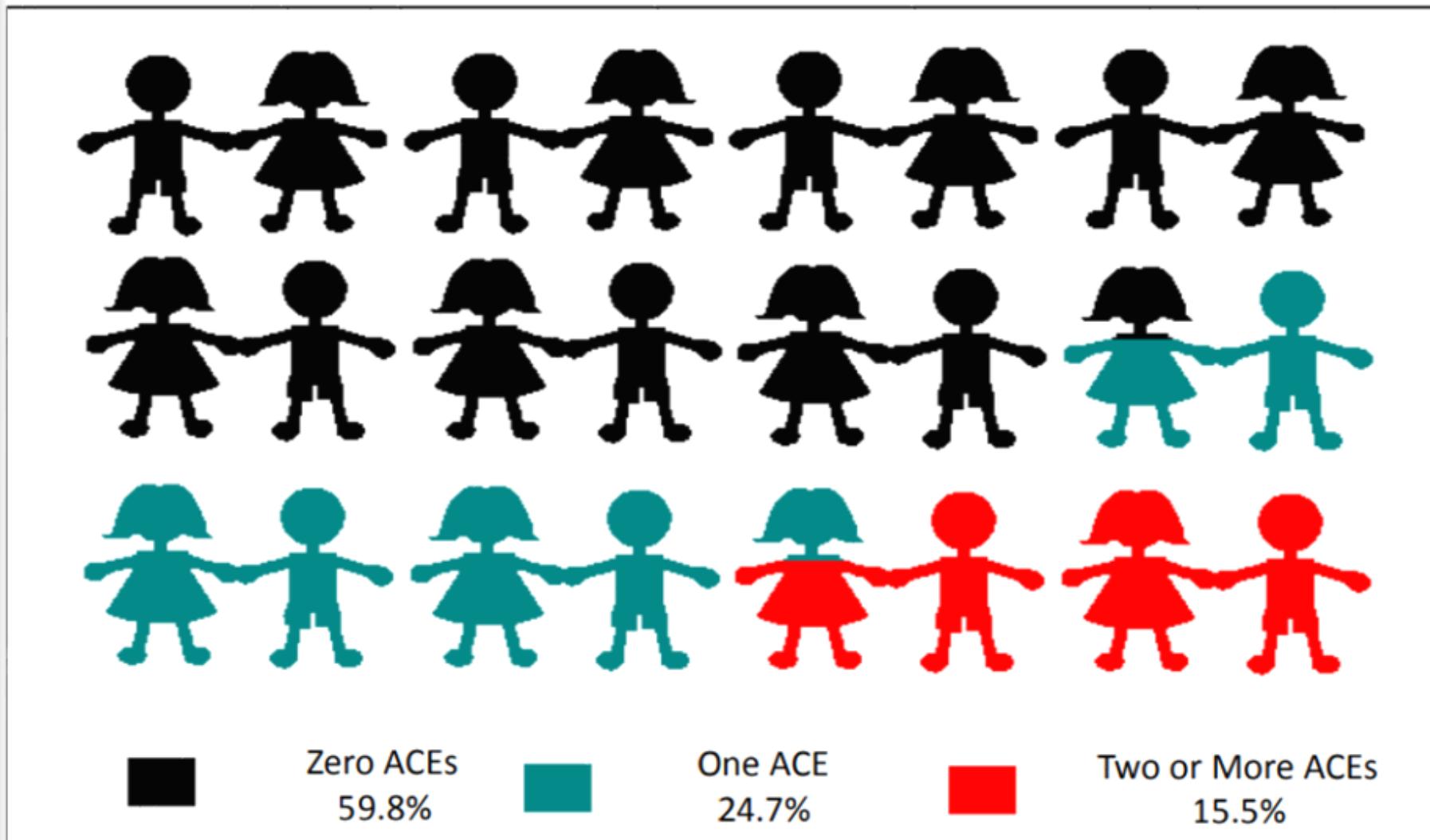
ACSA believes in a continuum of quality education, which supports providing a foundation of excellent social, emotional and cognitive instruction to students from preschool through the elementary years. Research clearly demonstrates that early intervention and instruction is one of the best ways to increase 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)

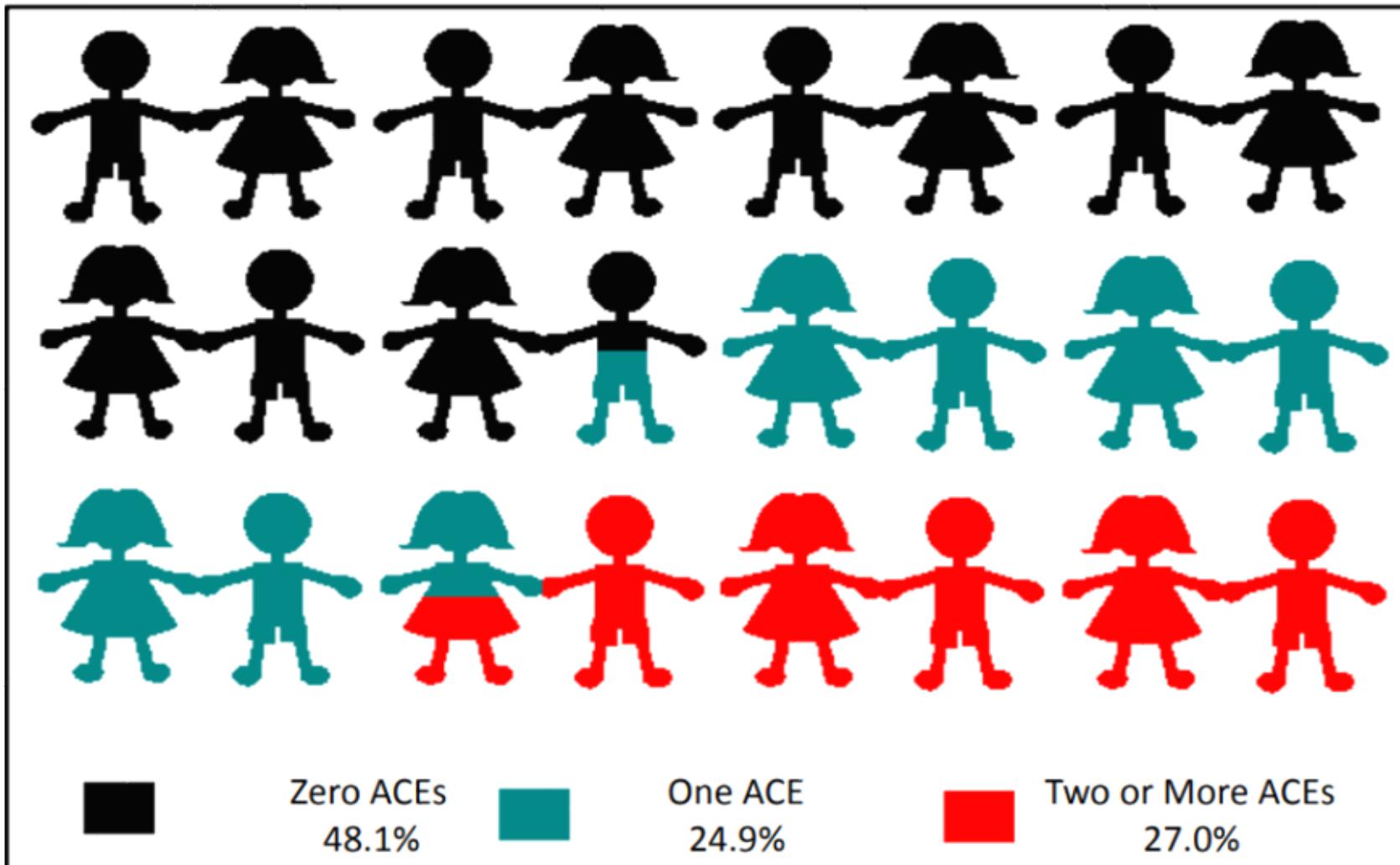
Deanna Beck  
ACSA President/AAESP President  
Principal, Northwood ABC Elementary  
Anchorage School District

# 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

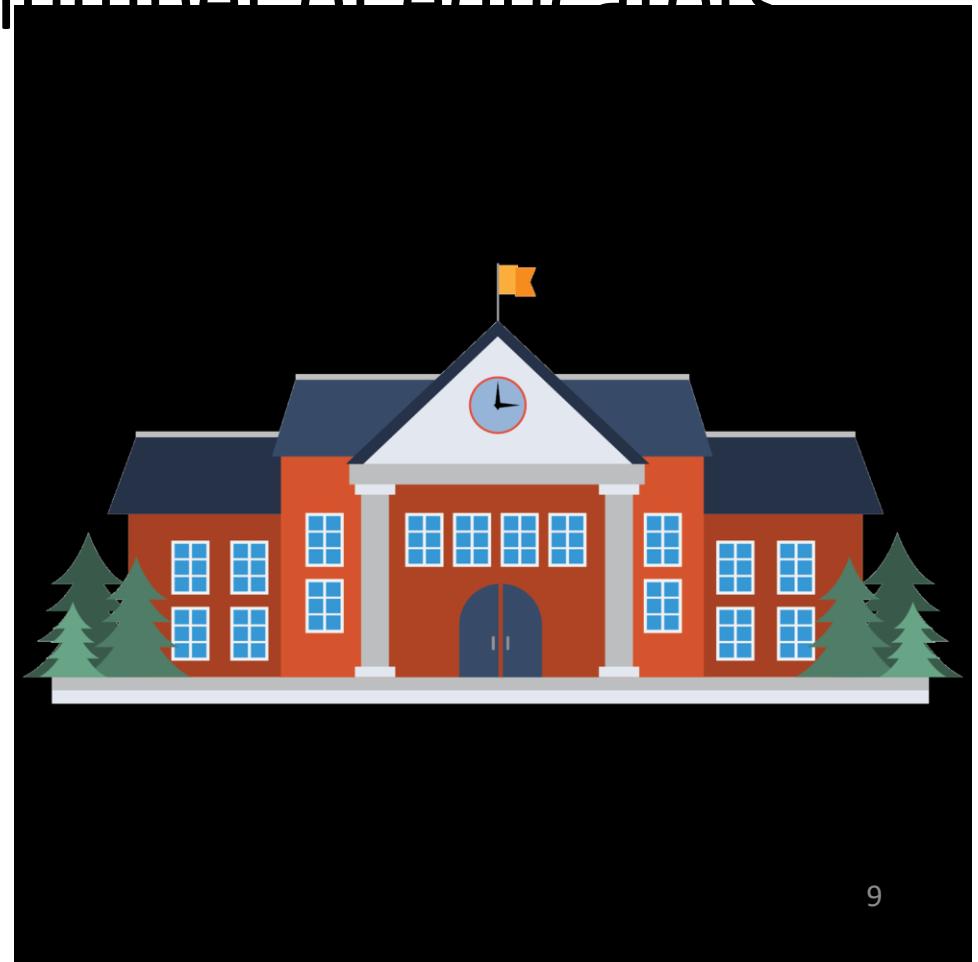


# Retention Terminology

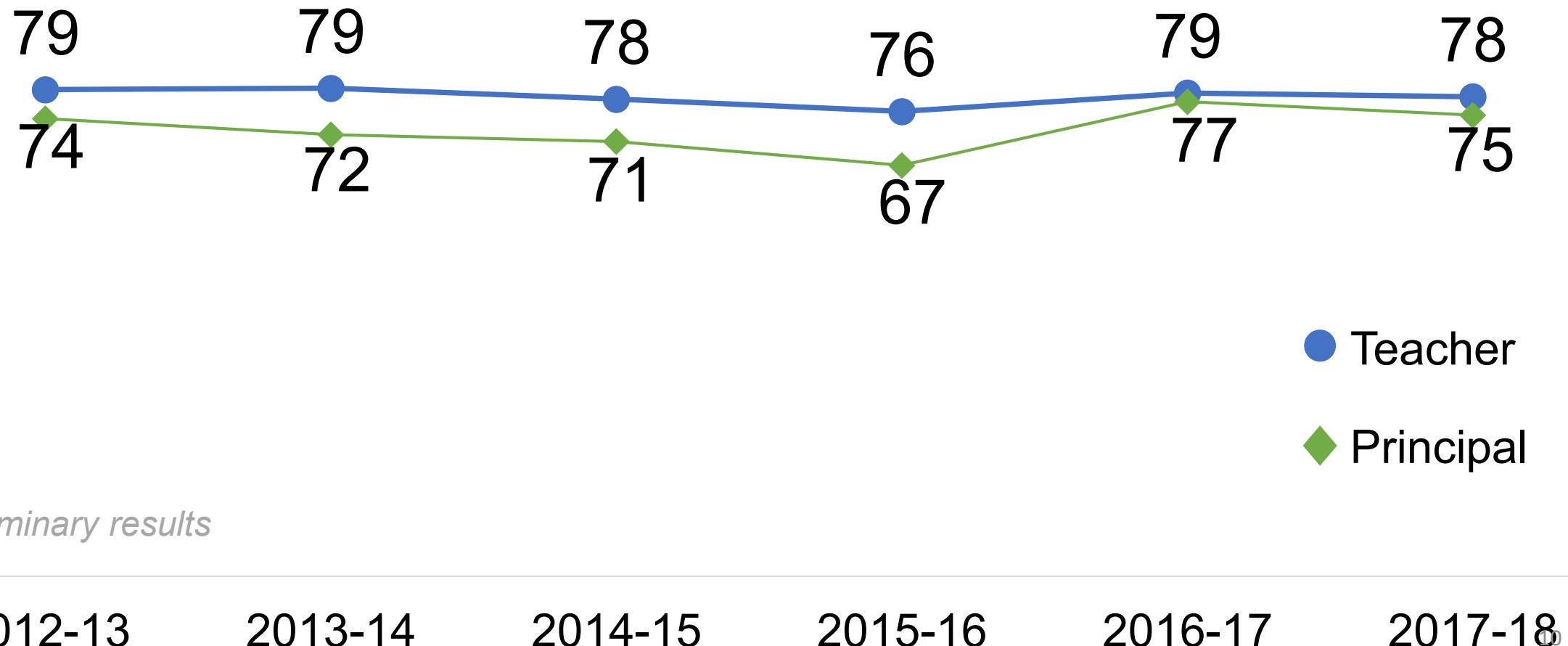
**Retention:** The number of educators who stayed at a school/district, divided by the total number of educators

## Rural/Urban Classifications:

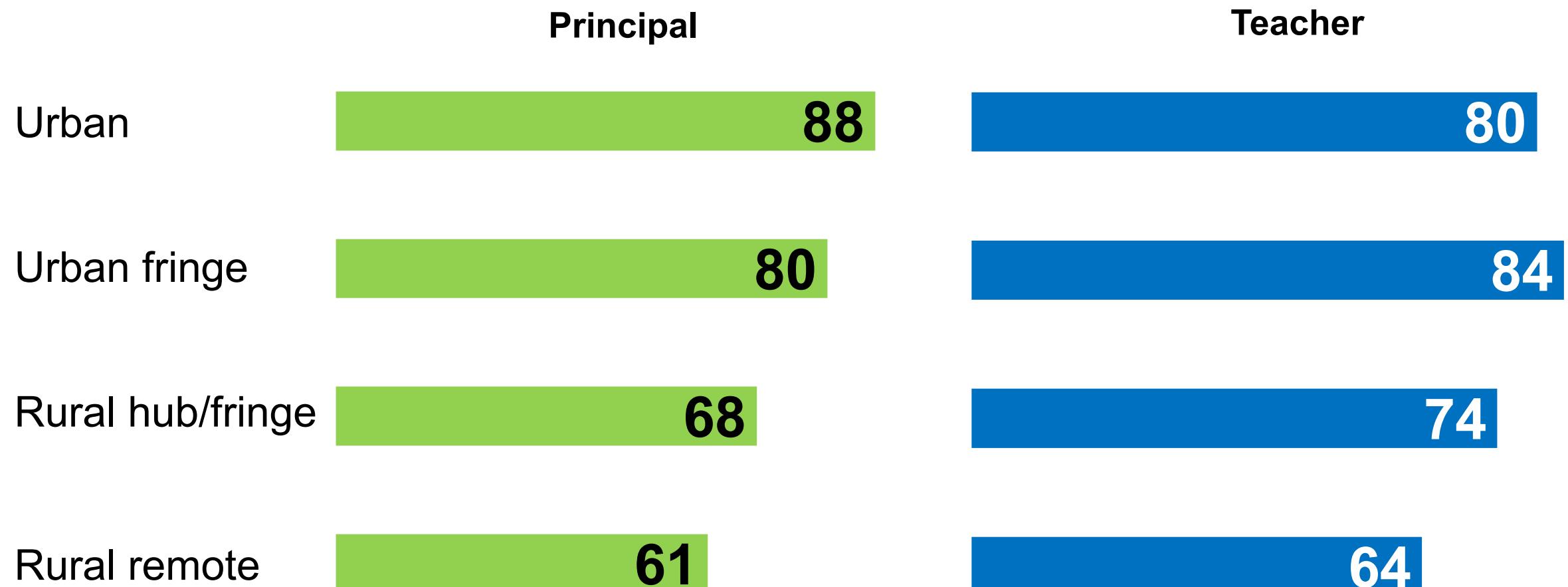
- Urban (on- and off-road)
  - E.g., Anchorage, Fairbanks, Juneau
- Urban/rural fringe (on- and off-road)
  - E.g., Palmer, Seward, Sitka
- Rural hub/fringe (on- and off-road)
  - E.g., Bethel, Healy, Unalaska
- Rural remote (off-road)
  - E.g., Adak, Arctic Village, Yakutat



# School Retention: Principal and Teacher Rates Steady

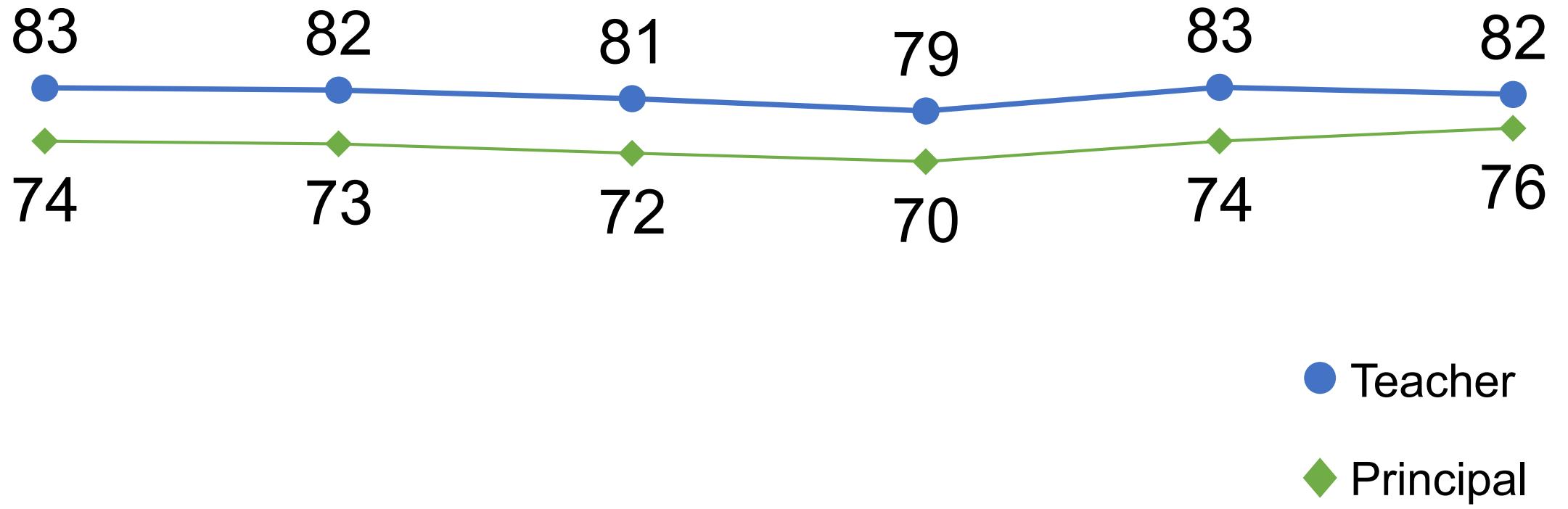


# Rural Remote Schools Had the Lowest Retention Among Principals and Teachers in 2017–18



*Preliminary<sup>11</sup> results*

# District Retention: Principal and Teacher Rates Steady



*Preliminary results*

2012-13

2013-14

2014-15

2015-16

2016-17

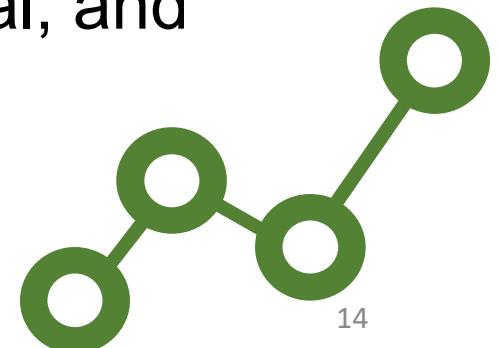
2017-18  
<sub>12</sub>

# **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



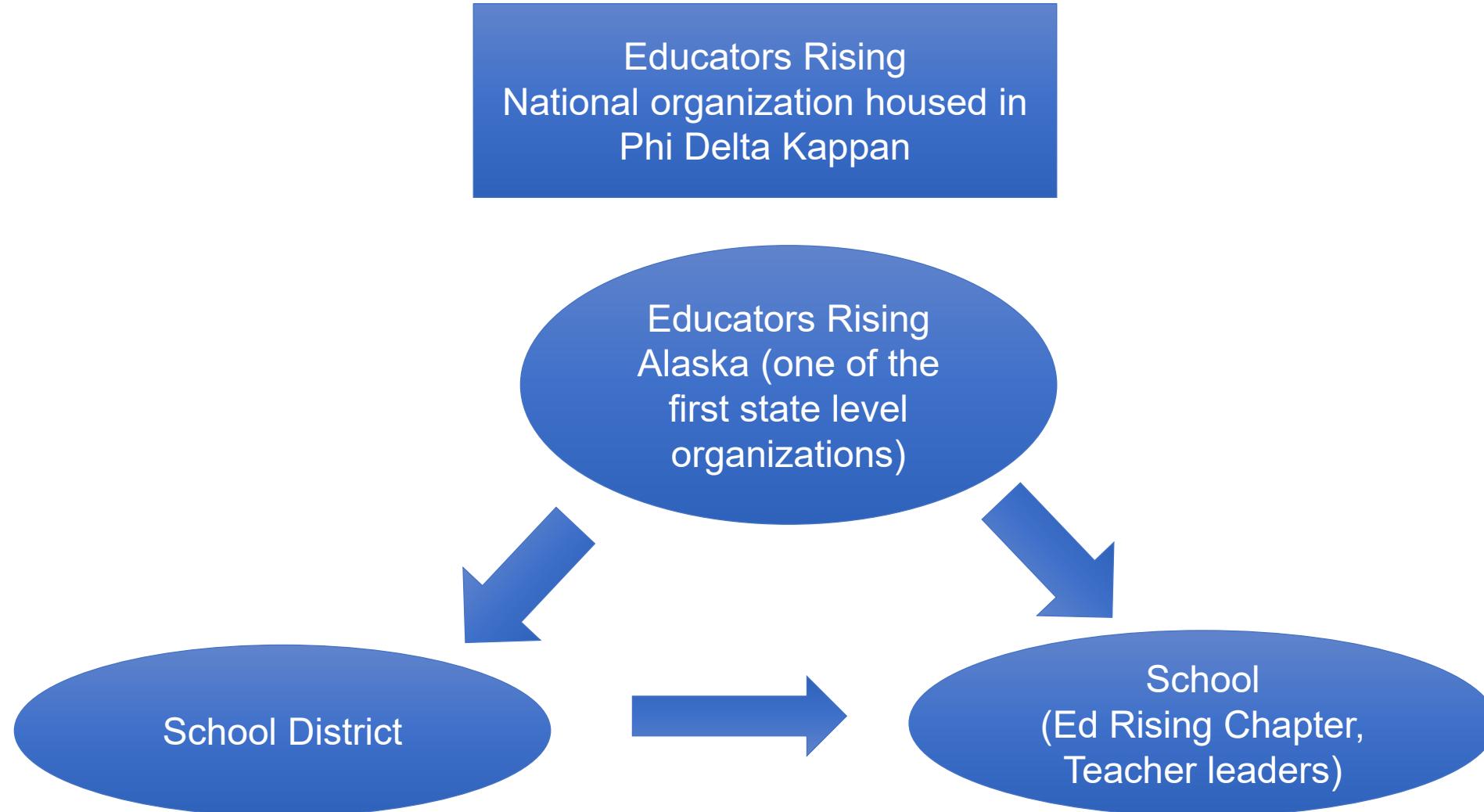
# EDUCATORS RISING

**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



## **Improve onboarding of new staff members**

- Connections to community
- Connections to other staff members



## **Create incentives to stay in contracts**

- Example: Bonus after two years



## **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**

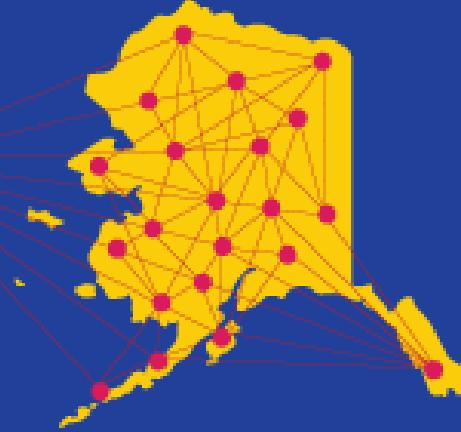


Victoria Terzian  
ASDN/AkPL



# AKPLN

Ak Professional Learning Network



Samantha Thornton  
ASDN/AkPL  
English Language Arts / Teacher



Marilyn Doore  
ASDN/AkPL  
Specialized and Support Staff

# Network of Alaskan Educators

Nathan Pitt  
ASDN/AkPL  
Administrator



CJ Levine  
ASDN/AkPL

Robert McClory  
ASDN/AkPL  
Specialized and Support Staff



Kim Meck  
ASDN/AkPL  
English Language Arts / Teacher

Pamela Garcia  
ASDN/AkPL  
Coach



Martha Lamont  
ASDN/AkPL

Rebecca Daniels  
ASDN/AkPL  
Educational Consultant



Bo Sahr  
ASDN/AkPL

Joan Walser  
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Educational Consultant



Supanika Ackerman  
ASDN/AkPL

Lonny Cruff  
ASDN/AkPL  
Math / Teacher



rebecca paul  
ASDN/AkPL  
5th Grade / Teacher

Leah Babcock  
ASDN/AkPL



Michael Byer  
ASDN/AkPL

Frank Pieper  
ASDN/AkPL



max drummy  
ASDN/AkPL

Wendy Demers  
ASDN/AkPL  
Teacher



Megan Morton  
ASDN/AkPL  
Specialized and Support Staff

## 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**  
Ak Professional Learning Network

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**PLAYBOOK**

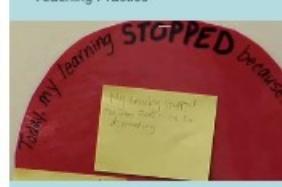
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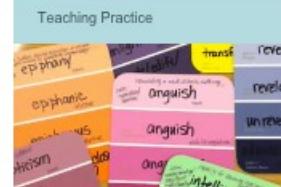
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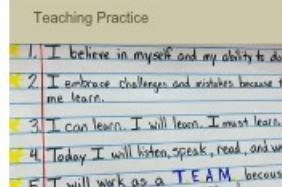
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Tch Special  [Common Core: Elementary School](#) Grades K-5 / ELA / Math / Common... 14 min  536  62 

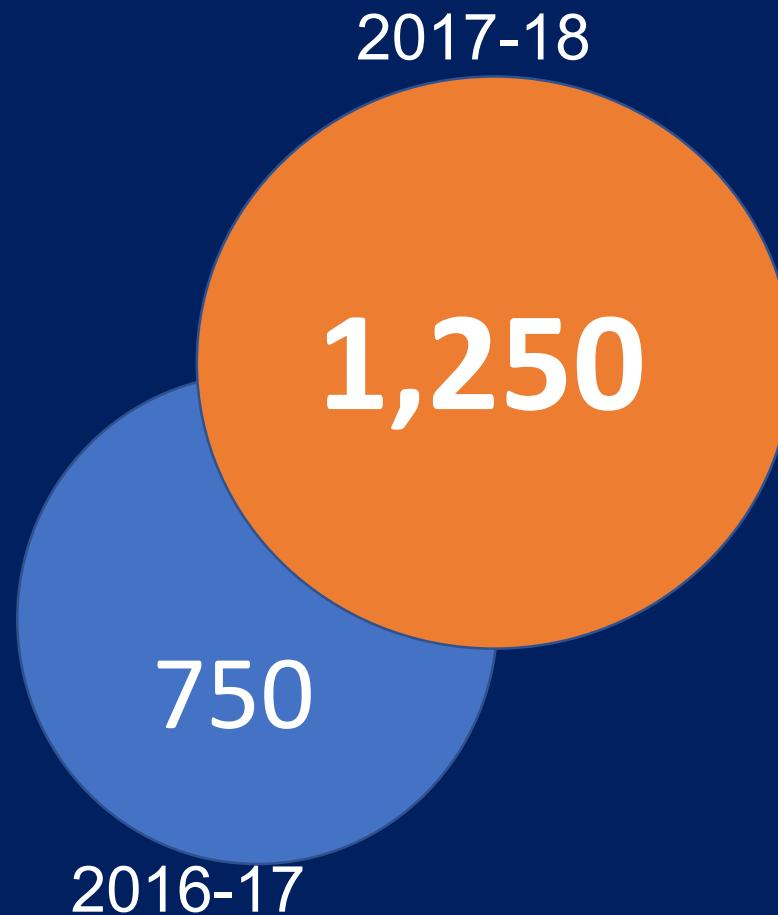
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# Learning Pathways

- 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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## **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.



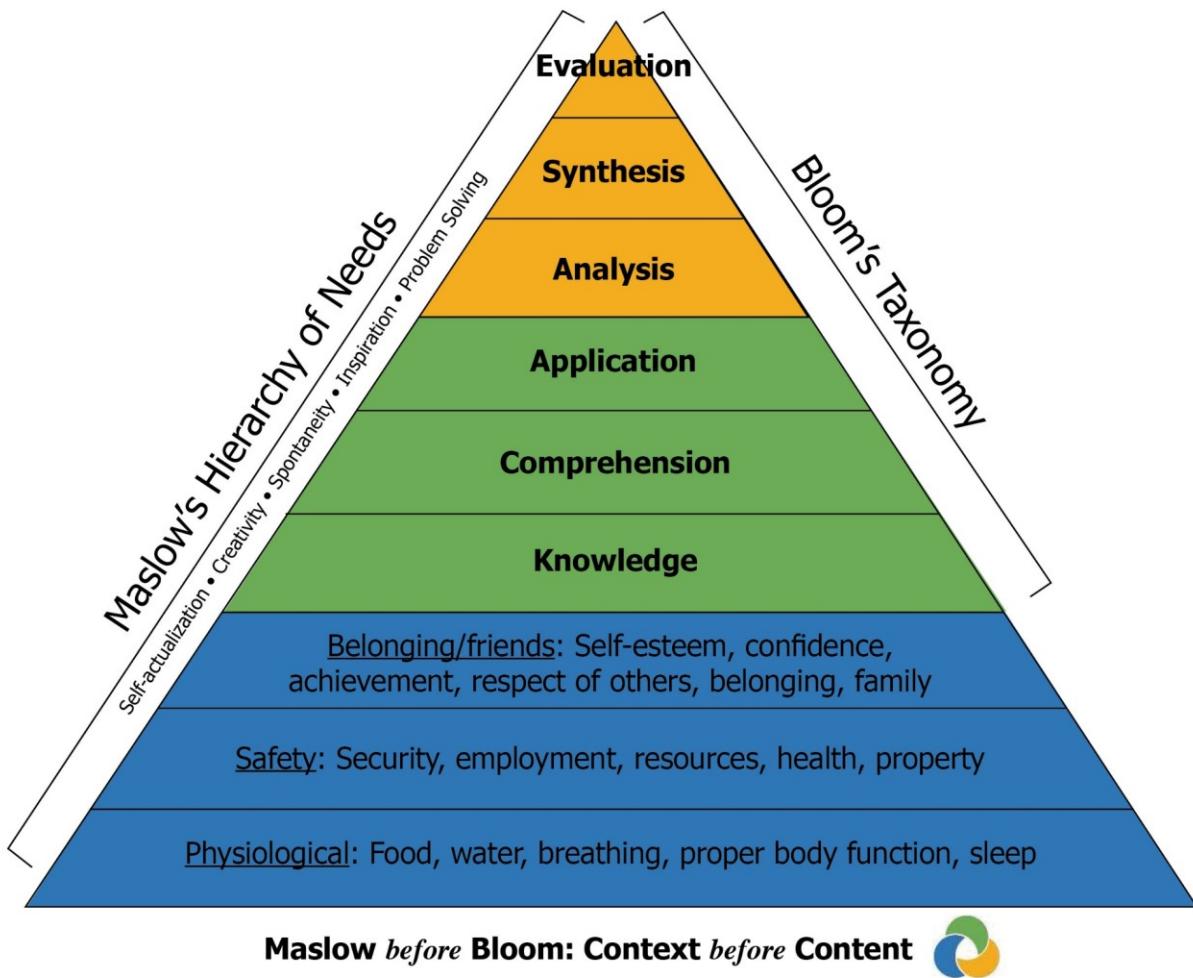
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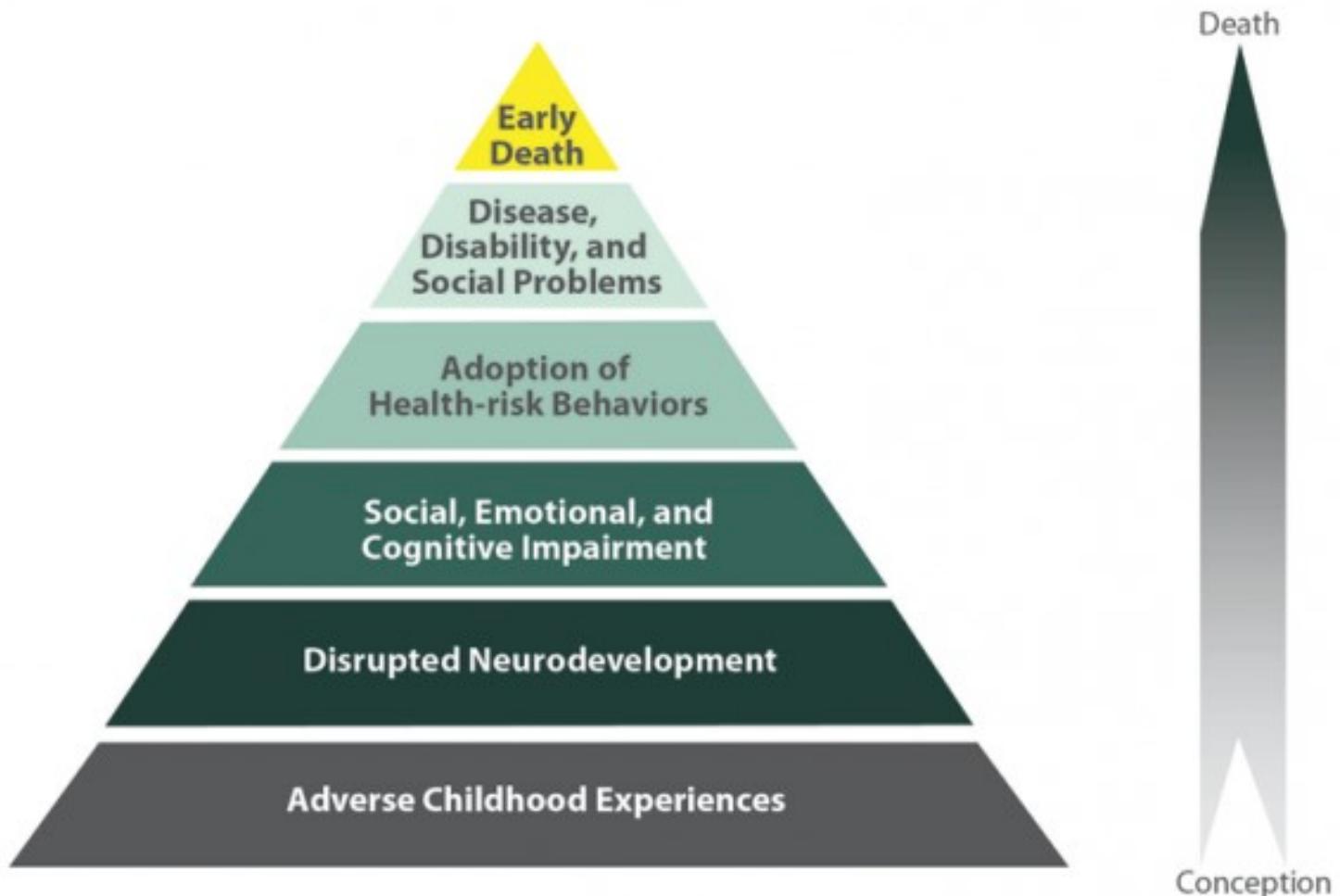


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Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan

## 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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[Ashley.Pierson@educationnorthwest.org](mailto:Ashley.Pierson@educationnorthwest.org)



[ies.ed.gov/ncee/edlabs/regions/northwest/](http://ies.ed.gov/ncee/edlabs/regions/northwest/)



[twitter.com/relnw](http://twitter.com/relnw)



# EDUCATORS RISING

A L A S K A



[www.educatorsrisingalaska.org](http://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 KPSB - 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

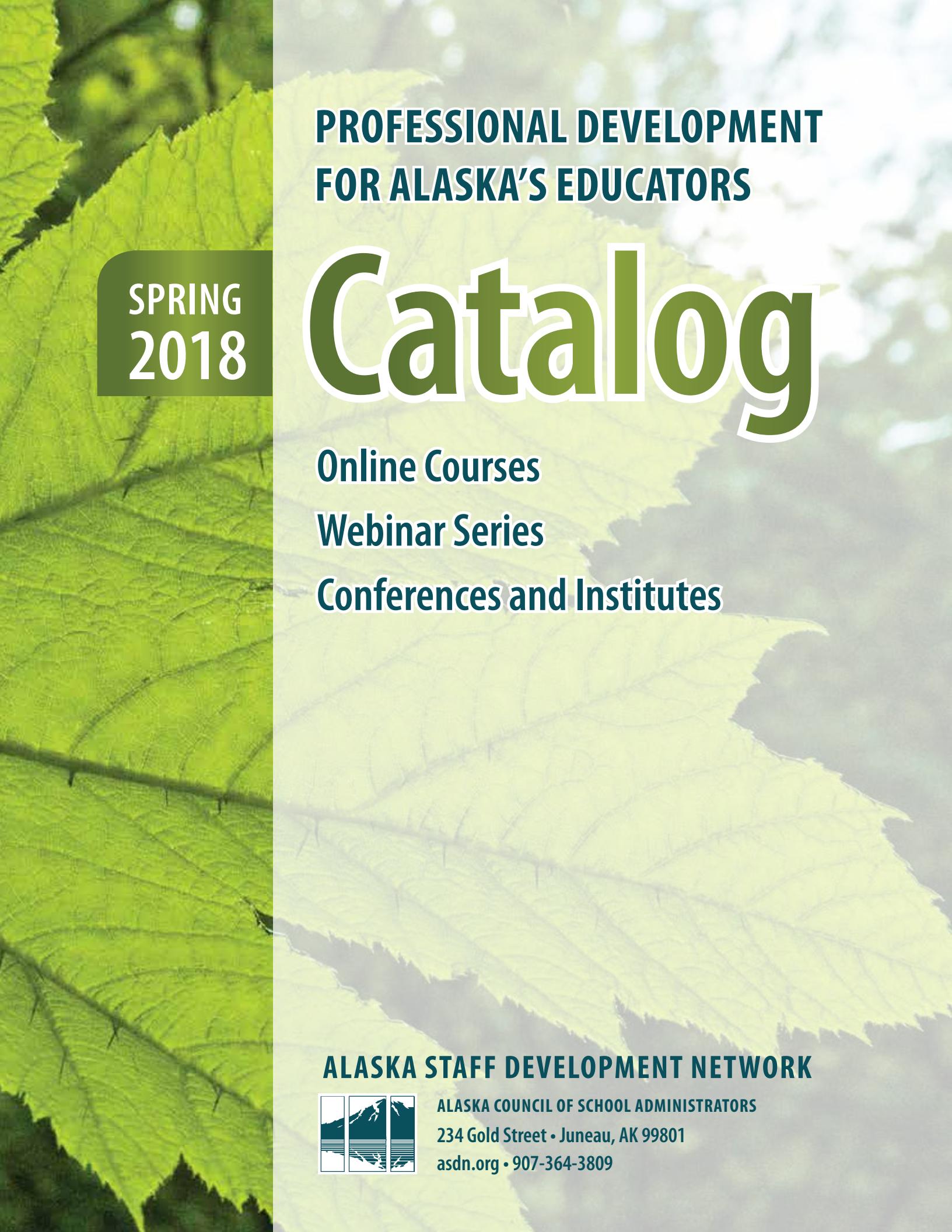
**For more information, contact Barb Wadlinger**  
[bjwadlinger@alaska.edu](mailto:bjwadlinger@alaska.edu) 907.450.8379

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

**The Challenge**  
Lack of coordination in the districts



K-12 Outreach



**SPRING  
2018**

**PROFESSIONAL DEVELOPMENT  
FOR ALASKA'S EDUCATORS**

# **Catalog**

**Online Courses**

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**ALASKA STAFF DEVELOPMENT NETWORK**



**ALASKA COUNCIL OF SCHOOL ADMINISTRATORS**

234 Gold Street • Juneau, AK 99801

[asdn.org](http://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, NEAAlaska, 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](http://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

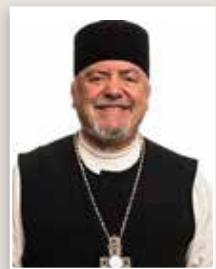
**Credit** APU EDUC 59600, 3 Credits

**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 1<sup>st</sup> 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 2<sup>nd</sup> 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 3<sup>rd</sup> 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 4<sup>th</sup> 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.



# WEBINAR SERIES

## 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	<b>Elementary</b> 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	<b>Grades 3-5 Math</b> Building Conceptual Understanding with Fractions Problem Solving & Number Talks with Fractions Multiplication & Division That Sticks
March	<b>Elementary</b> Teaching Students to Use Evidence from Text Text-Dependent Questions 1 Text-Dependent Questions 2	<b>Grades 3-5 Math</b> Understanding Fractions as Numbers Adding & Subtracting Fractions Multiplying & Dividing Fractions
April	<b>Elementary</b> Informational Text-Reading for Inquiry The Importance of Text Features Teaching Informational Text Structures	<b>Grades K-2 Math</b> 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."



# NEW ONLINE CLASSES

## 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](http://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/Tier2) \$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

**Credit** 3 credits, APU EDUC 58144

**Presenters** Bill Ferriter and Adam Garry, KDS

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

## Violence in Schools: Identification, Prevention & Intervention Strategies

**Credit** 2 credits, APU EDUC 59712

**Instructor** Michael Sedler, VESi

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

## Why DI? An Introduction to Differentiated Instruction

**Credit** 3 credits, APU EDUC 58079

**Instructor** Steve Dahl, VESi

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





JANUARY 26, 27, 28 2018

DENA'INA CENTER

600 WEST SEVENTH AVE, ANCHORAGE

Anita Archer   Heather Staker   Doug Fisher   Doug Clements

Karen Karp   Peter DeWitt   Michael Horn   Jenni Donohoo

## Maximize your impact on student learning – with a focus on personalized learning, effective instruction, and evidence-based practices.

**Take advantage of this opportunity to learn from nationally recognized experts without the expense of out-of-state travel!** Join us at the Dena'ina Center in Anchorage on January 26-28.

This is a great opportunity to gain knowledge and skills in effective educational practices and leadership.

Session topics include trauma informed practices, building mathematics, collective efficacy, making literacy learning visible, formative assessment, disruptive innovation, online, blended and competency-based learning, coaching better conversations, using video for professional learning, and restorative practices.



**ENHANCED**  
LEARNING MAPS  
INSIGHTS FOR INSTRUCTION

- Conference Registration is Free
- Professional Learning Credit Available for Free
- Travel Scholarships Available for Teachers

## Conference for Teachers of ELA & Math to Students in Grades 2-8 Jan. 29-30 • Dena'ina Center, Anchorage

### Join us in Anchorage to learn more about the Enhanced Learning Map Project.

Learning map models are tools that represent how understanding of knowledge in an area develops over time and experience. Learning map models help inform teachers about how students learn specific academic content. These models support responsive and differentiated instruction, and increase teacher's ability to incorporate formative assessment into the daily routine.

Nationally known experts Dr. Karen Karp, Dr. Margaret Heritage and Dr. Bonnie Hain will be part of the presentation team.

**There Are Many Paths to Student Understanding...**



- Different start and end points
- Different routes
- Different gaps along the way

**How do you figure out where students are?**

**How do you move them forward?**

**Enhanced Learning Maps Can Help!**



Find out more and register online at [asdn.org](http://asdn.org)