

Touching the Future

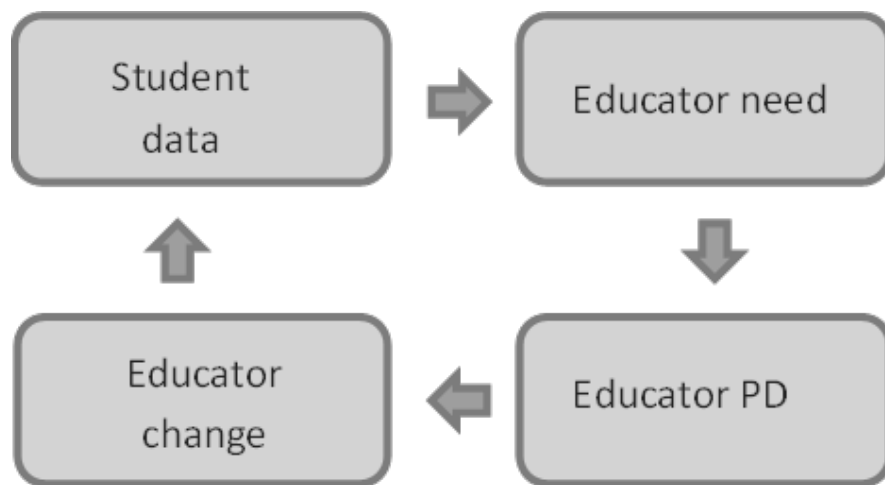


Through
Professional
Learning

Opportunities For the Fall
September — December 2019
Mesquite Independent School District

Our **vision** for Professional Learning is that every day, in every school, everyone is learning.

Our **mission** is to create a learning culture that supports innovation, experimentation, and collaboration; engages teachers in daily planning, critiquing and problem solving; and deepens teachers' content knowledge while expanding and strengthening their instructional practice. We believe continuous learning and improvement, of this kind, will result in improved instruction and students will be the benefactors. In this effort, we work to increase the capacity of leaders to establish and sustain highly effective professional learning.



Pay For Knowledge. The Pay for Knowledge program was developed in 1992 with two main purposes: 1.) an incentive for teachers/staff to participate in professional learning relevant to their jobs and 2.) a monetary acknowledgement for the time teachers/staff spend outside the contract day to further learn and to develop their skills. The classes offered fall into six general topics.

- Affective Needs
- Instruction
- Leadership
- Management and Organization
- Special Populations
- Technology

Offerings for each area are aligned to district curriculum, programming and initiatives. The Curriculum and Instruction department works closely with the Professional Learning department to provide professional learning that addresses teacher needs in regards to content and the curriculum. The majority of district professional learning centers on helping teachers understand their content to the depth needed and growing teacher instructional skills to include research based best practices.

Leadership Development Continuum

Teacher Leadership

MISD Staff Development

- Mesquite Leadership Academy
- Leadership Book Studies
- Teacher Instructional Leadership Training - TILT
- Love and Logic
- Behavior/Discipline Management Classes
- Instructional Technology classes
- Curriculum/Instructional Staff Development - MISD PFK classes
- I Want to Be an AP staff development
- Excellence in Teaching Incentive Program
- Tips, Tools, & Techniques for Staff Development

Assistant Principal

MISD Staff Development

- New AP Staff Development
- T-TESS/T-PESS
- Advancing Instructional Leadership AEL (Region 10)
- Leadership Book Studies
- Non-Violent Crisis Intervention
- Tips, Tools and Techniques for Staff Development
- Data Analysis Training
- Aspiring Assistant Principal Academy Region 10
- Language Acquisition for English Language Learners
- Elevate
- ASCD, TEPSA, TASSP
- Monthly AP ILT meetings
- Coaching Training
- Tips, Tools, & Techniques for Staff Development

Principal

MISD Staff Development

- New Principal Staff Development
- Documentation
- ILT monthly meetings
- District Initiatives
- Region 10 Administrative Leadership Training
- Aspiring Principal Academy through Region 10
- MISD Aspiring Principal Academy
- Elevate
- Leadership book studies
- Coaching Training
- Tips, Tools, & Techniques for Staff Development

Leadership Development Continuum

Teacher Leadership

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Mentoring New Teachers
- Supervising New Teachers
- Sponsoring a club/activity/event on campus or district level
- Attend/Support Student Extracurricular Activities
- Serving on District-wide committees

Assistant Principal

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Skyward System – attendance; discipline coding
- Developing and Facilitating Staff Development
- Principal Observation on Other Campuses
- Campus Study Groups/Action Research
- New AP Coaching

Principal

Job Embedded Staff Development

- Campus Improvement Plan & Staff Development planning
- Collaboration with assigned mentor and other principals
- Developing and Facilitating Staff Development
- Principal Observation on Other Campuses
- Campus Study Groups/Action Research
- New Principals Coaching
- Principal Book Studies

Leadership Development Continuum

Teacher Leadership

Independent Study

- Professional Reading
- Active Membership in Local/State Education Associations/

Professional Reading Suggestions for All Leaders

Topics

Conflict Resolution
Instruction
Leadership
Change
Educational Reform
School Culture
Students in Poverty
Brain Research
Innovation

Books

Fierce Conversations by Susan Scott
Engaging Teachers in Classroom Walkthroughs by Donald Kachur
Brain Rules by John Medina
A Whole New Mind by Daniel Pink

Assistant Principal

Independent Study

- Professional Reading (see suggested books below)
- Active Membership in Local/State Education Associations/
Organizations

Teach Like A Champion by Doug Lemov
A Framework for Understanding Poverty by Ruby Payne
Never Underestimate Your Teachers by Robyn Jackson
Under-Resourced Learners Ruby by Payne and Dan Shenk
High Impact Instruction by Jim Knight
Quality Questioning by Jackie Walsh and Beth Sattes
What Great Principals Do Differently by Todd Whitaker
Classroom Instruction That Works by Robert Marzano
What Works in Schools by Robert Marzano

Principal

Independent Study

- Professional Reading (see suggested books below)
- Active Membership in Local/State Education Associations/Organizations

The Highly Engaged Classroom by Robert Marzano
Rigor Is Not a Four Letter Word by Barbara Blackburn
Teach Like Your Hair's on Fire by Rafe Esquith
Teacher Leadership That Strengthens Professional Practice by Charlotte Danielson
The Five Temptations of a CEO by Patrick Lencioni
Becoming a Learning School by Joellen Killion and Patricia Roy
Learning in the Fast Lane by Suzy Pepper Rollins
Blink: The Power of Thinking Without Thinking by Malcolm Gladwell

Mesquite ISD Professional Learning Options
for the 30 Hours of Required Gifted Training

Teachers serving gifted students are required to have 30 gifted hours in the specific strands.

Teachers needing to complete the 30 hours of gifted training should register for the following:*

A. Identification/Assessment Strand- 6 hours required

Gifted Texas Style-(6 hrs.)

B. Differentiated Curriculum/Instruction Strand-18 hours required

Start Small: Just Don't Stand Still-(18 hrs.)

Critical Thinking and Questioning for the Mind of the Gifted-(6 hrs.)

Leading and Managing a Differentiated Classroom-(6 hrs.)

Creating a Culture of Thinking-(6 hrs.)

Tiered Lessons-(6 hrs.)

The Curious Classroom-(6 hrs.)

****Middle school and high school teachers may take AP/Pre-AP Summer Institutes or content-specific Region 10 offerings for their DC strand.***

C. Nature and Needs Strand-6 hours required

Affective Needs-(6 hrs.)

Twice Exceptional-(6 hrs.)

When Gifted Kids Don't Have All the Answers Book Study-(6 hrs.)

PLEASE NOTIFY THE ADVANCED ACADEMICS OFFICE WHEN YOUR 30 HOURS ARE COMPLETE.

Yearly GT Update-6 hours required

After teachers have obtained the 30-hour certificate, they are required to have a 6-hour update yearly if they are serving gifted students. Please check the Professional Learning Catalog for classes designated as follows: **Note: Counts as Gifted Update Training.**

There are numerous acceptable 6-hour update options through Region 10, approved campus book studies, etc.

Electronic Registrar Online via the Internet

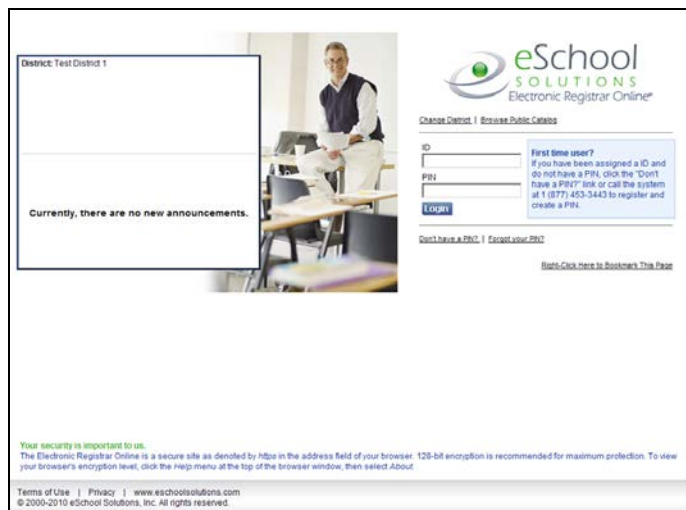
Registration Dates: August 8 – September 3, 2019

Requirements:

1. An Internet Service Provider (i.e.: Internet access)
2. Mesquite Independent School District ID = **52564**
3. Your User ID = **Your Employee ID Number**
4. Your PIN (Personal Identification Number) = **The last four digits of your social security number.**

Getting to the Electronic Registrar Online

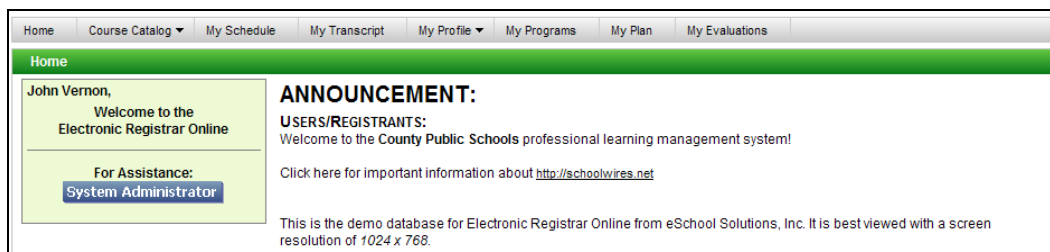
1. In the address field at the top of your Internet browser screen type:
<https://ero1.eschoolsolutions.com/user/Login.taf?function=logout&orgId=52564>
2. The following screen will appear:



The screenshot shows the login interface for eSchool SOLUTIONS Electronic Registrar Online. On the left, there is a placeholder for a district image with the text "District: Test District 1" and "Currently, there are no new announcements." Below this is a security notice: "Your security is important to us. The Electronic Registrar Online is a secure site as denoted by https in the address field of your browser. 128-bit encryption is recommended for maximum protection. To view your browser's encryption level, click the help menu at the top of the browser window, then select About." At the bottom left are links for "Terms of Use", "Privacy", and "www.eschoolsolutions.com", along with a copyright notice for 2000-2010. On the right, the eSchool SOLUTIONS logo is displayed above the text "Electronic Registrar Online". Below this are links for "Change District" and "Browse Public Catalogs". The login section includes fields for "ID" and "PIN", a "Login" button, and a "First time user?" section with instructions to click "Don't have a PIN?" or "Forgot your PIN?". A link to "Click here to Bookmark This Page" is also present.

3. To log into the system, enter your ID (employee ID number) and PIN (the last four digits of your social security number) and click *Login*.

The system options that the user can access are displayed on the menu bar.



The screenshot shows the user interface after a successful login. At the top is a horizontal menu bar with links: "Home", "Course Catalog", "My Schedule", "My Transcript", "My Profile", "My Programs", "My Plan", and "My Evaluations". Below the menu bar, the "Home" section is highlighted. On the left, a welcome message from "John Vernon" is displayed, along with a "For Assistance: System Administrator" button. The main content area features an "ANNOUNCEMENT:" section with the heading "USERS/REGISTRANTS:" and a welcome message to the "County Public Schools professional learning management system!". It includes a link to "http://schoolwires.net" for more information. At the bottom, a note states: "This is the demo database for Electronic Registrar Online from eSchool SOLUTIONS, Inc. It is best viewed with a screen resolution of 1024 x 768."

The system options include the following:

| | |
|----------------|--|
| Course Catalog | Displays available courses for registration, provides access to the schedule calendar and provides the option to request out of district transfer credits. |
| My Schedule | Displays current registrations. |
| My Transcript | Displays sessions that the registrant attended. |
| My Profile | Displays current profile information and allows users to modify PINs. |
| My Programs | Displays Programs that the user is registered for and provides information on certifications/endorsements and issued/expiration dates. |
| My Plan | Displays the user's Professional Growth Plans (PGPs). |
| My Evaluations | <p>Displays evaluation forms for sessions and/or programs that the user has attended.</p> <p>Note: <i>The "My Evaluations" option is visible only if your organization accepts online evaluation responses for some sessions.</i></p> |

Course Catalog (Registration)

The **Course Catalog** option is used for registration. Only courses with sessions that are open to your registrant type for registration on the date you are logged in will be visible in the online course catalog. Search results will not display for a session if the *Registration End Time* has passed, and registrations will not be allowed.

Also, only session reference numbers (SRN) for sessions that are open for registration can be entered as valid numbers when registering over the telephone (IVR).

The screenshot shows the 'Course Catalog' search interface. At the top, there is a green header bar with the text 'Course Catalog' and two links: 'View Schedule Calendar' and 'Request Out of District Transfer Credit'. Below the header, the search form includes several input fields: 'Curriculum:' with a dropdown arrow, 'Credit type:' with a dropdown arrow, 'Course Code or Title:', 'Session (SRN):', and 'Session Budget Code:' with a dropdown arrow. The 'Start Date:' field is split into 'From' and 'To' date pickers, both showing '(MM/DD/YYYY)'. Below these fields is a 'Results:' dropdown menu set to 'List by Course'. At the bottom of the form are two buttons: 'Search' and 'Advanced Search'.

You can search by the following criteria and choose the search results format (List by Course, Curriculum Category or Date).

- Curriculum category
- Credit Type
- Course title or course code
- SRN (Session Reference Number)
 - When a specific SRN is entered as the search criteria, the system will only display course information for that specific session. No other sessions for the Course are displayed. To register for the Session, select the Register button. To search on a different SRN, click the Back to Search link to return to the Search screen.
- Start date or date range

The *Advanced Search* link, located to the right of the Search button offers additional search options including an option to show only Sessions with seats available. Search results can be listed by Course, Curriculum Category, or Date.

| Course Title | Course Code | Starts | Register? |
|---|-------------|--------------|------------------------|
| Mentoring Techniques | 1899284 | Thu 02/03/11 | Select |
| Particle Physics in the 5th Dimension | Astro-102 | Fri 01/28/11 | Select |
| String Theory and Multiple Universes | Astro-101 | Mon 02/28/11 | Select |
| Test Course 0001 | 0001 | Mon 05/03/10 | Select |

In the search results, select the desired course by clicking on either the course title or Select link.

The course description and all sessions open for registration will appear. Also, prerequisite courses list on this screen. If no session budget codes have been defined by the district, this field will be blank.

COURSE INFORMATION

Course Code: 0001
 Course Title: Test Course 0001
 Description: Test Course
 Requirements: There are no prerequisites for this course.

SESSIONS (TOTAL SESSIONS LISTED BELOW: 11)

LocationID: 149
 Location: ARECIBO OBSERVATORY

SRN 8856743

| Total Seats | Filled Seats | Available Seats | On Wait List |
|-------------|--------------|-----------------|--------------|
| 8 | 1 | 7 | None |

Registration Starts: 02/01/2011 08:00 AM
 Registration Ends: 02/28/2011 10:00 AM
 Require Approval: No

Target Audience: None
 Learning Method: None

| Credit Types | Credits | Points | Registration Fee |
|--------------------|---------|--------|------------------|
| *Conference Credit | 0.00 | 0.00 | \$ 0.00 |
| Banked ESOL Hours | 0.00 | 0.00 | \$ 0.00 |

Date/Time: Tue Feb 15, 2011 07:00 AM - 04:30 PM
 Late Drop Starts: Late Drop/No Show Fee: \$ 10.00

Register

The Credit Types and the corresponding Credits and Hours are listed together. The available Credit Types are viewable prior to registering for a Session.

For canceled sessions, the icon labeled "Course Cancelled" is shown below the SRN. The session will continue to display until the close of the registration period. Registrants will not be able to enroll in cancelled sessions.

For sessions that require prerequisites, the icon labeled "Prerequisites Required" is shown below the SRN.

For sessions that the user is already enrolled in, the icon labeled "Already Registered" is shown below the SRN.

For sessions that the user is on a Wait List for, the icon labeled, "On Wait List" is shown below the SRN.

For sessions that the user is already enrolled in, the icon labeled "Already Registered" is shown below the SRN.

For sessions that the user is on a Wait List for, the icon labeled, "On Wait List" is shown below the SRN.

For sessions that have restrictions, the icon labeled "Session Restrictions" is shown below the SRN. Two types of restrictions are possible: Location (registrants from a certain location only) and Classification (registrants who teach a certain subject or grade). When there are session restrictions that are not met by the user, information is provided that describes the restriction and describes why the restriction exists for the session.

A "Date Limit" icon is shown below the SRN for sessions that the user is already enrolled in or attended another session of the selected course within the number of days entered as that course's limit. The user will not be permitted to register for that session.

For sessions for which the registration must be requested and self-enrollment is not permitted, the icon labeled "Request Enrollment" is shown below the SRN. Clicking on the message places the users name on the list of requests for this session.

For sessions that are open for registration, an icon labeled "Register" is shown below the SRN. **Note:** *Registration over the phone does not have a course catalog. Instead, use the SRN. When you press "1" to register for a course, you are prompted to enter the SRN.*

The district may require that additional information be entered to complete the registration.

If a seat is available, you will receive a message on the screen that you are "Enrolled." Also, if your district is using email notifications and you have a valid email address on your profile, then you will receive an email notification of your successful enrollment as well.

Note: *Registration over the telephone also produces an email notification.*

If the session you are attempting to register for is full, you will have the option to add your name to the waitlist for that session. If your district is using email notifications and you have a valid email address on your profile, an email notification is sent to indicate that you have been added to a waitlist for this session.

Note: *Choosing to be added to the waitlist reserves the date(s) and times of that session on your schedule and prevent enrolling in other sessions at that time.*

When a seat becomes available the first eligible person on the waitlist is enrolled and notified via email of that change in registration status. As a registrant, you should be aware to look for that email notification and to check your schedule online or via the telephone for changes in your registration status. (Cancelled sessions are also notified in this way – email, online schedule, and telephone schedule.) If you are enrolled in a session from the waitlist, it is your responsibility to drop that enrollment if you do not want to attend. Otherwise, you may prevent a registrant who wants to attend from doing so.

If there is a schedule conflict with a session that you are enrolled in or on the waitlist for, you will be notified of the conflict and given the opportunity to drop your current enrollment or waitlist status in order to attempt to enroll in the selected session. (A seat may or may not be available for that session.)

Registration for Self-Paced Sessions

When a self-paced session is accessed from the **Course Catalog** tab, the course details will display the "*Self-Paced*" and "*Complete by*" fields instead of Occurrence date/time information.

The system displays *Self-Paced* in the Date/Time field **and** displays the *Complete by* date to the right of the Date/Time field.

The screenshot displays the 'Course Catalog' interface. At the top, there's a 'COURSE INFORMATION' section with fields for Course Code (0001), Name (Test Course 0001), Description (Test Course), and Requirements (There are no prerequisites for this course). Below this is the 'COURSE SESSIONS' section, which includes instructions: 'To register for a session, click the icon labeled "Register"' and 'To request enrollment for a session, click the icon labeled "Request Enrollment"'. A 'Request Enrollment' button is visible on the left. The main section is titled 'SRN 1116789' and contains details: Status (Active), # Seats Available (15), # On Waitlist (None), Delivery Method (None), Stipend (None), Target Audience (None), Presenters (JANICE ADAMS), Location, and Self-Paced (Complete by Mon Aug 30, 2010). Registration Start and End dates are also shown. At the bottom, a table lists 'Credit Types' with columns for Credits, Hours, and Reg. Fee.

| Credit Types | Credits | Hours | Reg. Fee |
|---------------------|---------|-------|----------|
| Community Education | 8.00 | 14.00 | \$ 0.00 |

Upon successful registration, the Registration confirmation page will display the Self-Paced sessions and *Complete by* date information instead of Occurrence date/time information.

To Exit from the Electronic Registrar Online:

1. **Click on EXIT or Close your Internet Browser completely.** Otherwise, someone may be able to access your information using the browser's back arrow.
2. You do not have to disconnect from your Internet access.

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Technology



Let Google Drive You There

Course Registration Number: 19117802

Date (s): October 17, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Counselors and Administrators
Presenter (s): Tammy Rushing
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 1178
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 30

Interested in Google Drive but not sure where to begin? This course will take you through all the features of Drive: Docs, Sheets, Forms and more. Learn ways to improve work flow and enhance student learning and collaboration using the power of Google.

Note: Participants will be contacted a few days before class begins with course access and login information.



Discover Google Classroom

Course Registration Number: 19121302

Date (s): September 18, 25 and October 2, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: Teachers, K-12
Presenter (s): Tammy Rushing
Prerequisite: Basic keyboarding & internet usage skills

PGH: 6 **PFK:** 6
Course: 1213
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 30

Discover how implementing Google Classroom into your own classroom can allow your students opportunities to think creatively and critically. Your experience with Google Drive blends with Classroom to make assigning, grading, and returning assignments online a seamless process.

Tech Plan Strand: Contextual Learning, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.



Advanced Google for the Classroom

Course Registration Number: 19124703

Date (s): September 17 and October 1, 2019
Class Time: 4:45 PM to 6:15 PM
Target Audience: Secondary Teachers, Administrators, Librarians
Presenter (s): Patricia Contreras and Leah Felyt
Prerequisite: Working knowledge of Google Apps for Education and the Chrome web browser

PGH: 3 **PFK:** 3
Course: 1247
Site: PDC
Room: Technology Lab
Minimum 15 Maximum 30

This course was designed for those who have a working knowledge of google apps for education and the Chrome web browser. Come and learn how Chrome apps and extensions can extend and increase teacher productivity and student collaboration. All the materials presented have already been tested in the classroom! This session will focus on using extensions and “app smashing” to foster student collaboration and increase student engagement.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology



Advanced Google for the Classroom

Course Registration Number: 19124704

Date (s): October 29 and November 12, 2019

Class Time: 4:45 PM to 6:15 PM

Target Audience: Secondary Teachers, Administrators, Librarians

Presenter (s): Patricia Contreras and Leah Felty

Prerequisite: Working knowledge of Google Apps for Education and the Chrome web browser

PGH: 3 **PFK:** 3

Course: 1247

Site: PDC

Room: Technology Lab
Minimum 15 Maximum 30

This course was designed for those who have a working knowledge of google apps for education and the Chrome web browser. Come and learn how Chrome apps and extensions can extend and increase teacher productivity and student collaboration. All the materials presented have already been tested in the classroom! This session will focus on using extensions and “app smashing” to foster student collaboration and increase student engagement.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Google Certified Educator Level 1 Bootcamp

Course Registration Number: 19125104

Date (s): October 29, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Administrators , K-12

Presenter (s): Emma McDonald and Tai Preuninger

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1251

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

If you're an educator who knows how to use Google tools in the classroom, this certification proves your proficiency. The Level 1 status indicates that an educator is able to successfully implement G Suite for Education into their teaching practice in order to enhance teaching and learning. This bootcamp is designed to provide the skills you will need to pass the Google Certified Educator Level 1 Exam. ***Bootcamp is a preparation course only- the Google Certified Educator Level 1 Exam should be taken through Google on your own after course completion.**

Participants will complete the first 3 hours in a lab setting and will complete the last 3 hours online Tech Plan Strands: Communication, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Google Certified Educator Level 1 Bootcamp

Course Registration Number: 19125105

Date (s): November 19, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Administrators , K-12

Presenter (s): Emma McDonald and Tai Preuninger

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1251

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

If you're an educator who knows how to use Google tools in the classroom, this certification proves your proficiency. The Level 1 status indicates that an educator is able to successfully implement G Suite for Education into their teaching practice in order to enhance teaching and learning. This bootcamp is designed to provide the skills you will need to pass the Google Certified Educator Level 1 Exam. ***Bootcamp is a preparation course only- the Google Certified Educator Level 1 Exam should be taken through Google on your own after course completion.**

Participants will complete the first 3 hours in a lab setting and will complete the last 3 hours online Tech Plan Strands: Communication, Collaboration

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Prove You're a Rockstar

Course Registration Number: 19133602

Date (s): October 7 - 25, 2019
Class Time: Online
Target Audience: Teachers and Administrators, K-12
Presenter (s): Tai Preuninger
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 1336
Site: Online
Room: Online
Minimum 15 Maximum 30

Build an online presence using Google Sites to showcase your skills, abilities, and achievements as an educator. Whether your purpose is T-TESS documentation or branding yourself, a professional portfolio highlights the unique talents you bring to education. Participants will leave the course with a working digital portfolio that will expand as you learn and grow.

Tech Plan Strand: Communication

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Prove You're a Rockstar

Course Registration Number: 19133603

Date (s): November 18 - December 6, 2019
Class Time: Online
Target Audience: Teachers and Administrators, K-12
Presenter (s): Tai Preuninger
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 1336
Site: Online
Room: Online
Minimum 15 Maximum 30

Build an online presence using Google Sites to showcase your skills, abilities, and achievements as an educator. Whether your purpose is T-TESS documentation or branding yourself, a professional portfolio highlights the unique talents you bring to education. Participants will leave the course with a working digital portfolio that will expand as you learn and grow.

Tech Plan Strand: Communication

Note: Participants must attend all sessions and complete assignments in order to receive credit.



I Didn't Know We Had That

Course Registration Number: 19139403

Date (s): September 24, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers and Librarians
Presenter (s): Emma McDonald
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 1394
Site: PDC
Room: Technology Lab
Minimum 15 Maximum 30

Tired of wasting time searching for the best resources for your lessons? Frustrated when students use Wikipedia or unknown websites for their projects and research? We have just the thing for you! Mesquite ISD subscribes to a multitude of premium digital resources and makes them available to teachers, students and their families for FREE. These high quality resources cannot be located with a Google search and offer differentiation tools such as choice of language or reading level and text-to-speech. You'll be amazed at what there is to offer!

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Creating Instant Relevance

Course Registration Number: 19139503

Date (s): October 8, 15 and 22, 2019

Class Time: 4:45 PM to 6:45 PM

Target Audience: Teachers, K-12

Presenter (s): Michala Price

Prerequisite: Participants must bring their own copy Denis Sheeran's Instant Relevance

PGH: 6 **PFK:** 6

Course: 1395

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

In his book, Instant Relevance, Denis Sheeran argues that students no longer need us for information, they need us to help them make sense of it. Discover why sharing personal experiences can make lasting content connections for your students, how asking questions can lead to relevant and impactful learning experiences, where detours from routine can take your class to powerful learning opportunities, and how to find unique learning opportunities in everyday circumstances. You will leave with a toolbox of strategies to bring relevance to your class and give your students voice in their learning. ***Two hours will be online and includes an online submission.***

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Data to Differentiation

Course Registration Number: 19139602

Date (s): October 3, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, K-12

Presenter (s): Denise Dalrymple and Adrienne Stroud

Prerequisite: Must bring formative assessment data to the class

PGH: 3 **PFK:** 3

Course: 1396

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

Are you feeling pretty comfortable with formative assessment strategies but are struggling to figure out what to do with all that data? Differentiation can be done in multiple ways. Bring examples of your data (as part of your application piece) and we will discuss and create multiple ways to differentiate your lessons based on the data that you bring. You will be able to take these lessons back to your classroom the next day!

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Make & Take Google Sites

Course Registration Number: 19139703

Date (s): September 10 and 17, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, Administrators and Counselors

Presenter (s): Doug Goossen

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1397

Site: TEC Center

Room: Innovation

Minimum 15 Maximum 30

Explore the many ways you can use Google sites to create classroom websites, develop interactive and engaging lessons, and support student voice and collaboration. Leave with a website uniquely created for your classroom and students' needs.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Coding Your Way Through Curriculum

Course Registration Number: 19140002

Date (s): September 17, 2019
Class Time: 4:45 PM to 6:45 PM
Target Audience: Teachers and Librarians, K-8
Presenter (s): Meg Curts and Kristi Petty
Prerequisite: None

PGH: 4 **PFK:** 4
Course: 1400
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 35

Create a dynamic learning environment with coding that supports content TEKS. In this session, you will discover how coding and curriculum can complement each other. You will explore the functions of coding and walk away with lesson ideas to implement in your class that foster critical thinking and curiosity among students.
The class is blended: one hour online before class, two hours in class on September 17, and one hour after class online.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

From Consumer to Producer: Moving our Students Towards Creations

Course Registration Number: 19140103

Date (s): October 10 and 24, 2019
Class Time: 4:45 PM to 6:45 PM
Target Audience: Teachers, K-12
Presenter (s): Michala Price and Katie Warnick
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 1401
Site: TEC Center
Room: Innovation
Minimum 15 Maximum 30

Students have opportunities to consume through technology everyday, but the power lies in their ability to create. Join others in learning how to empower students, and give them a voice in their own learning. Through these impactful sessions, you will discover tools and strategies you can implement in your classroom to give students a voice and create ownership of their learning. This course is a mix of face-to-face and online learning.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Filling Your Toolbox with Purpose

Course Registration Number: 19140702

Date (s): September 9 - October 7, 2019
Class Time: Online
Target Audience: Teachers, Administrators, Counselors, Librarians, Inst. Coaches
Presenter (s): Selena Knight and Katie Warnick
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 1407
Site: Online
Room: Online
Minimum 15 Maximum 30

Is your educator toolbox feeling old and rusty? In this class, we will rebuild and fill it with new and shiny tools! We will provide an opportunity and motivation for you to explore, vet, purposefully plan, create and get feedback on new instructional technology for your role.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete outside assignments in order to receive credit.

Technology

Book Study: The PBL Playbook

NEW

Course Registration Number: 19141001

Date (s): September 12, 19 and 26, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, Administrators, Instructional Facilitators and Librarians

Presenter (s): Selena Knight and LeAnn Hooper

Prerequisite: Purchase of book is required.

PGH: 6 **PFK:** 6

Course: 1410

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

Are you looking for a way to engage your students in authentic learning that mimics the real world? Problem Based Learning may be a step in the right direction. If you want to know more about problem based learning, this class may be for you. Come learn with us as we explore how to align PBL to our standards, “fit it in” our curriculum, and empower students through the learning process. We will explore how to assess PBL using our current grading guidelines and how to scaffold this type of learning for maximum benefit in our schools.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Digital Leadership: Social LEADia Book Study

Course Registration Number: 19141102

Date (s): October 14 - 25, 2019

Class Time: Online

Target Audience: Teachers, Administrators and Librarians

Presenter (s): Kristi Petty

Prerequisite: You must have a professional social media account and read the book.

PGH: 3 **PFK:** 3

Course: 1411

Site: Online

Room: Online
Minimum 15 Maximum 30

How can we empower students to understand that their voices matter and to comprehend the lasting impact of their digital footprint? Through this class we will work to create a culture where students thrive in a world of social media and become digital leaders. During this self-paced book study, participants will engage in a Google Hangout and interact on any social media platform of your choice. You must have read the book Social LEADia by Jennifer Casa-Todd prior to beginning course material.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Tech for Young Learners: Diving into a Collaborative Community

NEW

Course Registration Number: 19141201

Date (s): September 24, October 15 and November 12, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, PreK - 2

Presenter (s): Jessica Stubbs and Stephanie Richard

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1412

Site: TEC Center

Room: Innovation
Minimum 20 Maximum 40

Come join our collaborative community as we seek ways to increase effective tech integration strategies in order to foster creativity, infuse collaboration, and increase communication in your stations. This class will not only provide you with encouragement and resources for your own classroom but will also allow you to build your professional learning community,

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Technology

Book Study: Blended Learning in Action by Catlin Tucker

NEW

Course Registration Number: 19141301

Date (s): October 31, November 7 and 14, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers and Administrators

Presenter (s): Tammy Rushing

Prerequisite: Purchase of book is required.

PGH: 6 **PFK:** 6

Course: 1413

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 30

Blended learning has the power to reinvent education, but the transition requires a new approach to learning and a new skillset for educators. Loaded with research and examples, Blended Learning in Action demonstrates the advantages a blended model has over traditional instruction when technology is used to engage students both inside the classroom and online. Participants will gain ideas for personalizing and differentiating instruction using technology, strategies for managing devices in schools, and questions to facilitate professional development and deeper learning.

Note: Participants must attend all sessions and complete assignments in order to receive credit.

Empowering Student Voice in the Math Classroom

NEW

Course Registration Number: 19141401

Date (s): September 10, 12 and 17, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers, K-8

Presenter (s): Emilee Simmons

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 1414

Site: TEC Center

Room: Innovation
Minimum 15 Maximum 40

Are you looking for a way to improve your students' abilities to explain their reasoning and critique solutions? It is time to enhance students' communication skills while simultaneously increasing problem solving and critical thinking strategies. Come join us in exploring multiple ways to amp up your classroom discussion and see the impact it could have for your students!

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete assignments in order to receive credit.

Special Populations

Gifted Texas Style

Course Registration Number: 19211703

Date(s): September 11 and 18, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades K-12, and Administrators
Presenter(s): Russ Weeks, Liz Rimler and Tikka Walters
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2117
Site: Admin Building
Room: Upstairs Training Room
Minimum 15 Maximum 30

This workshop is designed to give an overview of gifted education in Texas. Participants will become familiar with the characteristics of gifted children, the state requirements for gifted programs, and the Mesquite Gifted Program. Participants will engage in activities designed to enhance the curriculum for gifted students.

Note location - Administration Building - 3819 Towne Crossing Blvd., Mesquite, TX 75150

Note: Counts as Gifted Training: Strands IA. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Building a Bridge Between MTA and the Classroom

Course Registration Number: 19217602

Date(s): October 1, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Elementary Teachers
Presenter(s): Cindy Sloan
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 2176
Site: Student Support Center
Room: B-104
Minimum 15 Maximum 40

This course will provide information on how the brain processes the printed word, emphasizing the specific areas of the brain involved in the reading process. The presenter will explain the difficulties the dyslexic child may have in making the connections needed in order to develop fluent reading skills. An overview of the MTA program and a demonstration of how the MTA program addresses the needs of the dyslexic child will be provided. Participants will learn strategies for supporting their dyslexic students as they move through the MTA program.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Phonological Awareness and Letter Knowledge: Foundation Skills of Reading

Course Registration Number: 19218302

Date(s): October 22, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Kindergarten Teachers and MTA Instructors
Presenter(s): Cindy Sloan
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 2183
Site: Student Support Center
Room: B-104
Minimum 15 Maximum 40

This course will provide an overview of how the brain processes print, emphasizing phonological awareness and letter identification as vital contributors to the reading process. The presenter will explain why at risk students need direct, explicit instruction in these foundation skills. Participants will learn and practice strategies and activities that teachers may use to strengthen phonological awareness and letter knowledge in the classroom.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations

Creating Cultures of Thinking: Online Book Study

Course Registration Number: 19219602

Date(s): September 15 - October 25, 2019
Class Time: Online
Target Audience: Anyone getting initial 30 GT hours or 6-hour GT Update
Presenter(s): Tikka Walters
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2196
Site: Online
Room: Online
Minimum 15 Maximum 20

What is the story of learning we truly want to tell and make a reality for our students? What messages about learning are the students in the classroom receiving? This book study will address ways of leveraging the cultural forces through routines & structures, language, expectations, opportunities created, interactions & relationships, physical environment, modeling and time. This 6 week class is not self-paced. There will be weekly questions and interactions with other participants that must be completed by the Friday of each week.

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



“Tiggers” in the Classroom: ADHD

Course Registration Number: 19220303

Date(s): September 30 and October 7, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2203
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

This six hour course will explore what ADHD is and what it isn't. The course will also give resource information and ideas on how to help the student in the classroom. During the first three hours we will discuss the characteristics of ADHD and how this impacts learning, social skills and behavior. During the second three hours intervention strategies including informal and formal behavior plans, and interaction techniques and accommodations in the classroom will be discussed.

Come learn about your “tiger in the classroom”!

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

SHOW: Social/Emotional Higher Order Writing

Course Registration Number: 19220403

Date(s): October 1 and 8, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Counselors, Administrators
Presenter(s): Russ Weeks
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2204
Site: Admin Building
Room: Upstairs Training Room
Minimum 20 Maximum 45

This workshop will facilitate differentiated writing processes and strategies across content areas with a focus on social and emotional needs of students. Participants in this workshop will actively write (model/teach) throughout the 6 hours. This workshop counts for the D/C or N/N strand of gifted training, and will also count for the 6-hour GT update for those who already have 30 hours.

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations



Tools of Relational Practices

NEW

Course Registration Number: 19221001

Date(s): September 16, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, Administrators and Paraprofessionals

Presenter(s): Ryan Brassell and Lourdes Ordonez

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 2210

Site: PDC

Room: Board Room
Minimum 15 Maximum 30

Looking for quick easy ways to connect with your students? Want to know how to build positive relationships with and between your students? The techniques you'll learn in this session require very little prep or planning but are key to harnessing the most powerful motivational and behavior management tool in your toolbox – the power of relationships!

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



General Education and Special Education: Making It Work

NEW

Course Registration Number: 19221101

Date(s): September 17, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers

Presenter(s): Sondra Warren, Jeff Perkins and Karen Felts

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 2211

Site: Student Support Center

Room: A-101
Minimum 15 Maximum 30

Participants will learn how to integrate special education supports and services into the general education classroom. From support facilitation to co-teach, this overview will include roles and responsibilities of the general education and the special education teacher, including how to develop a collaborative relationship that maximizes student learning.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



It's All About the G's

NEW

Course Registration Number: 19221201

Date(s): September 26, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers and Asministrators

Presenter(s): Mary Mack and Kaye Nichols

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 2212

Site: Student Support Center

Room: A-101
Minimum 15 Maximum 30

This training is an introduction to the seven areas of intelligence and how those areas affect learning in the classroom setting. Recommendations will be shared for teaching to the areas that are a strength for the student as well as ways to accommodate for areas of weakness. Participants will leave with an understanding of how to use this information from the student's Full and Individual Evaluation to plan for more effective instruction.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations



Schedules and Structured Work Stations - Make and Take

NEW

Course Registration Number: 19221301

Date(s): September 25, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: TLC/LIFE/PPCD Teachers and Paraprofessionals

Presenter(s): Tiffany Solis and Jacqueline Lagat

Prerequisite: None

PGH: 3

PFK: 3

Course: 2213

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

Participants will utilize this time to make activities for structured work stations and schedules. Participants will be given guidance on the setup of a structured work station as well as the various kinds of schedules that are available to students in specialized classrooms such as LIFE, TLC, and PPCD. Materials will be provided!

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Goals and Objectives 2.0

NEW

Course Registration Number: 19221501

Date(s): September 10, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers

Presenter(s): Casey Allen and Jill Havard

Prerequisite: None

PGH: 3

PFK: 3

Course: 2215

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This is an updated PLAAFP and IEP training based on the latest information from Region 20. Participants will learn how to write PLAAFP statements based on new guidance and templates as well as how to write appropriate goals and objectives based on the student's present levels.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Creating Calm From Chaos

Course Registration Number: 19222802

Date(s): November 4 and December 2, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, Grades Pre K-12 and Administrators

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 6

PFK: 6

Course: 2228

Site: PDC

Room: Room 208

Minimum 15 Maximum 30

Refresh yourself with the "basics" of behavior techniques while learning techniques for the students in your classroom that are not responding to traditional behavior intervention plans. Participants will learn how to collect and use baseline data, rely on established support systems, discover motivations behind behaviors, and discuss rapport building techniques. Participants will create and implement an individualized behavior intervention plan and will leave with practical strategies.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Special Populations

When Gifted Kids Don't Have All the Answers - A Book Study

Course Registration Number: 19224402

Date(s): September 15 - October 25, 2019
Class Time: Online
Target Audience: Teachers, Grades K-12
Presenter(s): Tikka Walters
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2244
Site: Online
Room: Online
Minimum 15 Maximum 25

When people think of gifted kids, they usually focus on their intellectual needs. This book study will take a close-up look at gifted kids from the inside out - their social and emotional needs. Topics include self-image and self-esteem, perfectionism, depression, feelings of "differentness," and stress. The authors suggest ways to help gifted underachievers and those who are bored in school and suggest ways to encourage healthy relationships with friends, family and other adults.

Note: Counts as Gifted Training: Strand NN. Course will be completed online.

Start Small: Just Don't Stand Still-Revised

Course Registration Number: 19225902

Date(s): October 3, 10, 17, 24, November 7, and 14, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades K-8
Presenter(s): Traci Gandara and Kathy Underwood
Prerequisite: None

PGH: 18 **PFK:** 18
Course: 2259
Site: Admin. Building
Room: Upstairs Training Room
Minimum 15 Maximum 40

Develop a knowledge base of gifted students and the strategies that work for them. This class provides a comprehensive overview of differentiation strategies using book study and hands-on applications. We will focus on various differentiation strategies including curriculum compacting, tiered lessons, learning centers, pre-instruction assessment, and product options. This is the training that will make a significant impact on the gifted students in your classroom. This session counts in the initial 30 hours for teachers of gifted students by the state of Texas.

Note: Counts as Gifted Training: Strand DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Twice Exceptional Gifted Students

Course Registration Number: 19234403

Date(s): December 2 - December 13, 2019
Class Time: Online
Target Audience: Teachers
Presenter(s): Christy Campos and Michele Richards
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 2344
Site: Online
Room: Online
Minimum 20 Maximum 30

Twice exceptional students are gifted students who also have a disability. These students often struggle socially and emotionally with the unbalance of being highly able in one area and limited in another. In this staff development session, suggestions will be offered on identifying these students and on serving them as whole students.

Note: Counts as Gifted Training: Strand NN. Participants will be contacted a few days before class begins with course access and login information.

Special Populations

Leading and Managing a Differentiated Classroom

Course Registration Number: 19237802

Date(s): September 15 - October 25, 2019

Class Time: Online

Target Audience: Teachers and Administrators

Presenter(s): Tikka Walters

Prerequisite: None

PGH: 6 **PFK:** 6

Course: 2378

Site: Online

Room: Online

Minimum 15 Maximum 20

Leading and Managing a Differentiated Classroom addresses student differences thoughtfully and proactively. It focuses on what it means for a teacher to effectively lead a differentiated classroom. Participants will learn how to be more confident and effective leaders for and in student-focused and responsive classrooms. The book study focuses on the mechanics of managing a differentiated classroom and the need for flexible classroom management.

Note: Counts as Gifted Training: Strands DC. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction

Accelerate Your Acceleration with Guided Reading in Grades 3 - 5

Course Registration Number: 19347901

Date(s): Sept. 24, Oct. 15, Nov. 7* and Dec. 3, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: Teachers, Grades 3-5
Presenter(s): Sheila Hill and Susan Schulgen
Prerequisite: None

PGH: 8 **PFK:** 8
Course: 3479
Site: PDC
Room: Board Room
Minimum 15 Maximum 30

Teachers in grades 3-6 are often faced with trying to close the gaps of their less skilled readers without having the tools or knowledge to best accomplish this task. This class prepares teachers to assess and effectively approach reading acceleration with students. We'll focus on students reading at the transitional stage, increase fluency, expand vocabulary, and improve comprehension. Participants will learn how to structure acceleration time around a guided reading format that hits all the areas of need within a group. This class involves reading assignments, application pieces, and at least one observation/coaching session for each teacher.
***Nov 7 will meet in Room 211.**

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Guided Reading: A Deeper Dig

Course Registration Number: 19356201

Date(s): October 29, November 19 and December 10*, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, K-2
Presenter(s): Alissa Tubbs
Prerequisite: At least 1 year of teaching experience.

PGH: 7 **PFK:** 7
Course: 3562
Site: PDC
Room: Challenge Room
Minimum 15 Maximum 30

Mesquite ISD has worked with Jan Richardson's Guided Reading Lesson Plan format, and the Fountas & Pinnell Guided Reading Framework for several years. Once you establish a routine, learn the basic procedures for the lesson framework, and have a foundation laid, it is time to go deeper. Digging deeper means reflecting on and analyzing your current practice. This session will provide time and support to help you utilize student data and teacher observations to plan and deliver more rigorous and tailored guided reading instruction. ***December 10 is a virtual Zoom session from 4:30 - 5:30.**

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Vocabulary Magic for 5th Grade STAAR

Course Registration Number: 19356301

Date(s): October 23, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: 5th Grade Science Teachers
Presenter(s): Sherry McDaniels
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3563
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

This course is designed for 5th grade Science teachers who are interested in using the district-provided Vocabulary Magic card sets for Tier 2 and Tier 3 instruction. Strategies provide learners with opportunities to strengthen their Science vocabulary by listening, speaking, reading, and writing in a safe atmosphere where all students participate.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction

Diving Into the New Elementary ELA TEKS K-2

Course Registration Number: 19357111

Date(s): September 11, 18* and 25, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, K-2
Presenter(s): ELA Department
Prerequisite: None

PGH: 9 **PFK** 9
Course: 3571
Site: PDC
Room: Room 211
Minimum 15 Maximum 40

The new ELA TEKS go into effect in the 2019-2020 school year. These new standards ask readers to read like writers, and writers to write like readers. Understanding the complexity and rigor of the new TEKS is important to implementing our new workshop model. Come learn the new standards and get ready for the next year.

***September 18 will meet in the Challenge Room.**

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Diving into the New Elementary ELA TEKS 3-5

Course Registration Number: 19357211

Date(s): September 11, 18 and 25, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, 3-5
Presenter(s): ELA Department
Prerequisite: None

PGH: 9 **PFK** 9
Course: 3572
Site: PDC
Room: Room 210
Minimum 15 Maximum 40

The new ELA TEKS go into effect in the 2019-2020 school year. These new standards ask readers to read like writers, and writers to write like readers. Understanding the complexity and rigor of the new TEKS is important to implementing our new workshop model. Come learn the new standards and get ready for the next year.

Note: Counts as Gifted Update Training. Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

★ Spiral Review Strategies for Science RC 1 with Make and Take

Course Registration Number: 19357602

Date(s): September 10, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: 5th Grade Science Teachers, Instructional Specialists, Administrators
Presenter(s): Science Facilitators
Prerequisite: None

PGH: 3 **PFK** 3
Course: 3576
Site: PDC
Room: Challenge Room
Minimum 15 Maximum 30

This session will provide teachers with an understanding of the importance and rationale for spiral review of Science Reporting Category 1 standards and how to use these strategies to increase student achievement on the 5th grade Science STAAR. Teachers will be given time and materials to prepare resources to efficiently facilitate Reporting Category 1 spiral reviews.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction



Student Led Discussion: Letting the Students Take the Reins

NEW

Course Registration Number: 19357801

Date(s): November 6, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers
Presenter(s): Erin Tobola and Allyson Bell
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3578
Site: PDC
Room: Vision Room
Minimum 20 Maximum 50

Liven up your classroom dynamics with a step by step start up for accountable student led discussion. This discussion strategy maximizes student growth by increasing the confidence, conceptual knowledge, and life skills of students of all abilities!

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Spiral Review Strategies for Science RC 2 with Make and Take

NEW

Course Registration Number: 19357901

Date(s): October 16, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: 5th Grade Science Teachers
Presenter(s): Science Facilitators
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3579
Site: PDC
Room: Challenge Room
Minimum 15 Maximum 30

This session will provide teachers with an understanding of the importance and rationale for spiral review of Science Reporting Category 2 standards and how to use these strategies to increase student achievement on the 5th grade Science STAAR. Teachers will be given time and materials to prepare resources to efficiently facilitate Reporting Category 2 spiral reviews.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



STAAR Study for New Teachers - Middle School Science

NEW

Course Registration Number: 19358001

Date(s): September 10 and November 20, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Grades 6-8
Presenter(s): Lori Turley
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 3580
Site: PDC
Room: Technology Lab
Minimum 15 Maximum 30

How do we begin with the end in mind? This class is for new middle school science teachers (0-2 years of experience). We will study released STAAR questions together for each Reporting Category in order to better understand our TEKS, identify trends, and uncover implications for instruction. We will also learn how to effectively use Foundation Documents in PLC to get the most out of common planning time.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction



The Basics of Elementary ELA Workshop

NEW

Course Registration Number: 19358101

Date(s): September 19, 26* and October 3, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: Teachers K-5, Instructional Coaches

Presenter(s): Andrea Bailey

Prerequisite: None

PGH: 6

PFK: 6

Course: 3581

Site: PDC

Room: Challenge Room
Minimum 25 Maximum 50

The workshop model allows students time to be self-directed learners, read, write, and have academic conversations daily. We will learn how to create a classroom environment for the workshop including spaces, expectations, and routines. We will also gain a better understanding of the teacher's role and the student's role during the workshop. Come learn how to organize your classrooms for ELA workshop. ***September 26 will meet in the Board Room.**

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Powerful, Purposeful Interactive Writing in PreK-1

NEW

Course Registration Number: 19358201

Date(s): October 22, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, PreK-1 and Early Literacy Coaches

Presenter(s): Alissa Tubbs

Prerequisite: None

PGH: 3

PFK: 3

Course: 3582

Site: PDC

Room: Challenge Room
Minimum 25 Maximum 45

Interactive writing is a powerful approach to primary writing instruction. When planned intentionally and executed with purpose, this approach builds the bridge from teacher modeled writing to student independence. Interactive writing instruction is the link between our newly adopted series, Into Read, and our Lucy Calkin's Units of Study. This session will build foundational knowledge for planning and executing powerful and purposeful interactive writing. Participants will leave with increased understanding of how and why we use this approach in early grades and plans for implementation right away.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Powerful, Purposeful Interactive Writing in PreK-1

NEW

Course Registration Number: 19358202

Date(s): November 5, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Teachers, PreK - 1 and Early Literacy Coaches

Presenter(s): Alissa Tubbs

Prerequisite: None

PGH: 3

PFK: 3

Course: 3582

Site: PDC

Room: Room 211
Minimum 25 Maximum 45

Interactive writing is a powerful approach to primary writing instruction. When planned intentionally and executed with purpose, this approach builds the bridge from teacher modeled writing to student independence. Interactive writing instruction is the link between our newly adopted series, Into Read, and our Lucy Calkin's Units of Study. This session will build foundational knowledge for planning and executing powerful and purposeful interactive writing. Participants will leave with increased understanding of how and why we use this approach in early grades and plans for implementation right away.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction



Desmos 101: An Introduction

NEW

Course Registration Number: 19358301

Date(s): September 10, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Secondary Math Teachers
Presenter(s): Jennifer Johnson
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3583
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

Desmos is a free, online graphing calculator that is easy to use and accessible to all students and all teachers. Come and learn the basics of Desmos and how it allows for explorations, computations, graphing, and instant feedback for both teachers and students. Desmos is a tool that can change the way math is seen and taught in all classrooms.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Formatively Assessing in the Secondary Classroom

NEW

Course Registration Number: 19358401

Date(s): October 10, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Secondary Teachers
Presenter(s): Jennifer Hiser
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3584
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

Research shows that formative assessment has the power to significantly improve student learning. This session will discuss the benefits of formative assessment, model different strategies that can be successfully implemented into any classroom, and identify ways to utilize the feedback to move student learning forward.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Desmos: Creating Activity Builders

NEW

Course Registration Number: 19358501

Date(s): September 24, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Secondary Math Teachers
Presenter(s): Kathy Quigley
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3585
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

Participants will learn how to create and customize activities using the Desmos Activity Builder. Time will be given for participants to develop their own Desmos activities and to learn how to understand the Teacher Dashboard while students are completing activities to monitor and adjust instruction.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction

Implementing Math Talk in Middle School

NEW

Course Registration Number: 19358601

Date(s): October 16, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers
Presenter(s): Linda Goodwin
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3586
Site: PDC
Room: Room 210
Minimum 15 Maximum 30

Want to create a room of talkers in the math class? Implementing math talk in middle school will give you the tools and strategies to create logical thinkers through conversations and collaboration.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Number Talks Grades K-2

NEW

Course Registration Number: 19358801

Date(s): October 22, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers and Instructional Coaches, K-2
Presenter(s): Sherry Beddow
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3588
Site: PDC
Room: Room 211
Minimum 15 Maximum 30

Number Talks is a valuable classroom routine for making sense of mathematics, developing efficient computation strategies, communicating reasoning, and proving solutions.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Number Talks Grades 3-5

NEW

Course Registration Number: 19358901

Date(s): September 17, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers and Instructional Coaches, 3-5
Presenter(s): Sherry Beddow
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3589
Site: PDC
Room: Board Room
Minimum 15 Maximum 30

Number Talks is a valuable classroom routine for making sense of mathematics, developing efficient computation strategies, communicating reasoning, and proving solutions. In this course we will observe some Number Talks, learn more about them, and practice planning and doing some with each other.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Instruction



Where am I? Inquiry in Social Studies

NEW

Course Registration Number: 19359201

Date(s): October 9, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Social Studies Teachers, K-12
Presenter(s): Daniel Norwood
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3592
Site: PDC
Room: Board Room
Minimum 15 Maximum 40

Where am I is a question we often ask to determine our physical location. This question, like many others, often prompts us to begin the search for answers. Historical inquiry involves investigating evidence to seek answers to life's many questions. Why do most people live in cities? Why do we vote? Why is Hawaii a state? How can so many ethnic groups be "Americans"? these are just a few of the questions one could answer through the inquiry process in social studies. This course provides educators with a practical framework and effective strategies to pursue the path towards inquiry instruction.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Effective Lesson Design

NEW

Course Registration Number: 19359301

Date(s): September 19, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, K-12
Presenter(s): Matt Cain
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3593
Site: PDC
Room: Leadership
Minimum 15 Maximum 40

The quote goes, "Failing to plan is planning to fail." Come join us as we spend time learning how to design and plan powerful, effective lessons that will engage and grow your students. We will address questions such as: What are the parts of an effective lesson? What does each part look like for the teacher and the students? Where do I start? What resources should I be using? How can I make the most of my planning time? Will this ever get easier? The answers to these questions will help you create high-quality, on target lesson plans.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Effective Lesson Design

NEW

Course Registration Number: 19359302

Date(s): September 26, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, K-12
Presenter(s): Matt Cain
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 3593
Site: PDC
Room: Leadership
Minimum 15 Maximum 40

The quote goes, "Failing to plan is planning to fail." Come join us as we spend time learning how to design and plan powerful, effective lessons that will engage and grow your students. We will address questions such as: What are the parts of an effective lesson? What does each part look like for the teacher and the students? Where do I start? What resources should I be using? How can I make the most of my planning time? Will this ever get easier? The answers to these questions will help you create high-quality, on target lesson plans.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Leadership

STEM: Phase I - Managing Change

Course Registration Number: 19412201

Date(s): October 26, 2019
Class Time: 8:00 AM to 3:00 PM
Target Audience: Paraprofessionals
Presenter(s): Diane Hogg
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4122
Site: Administration Bldg.
Room: Upstairs Training Room
Minimum 25 Maximum 40

Effective support staff personnel should know the language and background of policies and rules unique to education. This session covers educational terminology, process of change, school climate and team management.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

STEM: Phase I - Communication

Course Registration Number: 19412302

Date(s): September 14, 2019
Class Time: 8:00 AM to 3:00 PM
Target Audience: Paraprofessionals
Presenter(s): Dianne Lemons
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4123
Site: Admin Building
Room: Upstairs Training Room
Minimum 25 Maximum 40

This session will be an overview of communication including a survey of the communication process of verbal and nonverbal skills within the professional context.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

STEM: Phase III - Assertiveness Training

Course Registration Number: 19414301

Date(s): October 5, 2019
Class Time: 12:00 PM to 3:00 PM
Target Audience: Paraprofessionals
Presenter(s): Dianne Lemons
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4143
Site: Admin Building
Room: Upstairs Training Room
Minimum 25 Maximum 40

This session establishes the difference between assertive and aggressive behaviors. By discussion and role-play, participants are taught to use their abilities and self-image to protect their rights and the rights of others in a positive manner.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

Leadership

STEM: Phase III - Dialogue of Diversity

Course Registration Number: 19415001

Date(s): September 17, 2019
Class Time: 4:30 PM to 7:30 PM
Target Audience: Paraprofessionals
Presenter(s): Diane Hogg
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4150
Site: PDC
Room: Challenge Room
Minimum 10 Maximum 30

An examination of stereotypes and prejudices regarding culture, ethnicity and gender will be explored in this session. Participants will learn to appreciate differences and deal effectively with all individuals.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

STEM: Phase III - Professional Growth Plan

Course Registration Number: 19415201

Date(s): October 5, 2019
Class Time: 8:00 AM to 11:00 AM
Target Audience: Paraprofessionals
Presenter(s): Dianne Lemons
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 4152
Site: Admin Building
Room: Upstairs Training Room
Minimum 25 Maximum 40

This will be a three-hour session on goal setting. Participants will develop personal plans of action for specific goals.

Note: MISD will pay the STEM fee in lieu of PFK credit. In order to have the class, we must have at least 25 participants.

Affective Needs

Self-Injury: What is it?

Course Registration Number: 19510103

Date(s): November 21, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5101
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will learn to recognize the basic signs and characteristics of self-injury. You will be able to teach and work with students that self-injure more effectively due to your increased awareness of what self-injury is and how it impacts the student's interactions with others and their ability to learn. This session will enhance your understanding of how to help a student that self-injures.

Note: Participants must attend all sessions to receive credit, and complete an outside application piece.

Depression: Facts & Myths

Course Registration Number: 19510203

Date(s): November 7, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5102
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will explore depression through discussion and handouts. You will learn to recognize the basic signs to enhance your understanding of how to help students dealing with depression. Your heightened awareness and ability to offer support and resources will benefit students with characteristics of depression academically, socially and behaviorally.

Note: Participants must attend all sessions to receive credit, and complete an outside application piece.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510707

Date(s): September 9, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Adrienne Payton and Missy Rhodes
Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 8 **PFK:** 8
Course: 5107
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510708

Date(s): October 8, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Rick Benavidez and Elise Henexson

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3

PFK: 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510709

Date(s): October 15, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Jim Ramey and Nasha Thomas

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3

PFK: 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510710

Date(s): November 12, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Jeff Perkins and Holly Watson

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3

PFK: 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention - Flex Course

Course Registration Number: 19510711

Date(s): December 3, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith and Kristi Havard

Prerequisite: If the online portion of the training is not completed before the face-to-face portion, participants will not be allowed to complete the course.

PGH: 3

PFK: 3

Course: 5107

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This program focuses on prevention and management of disruptive, assaultive, or out-of-control behavior. Techniques you will learn will give you the confidence to handle crises with minimal anxiety and maximum security. The Flex program offers more flexibility in the learning experience. Participants will be required to complete the online portion before attending the face-to-face sessions. Participants will register for the course and be assigned to the training with their district email address. After participants are enrolled in the training, an email will be sent to the district email address with registration instructions.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510809

Date(s): September 10, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Adrienne Payton and Missy Rhodes

Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3

PFK: 3

Course: 5108

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention. Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510810

Date(s): October 17, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Jim Ramey and Nasha Thomas

Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3

PFK: 3

Course: 5108

Site: Student Support Center

Room: A-101

Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention. Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510811

Date(s): October 22, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Rick Benavidez and Elise Henexson
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510812

Date(s): November 14, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Jeff Perkins and Holly Watson
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 15 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Nonviolent Crisis Intervention Refresher Course

Course Registration Number: 19510813

Date(s): December 5, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Jill Havard and Kelly Smith
Prerequisite: Nonviolent Crisis Intervention #5107 within the past year.

PGH: 3 **PFK:** 3
Course: 5108
Site: Student Support Center
Room: A-101
Minimum 10 Maximum 30

This is the required refresher course for Nonviolent Crisis Intervention.
Please bring your blue completion card to the course. You will need to dress comfortably.

Note: Participants must attend all sessions to receive credit.

Affective Needs

Suicide: The Warning Signs

Course Registration Number: 19512103

Date(s): November 14, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5121
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Anticipate discussing the major warning signs of suicide in this session. Additionally, participants will be given information on basic suicide prevention and intervention.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Adverse Childhood Experiences (ACES) in Your School

Course Registration Number: 19512703

Date(s): September 23, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5127
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

ACES in your classroom and campus...What does this mean? Adverse Childhood Experiences impact every human on the planet. We will explore what this means and why it is important to understand the impact that ACES has on learning and behavior in your classroom and campus. Come learn about your own ACE score and then raise your awareness of the impact these experiences have on your students. Become a buffer against high ACE scores. This class could change your own life and help a student on your campus. There will be handouts and discussion during this session. The application piece will be relevant and easily completed.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Magic Makers - Student Engagement

Course Registration Number: 19512903

Date(s): October 3 and 17, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers
Presenter(s): Erin Tobola and Allyson Bell
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 5129
Site: PDC
Room: Vision Room
Minimum 20 Maximum 50

Becoming a Unicorn Teacher! Learn strategies to help add a little sparkle to your classroom instruction that will help increase student engagement and academic growth while decreasing behavior problems. In this lively class atmosphere you will be participating in highly engaging learning experiences that can be applied to any age classroom. This is a great team building atmosphere so gather up your friends and get ready to make some magic!

Note: Participants must attend all sessions to receive credit.

Affective Needs

The “YES” Brain

NEW

Course Registration Number: 19513101

Date(s): September 24, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5131
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

This session is based on the book, The “YES” Brain by Dan Siegel. During this session you will learn how to create a leaning environment that promotes resiliency, empathy and a growth mindset. Come help promote emotional stability while encouraging problem solving and insightfulness in your students.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Fostering Resilient Learners - Book Study

NEW

Course Registration Number: 19513301

Date(s): October 15, 29 and November 12, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: All District Employees
Presenter(s): Rick Benavidez
Prerequisite: None

PGH: 6 **PFK:** 6
Course: 5133
Site: PDC
Room: Room 215
Minimum 15 Maximum 20

As educators, we face the impact of trauma in our schools and classrooms every day. This book study is designed so that participants will read, reflect on, and discuss strategies from *Fostering Resilient Learners*, which will help them: 1.) Understand what trauma is and how it hinders the learning, motivation, and success of all students, 2.) Build strong relationships with students and create a trauma-sensitive learning environment to enable them to learn, 3.) Change the "lens" of how they view student misbehavior and perceive what student need to develop better skills, 4.) Develop important self-care techniques that help them and students grow, while decreasing frustration and burnout.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Breaking the Behavior Code

Course Registration Number: 19516003

Date(s): November 5, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: Teachers, Administrators, Counselors, Behavior Specialists
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 5160
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Participants will learn tools to help their most challenging students make better choices. They will learn techniques to help these students improve behaviorally, socially and academically.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Management & Organization

CPR/AED for Adult, Child, and Infant Victims

Course Registration Number: 19610602

Date(s): September 16, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Macey Dossey
Prerequisite: None

PGH: 0 **PFK:** 0
Course: 6106
Site: Galloway Elementary
Room: CPR Room
Minimum 5 Maximum 15

American Heart Association certification course for adults. Instruction and skills testing in adult, child, and infant CPR/AED use. Certification provided for those passing the skills test.
No snacks will be provided.

Note: Certification in Adult, Child, and Infant CPR/AED

Bringing Out The Best in Boys

Course Registration Number: 19613203

Date(s): September 26, 2019
Class Time: 4:30 PM to 7:45 PM
Target Audience: All District Employees
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 3 **PFK:** 3
Course: 6132
Site: PDC
Room: Room 208
Minimum 15 Maximum 30

Are boys really different from girls? Do boys sometimes get the best of you? Are you bringing out the best in boys? Using Dr. Pollack's bestseller, Real Boys, as a foundation, you will discuss the answers to these questions and many more. Come equip yourself with the knowledge of how to communicate more effectively with your boys and how to create a "boy-friendly" classroom. Results? Improved relationships, higher academic achievement, and reduced behavioral problems.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Try and Make Me--Book Study

Course Registration Number: 19613602

Date(s): October 8, 15, 22, 29 and November 12, 2019
Class Time: 4:30 PM to 6:30 PM
Target Audience: Administrators, Teachers, Counselors, Diagnosticians
Presenter(s): Kelly Smith
Prerequisite: None

PGH: 10 **PFK:** 10
Course: 6136
Site: PDC
Room: Room 208
Minimum 15 Maximum 20

If you have ever asked yourself any of these questions, this book study may be for you! Where did this defiance start? Why doesn't praise work with these kids? How can I avoid power struggles? Dr. Levy has written down all the answers in his book, "Try and Make Me!" Included with the discussion will be role-plays, "pullout" handouts, and application assignments to enhance your understanding and implementation of the strategies described in the book.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Management & Organization

Odd Girl Out

Course Registration Number: 19614602

Date(s): October 30, November 6, 13 and 20, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 8 **PFK:** 8

Course: 6146

Site: PDC

Room: Room 208
Minimum 15 Maximum 20

This book study is based on Rachel Simmons book, *Odd Girl Out*. Participants will read the book, participate in group discussion, and have practical application assignments between each session.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.

Queen Bees and Wannabes

Course Registration Number: 19615002

Date(s): October 3, 10, 17 and 24, 2019

Class Time: 4:30 PM to 6:30 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 8 **PFK:** 8

Course: 6150

Site: PDC

Room: Room 208
Minimum 15 Maximum 20

Participants will learn tools to help girls make better choices and techniques to help them feel empowered. You will develop and/or enhance your understanding of the “girl brain”. Girls will benefit academically, socially, and behaviorally from your heightened awareness and ability to offer support and resources. There will be small and large group discussions, “pull-out” handouts and practical application assignments between sessions.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.



Pearls of Love and Logic - Revised

Course Registration Number: 19615401

Date(s): Sept. 16, Oct. 21, Nov. 18, 2019, Jan. 13, Feb. 17, Mar. 23 and Apr. 23, 2020

Class Time: 4:30 PM to 7:45 PM

Target Audience: All District Employees

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 21 **PFK:** 21

Course: 6154

Site: PDC

Room: Room 208 (1st semester)
Minimum 15 Maximum 30

Avoid the “perils” of discipline by learning and using the “pearls” of Love & Logic.
..Tired of arguing with students? ..Tired of ranting, raving, and rescuing? ...Tired of feeling emotionally bankrupt at the end of the day? *Do we hear a yes?* Then, this 21 hour class is just what you need to keep you going strong from August through May. OUR GUARANTEE: the “Pearls” of Love & Logic will build your discipline strand.

Note: Class is **closed** to personnel who have attended previous (24 hr) “Pearls” (6123). Participants must attend all sessions.

Management & Organization

Boys in Crisis

Course Registration Number: 19615903

Date(s): November 19, 2019

Class Time: 4:30 PM to 7:45 PM

Target Audience: Administrators, Counselors, and Teachers, K-12

Presenter(s): Kelly Smith

Prerequisite: None

PGH: 3 **PFK:** 3

Course: 6159

Site: PDC

Room: Room 208
Minimum 15 Maximum 30

Boys are different than Girls. BUT...do you know the answers to these questions: What is the "emotional abyss" for boys? Is the boy brain different than the girl brain? Do we have to teach that brain differently? Do you know how to help the boys in your classroom reach their academic, social and behavioral potential?

This session will answer these questions and more through handouts, exploring scenarios and group discussions.

Note: Participants must attend all sessions and complete outside assignment(s) in order to receive credit.