

D91 UNIVERSITY

JUNE 7 & 8, 2017

TAYLORVIEW MIDDLE SCHOOL – 350 CASTLEROCK, IDAHO FALLS, ID 83404

Using this menu, choose a course to fulfill your individual professional learning plan (2 day minimum). Many of these courses will be offered again during Fall & Winter Institute. Alternatives (non-district sponsored) must meet PD committee approval. Take notice of the dates and times of each class, as some do not follow the 2-day course format.

Behavioral Interventions: Evidence Based Strategies



Do you have students in your schools who are chronically disrespectful, physically assaultive, disruptive, or unresponsive? Are teachers spending too much time correcting the behavior of a very few very difficult students? You can change that. Learn how to:

- Implement evidence-based behavior support procedures for students with targeted and intensive needs
- Intervene early with evidence-based interventions
- Foster student success in the least restrictive settings
- Develop a culture of data-driven decision making for behavioral interventions

Participants will begin with how to consistently implement Tier I interventions in the early stages of misbehavior. The course will then focus on how to implement Tier II interventions that address a variety of misbehaviors by students with intensive needs — from physically dangerous or disruptive behavior to chronic interruptions or poor work habits. *(Materials provided)*

Presenters: Thomas Stacho of Safe and Civil Schools

Target Audience: K-8 and Counselors

Dates: June 7 & 8 (8:30-3:30)

Credit Available: 1 through NNU \$60

Deep Dive into Science for Elementary

Open the world of Science to your students! Students will do a deep dive with the new science standards. By shifting from teacher-led instruction to student-focused engagement, students will lead the charge to drive science exploration to explain & to extend science learning beyond the surface.

Presenters: Eryn Price of Skyline and other D91 science teachers

Target Audience: Grades K-6

Dates: June 7 & 8 (8:30-3:30)

Credit offered: 1 through NNU \$60

Project Based Learning 101 by Buck Institute

PBL 101 is Buck Institute's foundational three-day workshop. Based on Buck Institute's model of Gold Standard PBL, the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. The workshop models the project process. Facilitated by one of Buck Institute's expert National Faculty, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and Buck Institute's National Faculty. All participants receive a copy of BIE's highly regarded PBL 101 Workbook, which is exclusively for PBL 101 participants.

Presenter: Buck Institute National Faculty

Target Audience: 6- 12- preference given to middle school teachers

Dates: June 7, 8 & 9 (8:30 – 3:30 - must attend all 3 days)

Credit: 1 through NNU \$60

Simulations: The Solution for Interactive, Experiential Learning

Students are more engaged, independent, and hardworking when they can see a direct correlation between classroom learning and real-world skills. This session will prepare teachers to design simulations of real-world scenarios to be played out in a classroom. Have your students become hedge fund managers, United Nations representatives, and more. We will also explore elements of project-based learning, gamification, and blended learning. Teachers will participate in several example simulations, and then design their own!

Presenter: Byron Heath

Target Audience: K-12

Dates: June 7 & 8 (8:30 – 3:30)

Credit: 1 through NNU \$60

Improving Writing Instruction through the Writing Workshop Model (K-6)

This two-day unit of study workshop led by Mary Green of the Units of Study Team, will conduct an in-depth study of the *Units of Study in Opinion, Information, and Narrative Writing* program. The days offer detailed support in the foundations of the writing workshop, including ways to design units of study, teach mini-lessons, and lead small group work. The workshop also focuses on the importance of data-driven, assessment based instruction, and understanding trajectories of skill development. ***Note: Teachers who attended a similar one-day course in June, 2016 (with Ryan Candelario) or in January, 2017 (with Mary Green) do not need to attend day one (June 6th) and may register for credit.**

*Participants should bring their *Units of Study in Opinion, Information, and Narrative Writing* teacher materials.

Presenter: Mary Green of Teachers College, NY

Target Audience: K- 8

Dates: June 7 & 8 (8:30 – 3:30)

Credit Available: 1 through NNU \$60

Learning to Drive Your Chromebook and Other Technological Devices

For Beginner to advanced beginner. In this course we will introduce you to the best ways to use your Chromebook (or other device) and fully implement them with your students this fall. Topics included but are not limited to:

- Why should you integrate technology into your classroom and how do you get there? (It doesn't have to be intimidating!)
- Best practices for logging in and navigating around your Chromebook.
- Learning the basics of the Google Educational Suite (G Suite) including Docs, Slides, Mail, Drive, Calendar, Forms and Sheets.
- Supercharge your Google Chrome experience with Extensions-powerful pieces software that work right in the Chrome browser
- Create a Google Classroom, enroll your fall 2017 students and start building content for your Google Classroom (Or other LMS!)

Note: Even if your classes do not have Chromebooks, this class will still be beneficial.

Presenters: Pat Gyles, Erin Boyington, and Judy Bloom

Target Audience: Grades K-6

Dates: June 7 & 8 (8:30-3:30)

Credit: 1 through NNU \$60 Follow up coaching required.

Guided ELA Lesson Design

In this course, we will dig deep into your grade level ELA standards, instructional shifts, and curriculum resources to design high quality lessons for your ELA classroom. You will walk away with lessons that can be implemented in your classroom and a template to guide future lesson design. In the lessons you design, your students will experience learning activities and structures that allow for deep interactions with the reading, writing, language, speaking, and listening concepts and skills that we expect them to learn.

Target Audience: ELA Teachers in Grades 4-8

Presenters: Todd Brown & Heather Rasmussen

Target Audience: ELA Teachers in Grades 4-8

Dates: June 7 & 8 (8:30-3:30)

Credit Available: 1 through NNU \$60

Guided Math Lesson Design

Providing opportunities for our students to interact deeply with the mathematics they are expected to learn can be challenging. In this course, we will dig deep into your grade level standards and Math in Focus Curriculum. You will walk away with lessons that can be implemented in your classroom and a template to guide future lesson design. In the lessons you design, your students will experience learning activities and structures that allow for deep interactions with mathematical skills and concepts we expect them to learn

Presenters: April Taylor

Target Audience: Math teachers in Grades K-6

Dates: June 7 & 8 (8:30-3:30)

Credit offered: 1 through NNU \$60

Gifted and Talented Foundations 101

This course is designed to help teachers understand gifted and talented education in the regular classroom. How do you know if your students are gifted? How do you differentiate for GT students? What services are available to them? What is twice-exceptional? Teachers will navigate the differentiation strategies available for gifted and talented students and focus on designing instruction to develop high potential and to challenge high-ability students through differentiated instruction, curriculum design, and assessment.

Presenter: Jann Leppien

Target Audience: K-12

Dates: June 7 & 8 (8:30 – 3:30)

Credit: 1 TBD

Developing Mathematical Thinking Summer Institute

Have you ever wondered why some students seem to struggle with foundational concepts such as counting or place value? Do you wish your students had better fluency and flexibility with the four operations or even stronger basic fact fluency? Does it seem that no matter how many lessons you spend on fraction concepts your students still seem confused? These workshops will provide you with practical ways to support your students' understanding of math concepts and procedural fluency.

Learn Research Based Practices for the following concepts:

- ✓ PLACE VALUE
- ✓ NUMBER SENSE
- ✓ ADDITION AND SUBTRACTION
- ✓ PROBLEM SOLVING
- ✓ FACT FLUENCY
- ✓ FRACTIONS AND DECIMALS

Presenter: Sam Strother

Target Audience: K-6

Dates: June 7 & 8 (8:30 – 3:30)

Credit: 1 through BSU

Technology Guided Self Study- The Sequel!

Technology in the classroom should let your students perform tasks that they are not able to without technology. The course will give teachers a set of technology tools that can be used in their classroom next fall. Teachers will learn about a set of applications and then be given adequate time to gain proficiency. Featured tools and topics for the two days include, but are not limited to:

- What are the advantages of a technology rich classroom?
- Why should you integrate technology into your classroom and how do you get there? (It doesn't have to be intimidating!)
- Tools such as **Knovio**- PowerPoint on steroids; **Nearpod**- All your presentation and assessment tools in one spot; **Google Tour Builder**-Interactive Google Earth tool. **Google Classroom** Refresher-What's new and the importance of getting your students in an LMS; **Maker Spaces**-a space that provides students a hand-on place to gather, collaborate, create, discover, explore, tinker, and invent using a variety of materials and tools in a safe environment. **Digital Playground**- A place to explore and tryout new technology tools; **Google Chrome Extensions**- Tools to make your Chromebooks powerful.

Presenters: Gregg Baczuk

Target Audience: Grades K-12

Dates: June 7 & 8 (8:30-3:30)

Credit offered: 1 through NNU \$60 with coaching follow-up

POGIL: An Inquiry-based Collaborative Learning Approach to STEM Education - sponsored by ISTEM

This course will train science teachers to use POGIL learning activities. POGIL uses guided inquiry – a learning cycle of exploration, concept invention and application is the basis for many of the carefully designed materials that students use to guide them to construct new knowledge. POGIL is a student-centered strategy; students work in small groups with individual roles to ensure that all students are fully engaged in the learning process. The activities focus on core concepts and encourage a deep understanding of the course material while developing higher-order thinking skills. The course focuses on developing process skills such as critical thinking, problem solving, and communication through cooperation and reflection and helping students become lifelong learners and preparing them to be more competitive in a global market.

Presenter: Bonnie Wehausen

Target Audience: 7-12 Science Teachers

Dates: June 7 & 8 (8:30 – 3:30)

Credit: 1 through NNU \$60

Comprehensive Literacy –2 to 6 Days

All **6 days** of this course is designed to meet the intent of Idaho Code § 33-1207A and will provide practical application of the Literacy Standards and Idaho's Comprehensive Literacy Plan. Educators will identify best practices in instruction and assessment of reading. Course will examine current research in brain-compatible teaching and learning as well as learning theories as applied to reading. Participants will develop lessons in explicit and embedded phonics and phonemic awareness. They will also develop lessons in comprehension and vocabulary development. In addition, practicing educators will identify correlations between district adopted texts and the Comprehensive Literacy Plan. Web-sites relevant to literacy-development and the implications of technology will be explored.

**Additional Optional Dates: June 6 & 7 - Strand I. Language Learning and Literacy Development (phonics, phonemic awareness and reading acquisition) 1 credit

**Strand II: June 8-9 is Reading Comprehension and Best Practice available for 1 credit

**Additional Optional Dates: June 12 & 13, Strand III Literacy Assessment and Intervention 1 credit.

Must attend all 6 days to meet Certification Requirement

Presenter: Janelle Bennett

Target Audience: K-12

Dates: June 6, 7, 8, 12, 13, 14 (8:30 – 3:30)

Credit: 3 through NNU \$180 for 3 credits

Please contact Literacy Coach, Janelle Bennett for more info

Using Think Through Math by Imagine Learning With Your Students (3 Hour Workshop)

Teachers will become familiar with effective models of TTM implementation and will begin to plan their own TTM launch strategy. Onsite training covers the essential concepts of the Think Through Math classroom and includes the following learning outcomes:

- Understand the student experience of Think through Math.
- Experience Think Through Math's data-driven instructional model.
- Understand how Think Through Math's resources help teachers plan, teach, assess, reflect, and prescribe.
- Prepare for the student launch and the first three weeks.

Presenter: Lori Piccolo, Imagine Learning

Target Audience: 3 – Algebra 1

Dates: Thursday, June 8 - PM Only, June 8 (12:30 – 3:30 pm)

Credit: No Credit offered

It Takes a Village: Support for Para Pros Supporting Student Achievement

This class is designed for para-pros who teach intervention classes in elementary schools. The class will address reading and math foundational understandings and effective use of program resources used in D91 interventions including Phonics for Reading, Enhanced Core, Rewards, Read Live, and Do the Math. Reading will be covered from 8:30 – 11:30; math will be covered from 12:30 – 3:30.

Presenters: Angie Lee

Target Audience: D91 Elementary Para-Professional

Educators teaching interventions.

Date: June 7th

Participants can sign up for either session or both sessions and will receive hourly payment for attending (entered on final time card).

MANDT - Working with Children with Problem Behavior

In this course, participants will gain knowledge, skills, and confidence in working with students with severe problem behavior(s). Participants will learn the relational and communication skills necessary when working with children with problem behavior and understand the crisis cycle experienced by students demonstrating emotional and behavioral outbursts. Lastly, all participants will gain an understanding of the medical, legal, and professional liability issues involved with intervening physically with students.

Chapter 1: Relational Skills

Chapter 2: Crisis Cycle

Chapter 3: RADAR skills and awareness

Chapter 4: Communication skills

Chapter 5: Applied Behavior Analysis / Positive behavior Support

Chapter 6: Legal and Liability issues

Chapter 7: Medical Risk Factors

Presenters: Pete Molino and Gina Sorenson

Target Audience: grades K-12

Dates: June 7 & 8 (8:30-3:30)

Credit: Mandt Certification and 1 credit through NNU \$60
