

2019-2020

Professional Learning Catalog



South East Education Cooperative

1305 9th Ave S, Fargo, ND 58103

(701) 446-3170 | www.ndseec.com



HOW TO USE THIS DOCUMENT

PROFESSIONAL LEARNING OPPORTUNITIES INTEREST & COMMITMENT

- Use this document to review potential 2019-2020 professional learning opportunities through the South East Education Cooperative (SEEC). Please note that SEEC can only run opportunities that receive enough **INTEREST** and/or **COMMITMENT**.
- SEEC District Liaisons will connect with member school administrators to go over school needs and SEEC opportunities.

ITEMS TO NOTE:

- Onsite means at a member school
- Icons help to distinguish the level of participation

	Individual		Team
	Individual/Team		All Staff

REGISTRATION

Once the SEEC has a completed calendar, all opportunities will be ready for registration through its online registration system, [escWorks](#). All districts must have their teachers/teams register online through escWorks to officially reserve their spot!

QUESTIONS

Please contact the appropriate SEEC Staff Member or Jennifer Glasheen, SEEC Director of Teaching & Learning | jennifer.glasheen@k12.nd.us | 701-446-3172

WHO IS THE SEEC?

The South East Education Cooperative (SEEC) is one of eight Regional Education Associations (REAs) in North Dakota. Its membership includes 35 public school districts and four private schools in the southeast portion of N.D. Through these members the SEEC serves over 37,000 N.D. students. REAs strive to offer consistent high-quality programs and services in the areas of professional development, technology support, data systems support, school improvement support, and curriculum enrichment that reflect the needs of its region.

MEMBER SCHOOL DISTRICTS:

Barnes County North	Fargo	LaMoure	Montpelier	St. John's School
Blessed John Paul II	Fort Ransom	Lidgerwood	Northern Cass	- Wahpeton
Carrington	Gackle-Streeter	Lisbon	North Sargent	Valley City
Central Cass	Griggs County	Litchville-Marion	Oak Grove	Wahpeton
Circle of Nations	Central	Maple Valley	Oakes	West Fargo
Edgeley	Hankinson	Mapleton	Pingree-Buchanan	Wyndmere
Ellendale	Jamestown	Medina	Richland	
Enderlin	Kindred	Midkota	Sargent Central	
Fairmount	Kulm	Milnor		

WHAT DOES SEEC DO?

- The South East Education Cooperative is a collaborative organization that strives to provide visionary leadership and quality services to strengthen teaching and learning for member schools.
- Provides professional learning opportunities to SEEC member districts, schools, teams, leadership, individuals.
- Provides direct student services such as out-of-school-time programming and North Dakota Reading Corps.
- Provides customized school district support with a variety of educational initiatives.
- Provides business services including School-Based Medicaid, Recruitment & Hiring support

TABLE OF CONTENTS

CATALOG INDEX	pgs 4-5
AFTERSCHOOL	
• Afterschool Quality Coaching Book Study.....	pg 6
• Afterschool Quality Coaching Program	pg 6
• Alliance for a Healthier Generation - Healthy Out-of-School-Time Training.....	pg 6
• Afterschool Technical Assistance	pg 6
ASSESSMENT	
• Formative Instructional Practice (FIP).....	pg 7
• Bringing Formative Instructional Practice (FIP) to your School District.....	pg 7
EFFECTIVE INSTRUCTION	
• Best Practices	
• Beginning Teacher Network	pg 8
• Student Engagement	
• Student Engagement Series	pg 9
• Academic Vocabulary (Student Engagement Series Add-On)	pg 9
• CHAMPS/ACHIEVE	pg 10
• Tough Kids: Responding to Challenging Behaviors	pg 10
ENGLISH LEARNERS	
• Unlocking EL Potential - Academic Language.....	pg 11
• EL Norms - Using EL Student Data in an MTSS System	pg 11
• English Learner Screening & Planning Technical Assistance	pg 11
• EL BootCamp	pg 11
HEALTHY SCHOOLS	
• Mental Health	
• Trauma Sensitive Schools.....	pg 12
• Trauma Informed Practices in Schools.....	pg 12
• Healthy Eating	
• Culinary Skills - Food Service Staff & FACS Teachers.....	pg 13
• Smarter Lunchrooms 1.0	pg 13
• Physical Activity / Education	
• Healthy Schools Program - Cohort 4.....	pg 14
• Active Recess.....	pg 14
• Active Classrooms.....	pg 15
• Active Physical Education	pg 15
LITERACY	
• SEEDS of Learning for School Readiness	pg 16
• SEEDS of Learning Begin at Birth.....	pg 16
MULTI-TIERED SYSTEM OF SUPPORTS	
• Building a System in your School.....	pg 17
• Barrier Busting: NDMTSS Implementation Structured Work Time	pg 17
• Developing Pathways for Academics (MTSS Year 1).....	pg 17
• Evaluating Your System (MTSS Year 2).....	pg 18
• Intensifying Instruction.....	pg 18
• Developing School-Wide Behaviors Expectations (PBIS Year 1).....	pg 19
• Supplemental Supports	pg 19
PROJECT-BASED LEARNING	
• Project-Based Learning Institute	pg 20
TIER I INSTRUCTION	
• On-Site Available, Customized to Fit Your School Needs	pg 20
STANDARDS PROFESSIONAL LEARNING	
• Standards Based Grading Moodle Course.....	pg 20
OUTSIDE OPPORTUNITIES	
• Opportunities made available by other districts to SEEC member schools	pg 21

CATALOG INDEX

CONTENT AREA	GRADE LEVEL	PARTICIPATION		TARGET AUDIENCE		
		Individual	Team	Teachers	Admins	Support Staff
AFTERSCHOOL PAGE 6						
Afterschool Quality Coaching Book Study	K-12	X		X	X	X
Afterschool Quality Coaching Program	K-12	X		X	X	X
Alliance for a Healthier Generation	K-12	X	X	X	X	X
Afterschool Technical Assistance	K-12	X	X	X	X	X
ASSESSMENT PAGE 7						
Formative Instructional Practice (FIP)	K-12	X	X	X	X	
Bringing Formative Instructional Practices (FIP) to Your School District	K-12	X	X	X	X	
EFFECTIVE INSTRUCTION PAGES 8-10						
Best Practices						
Beginning Teacher Network	K-6 or 6-12	X		X		
Student Engagement						
Student Engagement Series	K-12		X	X		
Academic Vocabulary (Series Add-On)	K-12		X	X		
CHAMPS/ACHIEVE	K-12	X	X	X	X	X
Tough Kids	K-12	X	X	X	X	X
ENGLISH LEARNERS (ELs) PAGE 11						
Unlocking EL Potential / Academic Language (Tier I)	K-12		X	X	X	X
EL Norms: Using EL Student Data in an MTSS System	K-12		X	X	X	X
EL Screening & Planning Technical Assistance	K-12	X			X	
EL BootCamp	K-12		X	X	X	X
HEALTHY SCHOOLS PAGES 12-15						
Mental Health						
- Trauma Sensitive Schools	K-12	X	X	X	X	X
- Trauma Informed Practices in Schools	K-12	X	X	X	X	X
Healthy Eating						
- Culinary Skills Food Service & FACS Teachers	K-12	X		X		X
- Smarter Lunchrooms 1.0	K-12	X		X		X
Physical Activity / Education						
- Healthy Schools Program - Cohort 4	K-12		X	X	X	X
- Active Recess	K-12	X	X	X	X	X
- Active Classrooms	K-6	X		X	X	

CATALOG INDEX

CONTENT AREA	GRADE LEVEL	PARTICIPATION		TARGET AUDIENCE		
		Individual	Team	Teachers	Admins	Support Staff
- Active Physical Education	K-12			X		

LITERACY | PAGE 16

SEEDS of Learning for School Readiness	Age 3-5	Community-wide Program				
SEEDS of Learning Begin at Birth	Infants & Toddlers	Community-wide Program				

MULTI-TIERED SYSTEM OF SUPPORTS | PAGES 17-19

Developing School-Wide Behavior Expectations (PBIS Year 1)	K-12		X	X	X	X
Developing Pathways for Academics (MTSS Year 1)	K-12		X	X	X	X
Evaluating Your System (MTSS Year 2)	K-12		X	X	X	X
Barrier Busting: NDMTSS Implementation Structured Work Time	K-12		X	X	X	X
Supplemental Supports	K-12	X	X	X	X	X
Building a System in Your School	K-12	X	X	X	X	X
Intensifying Instruction	K-12	X	X	X		X

PROJECT-BASED LEARNING | PAGE 20

Project-Based Learning Institute	K-12	X		X		
----------------------------------	------	---	--	---	--	--

TIER I INSTRUCTION | PAGE 20

On-Site Available - Customized to Fit Your School Needs	K-12	X		X	X	
---	------	---	--	---	---	--

STANDARDS PROFESSIONAL LEARNING | PAGE 20

Standards Based Grading Moodle Course	K-12	X		X		
---------------------------------------	------	---	--	---	--	--

OUTSIDE OPPORTUNITIES (DISTRICT RUN, BUT OPEN TO ALL SEEC SCHOOLS) | PAGES 21

SEEC CONFERENCES PAGE 22	DATE	COST	LOCATION
N.D. MTSS Conference	June 10-12, 2019	\$115 - \$435	Holiday Inn, Fargo
N.D. Out-of-School-Time Summer Conference	July 30-31, 2019	\$100	Career Academy, Bismarck
Healthy Schools Summit	March 28, 2020	FREE	TBD

AFTERSCHOOL

AFTERSCHOOL COACHING BOOK STUDY

\$50/PERSON*

6, 1-HR Book STUDY ONLINE SESSIONS

FACILITATOR/CONTACT: KRISTIN KRILE | KRISTIN.KRILE@K12.ND.US

1 CREDITS AVAILABLE

I

- Out-of-school time program coordinators, site leaders, and staff

The Afterschool Coaching Book Study has been developed for program supervisors who support staff working directly with students in out-of-school time settings. Supervisors will learn about the coaching process and how to improve support for staff in the areas of classroom management, behavior management, student engagement, and lesson delivery. Required texts include "Get Some Guts, Coach" and "How to Coach Teachers to Teach (Almost) Anything" by instructional coach Jill Jackson and are provided with registration fee. Sessions include weekly reading, action assignments, and discussion. Growing Futures credit available.

*Fee includes books for book study.

AFTERSCHOOL QUALITY COACHING PROGRAM

\$50/2 PERSON TEAM

**1, 3-HR IN PERSON TRAINING +
MONTHLY 1-HR COACHING CALLS**

FACILITATOR/CONTACT: KRISTIN KRILE | KRISTIN.KRILE@K12.ND.US

I

- Out-of-school time program coordinators, site leaders, and staff
- Prerequisite: Afterschool Coaching Book Study

Participants will learn about and implement a coaching model utilizing the quality coaching process learned in the Afterschool Coaching Book Study. Supervisors will attend the in-person session with the staff they will be coaching and participate in monthly, 1-hr coaching calls for a period of at least 4 months. Program will focus on improving quality in out-of-school time settings through coaching staff in the areas of classroom management, behavior management, student engagement, and lesson delivery.

ALLIANCE FOR HEALTHIER GENERATION HEALTHY OUT-OF-SCHOOL-TIME TRAINING

I/T

\$100+ MILEAGE FOR TRAINER

3 HOURS

FACILITATOR/CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

- Grade Level: K-12 teachers, Administrators, Support Staff and Afterschool
- Participant minimum: 10 | Participant maximum: 50

Certified trainer through the Alliance for Healthier Generation will provide technical assistance, training support to districts and schools to support healthy eating and physical activity in out-of-school time.

This training will help afterschool programs:

- Understand how to build foundations and relationships
- Implement the Healthy Eating and Physical Activity (HEPA) standards
- Increase family and community involvement

AFTERSCHOOL TECHNICAL ASSISTANCE

I/T

\$TBD*

ONLINE OR IN PERSON TRAININGS

FACILITATOR/CONTACT: KRISTIN KRILE | KRISTIN.KRILE@K12.ND.US

1 CREDITS AVAILABLE

The ND Afterschool Network can provide support, connections to training, and technical assistance in the areas of quality improvement, data, funding, evaluation, curriculum, and activities, 21CCLC, STEAM, behavior management, literacy, program/staff management, social emotional learning, healthy environments, and more. Support is provided to out-of-school time programs across ND and can include online/in-person trainings.

ASSESSMENT

FORMATIVE INSTRUCTIONAL PRACTICE (FIP)



\$250/PERSON*

SPREAD OVER 1 SCHOOL YEAR
(FACE-TO-FACE & ONLINE)

CONTACT: LACOSTA POTTER | LACOSTA.POTTER@K12.ND.US

1 CREDIT

- SEEC staff will serve as Cohort Facilitator/Coach

Formative Instructional Practices are the formal and informal ways that teachers and students gather and respond to evidence of learning. At the core, FIP is the collection of intentional practices on the part of the teacher and students, making them part of the teaching and learning process. These research-proven practices help teachers and students shift their roles in the classroom, allowing students to become better learners and better able to follow a personalized learning path. The FIP content provided through a license with Battelle for Kids has been proven to be integral in increasing student achievement. Battelle has created an online blended learning opportunity for teacher teams to engage in the content from their website. SEEC has created a one (1) credit course through VCSU to operationalize the content in ND classrooms. The VCSU course and the Battelle modules are done asynchronously over the course of the year.

The Battelle and FIP Moodle (participants will have access to both sites) will include:

- Student Pre-Survey
- Classroom Activities for each Module (Five Modules)
- Microteaching (recording the use of strategies in your own classroom)
- Facilitated PLC discussions/online check-ins with other participants across the region
- Student Post-Survey

**Cost is approximate and supported by the Principal, Teacher Evaluation System Support Grant funds.*

BRINGING FORMATIVE INSTRUCTIONAL PRACTICE (FIP) TO YOUR SCHOOL DISTRICT

\$500/SCHOOL LEADER FOR THEIR TEAM

2 DAY LEADERSHIP SESSION

(INCLUDES ACCESS FOR UP TO 25 ONLINE LICENSES)

CONTACT: LACOSTA POTTER | LACOSTA.POTTER@K12.ND.US

1 CREDIT

- School leader will facilitate PLCs and schedule check-ins within their school/district
- SEEC will provide scheduled check-ins with school leaders across the region to offer just-in-time support as school leaders move their team into the next module.

See above for the Formative Instructional Practice (FIP) description as well as information about the Battelle and FIP Moodle.

The FIP Leaders Moodle Site (for school/district FIP Leaders only) will include:

- Resources for leading FIP in your building
- Online meetings for just-in-time support

EFFECTIVE INSTRUCTION

BEST PRACTICES

BEGINNING TEACHER NETWORK

\$150/PERSON*

TENTATIVE

3 DAYS THROUGHOUT THE YEAR

1 ADDITIONAL DAY OPTIONAL through Valley Partnership Grant (Summer)

FACILITATOR: CAROL BEATON, SEEC | CAROL.BEATON@K12.ND.US UP TO 2 CREDITS AVAILABLE (OPTIONAL)

I

- Grade Level: K-6 (elementary) or 6-12 (secondary)
- 1st Year, New-to-the-Profession Teachers

A professional development program that offers new educators an opportunity for support and collaboration in order to enhance classroom practices. The network meetings will provide a face-to-face forum for discussing topics that arise from the teachers' day-to-day practices.

**In the past, BTN was supported by SEEC Beginning Teacher Network Grant through the N.D. Teacher Support System. Book provided to all participants.*

STUDENT ENGAGEMENT SERIES

\$150/PERSON*

3 DAYS THROUGHOUT 1ST SEMESTER
DAY 1 - WEEK OF SEPT. 9

CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

T

- One of our most important roles as educators is to create an environment where ALL students can learn and be successful. Engaging Students for High Quality Learning provides an opportunity to utilize the practice of microteaching and public practice as a vehicle to enhance teaching and learning by exploring implementation of student engagement strategies to create a classroom culture of "Everyone does Everything!"

DAY 1:

1/2 DAY - INTRO: Intro to Learning Walk Protocol & Feedback Tool; Technology Supports, & Practice Providing & Receiving Feedback

1. Understand the components of and expectations for participation
2. Understand strategies for providing meaningful feedback for the purpose of improving teaching and learning
3. Understand the how to use the necessary technology to capture teaching and learning
4. Analyze strategies for providing meaningful feedback in writing and in speech to improve teaching and learning

1/2 DAY - MAKING LEARNING VISIBLE (KEVIN FELDMAN)

"The Compelling Why" - Everyone Does Everything, 2 - 10 Rule

- Randomly/Strategically Calling on Students, Active Listening Jobs

1. Understand the rationale for and research behind student engagement
2. Evaluate practical, reasonable and doable strategies for student engagement
3. Create a plan for implementing student engagement strategies

DAY 2:

STRATEGIES FOR MAKING LEARNING VISIBLE

Embedded Learning Walks in Public Practitioners Rooms

1. Evaluate practical, reasonable and doable strategies for student engagement
2. Analyze implementation of various student engagement strategies observed
3. Apply strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
4. Create a plan for implementing student engagement strategies

DAY 3:

ONLINE EWALKS

1. Analyze implementation of various student engagement strategies observed
2. Apply strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
3. Create a plan for improving personal practice

**Cost is approximate and supported by the Principal, Teacher Evaluation System Support Grant funds.*

EFFECTIVE INSTRUCTION

...continued

ACADEMIC VOCABULARY (ENGAGEMENT SERIES ADD-ON)



\$150/PERSON*

3 DAYS THROUGHOUT 2ND SEMESTER

DAY 1 - WEEK OF JAN. 6

CONTACT: KERRI WHIPPE | KERRI.WHIPPLE@K12.ND.US

- Engaging Students in Academic Vocabulary provides educators practical strategies for assisting students with connecting and using prioritized academic vocabulary. Microteaching and public practice are used as a vehicle to enhance teaching and learning by exploring implementation of strategies related to explicit instruction of academic vocabulary in a classroom culture of "Everyone Does Everything!"
- **Prerequisite:** Engaging Students for High Quality Learning

DAY 1:

1/2 DAY SEMINAR: Explicit Vocabulary Instruction, Brick & Mortar Prioritization

1. Evaluate practical, reasonable and doable strategies for explicit instruction of academic vocabulary
2. Create a plan for implementing strategies for explicit instruction of academic vocabulary

DAY 2:

STRATEGIES FOR EXPLICIT VOCABULARY INSTRUCTION Explicit Vocabulary Instruction/Frayer Model

1. Evaluate practical, reasonable and doable strategies for explicit instruction of academic vocabulary
2. Analyze implementation of various strategies for explicit instruction of academic vocabulary
3. Apply strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
4. Create a plan for implementing strategies for explicit instruction of academic vocabulary

1/2 DAY - REFLECTION & REVIEW: Reflection from eWalk process, Review & Reflection of student engagement strategies, and more...

1. Analyze implementation of student engagement strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
2. Understand the components of and expectations for participation in Engaging Students in Academic Vocabulary

DAY 3:

ONLINE EWALKS

1. Analyze implementation of various explicit instruction of academic vocabulary strategies observed
2. Apply strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
3. Create a plan for improving personal practice

EFFECTIVE INSTRUCTION

...continued

CHAMPS/ACHIEVE

I

\$75/PERSON (WITH 1 PERSON ATTENDING)
\$60/PERSON (WITH TEAM OF 2 ATTENDING)
\$50/PERSON (WITH TEAM OF 3 + ATTENDING)

JUNE 5, 2019

PRESENTER: TRICIA MCKALE SKYLES | SAFE & CIVIL SCHOOLS
CONTACT: ERIN LACINA | ERIN.LACINA@NESCND.ORG

The definition of STOIC is “showing admirable patience and endurance in the face of adversity.” Every teacher works to provide a safe and enjoyable learning environment. This course will focus on how we can reduce barriers to learning and increase motivation to achieve by creating clear expectations, managing disruptive students, and creating positive relationships.

STOIC, Rules, Expectations, Procedures/Transitions

June 5, 2019 - Devils Lake High School

- Understand instructional strategies for teaching, rehearsing, and reinforcing classroom expectations and rules
- Create and implement positive, proactive classroom rules, expectations and procedure

*Optional Follow-up for CHAMPS in Fall 2019 TBD

**Cost is approximate and supported by the Principal, Teacher Evaluation System Support Grant funds.*

TOUGH KIDS: RESPONDING TO CHALLENGING BEHAVIORS

I

\$75/PERSON (WITH 1 PERSON ATTENDING)
\$60/PERSON (WITH TEAM OF 2 ATTENDING)
\$50/PERSON (WITH TEAM OF 3 + ATTENDING)

JUNE 4, 2019

PRESENTER: TRICIA MCKALE SKYLES | SAFE & CIVIL SCHOOLS
CONTACT: KEELY IHRY | KEELY.IHRY@K12.ND.US

Managing challenging student behaviors requires an understanding of behavior, its function, and its influences. This course is designed to explore practical, evidence-based, educator-centric strategies that pair with specific functions and behavior influence principles.

TOUGH KIDS:

Positive Reinforcement Delivery Systems; Behavior Influence Principles; Strategies

Jun. 4, 2019 - Jamestown Middle School - Thompson Room

- Understand basic principles of behavior modification
- Analyze strategies to mitigate challenging behaviors
- Create and implement strategies to mitigate challenging behaviors

Optional 2-day add in for Building Better Behaviors in Fall 2019 TBD

**Cost is approximate and supported by the Principal, Teacher Evaluation System Support Grant funds.*

ENGLISH LEARNERS

UNLOCKING EL POTENTIAL / ACADEMIC LANGUAGE (TIER 1)

\$70/PERSON

T

ONLINE PLC

FACILITATOR/CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

1 CREDIT AVAILABLE

- Audience: Teams

This course is for teams to read about, study and implement EL strategies to help ELs access mainstream content. Mainstream teachers and EL teachers will read the text, meet online as a group monthly, meet with their local team/PLC frequently and implement EL strategies in their classrooms.

EL NORMS - USING EL STUDENT DATA IN A MTSS SYSTEM

T

\$100 + MILEAGE FOR TRAINER

2 - 4 HR WORKSHOP

FACILITATOR/CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

- Audience: MTSS and Leadership Teams

This workshop will assist MTSS and leadership teams to make decisions for EL students based on using norms created by using ND EL ACCESS data. Finally, an apples-to-apples comparison of how EL students perform on standardized assessments.

Participants will review research from WIDA's RtI² Guide to ensure cultural and linguistic considerations are applied when an EL student is being discussed by teams. Teams will practice using the ND EL norms by ACCESS and Grade Level for MAP or STAR assessments. Participants will also learn of EL student growth graphs to ensure their EL students are on track to exit "on time" by ND ESSA accountability standards. Teams have the option of bringing in student data to practice using the ND EL norms and ACCESS growth graphs using their own student data.

ENGLISH LEARNER SCREENING & PLANNING

I

TECHNICAL ASSISTANCE

\$600 + MILEAGE FOR TRAINER

1 DAY

(SCREENING & FACILITATED PLANNING MEETING)

FACILITATOR/CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

- Principal and/or Superintendent
- Educational Support Personnel (Title I, Special Education, other teachers)

This service is designed to provide assistance with administering and scoring the screening assessment for up to five English Learner students. Students must be screened within two weeks of registration. After screening, staff will lead a planning meeting. During the planning meeting staff will develop a plan for local EL services based on the English language proficiency score. The meeting will also include information on writing Individual Language Plans and a Lau Plan for the district.

EL Boot Camp

T

\$70 + MILEAGE FOR TRAINER

2 DAYS

FACILITATOR/CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

1 CREDIT AVAILABLE

N.D. School districts have an increasing number of linguistically diverse students which creates a need for additional EL support in schools. N.D. teachers are frequently responsible for developing the EL program in their schools, often with very little training. This workshop will address multiple topics that are relevant to the outside-of-the-classroom EL duties for which schools are responsible. Compliance with state and federal rules as well as best practices are discussed. From brand new EL teachers to seasoned veterans, educators with multiple levels of experience and across multiple roles have found this two day workshop to be valuable to improving their local EL programs.

HEALTHY SCHOOLS

MENTAL HEALTH

TRAUMA SENSITIVE SCHOOLS

COLLABORATIVE PROJECT WITH PATH, N.D. DPI, MID-DAKOTA EDUCATION COOPERATIVE

A

\$600 + MILEAGE FOR TRAINER

5 MODULES ON SITE = TOTAL OF 6 HOURS

FACILITATOR: TRAINED INDIVIDUALS WITHIN SEEC MEMBER SCHOOLS

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

- Grade Level: K-12 all staff
- Training will count towards fulfilling state mental health requirements

These five modules focus on the effects of childhood trauma and its impact on student behavior and learning; review trauma-sensitive strategies for educators; discuss the impact of trauma on staff; and describe a framework for creating a “trauma-informed” school culture. Each module takes approximately one hour to deliver. Frequently two modules are delivered at one time. This is a locally designed professional learning out of PATH in Fargo with funding from N.D. Department of Public Instruction.

TRAUMA-INFORMED PRACTICES FOR SCHOOLS (TIPS)

\$TBD*

TBD

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

One in four children have been exposed to a traumatic event that may have a lasting impact on the well-being and functioning of students and their families. By understanding how trauma impacts students and adopting a trauma-informed approach, educators can play a crucial role in mitigating both the short and long term effects of trauma. The TIPS learning modules will assist schools to increase their capacity to implement and sustain a trauma-informed system through exploration to innovation.

The TIPS Learning Suite will include:

- TIPS Needs Assessment to measure and monitor progress.
- Access to training materials through a training of trainers module.
- A professional learning series aligned with the 5 Trauma-Informed Practices for Schools (TIPS)
 - Enhancing Psychological Safety
 - Promoting Social-Emotional Learning
 - Implementing and Maintaining Restorative Discipline Practices
 - Engaging Families
 - Collaborating with Community Partners Toolkit

HEALTHY SCHOOLS

...continued

HEALTHY EATING

CULINARY SKILLS

\$35/PERSON



3 HOUR SESSION/TOPIC

FACILITATOR: CERTIFIED NUTRITIONIST | DEMONSTRATIONS BY N.D. CHEF

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

- Grade Level: K-12 food service staff, 6-12 FACS Teachers
- Participant minimum: 10 | Participant maximum: 30 (per each topic/session)
- Each session provides understanding of the Dietary Guidelines for Americans; federal guidance for preparation and serving of foods; quality standards for nutrition programs; live demonstrations of required culinary skills with North Dakota chef.

SMARTER LUNCHROOMS 1.0*

\$35/PERSON



3-HOURS

FACILITATOR & CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

- Grade Level: School Nutrition Services Directors, Managers, and Staff and Regional or State Professionals providing ongoing assistance to Child Nutrition Programs
- Participant minimum: 10 | Participant maximum: 30 (per each topic/session)

Learn about evidence-based, easy-to-use strategies that make the healthy choice the easy choice. Smarter Lunchrooms increase participation, decrease waste, and increase the amount of healthy food students eat. Earn your professional development hours during this 3-hour course that will leave you energized, motivated, and amazed at the simple things you can do to have a Smarter Lunchroom. To learn more about the movement visit www.smarterlunchrooms.org.

*This session has been offered under another title "Ready for August in May."

HEALTHY SCHOOLS

...continued

PHYSICAL ACTIVITY / EDUCATION

HEALTHY SCHOOLS PROGRAM - COHORT 4

T

\$2,000*

MOU REQUIRED

**5 TRAINING DAYS
THROUGHOUT THE YEAR**

FACILITATORS: TBD

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

2 CREDITS AVAILABLE (OPTIONAL)

- Grade Level: Elementary or Secondary Teachers, Physical Education Teachers, Administrators
- TEAM: Each school building will be asked to designate a Physical Activity Leader (PAL) who will most likely be a physical education teacher. Each building will also need to establish a Wellness Team.

The Healthy Schools Program is an opportunity that will focus on increasing the opportunities students have to be physically active while at school and improving the school nutrition environment. Each cohort is asked to make a 3 year commitment.

Physical Activity Leaders (PAL) will be required to participate in trainings such as: Physical Activity Leader (PAL)/Comprehensive School Physical Activity Plan (CSPAP), FitnessGram/PYFP/Physical Best, and possible Interactive Health Technologies (IHT) if a grant funding for devices and software is secured. Other trainings will be scheduled throughout the 3 year time-period.

The Wellness Team will be asked to meet at least quarterly, work together to complete a School Health Index, participate in provided trainings, and support the update of school health and wellness policies.

Participants will complete the year with:

- Implementation of a Comprehensive School Physical Activity Program (CSPAP)
- Improved physical fitness levels of students
- Delivery of quality nutrition education curriculum
- Creation of healthier learning environments for students

**Cost of the Interactive Health Technologies (IHT) devices and software is approximately \$4,000. SEEC is matching \$2,000 to cut the fee to districts in half. If grant funds are secured, fees will be reduced even further.*

SEEC has been working with Interactive Health Technologies (IHT) to provide a solution to easily collect, manage and report Presidential Youth Fitness Program data. The Healthy Schools Program has set a goal to have the number of students scoring in the "Healthy Fit Zone" for the PACER. Additional grant funds will need to be obtained to provide schools with the wrist-based wearable technology (heart rate monitors) and software.

ACTIVE RECESS

\$35/PERSON

IT
ONLINE

FACILITATORS: DR. JENNY LINKER, DR. KRISTEN FORD | SCHOOLSALIVE!

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

- Grade Level: K-12 (Anyone responsible for playground supervision, teachers, paraprofessional, principals, out-of-school-time)
- Participant minimum: 10 | Participant maximum: 50

Training includes discussion and application of playground safety and behavior management, indirect and direct strategies, and site-specific active recess action plans.

Participants will be able to:

- Describe and demonstrate recess behavior management strategies.
- Describe and demonstrate both direct and indirect strategies for promoting physical activity at recess.
- Design a site-specific active recess action plan.
- Identify appropriate resources for facilitating active recess.

HEALTHY SCHOOLS

...continued

ACTIVE CLASSROOMS



\$70/PERSON

2 DAYS

JUNE 18&19

FACILITATORS: DR. JENNY LINKER, DR. KRISTEN FORD | SCHOOLSALIVE!

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

1 CREDIT AVAILABLE

- Grade Level: Elementary Teachers and Administrators
- Participant minimum: 10 | Participant maximum: 50

This course provides an understanding of the importance and benefits of daily school-wide physical activity. Classroom teachers will learn how to research and implement a variety of interdisciplinary classroom physical activities and movement breaks that facilitate improved academic performance, classroom behavior, and student health. Classroom teachers will also build a working knowledge of the national Let's Move! Active Schools initiative and the classroom teacher's role in Comprehensive School Physical Activity Programs (CSPAPs).

Participants will be able to:

- Describe the importance and benefits of classroom physical activity and both national and local initiatives.
- Demonstrate effective classroom physical activity strategies and appropriate practices.
- Implement the Reasoned Action Model to reflect on personal teaching experiences.

ACTIVE PHYSICAL EDUCATION



\$125/1 CREDIT OR

FREE FOR NO CREDIT

ONLINE

JUNE 17-AUGUST 12

FACILITATORS: DR. JENNY LINKER, DR. KRISTEN FORD | SCHOOLSALIVE!

CONTACT: KEELY IHRY, SEEC | KEELY.IHRY@K12.ND.US

This course provides an understanding of the basics of physical education as well as the importance and benefits of daily school-wide physical activity. Physical education teachers will be given a refresher of the foundations of physical education as well as learn how to research and implement a variety of methodologies to activate a Comprehensive School Physical Activity Program (CSPAP) via the national Active Schools (AS) framework. An emphasis will be placed on developing quality physical education through appropriate instructional strategies, technology applications, and current resources.

Participants will be able to:

- Describe the national Active Schools initiative and each of the five components of a CSPAP.
- Define quality physical education and identify various strategies, tools, and resources to develop quality programs.
- Implement the Resoned Action Model to reflect on personal teaching experiences.

Link to Register: https://epayment.ndus.nodak.edu/C22800_ustores/web/classic/product_detail.

LITERACY

SEEDS OF LEARNING FOR SCHOOL READINESS COMMUNITY

\$TBD*

7 SESSIONS (2.5HRS /SESSION)

CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

**1 CEU CREDIT AVAILABLE
GROWING FUTURES HOURS AVAILABLE**

- Community embedded program
- Training is for those caring for children ages 3-5
- This opportunity would qualify through the Striving Readers Grant

This curriculum is designed for caregivers who work in settings such as Head Start programs or programs that are part of an agency such as a YMCA with children 3 to 5 years of age.

Presented in 7 sessions (each is 2.5 hours in length), SEEDS of Learning for School Readiness starts by demonstrating how to evaluate and create a classroom that is rich with opportunity for developing literacy skills. Since one of the primary components is the teacher, this curriculum also shows how very busy teachers with many children can seamlessly integrate meaningful literacy-rich exchanges throughout the day.

During the 7 sessions, participants will also learn how to make the most of a Read Aloud, how to increase the number of (positive!) verbal exchanges with children, and how to engage a child's family in creating a literacy rich environment at home.

<https://www.seeds-learning.com/3-to-5-year-olds>

**Fees are dependent on a variety of factors including but not limited to Striving Readers Grant awardees, PreK Reading Corps sites and location.*

SEEDS OF LEARNING BEGIN AT BIRTH

 COMMUNITY

\$TBD*

5 SESSIONS (2.5HRS /SESSION)

CONTACT: KERRI WHIPPLE | KERRI.WHIPPLE@K12.ND.US

GROWING FUTURES HOURS AVAILABLE

- Community embedded program
- Training is for those caring for infants and toddlers
- This opportunity would qualify through the Striving Readers Grant

This curriculum guides caregivers of infants and toddlers in creating an enhanced learning environment. In addition to making sure there are high-quality print materials, SEEDS instruction helps caregivers learn how to first objectively evaluate, and then enhance the environment they have created.

Presented in 5 sessions (each is 2.5 hours in length), this curriculum focuses on ways to integrate intentional, relationship-based, literacy-rich interactions in a busy childcare setting. It also invites caregivers to reflect on how they themselves are part of the environment and how they can intentionally create positive interactions that support a child's foundation for academic success.

- Session 1 - Learning Begins at Birth
- Session 2 - Quality Caregiving
- Session 3 - Talkers and Thinkers
- Session 4 - Windows of Opportunity
- Session 5 - Emotions

<https://www.seeds-learning.com/infants-toddlers>

**Fees are dependent on a variety of factors including but not limited to Striving Readers Grant awardees, PreK Reading Corps sites and location.*

MULTI-TIERED SYSTEM OF SUPPORTS

BUILDING A SYSTEM IN YOUR SCHOOL



\$3,000/TEAM UP TO 6
+\$120/ADDITIONAL PERSON

MOU REQUIRED

3 DAYS

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

This training, intended for school or district lead teams, will assist schools in determining their desired state of providing high-quality instruction and interventions matched to student need while monitoring progress frequently to make decisions about changes in instruction and/or goals. The training will empower teams to build an action plan to determine the resources and supports necessary to ensure every student is provided the opportunity to succeed.

Objectives

1. Understand the Essential Components
2. Determine the appropriate structure to begin the process in a school
3. Identify current strengths within a school system
4. Begin the decision-making process

BARRIER BUSTING: NDMTSS IMPLEMENTATION STRUCTURED WORK TIME



\$35/PERSON

1 DAY

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

One of the greatest barriers with NDMTSS implementation is time for leadership team problem solving and action planning. The purpose of this session is to provide leadership teams the time to:

1. Revisit the work schools have been engaging in
2. Assess current reality and identify obstacles for improvement
3. Receive assistance with next steps from consultants and other schools

DEVELOPING PATHWAYS FOR ACADEMICS (MTSS YEAR 1)



\$3,000/TEAM UP TO 6
+\$120/ADDITIONAL PERSON

MOU REQUIRED

3 DAYS + SITE VISITS

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

This training, intended for a leadership team, is designed to utilize the NDMTSS Essential Components to solve problems at the school, classroom, and student level. Emphasis will be given to translating current educational research practice to help schools maximize resources and outcomes for all students. Examples of data systems for universal screening and progress monitoring will be identified, as well as specific interventions and curricula to address problems at a systems level.

Objectives

1. Identify current gaps in student outcomes based on grade level data
2. Evaluate appropriate pathways for students to increase academic achievement
3. Develop strategies for solving problems at increasingly larger levels
4. Increase awareness of evidence-based interventions and curricula

MULTI-TIERED SYSTEM OF SUPPORTS

...continued

EVALUATING YOUR SYSTEM (MTSS YEAR 2)



\$3,000/TEAM UP TO 6
+\$120/ADDITIONAL PERSON

MOU REQUIRED

3 DAYS +
BARRIER BUSTING SESSION

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

This training, intended for school lead teams, will focus on innovation of the NDMTSS model with emphasis on:

1. Data collection and disaggregation
2. Data-driven decision making, and
3. Problem solving for student, classroom, and systems level

Monitoring practices will be developed to determine if the system is having a positive impact on student learning with a strong focus on fidelity and outcome data. Opportunities for collaboration and to observe MTSS in action within the cohort will be organized.

Objectives

1. Evaluate research-based interventions.
2. Determine effectiveness of Placement Pathways
3. Begin the process for assisting teachers in analyzing data for trends in student growth or stagnancy

INTENSIFYING INSTRUCTION



\$TBD

1 DAY

CONSULTANT: TBD

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

- Grade level: K-12 classroom teachers, special education teachers, title teachers, interventionists, instructional coaches
- Participant Minimum: 20 | Participant Maximum: 50

To meet the demands of an MTSS system, educators are asking for assistance in deepening their knowledge and skills in how to intensify instructional practices to meet the needs of all students. Learn evidence-based instructional designs to accelerate students' rate of learning. These can be applied at the universal (Tier 1), strategic (Tier 2), and intensive (Tier 3) levels of instruction.

The following features of instruction will be addressed: More explicit; More systematic; More modeling; More opportunities to respond; More feedback; and More judicious review.

MULTI-TIERED SYSTEM OF SUPPORTS

...continued

DEVELOPING SCHOOL-WIDE BEHAVIOR EXPECTATIONS

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)
YEAR 1 / TIER 1 - TEAM TRAINING



\$3,000/TEAM UP TO 6
+\$120/ADDITIONAL PERSON

MOU REQUIRED

2 DAYS

THROUGHOUT THE SCHOOL YEAR
+3 (3-HOUR) COACHING WEBINARS

CONSULTANT: DON KINCAID

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

1 CREDIT AVAILABLE (OPTIONAL)

- Elementary, secondary OR district level teams
- Team based (Average size: 5-10 people) -- Minimum of 5 teams needed

Schools will plan for the identification and teaching of school-wide expectations of behavior. Further, they will develop plans for active supervision, problem behavior, classroom management, data collection, and data systems. Upon completion, schools will have identified gaps in current practice and have an action plan for steps to improve practice in their building.

Objectives

- Establish commitment
- Conduct audit of current status
- Establish expectations
- Establish information systems (outcome and process tools)
- Build capacity for function-based support

Day 1: Identifying and teaching school-wide expectations

Day 2: Review school-wide expectations, data systems, active supervision, acknowledgment systems

Day 3: Addressing problem behavior, classroom management, data collection, action planning

SUPPLEMENTAL SUPPORTS

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)
TIERS 2&3 - TEAM TRAINING



\$3,000/TEAM UP TO 6
+\$120/ADDITIONAL PERSON

MOU REQUIRED

2 DAYS

THROUGHOUT THE SCHOOL YEAR
+3 (3-HOUR) COACHING WEBINARS

CONSULTANT: DON KINCAID

CONTACT: CHERYL HOGGARTH | CHERYL.HOGGARTH@K12.ND.US

1 CREDIT AVAILABLE (OPTIONAL)

- Tier 2 available to Teams that have completed Year 1 and ready to take next step.
- Elementary, secondary OR district level teams
- Team based (Average size: 5-10 people) -- Minimum of 5 teams needed

Developing Secondary and Tertiary Supports in Behavior.

Objectives:

- Ensuring school-wide supports in place
- Establish and maintain a Support Team
- Coaching, Monitoring and Evaluation
- Targeted Interventions
- Intensive Individual Interventions

PROJECT-BASED LEARNING

PROJECT-BASED LEARNING INSTITUTE

\$250/PERSON

5 DAYS - JUNE 18-22
+ 1 OPTIONAL



CONTACT: LACOSTA POTTER | LACOSTA.POTTER@K12.ND.US

- Grade Level: K-12 Teachers - ALL Content Areas

The goal of Project Based Learning (PBL) is to see improvement in student facility with 21st Century Skills and an appreciation for STEAM (Science, Technology, Engineering, Art, and Math). Increased student achievement and a deeper understanding of the content through Project Based Learning is just part of a bigger picture. PBL classrooms use real-world engagement and take a glimpse into careers (engineer, researcher, technician, web-designer, marketing director, etc.). As students roleplay and problem solve within a company, the stage is set for meaningful learning.

- 21st Century Skills - ND-CTE College and Career Ready Rubrics & Career Exploration
- PBL Teaching Practices (ND Skills Modules) - Mindset, Feedback, Discourse, Questioning, Assessment | Buck Institute
- PBL (You're Hired!) - STEAM/EDP, Teaching practices for Gold Standard PBL

TIER I INSTRUCTION

ON-SITE AVAILABLE - CUSTOMIZED TO FIT YOUR SCHOOL NEEDS

\$TBD

HALF-DAY OR FULL-DAY

CONTACT: LACOSTA POTTER, SEEC | LACOSTA.POTTER@K12.ND.US

- ACADEMIC VOCABULARY
- 21ST CENTURY SKILLS (4Cs: Critical Thinking, Collaboration, Creativity, Communication)
- MINDSETS
- EFFECTIVE FEEDBACK
- EFFECTIVE QUESTIONING
- COLLABORATIVE GROUPING
- MATH CURRICULUM ALIGNMENT

STANDARDS PROFESSIONAL LEARNING

Sessions below are supported through the Standards Professional Learning Grant.

STANDARDS BASED TEACHING MOODLE COURSE

\$125/PERSON

ASYNCHRONOUS - START ANYTIME

CONTACT: LACOSTA POTTER, SEEC | LACOSTA.POTTER@K12.ND.US

- Standards Based Teaching aims to clarify understanding, accelerate communication, promote learner agency and find a shared instructional purpose through common focus. Participants will engage in the collaborative study of standards through: prioritization, deconstruction, proficiency scales, student learning targets, and assessment development for the purpose of improving tier I instruction and assessment.
- Participants will engage asynchronously in the (1) credit, 15 hour, course through Valley City State University's online Moodle. Participants can expect assignments, forums and one classroom observation as a requirement for successful completion of this course. Two virtual check-ins will be required, these will have time options for your convenience. Total time for course completion will not exceed 15 hours.
- Teams are encouraged to register but not required. SEEC will facilitate the course providing feedback, scheduling check-ins, facilitating check-ins, and granting credit.

OUTSIDE OPPORTUNITIES

THESE OPPORTUNITIES ARE SUPPORTED BY THE SEEC, BUT RAN BY OTHER DISTRICTS OR REAs. IF INTERESTED PLEASE CONTACT THE PERSON LISTED. DISTRICT OPPORTUNITIES ARE USUALLY FIRST COME, FIRST SERVED, SO IF INTERESTED, PLEASE CONTACT THEM AS SOON AS POSSIBLE.

STEVE DUNN WRITING

\$75/DAY + \$300 MANUAL

2-5 DAYS THROUGHOUT SCHOOL YEAR

CONSULTANT: STEVE DUNN

CONTACT: HEATHER SAND, WEST FARGO PUBLIC SCHOOLS | HSAND@WEST-FARGO.K12.ND.US

- Grade Level: K-8 language arts, science and social studies

Training includes explicit instruction on writing genres such as personal narrative, opinion, compare and contrast and expository. Furthermore, training will involve ways to read nonfiction, paraphrase, summarize, annotate and write both long research and short synthesis written responses for an audience. Teachers are also provided training on engagement, concept mapping, formative assessment, giving specific feedback, conferencing with readers and scaffolding for students that are at risk. The reading and writing strategies that are used are strategies students can use and take with them into high school and apply to any assignment.

SEEC CONFERENCES

ALL CONFERENCE REGISTRATION LINKS CAN BE FOUND BY VISITING WWW.NDSEEC.COM AND CLICKING "CALENDAR" IN THE MAIN MENU BAR AT THE TOP OF THE PAGE.

NDMTSS CONFERENCE

- JUNE 10-12, 2019 | HOLIDAY INN, FARGO
- FEATURED SPEAKERS: KAREN KARP, DR. NANCY MARCHAND-MARTELLA, JESSICA MINAHAN, SHANNON HARKEN, AND SIMLE MIDDLE SCHOOL
- VARIOUS BREAKOUT SESSION OPTIONS
- 400+ ATTENDEES
- COST DEPENDENT ON NUMBER OF DAYS ATTENDING AND DATE REGISTERED (\$115 - \$435)

N.D. OUT-OF-SCHOOL TIME SUMMER CONFERENCE

- JULY 30-31, 2019 | BISMARCK CAREER ACADEMY, BISMARCK
- THEME: YOUTH ENGAGEMENT; WORKFORCE READINESS IN AFTERSCHOOL
- LEARNING FOR AFTERSCHOOL PROFESSIONALS IN OUT-OF-SCHOOL TIME SETTINGS
- 150 ATTENDEES
- \$100 / PERSON

HEALTHY SCHOOLS SUMMIT

- MARCH, 2020
- 100+ ATTENDEES
- FREE TO ATTEND