

ENGAGING STUDENTS FOR HIGH-QUALITY LEARNING...

Cost:

\$150/person

1 credit available

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 the implementation of student engagement strategies to create a classroom culture of "Everyone Does Everything!"

PART 1

Choose date & location.

Sept. 17 | Minot

— Secondary

Sept. 19 | Devils Lake

— Elementary & Secondary

Sept. 20 | Jamestown

— Elementary & Secondary

Sept. 21 | Bismarck

— Elementary & Secondary

1/2 Day - Intro:

Intro to Learning Walk Protocol & Feedback Tool; Technology Supports; & Practice Providing & Receiving Feedback

1. Components of and expectations for participation in Engaging Students for High Quality Learning
2. Strategies for providing meaningful feedback for the purpose of improving teaching and learning
3. 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 with Kevin Feldman:

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

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

PART 2

Choose date & location.

Oct. 4 | N. Cass (tentative)

Oct. 8 | Stanley (tentative)

Oct. 10 | Minot

Oct. 17 | Jamestown

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

PART 3

Choose date & location.

Nov. 1 or 15 | ONLINE

8:00 am — 10:00 am

OR

2:00 pm — 4:00 pm

Online eWalks:

Microteach & Feedback Session

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

To register, please visit www.escweb.net/nd_rea. You must register for all three parts, but are able to decide the date and location that best fits your schedule.



ENGAGING STUDENTS IN ACADEMIC VOCABULARY

Cost:

\$150/person

1 credit available

[Prerequisite: Engaging Students for High-Quality Learning]

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!"

PART 1

Choose date & location.

Jan. 21 | Devils Lake

— Elementary & Secondary

Jan. 22 | Jamestown

— Elementary & Secondary

Jan. 23 | Minot

— Secondary

Jan. 25 | Bismarck

— Elementary & Secondary

1/2 Day - Academic Vocabulary with Kevin Feldman:

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

1/2 Day -

Reflection & Review:

Reflect from eWalk process; Review & Reflection of student engagement strategies; ESSA Student Engagement Survey; Teacher Evaluation Crosswalk; and Action Planning

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

PART 2

Exact Dates TBD but
will be scheduled
Feb. 11 –28, 2019

Strategies for Explicit Vocabulary Instruction:

Embedded Learning Walks in Public Practitioners' Rooms

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

PART 3

Choose date & location.

March 13 or 27 | ONLINE

8:00 am — 10:00 am

OR

2:00 pm — 4:00 pm

Online eWalks:

Microteach & Feedback Session

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

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CLASSROOM MANAGEMENT ACADEMY.....

Cost:
\$150/person
1 credit available

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.

PART 1

Choose date & location.

- Aug. 1-2 | Minot**
— CHAMPS (Elementary)
- Aug. 14-15 | Hazen**
— CHAMPS (Elementary)
- Aug. 16 | Bismarck**
— ACHIEVE (Secondary)

June 2019 | Fargo & Devils Lake

PART 2

Choose date & location.

**Exact Dates TBD but will be
scheduled in October 2018**

TBD | Velva
TBD | Wilton
Other Locations TBD

CHAMPS/ACHIEVE: A positive and Proactive Approach to Classroom Management with Tricia McKale Skyles, Safe & Civil Schools

STOIC (Structure for Success; Teach Expectations; Observe Student Behavior; Interact Positively; Correct Fluently); Rules; Expectations; and Procedures/Transitions

1. Understand instructional strategies for teaching, rehearsing, and reinforcing classroom expectations and rules
2. Create and implement positive, proactive classroom rules, expectations and procedures

Demonstration Site Visit:

Observation; Action Plan Creation; Rules & Expectations; Gallery Walk; Sample of explicit instruction of procedures/transitions

1. Analyze implementation of various classroom management strategies observed
2. Apply strategies for providing meaningful feedback in writing and in speech to improve teaching and learning
3. Create a plan for revising classroom rules, expectations, and procedures

To register, please visit www.escweb.net/nd_rea. You must register for all three parts, but are able to decide the date and location that best fits your schedule.



BUILDING BETTER BEHAVIORS.....

Cost:
\$150/person
1 credit available

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.

PART 1

Choose date & location.

Aug. 17 | Devils Lake

Nov. 6 | Minot

Nov. 7 | Bismarck

Nov. 8 | Fargo

Tough Kids—Responding to Challenging Behaviors with Tricia McKale Skyles, Safe & Civil Schools

Positive Reinforcement Delivery Systems; Behavior Influence Principles; and Strategies (Behavior Momentum, etc.)

1. Understand basic principles of behavior modification
2. Analyze strategies to mitigate challenging behaviors
3. Create and implement strategies to mitigate challenging behaviors

PART 2

Choose date & location.

Nov. 14 | Devils Lake

Dec. 5 | Minot

Dec. 12 | Fargo

TBD | Bismarck

Case Study Development & Implementation Plan Development:

Identification of problem behavior & replacement behavior; Understanding basic function of behavior; Intro to functions-based behavior management; Data collection & Progress Monitoring Strategies

1. Understand basic principles of behavior modification
2. Apply modalities for collecting data to monitor progress
3. Analyze implementation of various classroom management strategies observed
4. Analyze strategies to mitigate challenging behaviors
5. Create an implementation plan to mitigate challenging behaviors

PART 3

Jan. 18 or Feb. 1 | ONLINE

8:00 am — 10:00 am

OR

2:00 pm — 4:00 pm

Data Review & Problem Solving:

1. Analyze progress monitoring data and apply data-based decision making
2. Apply strategies for providing meaningful feedback in writing and in speech for the purpose of mitigating challenging behaviors

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