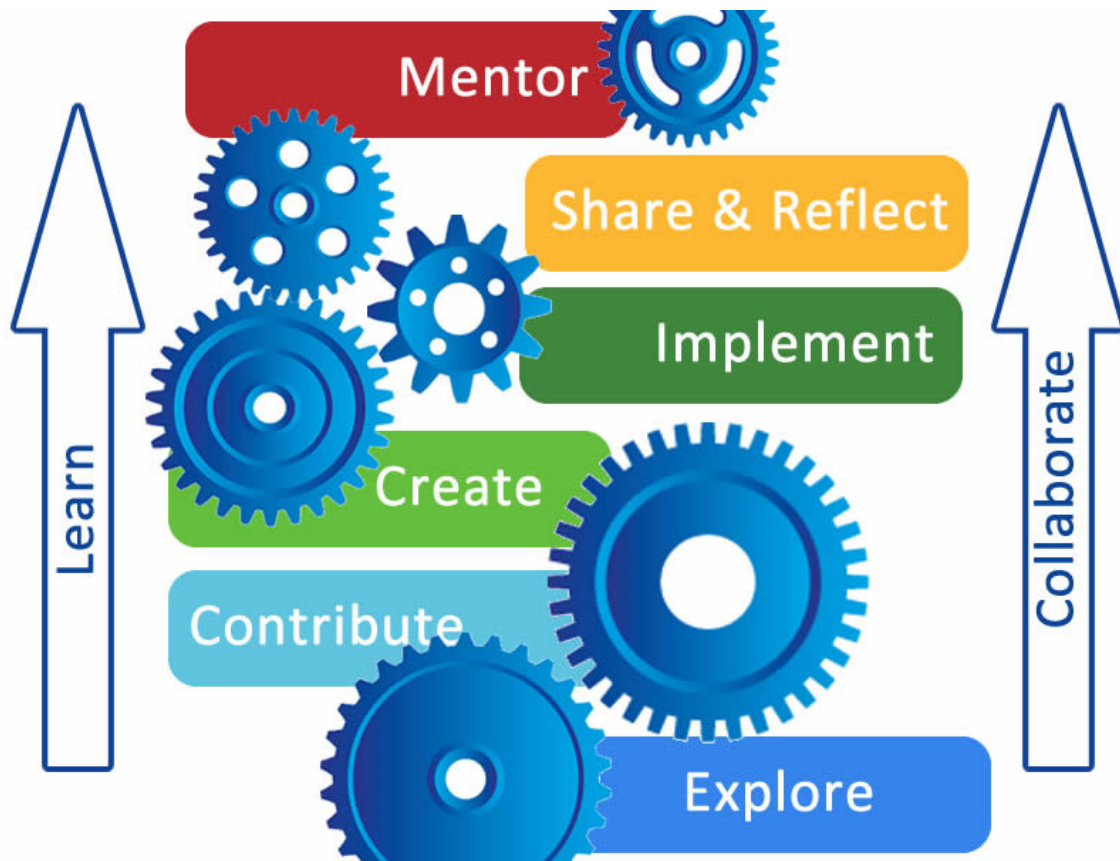


# Professional Learning Course Catalog 2019 - 2020



Focusing on equity and achievement  
through quality first instruction.



P U Y A L L U P  
S C H O O L D I S T R I C T  
*A Tradition of Excellence*

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|  |   |
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| <p><b><u>Course Strand Legend</u></b></p> <p>MTSS (Multi-tiered Support Systems)<br/>         SPED (Special Educator)<br/>         EDTEC<br/>         BOOK STUDY<br/>         IS (Instructional Strategies)<br/>         PLC (Professional Learning Community)</p> | <p>Stands are listed at the beginning of course titles.</p> <p>OSPI requires a minimum of 3 clock hours, therefore you must attend at least 2 classes in one strand to receive clock hour credit.</p> |
|--|---|

**Register for all classes on Frontline**

Course times are 4:15 - 6:15, unless otherwise stated.

Course location is the Karshner Center, unless otherwise stated.

**New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.

## The Future is Inclusive

“Creating authentic relationships that create real connections between humans will change our institutions for the greater good! Providing our educators with relevant culturally responsive teaching strategies, unpacking bias, and building knowledge around equity and social justice work must be at the forefront of all our work.”

“Our work of becoming inclusive cannot happen if we do not choose to build relationships with people of different backgrounds, gender identity, race, culture, belief systems, socio-economic status, etc. Only through human interaction can we really begin to understand others. Relationships, mentoring, and support of one another is crucial for an inclusive environment. We no longer live in the era that teaching is done in isolation, we know better. Our teachers’ collective knowledge is far greater than any one individual in our institution. Our experiences, our diverse backgrounds, and belief systems are strengths that help us relate and connect not only with our students, but also to each other.”

Amanda Kraft



**Relationships**

**Identity**

**Inclusive**

**Mentoring**

**Diverse**

**Support**



# New Teacher Induction

| New Teacher Induction           |   |                |
|---------------------------------|---|----------------|
| August 19, 2019<br>9:00 - 12:00 | <ul style="list-style-type: none"><li>• Technology Training</li></ul>   | Kalles Commons |
| August 21, 2019<br>8:00 -3:30   | <ul style="list-style-type: none"><li>• Learn the mission, vision, and culture of our school district.</li><li>• Learn about the roles, responsibilities, and confidential nature of mentoring, as well as expectations for participation in various educator professional learning.</li><li>• Form relationships with other educators.</li><li>• Meet people who hold key roles in supporting staff.</li></ul> | Kalles Commons |

# Professional Learning Community

| PLC: Secondary School Sessions 3:15 - 4:15 |  |   |
|--|--|---|
| September 26, 2019                         | Curriculum   | <p><u>Locations:</u></p> <p>Via Zoom's virtual platform.</p> <p>Register on Frontline in order to receive the Zoom invitation link.</p> |
| October 10, 2019                           | Parent Communication and Support                   |   |
| November 14, 2019                          | Technology   |   |
| January 16, 2020                           | Interventions                                      |   |
| February 20, 2020                          | Student Engagement (Social and Emotional Learning) |   |
| March 19, 2020                             | Next Steps   |   |

| PLC: Elementary School Sessions 4:00 – 5:00 |   |   |
|---|---|---|
| September 26, 2019                          | Resources (Do you have what you need?)                                      | <p><u>Locations:</u></p> <p>Via Zoom's virtual platform.</p> <p>Register on Frontline in order to receive the Zoom invitation link.</p> |
| October 10, 2019                            | Conferences   |   |
| November 14, 2019                           | Report Cards  |   |
| January 16, 2020                            | Interims, Assessment, DIBELS/ ACADIENCE, RTI                                |   |
| February 20, 2020                           | Collecting Evidence   |   |
| March 19, 2020                              | Any Questions? What do you still need? Making the last trimester meaningful |   |

- New Puyallup School District certificated staff (PEA) are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

# Cultivating Equitable Educators K - 5

## 4:15-6:15

*ALL K-5 ELEMENTARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.*

| <b>MTSS: Cultivating Equitable Educators K-5</b><br>Must attend all 7 sessions to receive 15 hours |  |  |
|--|--|--|
| September 18, 2019   | Coherent Instruction: Whole Group Math and ELA<br><br><i>This session will be 3 hours in length. *** 4:15-7:15</i> | Check in at Karshner Center<br>see table for room location |
| October 2, 2019  | Using Questioning and Discussion Techniques within Number Corner   | Check in at Karshner Center<br>see table for room location |
| October 16, 2019   | Discussion and Questioning Techniques within Small Group Instruction in ELA  | Check in at Karshner Center<br>see table for room location |
| November 6, 2019   | Engaging Students in Learning within Math Workplaces   | Check in at Karshner Center<br>see table for room location |
| November 20, 2019  | Engaging Students in Learning within Writing Instruction   | Check in at Karshner Center<br>see table for room location |
| December 4, 2019   | Using Assessment in Instruction within Science   | Check in at Karshner Center<br>see table for room location |
| January 8, 2020  | Demonstrating Flexibility and Responsiveness: Introduction to Social Studies Curriculum/ Second Steps              | Check in at Karshner Center<br>see table for room location |

| <b>Mentors</b>                                     | <b>Room Numbers</b> |
|--|---------------------|
| Kindergarten - Deanna Millett, Sara Clerget-Pricco | 212                 |
| First Grade - Sarah Simon                          | 213                 |
| Second Grade - Sarah McCormick, Kathy Guimond      | 214                 |
| Third Grade - Amanda Maxwell, Gena Vincent         | 217                 |
| Fourth Grade - Chelsey Stotler, Sophia Monge       | 215                 |
| Fifth Grade - Abby Olson, Erlinda Iniguez          | 219                 |

- New to PSD PEA are required to attend **30 hours** of Professional Learning.

# K-5 Suggested PD

15hrs self directed Professional Learning per contract

| <b>New Educator Technology Training</b> |                                |                    |
|---|--------------------------------|--------------------|
| August 19, 2019                         | Technology Training 9am - 12pm | Kalles Junior High |

| <b>PLC: Elementary Schools 4:00 – 5:00</b> |   |  |
|--|---|--|
| September 26, 2019                         | Resources<br>(Do you have what you need?)   | <p style="margin: 0;"><u>Locations:</u></p> <p style="margin: 0;">Via Zoom’s virtual platform.</p> <p style="margin: 0; text-align: center;">Register on Frontline<br/>in order to receive the<br/>Zoom invitation link.</p> |
| October 10, 2019                           | Conferences   |  |
| November 14, 2019                          | Report Cards  |  |
| January 16, 2020                           | Interims, Assessment, Dibels,<br>RTI  |  |
| February 20, 2020                          | Collecting Evidence   |  |
| March 19, 2020                             | Any Questions? What do you still<br>need? Making the last trimester<br>meaningful |  |

| <b>MTSS: Positive Behavior Supports 4:15-6:15</b> |   |  |
|---|---|--|
| October 9, 2019                                   | Introduction to Positive Behavior Support | Kris Diamond<br>Susan Walton<br>Anne Mummert |
| November 13, 2019                                 | Building Relationships                    | Kris Diamond<br>Susan Walton<br>Anne Mummert |
| January 15, 2020                                  | Identifying Why Students Misbehave        | Kris Diamond<br>Susan Walton<br>Anne Mummert |

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
- 15 hours of New to PSD PEA Professional Learning per contract, section 18.3
- 15 hours of self directed Professional Learning per contract, section 18.4

# Cultivating Equitable Educators 6-12

## 4:15-6:15

*ALL 6 - 12 SECONDARY TEACHERS new to the Puyallup School District are required to attend all 7 sessions.*

| <b>MTSS: Cultivating Equitable Educators 6-12</b><br>Must attend all 7 sessions to receive 15 hours |                                       |  |
|---|---------------------------------------|--|
| September 18, 2019  | Coherent Instruction                  | Candice McGregor<br>Tommy Haynes             |
| October 2, 2019   | Flexibility and Responsiveness        | Kris Susee<br>Jason Gregory<br>Amanda Naylor |
| October 16, 2019  | Questioning and Discussion Techniques | Priscilla Millam<br>Julie Wilson             |
| November 6, 2019  | Engaging Students in Learning         | Jason Gregory<br>Ben Muehlenbruch            |
| November 20, 2019   | Using Assessment in Instruction       | Jessica Anderson<br>Ben Muehlenbruch         |
| December 4, 2019  | Communicating with Students           | Tommy Haynes<br>Christy Paris                |
| January 8, 2020   | Equitable Teaching Practices          | Amanda Kraft<br>Tommy Haynes                 |

| <b>Mentors</b>                                | <b>Location</b>           |
|---|---------------------------|
| Sixth Grade - Alicia Harris                   | Woodland Elementary       |
| ELA - Julie Wilson                            | Puyallup Online Academy   |
| ELA - Amanda Naylor                           | Puyallup High School      |
| Math - Priscilla Millam                       | Glacier View Junior High  |
| Science - Tommy Haynes                        | Kalles Junior High        |
| Social Studies - Kris Susee                   | Aylen Junior High         |
| Social Studies/ Psychology - Ben Muehlenbruch | Emerald Ridge High School |
| Math - Jessica Anderson                       | Puyallup High School      |
| Science - Christy Paris                       | Puyallup High School      |
| Foreign Language - Jason Gregory              | Puyallup High School      |

- New to PSD PEA are required to attend **30 hours** of Professional Learning.



# Secondary Suggested PD

15hrs self-directed Professional Learning per contract

| New Educator Tech Training 9am - 12pm |                     |                    |
|---------------------------------------|---------------------|--------------------|
| August 19, 2019                       | Technology Training | Kalles Junior High |

| PLC: Secondary School Sessions 3:15 - 4:15 |  |  |
|--|--|--|
| September 26, 2019                         | Curriculum   | <u>Locations:</u><br><br>Via Zoom's virtual platform.<br><br>Register on Frontline in order to receive the Zoom invitation link. |
| October 10, 2019                           | Parent Communication and Support                   |  |
| November 14, 2019                          | Technology   |  |
| January 16, 2020                           | Interventions                                      |  |
| February 20, 2020                          | Student Engagement (Social and Emotional Learning) |  |
| March 19, 2020                             | Next Steps   |  |

| MTSS: Restorative Practices 4:15 - 6:15 |  |                                      |
|---|--|--------------------------------------|
| January 22, 2020                        | What are Restorative Practices?                  | Anthony Corrado<br>Manasi Cedergreen |
| February 26, 2020                       | Building Community Through Restorative Practices | Anthony Corrado<br>Manasi Cedergreen |
| March 18, 2020                          | Effectively Using Community Circles              | Anthony Corrado<br>Manasi Cedergreen |

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# Special Educator PD

| <b>SPED: IEP Development, Practices, Procedures and Facilitation</b><br><i>Open to all PSD certificated special education staff</i> |  |  |
|---|--|--|
| October 9, 2019   | Data/Assessment/Progress Monitoring                                    | PHS Library<br>Shannon King                                |
| October 16, 2019  | PWN & IEP Meeting Facilitation   | PHS Library<br>Cassie Cline<br>Christine Rowan             |
| November 6, 2019  | Accommodations/Modifications/<br>Differentiation                       | ESC - Mt. Tahoma Room<br>Bobbi Jones<br>Christine Rowan    |
| November 20, 2019   | Progress Reporting   | PHS Library<br><br>Bobbi Jones                             |
| December 4, 2019  | FBA/BIP - Behavior   | PHS Library<br>Shannon King<br>Behavior Analyst Team       |
| December 11, 2019   | Writing data-based PLEPS &<br>Goals                                    | PHS Library<br>Christine Rowan<br>Cassie Cline             |
| December 18, 2019   | Assistive Technology   | PHS Library<br>Kim Leger,<br>Heather Austin<br>EdTEC TOSAs |
| January 8, 2020   | FBA/BIP - Behavior   | PHS Library<br>Shannon King<br>Behavior Analyst Team       |
| January 15, 2020  | Transition, Transition Assess-<br>ment & Adult Services                | PHS Library<br>Gary Jeffers<br>Deb Devaney                 |
| January 29, 2020  | Special Education Program<br>Descriptions & Processes for<br>Placement | PHS Library<br>Kelly Carrick<br>Cassie Cline               |
| February 5, 2020  | GenEd collaboration:   | PHS Library<br>Bobbi Jones<br>Keri Lester                  |
| February 12, 2020   | Social Skills & Multi-media  | PHS Library<br>Lisa Johnston<br>Angela Farnsworth          |
| March 18, 2020  | Social Skills Instruction (SDI/<br>RTI/Building-wide Interventions)    | PHS Library<br>Cassie Cline<br>Keri Lester                 |
| April 22, 2020  | Curriculum   | PHS Library<br>Bobbi Jones<br>Christine Rowan              |

# Special Educator PD

| <b>Right Response Full Certification</b><br><i>Right Response is only REQUIRED for KITE, Support Center, WRAP, DK and Preschool.</i><br><i>This course is optional for all others that would like to attend.</i> |             |                                      |
|--|-------------|--------------------------------------|
| August 20 and 26, 2019<br><br>Two day training   | 8:00 - 3:30 | Woodland Elementary<br>Eshpeter/Baer |
| November 5, 7, 12 and 14, 2019<br><br>Must attend all four sessions  | 4:00 - 7:30 | Rogers High School Rm 104            |

| <b>Right Response Re - Certification</b> |             |                           |
|--|-------------|---------------------------|
| August 20, 2019                          | 8:00 - 3:30 | Rogers High School        |
| August 26, 2019                          | 8:00 - 3:30 | Rogers High School        |
| September 16 and 18, 2019                | 4:00 - 7:30 | Woodland Elementary       |
| October 15 and 17, 2019                  | 4:00 - 7:30 | Rogers High School Rm 104 |
| November 12 and 14, 2019                 | 4:00 - 7:30 | Woodland Elementary       |
| January 13 and 15, 2020                  | 4:00 - 7:30 | Woodland Elementary       |
| February 4 and 11, 2020                  | 4:00 - 7:30 | Rogers High School Rm 104 |
| March 16 and 23, 2020                    | 4:00 - 7:30 | Woodland Elementary       |

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# Special Educator PD

| <b>SPED: Early Childhood</b>                                      |  |                            |
|---|--|----------------------------|
| Open to all PSD Preschool and Developmental Kindergarten Teachers |  |                            |
| March 2, 9, 16, & 23, 2020<br>4:00-5:00                           | Early Childhood Book Study<br><i>(Must attend all in the series)</i> | PSS Tillicum<br>Debbi Hall |
| Sept 20, 2019<br>4:00-6:00  | Early Childhood Teaching Strategies Gold                             | PSS Tillicum<br>Debbi Hall |
| October 28, 2019<br>4:00-6:00                                     | Early Childhood Teaching Strategies Gold                             | PSS Tillicum<br>Debbi Hall |
| November 18, 2019<br>4:00-6:00                                    | Early Childhood Teaching Strategies Gold                             | PSS Tillicum<br>Debbi Hall |
| December 9, 2019<br>4:00-6:00                                     | Early Childhood Teaching Strategies Gold                             | PSS Tillicum<br>Debbi Hall |
| January 13, 2019<br>4:00-6:00                                     | Early Childhood Teaching Strategies Gold                             | PSS Tillicum<br>Debbi Hall |

| <b>SPED: Speech/Language Pathology</b> |   |  |
|--|---|--|
| November 6, 2019<br>4:00-6:00          | Current Topics & Trends in the field of Speech/<br>Language Pathology | PSS Tillicum<br>Kelly Carrick &<br>Carlee Oliver |
| January 15, 2020<br>4:00-6:00          | Current Topics & Trends in the field of Speech/<br>Language Pathology | PSS Tillicum<br>Kelly Carrick &<br>Carlee Oliver |
| February 12, 2020<br>4:00-6:00         | Current Topics & Trends in the field of Speech/<br>Language Pathology | PSS Tillicum<br>Kelly Carrick &<br>Carlee Oliver |
| March 4, 2020<br>4:00-6:00             | Current Topics & Trends in the field of Speech/<br>Language Pathology | PSS Tillicum<br>Kelly Carrick &<br>Carlee Oliver |
| April 15, 2020<br>4:00-6:00            | Current Topics & Trends in the field of Speech/<br>Language Pathology | PSS Tillicum<br>Kelly Carrick &<br>Carlee Oliver |

# Special Educator PD

| SPED: Verbal De-Escalation Techniques |                                 |                              |
|---------------------------------------|---------------------------------|------------------------------|
| November 13, 2019<br>4:15-6:15        | Verbal De-Escalation Techniques | Melanie Baer<br>Pam Tungsvik |
| March 25, 2020<br>4:15-6:15           | Verbal De-Escalation Techniques | Melanie Baer<br>Pam Tungsvik |

| Round Table: New Special Educators Round Table |  |                                  |
|--|--|----------------------------------|
| October 24, 2019<br>4:15-6:15                  | Developed for all new Special Education Teachers | Karshner Center<br>Sunday Ferris |
| January 23, 2020<br>4:15-6:15                  | Developed for all new Special Education Teachers | Karshner Center<br>Sunday Ferris |
| March 12, 2020<br>4:15-6:15                    | Developed for all new Special Education Teachers | Karshner Center<br>Sunday Ferris |

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# Special Educator PD

| MTSS: Five Components of Literacy |   |              |
|-----------------------------------|---|--------------|
| January 23, 2019                  | CORE Reading Sourcebook<br>Reading Handbook | Deb Sherwood |
| February 20, 2019                 | Phonemic Awareness<br>Phonics               | Deb Sherwood |
| April 3, 2019                     | Vocabulary<br>Fluency<br>Comprehension      | Deb Sherwood |

| Open GLAD Labs                 |                          |                 |
|--------------------------------|--------------------------|-----------------|
| August 26, 2019<br>4:00-6:00   | Planning and Preparation | GLAD Lab @ Hunt |
| October 17, 2019<br>4:00-6:00  | Planning and Preparation | GLAD Lab @ Hunt |
| February 20, 2020<br>4:00-6:00 | Planning and Preparation | GLAD Lab @ Hunt |
| May 7, 2020<br>4:00-6:00       | Planning and Preparation | GLAD Lab @ Hunt |

| MTSS: Social and Emotional Learning              |  |                                  |
|--|--|----------------------------------|
| *Must be able to attend all sessions, 1, 2 and 3 |  |                                  |
| January 29, 2020                                 | Building Foundations and Strategies,<br>Session 1 - What is social emotional learning<br>and why does it matter? | Amanda Kraft<br>Alicia Nosworthy |
| February 19, 2020                                | Building Foundations and Strategies,<br>Session 2 - Going Deeper into Foundations<br>and Strategies              | Amanda Kraft<br>Alicia Nosworthy |
| March 4, 2020                                    | Building Foundations and Strategies,<br>Session 3 - Teacher Social Emotional Learn-<br>ing and Selfcare          | Amanda Kraft<br>Alicia Nosworthy |

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# Special Educator PD

| MTSS: Positive Behavior Supports |  |  |
|----------------------------------|--|--|
| October 9, 2019                  | Introduction to Positive Behavior Support        | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| November 13, 2019                | Building Relationships                           | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| January 15, 2020                 | Identifying Why Students Misbehave               | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| MTSS: Restorative Practices      |  |  |
| January 22, 2020                 | What are Restorative Practices?                  | Anthony Corrado<br>Manasi Cedergreen         |
| February 26, 2020                | Building Community Through Restorative Practices | Anthony Corrado<br>Manasi Cedergreen         |
| March 18, 2020                   | Effectively Using Community Circles              | Anthony Corrado<br>Manasi Cedergreen         |

| IS: Instructional Core Skills Strategies |  |                                |
|--|--|--------------------------------|
| October 2, 2019                          | Organization                           | Lauri Cotton<br>Debbie Hopkins |
| October 16, 2019                         | Questioning Strategies and Note Taking | Lauri Cotton<br>Debbie Hopkins |
| January 8, 2020                          | Collaboration Strategies               | Lauri Cotton<br>Debbie Hopkins |
| February 26, 2020                        | Engaging in Inquiry                    | Lauri Cotton<br>Debbie Hopkins |

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- 15 hours of self directed Professional Learning per contract, section 18.4

# New to the District Specialist Educator PD

All SPECIALIST TEACHERS new to the Puyallup School District are required to attend,  
ie. - music, counselor, PE

| <b>MTSS: Positive Behavior Supports</b> |  |                                      |
|---|--|--------------------------------------|
| October 9, 2019                         | Introduction to Positive Behavior Support        | Susan Walton<br>Kris Diamond         |
| November 13, 2019                       | Building Relationships                           | Susan Walton<br>Kris Diamond         |
| January 15, 2020                        | Identifying Why Students Misbehave               | Susan Walton<br>Kris Diamond         |
| <b>MTSS: Restorative Practices</b>      |  |                                      |
| January 22, 2020                        | What are Restorative Practices?                  | Anthony Corrado<br>Manasi Cedergreen |
| February 26, 2020                       | Building Community Through Restorative Practices | Anthony Corrado<br>Manasi Cedergreen |
| March 18, 2020                          | Effectively Using Community Circles              | Anthony Corrado<br>Manasi Cedergreen |

| <b>MTSS: Social and Emotional Learning</b><br>*Must be able to attend all sessions, 1, 2 and 3 |   |                                  |
|--|---|----------------------------------|
| January 29, 2020   | Building Foundations and Strategies,<br>Session 1 - What is social emotional learning and why does it matter? | Amanda Kraft<br>Alicia Nosworthy |
| February 19, 2020  | Building Foundations and Strategies,<br>Session 2 - Going Deeper into Foundations and Strategies              | Amanda Kraft<br>Alicia Nosworthy |
| March 4, 2020  | Building Foundations and Strategies,<br>Session 3 - Teacher Social Emotional Learning and Selfcare            | Amanda Kraft<br>Alicia Nosworthy |

- **New Puyallup School District certificated staff (PEA)** are required to attend a total of **30 hours** of Professional Learning.
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# Paraeducator PD

| <b>Recess Duty 1:30 - 3pm</b> |  |   |
|-------------------------------|--|---|
| October 23, 2019              | “Busy kids who know the expectations don’t get in trouble.”<br><i>Session 1</i>          | Edgerton Elem.<br>Michele Bledsoe<br>Erynn Alvers<br>Oruba Anthony<br>Susan Whitney |
| October 24, 2019              | “You are smart enough and strong enough to solve your own problems.”<br><i>Session 2</i> | Edgerton Elem.<br>Michele Bledsoe<br>Erynn Alvers<br>Oruba Anthony<br>Susan Whitney |
| October 25, 2019              | “The playground is the biggest classroom in the school.”<br><i>Session 3</i>             | Edgerton Elem.<br>Michele Bledsoe<br>Erynn Alvers<br>Oruba Anthony<br>Susan Whitney |

| <b>Recess Supervisor (PLC) 4:00 – 5:00</b> |                     |
|--|---------------------|
| November 14, 2019                          | Edgerton Elementary |
| January 16, 2020                           |                     |
| February 20, 2020                          |                     |
| March 19, 2020                             |                     |

| <b>Communicate Effectively and Participate in the Team Process (3 hours)</b> |                      |               |
|--|----------------------|---------------|
| October 24, 2019<br>1:00-4:00  | Communication Basics | Ailene Baxter |

# Paraeducator - Fundamental Course of Study

| Course Title  | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Accommodating with Learning Tools<br>January 29, 2020                   | x   |     | x   |     |     |     |     |     | x   |     |     |     |
| AVID: Academic Language and Literacy<br>February 26, 2020               |     | x   | x   |     |     | x   |     |     |     |     |     |     |
| AVID: Critical Reading<br>January 15, 2020                              |     |     | x   |     |     | x   |     |     | x   |     |     |     |
| AVID: Cultural Empowerment<br>April 1, 2020                             |     | x   |     |     |     | x   | x   |     | x   |     | x   | x   |
| AVID: Focused Note Taking<br>April 22, 2020                             |     |     | x   |     |     | x   |     |     | x   |     |     |     |
| Communicate Effectively and Participate in the Team Process             |     |     |     |     |     |     | x   | x   |     |     | x   | x   |
| Core Skills: Collaboration Strategies<br>January 8, 2020                |     |     | x   |     |     | x   | x   |     | x   |     |     |     |
| Core Skills: Engaging in Inquiry<br>February 26, 2020                   |     |     | x   |     |     |     |     |     | x   |     | x   |     |
| Core Skills: Organization<br>October 2, 2020                            |     |     | x   | x   |     | x   |     |     | x   |     |     |     |
| Core Skills: Questioning Strategies and Note Taking<br>October 16, 2019 |     |     | x   | x   |     | x   |     |     | x   |     |     |     |
| GLAD: Focus and Motivation<br>October 9, 2019                           |     |     | x   |     |     | x   | x   |     | x   |     |     |     |
| GLAD: Guided Oral Practice<br>March 25, 2020                            |     |     | x   |     |     | x   | x   |     | x   |     |     |     |
| GLAD: Input and Assessment<br>January 22, 2020                          |     |     | x   | x   |     | x   |     |     | x   |     |     |     |
| GLAD: Reading and Writing<br>April 1, 2020                              |     | x   | x   | x   |     | x   |     |     | x   |     |     |     |

# Paraeducator - Fundamental Course of Study

| Course Title                                      | 1.1 | 1.2 | 1.3 | 1.4 | 2.1 | 2.2 | 3.1 | 3.2 | 3.3 | 3.4 | 4.1 | 4.2 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| New Educator Orientation August 21, 2020          |     |     |     |     | x   |     |     |     |     |     |     |     |
| Positive Behavior Supports October 9, 2019        |     | x   |     | x   |     | x   | x   | x   | x   |     | x   | x   |
| Restorative Practices January 22, 2020            |     | x   |     |     |     | x   | x   | x   | x   |     | x   | x   |
| Right Response Certification and Re-certification |     |     |     | x   |     |     | x   | x   | x   | x   | x   | x   |
| Social and Emotional Learning Jan. 29             |     | x   | x   |     |     | x   | x   | x   | x   | x   | x   | x   |
| Five Components of Literacy series Jan. 22        |     |     | x   | x   |     | x   |     |     | x   |     |     |     |
| Recess Duty series October 23, 2019               |     | x   | x   |     |     | x   | x   | x   |     | x   | x   |     |
| Recess Supervisor PLC Series Nov. 14              |     |     |     |     | x   | x   | x   |     |     |     | x   | x   |
| Mindfulness Page 22                               |     |     |     |     |     |     | x   | x   | x   | x   | x   | x   |
| Self-Care 101 Page 22                             |     |     |     |     | x   |     | x   |     |     |     |     |     |
| Intervention Materials Training Page 23           | x   |     | x   | x   |     | x   |     |     |     |     |     |     |

*For courses not listed here, including building or department specific professional development, please contact the instructor directly to find out which FCS component(s) will be addressed.*

# Instructional Strategies

| <b>IS: Instructional Core Skills Strategies</b> |  |                                |
|---|--|--------------------------------|
| October 2, 2019                                 | Organization                           | Lauri Cotton<br>Debbie Hopkins |
| October 16, 2019                                | Questioning Strategies and Note Taking | Lauri Cotton<br>Debbie Hopkins |
| January 8, 2020                                 | Collaboration Strategies               | Lauri Cotton<br>Debbie Hopkins |
| February 26, 2020                               | Engaging in Inquiry                    | Lauri Cotton<br>Debbie Hopkins |

| <b>IS: Instructional AVID Strategies</b> |  |                                |
|--|--|--------------------------------|
| January 15, 2020                         | Critical Reading Strategies                                    | Nancy Ellis<br>Janine DeLeon   |
| January 22, 2020                         | Using Collaborative Study Groups in the Content Classroom K-12 | Lauri Cotton<br>Debbie Hopkins |
| February 26, 2020                        | Academic Language & Literacy                                   | Nancy Ellis<br>Janine DeLeon   |
| March 4, 2020                            | Focused Note-taking Schoolwide K-12                            | Nancy Ellis<br>Janine DeLeon   |
| March 25, 2020                           | Using Collaborative Study Groups in the Content Classroom K-12 | Lauri Cotton<br>Debbie Hopkins |
| April 1, 2020                            | Cultural Empowerment   | Nancy Ellis<br>Janine DeLeon   |
| April 22, 2020                           | Focused Note-taking Schoolwide K-12                            | Nancy Ellis<br>Janine DeLeon   |
| May 13, 2020                             | Mathematics 1  | Nancy Ellis<br>Janine DeLeon   |

| <b>IS: AVID Foundations 3-6</b><br>Must attend both sessions |  |                 |
|--|--|-----------------|
| September 20, 2019<br>3:30 - 8:30                            | AE: Foundations Implementation<br>Grades 3 - 6 | Karshner Center |
| September 21, 2019<br>8:30 - 4:00                            | AE: Foundations Implementation<br>Grades 3 - 6 | Karshner Center |

# Instructional Strategies

| <b>IS: Instructional GLAD Strategies</b> |                                 |                            |
|--|---------------------------------|----------------------------|
| October 9 2020                           | Focus and Motivation            | GLAD Lab @ Hunt Romy Haney |
| January 22, 2020                         | Input and Assessment Strategies | GLAD Lab @ Hunt Romy Haney |
| February 26, 2020                        | Strategies for Small Groups     | GLAD Lab @ Hunt Romy Haney |
| March 4, 2020                            | GLAD for Pre K - 1st Grade      | GLAD Lab @ Hunt Romy Haney |
| April 1, 2020                            | Guided Oral Practice            | GLAD Lab @ Hunt Romy Haney |
| May 6, 2020                              | Reading and Writing Strategies  | GLAD Lab @ Hunt Romy Haney |

| <b>Open GLAD Labs</b>      |                          |                 |
|----------------------------|--------------------------|-----------------|
| August 26, 2019<br>4-6pm   | Planning and Preparation | GLAD Lab @ Hunt |
| October 17, 2019<br>4-6pm  | Planning and Preparation | GLAD Lab @ Hunt |
| February 20, 2020<br>4-6pm | Planning and Preparation | GLAD Lab @ Hunt |
| May 7, 2020<br>4-6pm       | Planning and Preparation | GLAD Lab @ Hunt |

| <b>IS: Culturally Responsive Practice</b> |   |                  |
|---|---|------------------|
| January 29, 2020                          | Supporting Linguistically Diverse Students in Elementary Math | Jessica Anderson |
| February 12, 2020                         | GLAD in Secondary Math  | Jessica Anderson |
| March 25, 2020                            | Supporting Linguistically Diverse Students in ELA             | Tabitha Aragon   |
| April 15, 2020                            | Building Academic Vocabulary                                  | Tabitha Aragon   |

## Multi-Tiers Systems of Support: Behavior

| <b>MTSS: Positive Behavior Supports</b>          |  |  |
|--|--|--|
| October 9, 2019                                  | Introduction to Positive Behavior Support  | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| November 13, 2019                                | Building Relationships   | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| January 15, 2020                                 | Identifying Why Students Misbehave   | Susan Walton<br>Kris Diamond<br>Anne Mummert |
| <b>MTSS: Restorative Practices</b>               |  |  |
| January 22, 2020                                 | What are Restorative Practices?  | Anthony Corrado<br>Manasi Cedergreen         |
| February 26, 2020                                | Building Community Through Restorative Practices   | Anthony Corrado<br>Manasi Cedergreen         |
| March 18, 2020                                   | Effectively Using Community Circles  | Anthony Corrado<br>Manasi Cedergreen         |
| <b>MTSS: Social and Emotional Learning</b>       |  |  |
| *Must be able to attend all sessions, 1, 2 and 3 |  |  |
| January 29, 2020                                 | Building Foundations and Strategies, Session 1 - What is social emotional learning and why does it matter? | Amanda Kraft<br>Alicia Nosworthy             |
| February 19, 2020                                | Building Foundations and Strategies, Session 2 - Going Deeper into Foundations and Strategies              | Amanda Kraft<br>Alicia Nosworthy             |
| March 4, 2020                                    | Building Foundations and Strategies, Session 3 - Teacher Social Emotional Learning and Selfcare            | Amanda Kraft<br>Alicia Nosworthy             |
| <b>MTSS: Mindfulness</b>                         |  |  |
| October 16, 2019                                 | Social Emotional Learning skills through mindfulness techniques  | Anne Mummert                                 |
| February 12, 2020                                | Social Emotional Learning skills through mindfulness techniques  | Anne Mummert                                 |
| <b>MTSS: Self-Care 101</b>                       |  |  |
| October 30, 2019                                 | Curbing Teacher Burnout through SEL  | Anne Mummert                                 |
| February 19, 2020                                | Curbing Teacher Burnout through SEL  | Anne Mummert                                 |

## Multi-Tiers Systems of Support: Academics

| <b>MTSS: Five Components to Literacy</b>     |  |  |
|--|--|--|
| January 22, 2020                             | CORE Reading Sourcebook<br>Reading Handbook  | Deb Sherwood   |
| February 19, 2020                            | Phonemic Awareness<br>Phonics  | Deb Sherwood   |
| April 1, 2020                                | Vocabulary<br>Fluency<br>Comprehension   | Deb Sherwood   |
| <b>MTSS: Intervention Materials Training</b> |  |  |
| March 25, 2020                               | (1 hour sessions)<br><br>STAR Reports<br>REWARDS<br>SIPPS<br>Six-Minute Solution<br><br>Additional in building training available on Mondays. Please contact Amanda Kraft for details. | Karshner Center<br><br><b>6 Minute Solution:</b><br>Dina Slater<br><b>REWARDS:</b><br>Tara Kennedy<br><b>SIPPS:</b><br>Carrie Whatley<br><b>STAR:</b><br><i>Dani Baker</i> |

| <b>MTSS: DIBELS/Acadience</b> |                   |   |
|-------------------------------|-------------------|---|
| October 30, 2019              | DIBELS/ Acadience | Karshner Center<br><br><b>Grades K-2</b><br>Logan Brailo<br>Erin Griffin<br>Katie Jayakara<br><br><b>Grades 3-5</b><br>Nicci Henning<br>Jennifer Matthews |
| February 12, 2020             | DIBELS/ Acadience |   |
| April 15, 2020                | DIBELS/ Acadience |   |

# Book Studies

## Culturally Responsive Teaching and the Brain - 20 hours

Must attend all 5 collaboration sessions to receive 20 hours

|                                   |                           |   |
|-----------------------------------|---------------------------|---|
| September 25, 2019<br>4:00 - 6:00 | Session 1 - Chapter 1 - 2 | Puyallup Digital Learning<br>Julie Wilson<br>Tiffany Richardson |
| October 23, 2019<br>4:00 - 6:00   | Session 2 - Chapter 3 - 4 | Puyallup Digital Learning<br>Julie Wilson<br>Tiffany Richardson |
| November 13, 2019<br>4:00 - 6:00  | Session 3 - Chapter 5 - 6 | Puyallup Digital Learning<br>Julie Wilson<br>Tiffany Richardson |
| December 11, 2019<br>4:00 - 6:00  | Session 4 - Chapter 7 - 8 | Puyallup Digital Learning<br>Julie Wilson<br>Tiffany Richardson |
| January 15, 2020<br>4:00 - 6:00   | Session 5 - Chapter 9+    | Puyallup Digital Learning<br>Julie Wilson<br>Tiffany Richardson |

## Conscious Discipline - 20 hours

Must attend all 5 collaboration sessions to receive 20 hours

|                                  |  |   |
|----------------------------------|--|---|
| October 9, 2019<br>4:15 - 5:15   | Session 1<br>Overview- Connection to our work Second Step/Restorative Practice (Reading Assignment as HW -Introduction Chapters 1-3) | ESC - Mt Tahoma<br>Kari Helling<br>Sara Clerget-Pricco<br>Rachel Hart |
| November 13, 2019<br>4:15 - 6:15 | Session 2<br>Introduction-Why -Review 1-3 and Brain (Reading Assignment as HW- Safety Section Chapters 4-5)                          | ESC - Mt Tahoma<br>Kari Helling<br>Sara Clerget-Pricco<br>Rachel Hart |
| January 29, 2020<br>4:15 - 6:15  | Session 3<br>Safety- Review 4-5 (Reading Assignment as HW- Connection Section Chapters 6-8)  | ESC - Mt Tahoma<br>Kari Helling<br>Sara Clerget-Pricco<br>Rachel Hart |
| March 25, 2020<br>4:15 - 6:15    | Session 4<br>Connections -Review 6-8 ( Reading Assignment as HW- Problem Solving Sections Chapters 9-10)                             | ESC - Mt Tahoma<br>Kari Helling<br>Sara Clerget-Pricco<br>Rachel Hart |
| May 20, 2020<br>4:15 - 6:15      | Session 5<br>Problem Solving-Review 9-10   | ESC - Mt Tahoma<br>Kari Helling<br>Sara Clerget-Pricco<br>Rachel Hart |



# Elementary Curriculum Training

| <b>MTSS: Elementary Math Collaboration</b> |   |  |
|--|---|--|
| October 9, 2019                            | K-5 Bridges Math<br>Starting Strong with Bridges 2nd Edition      | <b>Kindergarten</b><br>Kim Douglas<br><br><b>First Grade</b><br>Renee Fleisch<br>Robin Zindel                              |
| February 5, 2020                           | K-5 Bridges Math<br>Developing Mathematically Confident Learners  | <b>Second Grade</b><br>Jennifer Iverson<br><br><b>Third Grade</b>  |
| April 1, 2020                              | K-5 Bridges Math<br>Differentiating for all Mathematical Learners | <b>Fourth Grade</b><br>Debbie Belvill<br>Waldemar Estrella<br><br><b>Fifth Grade</b><br>Jennifer Matthews<br>Alison Hemley |

| <b>MTSS: Elementary ELA Training</b><br>3 part series |  |  |
|---|--|--|
| November 13, 2019                                     | Read Well - K-1<br>Journeys - 2-5<br>Part 1 - Planning, Management, Assessment | Karshner Center<br><br><b>Read Well - K</b><br>Kim Douglas<br>Chelsea Singh  |
| January 15, 2020                                      | Read Well - K-1<br>Journeys - 2-5<br>Part 2 - Planning, Management, Assessment | <b>Read Well - 1</b><br>Laurie Laramie<br>Romy Haney<br><br><b>Journeys - 2-3</b><br>Tiffany Ahearn<br>Jennifer Chappell |
| March 18, 2020  | Read Well - K-1<br>Journeys - 2-5<br>Part 3 - Planning, Management, Assessment | <b>Journeys - 4-5</b><br>Jennifer Matthews<br>Nicci Henning  |

| <b>MTSS: K-6 Writing Modules</b> |                          |                                    |
|----------------------------------|--------------------------|------------------------------------|
| September 25, 2019               | Intro to writing modules | Abby Olson<br>Jasmine Skipworth    |
| January 29, 2020                 | Intro to writing modules | Abby Olson<br>Jasmine Skipworth 25 |

# Assessment PD

| MTSS: Assessment  |  |                             |
|-------------------|--|-----------------------------|
| October 9, 2019   | Session 1 - High-leverage district and state assessment tools of Common Core   | Almai Malit<br>Melissa Ryan |
| November 13, 2019 | Session 2 - Give One, Get One: Successes, Tips and Next steps in Using PSD-created and SBA Consortium Assessment Tools | Almai Malit<br>Melissa Ryan |
| November 13, 2019 | Session 1 - High-leverage district and state assessment tools of Common Core   | Almai Malit<br>Melissa Ryan |
| January 15, 2020  | Session 2 - Give One, Get One: Successes, Tips and Next steps in Using PSD-created and SBA Consortium Assessment Tools | Almai Malit<br>Melissa Ryan |
| January 15, 2020  | Session 1 - High-leverage district and state assessment tools of Common Core   | Almai Malit<br>Melissa Ryan |

# EdTec Training

| <b>EDTEC: Schoology Support</b>      |   |                               |
|--------------------------------------|---|-------------------------------|
| October 9, 2019                      | Using Schoology to Connect with Families  | Sara Deaver<br>Melissa Ashton |
| October 16, 2019<br>ESC-Mt Tahoma Rm | News and Media Literacy: Teaching Students How to Evaluate and Use Online Resources           | Nancy Nelson                  |
| November 13, 2019                    | Creating a collaborative classroom with OneNote Class Notebook                                | Jeremy Roy<br>Nancy Nelson    |
| January 29, 2020                     | Accommodating with Learning Tools   | Jeremy Roy<br>Sara Deaver     |
| February 5, 2020                     | Instructional Technology Tools that Increase Thinking and Engagement                          | Leslie Snyder                 |
| March 18, 2020                       | The Media-Savvy Student: Classroom Topics to Cultivate a Healthy Relationship with Technology | Nancy Nelson                  |
| April 1, 2020                        | Think in Ink: The Benefits of Inking to Improve Thinking and Reflection                       | Leslie Snyder                 |
| April 22, 2020                       | Creating a collaborative classroom with OneNote Class Notebook                                | Nancy Nelson                  |

| <b>Microsoft Online Training</b>                    |                                     |       |
|---|-------------------------------------|-------|
| See course description in Frontline for directions. |                                     |       |
| Fall  | Fall 2019 Microsoft Online Training | EdTec |
| Spring  | 2019-2020 Microsoft Online Training | EdTec |

# CTE Pro Dev Opportunities

(CTE Teachers Only)

| CTE 101 -<br>New to PSD CTE Teachers |   |   |
|--------------------------------------|---|---|
| October 30, 2019                     | Overview:   | Ballou Library                            |
| Or                                   | Survival Tips and Personalized Support for the First Year | 3:30-6:30<br>(Last hour independent work) |
| January 22, 2020                     | Finance, Student Certifications, Pathway Advisories       |   |

| CTE 201 -<br>Year 2 CTE Teachers and any CTE Teacher |   |   |
|--|---|---|
| October 23, 2019                                     | <b>LEGAL:</b>   | Ballou Library                            |
| Or   | <ul style="list-style-type: none"> <li>History of CTE, Teacher Certification, PDPs</li> <li>Finance, Safety</li> <li>Renewal Process, CPR/FA, STEM Clock hours</li> </ul>       | 3:30-6:30<br>(Last hour independent work) |
| January 15, 2020                                     |   |   |
| November 6, 2019                                     | <b>CURRICULUM:</b>  | Ballou Library                            |
| Or   | <ul style="list-style-type: none"> <li>Understanding Frameworks and Essential Standards</li> <li>Industry Standard Alignment</li> <li>Purpose and Role of Advisories</li> </ul> | 3:30-6:30<br>(Last hour independent work) |
| February 12, 2020                                    |   |   |
| December 4, 2019                                     | <b>STUDENT OPPORTUNITIES:</b>   | Ballou Library                            |
| Or   | <ul style="list-style-type: none"> <li>Student Certifications</li> <li>Dual Credits and Equivalency Courses</li> <li>Student Leadership/CTSOs</li> </ul>                        | 3:30-6:30<br>(Last hour independent work) |
| March 18, 2020                                       |   |   |

| CTE WORKSHOPS (Submit Proposal)   |
|---|
| <p><b>Target Audience:</b></p> <ul style="list-style-type: none"> <li>Collaborative groups working toward a common goal in one of the following areas:</li> <li>Data collection and analysis related to student learning</li> <li>School and district improvement efforts</li> <li>Standards and curriculum alignment</li> <li>Practices around instructional strategies and assessment</li> <li>Advocacy for students, leadership, mentoring/coaching</li> </ul> <p><b>Requirements:</b></p> <ul style="list-style-type: none"> <li>Agenda with dates and times</li> <li>Attendance sign-in sheet</li> <li>Minutes/summary of results</li> </ul> <p>Sessions and clock hours vary - minimum of 3 hours</p> |

# Art Elements

| <b>MTSS: Visual Arts Workshops</b> |   |                                   |
|------------------------------------|---|-----------------------------------|
| September 25, 2019                 | Elementary Art Lessons - an introduction  | Karshner Center                   |
| October 30, 2019                   | Elementary Art Lessons - an introduction  | Karshner Center                   |
| November 13, 2019                  | Drawing with Pencils and Charcoal, Crayon | Karshner Center                   |
| January 15, 2020                   | Color Theory, Texture                     | Karshner Center                   |
| January 22, 2020                   | Collage                                   | Karshner Center<br>Amanda Warring |
| February 5, 2020                   | Printing and Stamping                     | Karshner Center                   |
| February 19, 2020                  | Using Watercolors                         | Karshner Center                   |
| March 25, 2020                     | Paper Projects and Techniques             | Karshner Center                   |

# Administrators and Principals Professional Learning

| <b>ALL ADMINISTRATORS:</b> |                  |              |
|----------------------------|------------------|--------------|
| <b>Date:</b>               | <b>Location:</b> | <b>Time:</b> |
| August 7, 2019             | Karshner Center  | Full day     |
| September 25, 2019         | Karshner Center  | 7:30-9:30    |
| January 22, 2020           | Karshner Center  | 7:30-9:30    |
| May 20, 2020               | Karshner Center  | 7:30-9:30    |

| <b>PRINCIPALS:</b>                    |                         |  |
|---------------------------------------|-------------------------|--|
| <b>K-12 Pro Dev - Karshner Center</b> |                         | <p><b>Principal PLC</b><br/><i>(Professional Learning Communities)</i></p> <p>October 17<br/>November 21<br/>January 23<br/>March 20<br/>April 17<br/>May 22</p> |
| August 7, 2019                        | Full day (8:00 - 2:00)  |  |
| August 8, 2019                        | Full day (8:00 - 2:00)  |  |
| September 25, 2019                    | 7:30-9:30 (w/ALL Admin) |  |
| October 23, 2019                      | 7:30-9:30               |  |
| November 20, 2019                     | 7:30-9:30               |  |
| December 4, 2019                      | 7:30-9:30               |  |
| January 22, 2020                      | 7:30-9:30 (w/ALL Admin) |  |
| February 26, 2020                     | 7:30-9:30               |  |
| March 18, 2020                        | 7:30-9:30               |  |
| April 22, 2020                        | 7:30-9:30               |  |
| May 20, 2020                          | 7:30-9:30 (w/ALL Admin) |  |

# Administrators and Principals Professional Learning

| <b>PRINCIPALS:<br/>Danielson Framework Training</b> |             |                  |
|---|-------------|------------------|
| August 13, 2019                                     | 8:00 - 4:00 | ESC - Mt. Tahoma |
| August 20, 2019                                     | 8:00 - 4:00 | ESC - Mt. Tahoma |
| September 17, 2019                                  | 8:00 - 4:00 | ESC - Mt. Tahoma |
| October 1, 2019                                     | 8:00 - 4:00 | ESC - Mt. Tahoma |
| October 22, 2019                                    | 8:00 - 4:00 | ESC - Mt. Tahoma |
| October 29, 2019                                    | 8:00 - 4:00 | ESC - Mt. Tahoma |

| <b>TEACHERS:</b>   |  |   |
|--|--|---|
| Five (5)<br><b><i>Supplemental Days</i></b><br>Full Days | Three (3)<br><b><i>School<br/>Improvement Days</i></b><br>2.5 hr. early<br>dismissal | <b>Mondays</b><br><br>1 hour late arrival |
| August 27, 2019  | November 8, 2019   |   |
| August 28, 2019  | January 17, 2020   |   |
| August 29, 2019  | March 27, 2020   |   |
| September 3, 2019  |  |   |
| October 11, 2019<br>(Job Alike)                          |  |   |

# Course Description

## Academic Language and Literacy: A Schoolwide Approach

Participants will learn how to support academic language and literacy across content areas. They will engage in language development while increasing listening, speaking, reading, and writing literacy for academic language learners. This course is designed for all levels of teachers.

**Schoology group 3T8JS-BJ6R9**

## Accommodating with Learning Tools

Learn how you can differentiate instruction when using OneNote and Word. With Learning Tools, students can have text read out loud, use the dictation tool, and translate text to different languages. See how students can control the way they learn by harnessing the power of these tools.

**Schoology course RG7KW-QKDVX**

## Assessment PD

Session 1 - Super-charge your instruction with high-leverage district and state assessment tools of Common Core!

Walk away with a year-long, systemic and strategic way to use already-created tools to assess Common Core/Essential Standards. You'll see the results in your classroom, district and state assessments! Some of these assessments include on-line and/or paper-pencil SBA Interim Assessment Blocks, Schoology and/or paper-pencil Math Quick Checks and ELA Bell Ringers. You'll also walk away with Rtl Tracking Tools that are compatible with AIR Ways or to use completely on their own. You have the option to come back in January after using the tools in your Rtl Cycle and receive guidance, get your questions answered and hear from other teachers share their tips and successes from the tools.

Session 2 - Sharing successes, tips and next steps in using PSD-created Assessment Tools of participants from the October class called Super-charge your instruction with high-leverage district and state assessment tools of Common Core!

## Building Academic Vocabulary

We know that vocabulary plays an important role in academic competence at every grade level. Students with little exposure to vocabulary and who have weak verbal skills, struggle with reading and writing tasks, that in turn impacts overall academic success. This course will specifically target current research, equitable teaching practices, and supporting English Learners by building their vocabulary foundation using Dr. Kate Kinsella's Academic Vocabulary Toolkit.

## Collaboration Strategies

Through collaborative learning, students come together to take responsibility for their own learning. In this Core Skills class, strategies will be taught to help students become better listeners, thinkers, speakers, and writers. The strategies involve students manipulating materials through inferences and generalization. In addition this course will model how to use collaboration strategies for the purpose of formative assessment.

**Schoology group 3T8JS-BJ6R9**



# Course Description

## Collage

Collage is the art of creating an image by assembling different materials onto a two-dimensional surface. Using materials such as paper, fabric, photos, found objects, paint, and glue. The instructors will guide participants through the process of selecting your materials to design a compelling composition with a focus on shape and form. Learn to experiment with a wide variety of media. All skill levels are welcome.

## Color Theory, Texture

A class in **color theory** – and a variety of mediums to explore color. This class will discuss color theory and practice mixing color, showing a variety of hues, tints, and then using color in compositions to create focus, balance and designs using symmetry, abstract or realism, and rules of composition. Using color and medium a discussion of implied texture and creation of texture will add to class. All skill levels are welcome.

## Communicate Effectively and Participate in the Team Process

Participants will identify communication skills that are required for working with team members and explain the four stages of developing effective teams. Participants will identify strategies used to initiate and receive feedback regarding student learning and/or personal performance. Using various case studies and scenarios, participants will identify conflicts and describe ways to apply resolution strategies.

## Conscious Discipline - Book Study

Use what you've learned about Social-Emotional Learning combined with brain research to transform yourself and your classroom culture into a resilient classroom full of self-managers.

## Creating a Collaborative Classroom with OneNote Class Notebook

OneNote Class Notebooks are a great way to share information with students, encourage student collaboration, view student work, and much more! In this course, teachers already familiar with OneNote will start the creation of a Class Notebook they can use with their students to enhance learning.

## Critical Reading

This class explicitly teaches a variety of reading strategies to help students gain a deep understanding of expository texts. Participants will engage in activities that demonstrate the proven effectiveness of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) methodologies.

**Schoology group 3T8JS-BJ6R9**

## Cultivating Equitable Educators: Elementary and Secondary Educator

Equity, social justice, and culturally responsive teaching practices will be emphasized in this course, aligned with Domain 3 in the Danielson Instructional Framework, described as the heart of teaching. Participants will learn about coherent instruction, communicating with students, discussion and questioning techniques, engaging students in learning, using assessment in instruction, and flexibility and responsiveness.

# Course Description

## Cultural Empowerment

The diversity of our students brings value to our classrooms and learning communities. Teachers will be involved in exploring strategies and lessons that help empower students through examination, validation, and celebration of their own and others' cultures. Come ready to engage with colleagues in community-building activities and critical conversations designed to equip participants with practical strategies for empowering students in our classrooms, schools, and district.

**Schoology group 3T8JS-BJ6R9**

## Culturally Responsive Teaching and The Brain (Book Study)

This 7 series class will focus on "Cultural responsiveness is not a practice; it's what informs our practice, so we can make better teaching choices for eliciting, engaging, motivating, supporting and expanding the intellectual capacity of ALL our students" (Jackson). Utilizing the latest in brain research, Zaretta Hammond, author of *Culturally Responsive Teaching and the Brain*, helps readers explore how understanding culture and building meaningful relationships increases the intellectual capacity of our students fostering independent versus dependent learners. Participants will actively engage in reading and discussing cultural competency in an effort to better understand ourselves as well as the social and emotional needs of our students.

Learning targets:

- Learn how culture impacts learning.
- Reflect on current practice with intend of building our teaching practices to be culturally responsive.
- Implement best practices using the latest brain science to build a community of independent critical thinkers.

## DIBELS/Acadience

Acadience Reading is the new name for the DIBELS Next assessment. This three-part series will support new and experienced K-5 grade teachers in the administration of Acadience assessments, interpretation of data, and identification of targeted instruction.

## Drawing with Pencils and Charcoal, Crayon

Learn basic drawing strategies for use with elementary students. Work with graphite pencil, colored pencils, and charcoal. Learn to use line, value, and shapes. Instructors will introduce a variety of subjects, skills, techniques, and teaching strategies. Drawing will emphasize figures, portraiture and still life. All skill levels are welcome.

# Course Description

## Early Childhood—Book Study

Early Childhood Special Education Book Study - participants will actively engage in collaborative and professional dialogue around early childhood special education. As with all book discussions, the point of the experience is to provide participants with opportunity to share ideas, listen to others and perhaps reshape the way one thinks about the topic and how it relates to their work as an early childhood educator.

## Early Childhood—Teacher Strategies Gold

Early Childhood teachers will have opportunities to engage in training modules and small group discussions related to the implementation of TS Gold.

## Elementary Art Lessons - an introduction

In this workshop, learners will be introduced to Visual Thinking Strategies, Elements of Art, and ways to help students develop skills in making art. This class is designed for teachers using the first draft of 20 elementary art lessons created by the 2018-19 PSD Art Cadre

## Elementary Math Collaboration 2019-20

Grade level collaboration time facilitated by experienced Puyallup teachers, with a focus on equitable instructional practices and using Bridges to develop mathematical learning in students. These two hour sessions will include instructional strategies, assessment analysis, planning Bridges units, and gleaned tips for a smooth Bridges implementation.

## Engagement Strategies in ELA

Participants will learn how to infuse GLAD strategies into their Journeys or Read Well instruction. This class is useful for teachers new to GLAD or previously trained teachers.

**Schoology group K8GTN-NMBMT**

## Engaging in Inquiry

This Core Skills class is designed for educators who are ready to delve deeply into strengthening their students' and their own abilities to think critically and question systematically across content areas. We will examine ways to build an inquiry-rich classroom culture and to use WICOR strategies to develop inquiry across all content areas and levels. **Schoology group 3T8JS-BJ6R9**

## Focus and Motivation

Participants will learn how to implement GLAD Focus and Motivation strategies into their instruction. The component area of Focus and Motivation is primarily dedicated to sparking interest, setting purpose, and assessing prior knowledge. This class is useful for teachers new to GLAD or those who have been previously trained.

**Schoology group 3T8JS-BJ6R9**

# Course Description

## Focused Note-taking Schoolwide K-12

This module is designed for teachers (grades K–12) to experience AVID concepts and methodologies, specifically the focused note-taking (FNT) process. Participants will engage in activities to demonstrate how to effectively integrate appropriate note-taking formats according to the content objectives in individual classrooms and ultimately schoolwide. Participants will engage with the five phases of focused note-taking to understand the critical connection between the standard/objective, the proposed Essential Question, and the content being delivered. **Schoology group 3T8JS-BJ6R9**

## GLAD in Secondary Math

Mathematics cultivates essential life skills including problem solving and critical thinking. Participants will learn how to implement GLAD strategies specifically for secondary mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class will also include practical applications and easy prep of the GLAD strategies for multiple class periods and is useful for previously-trained and newly-trained GLAD teachers. **Schoology group 3T8JS-BJ6R9**

## Guided Oral Practice

Participants will learn how to implement GLAD Guided Oral Practice strategies into their instruction. The component area of Guided Oral Practice is chiefly focused on developing the scaffolds, the environment and expectations to support students in using academic language. This class is useful for previously-trained and newly-trained GLAD teachers. **Schoology group K8GTN-NMBMT**

## IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

### Data/Assessment/Progress Monitoring (System development)

Effective systems allow us to be more efficient. When you have an organized process of assessing and collecting data, you can make decisions quickly for the good of students and staff. Academic and behavioral systems will be demonstrated and produced by you in this make and take course. Let's develop systems that work best for you the individual and your collective classroom. Participants: All PSD certificated special education staff.

# Course Description

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### PWN & IEP Meeting Facilitation

Administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

Participants: All PSD certificated special education staff

### Accommodations /Modifications/Differentiation

Bring an upcoming IEP to dig into appropriate accommodations and modifications that need to be addressed through the IEP. Discuss ways to differentiate instruction in order to serve individual accommodations & modifications. Hear from the Assessment Department about accommodations that are accessible on state and district assessments, as well as how to enter these within our testing systems. Participants: All Special Education Staff – Certificated and Classified

### Progress Reporting—decisions after progress monitoring

Why and how we do progress reports, what happens after (next steps), and time and support to fill in progress reports. Participants: All Certificated Special Education Staff

### FBA/BIP - Behavior

Blurb from Behavior Analysts to mimic last year's presentation

Participants: All PSD certificated special education staff

### PLEPS & Goals

Writing a compliant IEP, defining & deciding upon SDI minutes

Participants: All PSD certificated special education staff

### Assistive Technology

Technology is ever changing with new tools, programs and apps becoming available to the educational environment. Often, educators are unaware of what is already available for them as well as their students. The purpose for this training is for the educator to investigate, practice and apply the built-in technology tools that are readily available within a student's 1:1 devices, such as Microsoft Learning Tools and Read & Write. In addition, educators will receive an overview of Bookshare and how to access technology through the Assistive Technology process. Participants: All PSD Certificated Staff (SpEd & Gen Ed)

# Course Description

## IEP development, practices, procedures, and facilitation (Elem. and Sec.)

The focus of this four-part series will be to provide new special educators administrative procedures and policies needed in establishing a program of special education through IEP development. Special emphasis is given to compliance with federal and state law, understanding of eligibility, transition, Least Restrictive Environment, progress monitoring, service minutes, case management tools, PWN and facilitation of an effective and meaningful IEP team meeting. A directed clinical experience in the theory, process, and practice of IEP writing.

## Transition, Transition Assessment & Adult Services

Participants: All PSD certificated special education staff

## PSS Program Descriptions & Processes

Participants will learn about the differences among the various special education programs within the Puyallup School District. We will discuss the process for students to enter a specific program as well as steps to take to initiate a change of placement from one program to another and how to support smooth transitions between programs when applicable. Participants: All PSD certificated special education staff

## GenEd Collaboration - tips and resources, using curriculum - how to work with adults

Scheduling/Grading modifications, paraeducators supporting gen ed. Discuss inclusion Participants: All Certificated Staff (SpEd & Gen Ed)

## Social Skills & Multi-media

Learn different ways of integrating multi-media into your instruction of social skills. Discover how multi-media can be used to increase students' engagement in the lesson. Explore different resources which can be used when developing social skills lessons using multi-media elements. The first 2 hours will be instruction, presentation, and discussion. The last hour will be used to spend time looking at the different resources and developing a lesson using multi-media. For SPED teachers who are using School Connect, there will be time to develop ideas to supplement social skills lessons in School Connect. Participants: All Special Education Staff

## Social Skills Instructions (SDI/RTI/Building-wide Interventions)

All PSD Certificated Staff (SpEd & Gen Ed)

## Curriculum

Digging into current adopted curricular materials to better understand what materials are appropriate to use for different student needs/levels. How to support gen ed curriculum? Participants: All Certificated Special Education Staff

## Input and Assessment

Participants will learn how to implement engaging GLAD Input and Assessment strategies into their instruction. The objective of the Input strategies is to provide direct content instruction in a comprehensible manner. This class is useful for previously-trained and newly-trained GLAD teachers.

**Schoology group K8GTN-NMBMT**

# Course Description

## Instructional Technology Tools that Increase Thinking and Engagement

Instructional Technology Tools that Increase Thinking and Engagement will give attendees the opportunity to consider engagement strategies and tech apps for learning. This course will review multiple strategies for student engagement and take a brief journey through district approved programs applicable for classroom and group learning.

## Journeys

This three-part series will support new and experienced 2nd thru 5th grade teachers who want to collaborate and learn how to enhance Journeys materials to prepare student for middle school. These courses are designed to maximize and focus on key components of the Journey curriculum in your classroom. Topics will include but not limited to: Curriculum overview and implementation for the new school year. How to extend skills and preparing for the following year.

## K-6 Writing Modules

Participants will receive an introduction to the Writing Modules created by a team of district mentors. These modules include 30 lessons in each grade level that cover the writing process and 3 types of writing, while using existing science or social studies topics appropriate to the grade level. This course will include the rationale of the modules, the layout of each unit, and work time to plan with your team and even create some of the materials you'll use during writing instruction.

**Schoology group G838W-SWH3G**

## KITE Programing Design

Participants will familiarize themselves with the new PSD KITE framework and how the framework guides our pes. Components will include Committed and Caring staff, Behavior Management Systems, Social Skill Systems, Academic Systems, Team Collaboration and Environmental Support). Time will be spent conceptualizing practices within a classroom environment.

## Mathematics 1

This class, designed for teachers of mathematics, will use Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) as learning tools for Mathematics classrooms. Participants will explore techniques for the implementation of WICOR strategies, including: Cornell notes, Philosophical Chairs, vocabulary strategies, critical reading in mathematics, and effective collaborative structures.

**Schoology group 3T8JS-BJ6R9**

## Organization

In this Core Skills class participants will learn strategies to foster a “plan-ahead” mentality, increase student initiative, home/school communication and lastly increase students’ organizational ability. Through the use of planners, binders, and/or folders you will be able to create your own schools organizational system. Imbedded in this class is the creation of a student binder with supplies to model when returning to school. Lastly, rubrics will be covered for the purpose of assessing binder/folder and planner use.

**Schoology group 3T8JS-BJ6R9**

# Course Description

## Paper Projects and Techniques

This workshop will introduce a variety of ways to use paper- cut paper, folded paper, pop ups and other related items to create art through projects such as books, puppets, masks, and more. Instruction will be given in making folded books, simple sown books, binding, decorated papers; brief history of shadow puppetry and great projects in making shadow puppets and theatres; and a variety of mask projects, including some indigenous exploration. All skill levels are welcome.

## Para Certification

The Paraeducator Board, through the authority of the Professional Educator Standards Board, has established a pathway for paraeducators to grow in their profession through a series courses to earn varying levels of certification. In addition to meeting the minimum hiring standards, the certification process begins with a 28-hour course, provided by the Puyallup School District, covering the new state standards of practice. Beginning September 2019, all paraeducators must start the certificate process by completing the Fundamental Course of Study (FCS).

For more information about paraeducator certificates or the Paraeducator Board, visit [paraboard@k12.wa.us](mailto:paraboard@k12.wa.us) or <http://bit.ly/paracert>

## Positive Behavior Support and Restorative Practices

Creating a culture of respect and rapport conducive to learning is critical for the academic success of students. Implementing a system of positive behavior supports will help teachers, classified staff, and administrators create an environment that students feel safe to take academic risks. The Introduction to Positive Behavior Supports and Restorative Practices courses focus on building a culture for learning (Tier 1), and managing student behavior (Tier 2) strategies. These classes will challenge current practices and belief systems as well as provide resources for change. It is highly recommended that the Introduction to Positive Behavior Support series is taken prior to the Restorative Practices series. In addition, participants should take all classes in a series.

**Schoology course 6SC4Q-RN7GM**

## Printing and Stamping

A class in printing, creating images from carvings, found objects, through monoprints, collagraphs, and using drawings; use of presses - using pattern, positive, negative space and repetition. Simple ways for creating blocks, stamps and other items for printing. Discussion of history of printing through indigenous methods and patterns, designs and ways of printing. All skill levels are welcome.

## Professional Learning Communities (PLC)

Professional Learning Communities (PLC) will be hosted by district mentors in grade K-6 and secondary Math, ELA, Science, Social Studies, and Foreign Language content areas. The meetings will be a collaborative process that focus on student outcomes along with upcoming academic topics. PLC's allow for teams to work on common goals interdependently and towards results for which we are held mutually accountable.



# Course Description

## Questioning Strategies and Note Taking

In this Core Skills class participants will dive into the Inquiry Method to encourage students to be engaged in metacognition through the use of levels of thinking. Through the lens of Costa and Webb, we will design questions that address each tier. The second portion will imbed notetaking for each developmental level. Assessing notetaking will be the final portion of this course. Participants will leave with examples and materials to begin differentiating their questions techniques immediately.

**Schoology group 3T8JS-BJ6R9**

## Read Well - Kindergarten

Collaborate with grade level colleagues for the purpose of implementing whole group and small group Read Well. Topics covered will include planning, management, and assessment. This course could be beneficial for anyone teaching Read Well K, whether you are new to the program or have been teaching it for years. Participating in this course is a great opportunity to learn the basics and learn new instructional strategies from others who have taught the program. Additionally, there will be opportunities to analyze and get feedback on student data to make instructional decisions to support student learning outcomes.

## Read Well - First Grade

This course is designed to provide practical strategies for Read Well Instruction. Topics will include an overview of the curriculum, material management, assessment options, small group instruction components, strategies for equity and steps to help students progress. Time will be given to share ideas for classroom management, reinforcement and enrichment. Discussions will revolve around using effective practices including DIBELS progress monitoring, homework pieces, RTI, Accelerated Reader and more. This is a practical course that will help first grade teachers refine their teaching practice.

## Reading and Writing

Participants will learn how to implement GLAD Reading and Writing strategies into instruction using an integrated language approach. These strategies provide a print rich, Language Functional Environment. This class is useful for previously-trained and newly-trained GLAD teachers.

**Schoology group K8GTN-NMBMT**

## Right Response Full Certification

Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques

## Right Response Re-Certification

This is a yearly re-certification course. Participants will be able to implement learned strategies in prevention, de-escalation and postvention to minimize the likelihood of crisis situations from occurring. Participants will be able to maintain a safe environment for self and others by using learned physical safety techniques.

# Course Description

## Round Table: New Special Educators Round Table

The focus of this three-part series will be to provide a variety of special education topics to include, but not limited to: What do we need to know about PSD special education programs? How do we case manage? How can we better support special education students?

## Running STAR Data Reports

Utilizing STAR, Renaissance, Performance plus reports to dig deeper into student progress to determine intervention impact and or special education services.

## Safety First in Internet Land!

Every time you or your students use the internet, information on your activities is collected. Some of this information is used to make your internet experience better, but some is used for less noble purposes. In this training you can learn best practices for you and your students to keep your personal information safe. We will cover FERPA, COPPA, and other laws protecting students in our digital world. Appropriate for any level teacher who has students use computers.

## Schoology Assessments

In this course teachers will learn how to create auto-graded tests in Schoology and use them for formative and summative assessment. They will also explore the Schoology rubric tool, and learn to make their own rubrics or rubrics using Common Core Standards or PSD Essential Standards. We will also introduce the Mastery tool, which allows teachers to track student work by standard rather than by assignment.

**Schoology course RG7KW-QKDVX**

## Schoology Gradebook for Elementary Teachers

Elementary teachers who would like to experiment with the Schoology gradebook in one or all of their classes will learn everything they need in this course. We will cover how to set up the gradebook to work well with the PSD report card categories, how to assign work both electronically and on paper, and which tools can help make your work easier.

**Schoology course RG7KW-QKDVX**

## Social and Emotional Learning: Building Foundations and Strategies

This series is designed for educators, administrators, school staff, and other professionals who interact with youth as a means to help them build and improve their understanding of social emotional skills. SEL is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life.

**Schoology course 6SC4Q-RN7GM**

## Speech/Language Pathology

Course will include a variety of topics within the field of speech/language pathology. Course will include video and small group discussions with different topics each session.

# Course Description

## Supporting Linguistically Diverse Students in ELA

This course will focus on supporting the needs of our linguistically diverse student population using AVID and GLAD instructional strategies that specifically target the high expectations of the literacy standards. These strategies can then be transferred to other academic content areas to support student learning. Each of the strategies both covered and demonstrated are high leverage practices that are beneficial for all students.

## Supporting Linguistically Diverse Students in Elementary Math

Elementary Mathematics is the critical foundation for students to be successful in future math courses and today's world. Participants will learn how to implement GLAD strategies into their mathematical instruction. The GLAD strategies focus on developing scaffolded and engaging math lessons to support students in using academic language and mathematical practices. This class is useful for previously-trained and newly-trained GLAD teachers.

## The Media-Savvy Student:

Classroom Topics to Cultivate a Healthy Relationship with Technology. What can teachers do to help students find balance in the digital world? How can we help students stay aware of the influence media has on their self-image and well-being? What tools can we provide them to help them be safe, responsible and kind when online? This course will explore these topics and share resources for lessons you can use at any grade level.

## Think in Ink: The benefits of Inking to Improve Thinking and Reflection

This course is designed to give the participant a survey of the many options for students to capture their thinking and learning digitally on their 1:1 device. We will explore Windows Ink Workspace and Microsoft Whiteboard as well as the many possibilities for inking in Office 365 programs. Participants will also learn methods to upload student created work to Schoology for student "gallery walks", sharing and discussion.

## Using Schoology to Connect with Families

Using Schoology to connect with families will give attendees instruction in crafting, labeling, and decorating folders, and media albums in Schoology courses and groups. Applicable for Teachers, Office Managers and Administrators, the course will be hands on and attendees will leave with an appealing Schoology landing spot for parents to find info, pics, and much more.

## Using Watercolors

This workshop will cover the basics of watercolor painting. There will be a detailed discussion of watercolor materials, (brushes, paper, pigments), an explanation with demonstrations of the various traditional watercolor techniques, such as working on dry paper and wet paper, basic washes, various ways to use the brush effectively, color pigments and water, and line and textures in watercolor. Painting landscape - All skill levels are welcome.

## Verbal De-escalation Techniques

Participants will learn advanced strategies in de-escalation beyond the typical Right Response course. Components of this course will include strategies addressing self-care and creating a proactive environment. Participants will also learn reward systems and visuals to assist them in developing systems in the classroom to support student success.

Puyallup School District provides equal opportunities in education and employment and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

Questions or complaints of alleged discrimination or harassment may be direct to:

ADA/Human Resources Compliance Coordinator, Amie Brandmire ~ (253) 841-8666,  
brandmah@puyallup.k12.wa.us;

Chief Equity and Achievement Officer, Gerald Denman ~ (253) 840-8966, denmange@puyallup.k12.wa.us;

Title IX Coordinator, Jim Meyerhoff ~ (253) 841-8785, meyerhja@puyallup.k12.wa.us; or

Section 504 Coordinator, Gerald Denman ~ (253) 840-8966, denmange@puyallup.k12.wa.us

All individuals may be reached at this address:

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