

Washington Teachers' Union, Professional Development

September 1, 2011

Dear Colleagues,

Washington Teachers' Union (WTU) is once again offering enlightening, informing and engaging professional development (PD) courses and workshops. We are confident that our courses will better prepare you to provide quality instruction and achieve positive results.

WTU has created a scheme of courses that will arm you with the tools and strategies that you need to achieve success in the classroom. Our goal is to help you fully understand the current educational climate, adapt and flourish so that you can not only raise academic achievement, but meet your professional goals.

This year's theme, *Enabling Effective Learning Communities*, is centered on providing you with the necessary knowledge and skills to change your school culture while promoting student achievement. I encourage you to participate in as many PD opportunities as possible, so that you will be empowered in the classroom. In addition, you can receive graduate credit and re-certification hours for many of these courses.

As always, thank you for your commitment to your profession and your students. We appreciate your continued support of the Washington Teachers' Union and look forward to the start of an exciting and ambitious school year.

Best Regards,

Nathan A. Saunders
President



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General Information

What We Offer

WTU Professional Development offers graduate-level Professional Development courses in education that combine research based theory with hands-on experience. These courses are intended for teachers, counselors, administrators, and other school personnel seeking to earn graduate-level credit and personal interest to meet continuing education requirements, including those for in-service and recertification.

WTU programs are designed to provide an arsenal of resources that teachers, counselors, administrators, and other school personnel need to be empowered and enhance classroom practice in order to promote student achievement.

Educational Research and Dissemination (ER&D) was developed by the American Federation of Teachers (AFT) as a union-sponsored, research-based professional development program. ER&D is designed to help locals build capacity to deliver high-quality professional development services either on their own or in collaboration with their school districts. With over 13 courses provided in over 250 locals and school districts nationwide, the ER&D program was created in 1981 to encourage classroom educators to improve their practice and their students' performance by becoming users of research. ER&D program meets the criteria for "high-quality professional development" as defined in the No Child Left Behind (NCLB) Act of 2001.

Research translations are the basis for all ER&D courses. WTU offers most of the ER&D courses through its local professional development and year-round program. Research within the ER&D content can be delivered as courses, mini courses, workshops, institutes, and awareness sessions. Additionally, ER&D courses along with other WTU courses are offered afterschool, on weekends, and during district release time. ER&D and other WTU courses may be utilized as credit hours to earn salary increments through the WTU university partnership with Trinity University.

Attendance Policy

Participation in class lectures, discussions, and other activities related to a particular course is an essential part of the instruction process. If you know prior to registering that you are unable to attend all scheduled meetings in full, do not register for that course; please consider taking the course in another session. If an emergency arises such as an illness, death in the family, or other unexpected emergency circumstance, the student is responsible for notifying the instructor as soon as possible and will be required to provide documentation to verify the emergency. Reporting the absence does not exempt a student from fulfilling all course requirements.

One excused absence is permitted for courses with 30 or more seat hours. Two missed sessions will result in automatic withdrawal from the course.

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Course Cancellations

The WTU reserves the right to cancel courses, change meeting places, or make other changes that the WTU deems appropriate. Every effort is made to notify participants of course cancellations prior to the start of the course. If a course is cancelled, all tuition and fees will be refunded unless the student selects another course to replace the canceled one.

Course Confirmation

Participants who submit paper registration by fax or mail will receive a registration confirmation by email.

Dropping a Course

Participants who have registered for a course and wish to drop must inform the WTU in writing before the first class. Student may not drop a class after it begins. A \$20 administrative fee is assessed for all drops. Refunds will be processed in two to three weeks. No refunds will be issued after the course start date.

Fees

Registration fee for courses is \$160 for WTU members and \$210 for nonmembers. Late registrations are accepted on a space available basis; payment for all registration will not be accepted more than 24 hours after the first day of class. A \$20 administrative fee is collected for all drops. The late fee and drop fee are non-refundable. Three graduate credits available through Trinity University for \$375 or three graduate credits available through Projects in Education/Catholic University for \$300.

Certification of Seat Hours – Professional Learning Units (PLU)

Each course certificate will indicate the calculated contact hours per the course. The Certificate of Seat Hours-Professional Learning Units (PLU) is mailed within two to four weeks after the last class meeting. Replacement copies of this form must be requested in writing to the WTU. An additional processing fee may be required. Urgent requests must be made 7 days in advance and may require an additional processing fee. For more information, contact WTU Office of Professional Development, 1825 K Street, NW, Suite #1050, Washington, DC 20006 and/or by telephone 202-293-8600.

WTU Philosophy of Professional Development (PD)

Professional development should:

1. Deepen and broaden knowledge of content.
2. Provide knowledge about teaching and learning processes.
3. Be designed by teachers in cooperation with experts in the field.
4. Be job-embedded and site specific.
5. Be intellectually engaging and address the complexity of teaching.
6. Contribute to measurable improvement in student achievement.

Office of the State Superintendent of Education (OSSE) Teacher and Service Provider Licensure Renewal Requirements

To renew a *Standard, *Professional or Regular II District of Columbia license, applicants must submit evidence of six (6) semester hours or 90 contact hours (or a combination of the two) of professional development activities completed within the four (4) years* prior to the date of the licensure application submission as outlined below.

1. A minimum of three (3) semester hours/45 clock hours of the professional development activities must be directly related to the field (subject content) of the license being renewed;
2. The remaining required three (3) semester hours/45 clock hours may include any professional development activity relevant to Pre-K – 12 education and/or serving Pre-K – 12 students. These general education classes/workshops may be used to renew more than one license, as long as the professional development was completed within the renewal timeframe (four years prior to the submission of a renewal application for Regular II license holders; five years for Standard and Professional license holders).

Examples of Acceptable Renewal Activities

- Coursework at an accredited college or university
- Workshops, seminars or conferences sponsored by a local education agency/school district and/or other education/professional organization (e.g. Washington Teachers Union, American Federation of Teachers, National Staff Development Council, National Board for Certified Counselors, National Athletic Trainers Association, etc.)

*Special Note for all Standard and Professional license holders on renewal:

Per the teacher licensure regulations effective January 9, 2009, standard and professional license holders will receive a four-year Regular II license upon renewal. Standard and professional license holders may submit renewal credits completed within the five (5) years prior to the submission of a licensure renewal application. Upon issuance of a Regular II license, the acceptable span for renewal credits will be four (4) years.

Please note the following:

- When submitting a renewal application, **School Social Workers** must submit a copy of a valid clinical and/or professional license issued by the District of Columbia Department of Health Professional Licensing Board.
- When submitting a renewal application, **Technical & Industrial Occupation teachers** must submit a copy of a valid certificate/license issued by the appropriate national organization or District of Columbia Industrial Trade Board (e.g. athletic trainer, electrician, barber, cosmetologist, etc.).
- Professional development activities in which the applicant is the teacher, facilitator or instructor will not be accepted for renewal purposes.

Acceptable Renewal Documentation

Acceptable documentation verifying completion of professional development activities must be original, bear an authenticating signature, and include the following information:

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- Participant's Name
- Name of activity/workshop or course title
- Activity length of time (contact hours; credit hours, CEUs; Professional Learning Units (PLUs), etc.)
- Dates of Participation

Calculating Professional Development Hours

When translating college/university credit hours, Continuing Education Units (CEUs), and Professional Learning Units (PLUs) into contact hours, the following formulas apply:

- One semester credit hour is equivalent to 15 contact hours (i.e., 3 semester credit hours = 45 contact hours)
- One (1.0) CEU is equivalent to 10 contact hours (i.e., 1.5 CEUs = 15 contact hours)
- One PLU is equivalent to one contact hour

When contact hours, CEUs, etc., are not explicitly stated on documentation of participation, the length of time must be indicated to calculate contact hours. For example, a participant completes a relevant workshop that lasted from 9:00 am to 12:00 pm; therefore the participant completed three (3) contact hours.



WTU Graduate Credit and/or PLUs Course Descriptions

Managing Antisocial Behavior. DCPS TLF alignment: TEACH 7, 8 & 9. This course presents the most recent research on anti-social behavior and provides educators with effective strategies for managing anti-social behavior across a number of learning environments. Participants refine their knowledge and understanding of behavior, and analyze proven strategies for developing skill sets and the “how to” for addressing negative behavior when it arises. EDU-939K

Instructional Strategies that Work for All Disciplines. DCPS TLF alignment: TEACH 2, 4 & 7. This course provides practical applications of K-12 instructional strategies that are outlined in the research base on effective instruction and have been proven to support student learning. At the center of this course, are cognitive strategies that foster critical thinking. Participants learn how to evaluate curriculum materials and scoring guides for any content area. EDU-939I

Foundations of Effective Teaching I: Organizing the Classroom for Teaching and Learning. This core ER&D course addresses the fundamental aspects of teaching and learning, as well as critical topics relevant for teachers in all grade levels and subject areas. Participants examine proven practices for effective classroom and group management, maximal use of learning time, homework, and scaffolding techniques. This course is very useful for beginning teachers and at-risk practitioners, e.g. teachers with minimally ineffective ratings. EDU-939E

Foundations of Effective Teaching II: Building Academic Success. This core ER&D course addresses the challenges teachers face today to raise the performance levels of all students while closing the achievement gap. The course examines the effects that teacher expectations and the social context of the classroom have on student learning.

It provides an in-depth study of two instructional models—cognitive apprenticeship and cooperative small groups—which actively engage students and addresses the diversity of their learning needs. EDU 939E

Reading Comprehension Instruction. DCPS TLF alignment: TEACH 1-9. This course focuses on the research and best practices for helping students acquire strong reading comprehension skills. Participants acquire knowledge of proficient readers and tools for enhancing students’ text comprehension. Participants examine, discuss, and evaluate the application of a wide range of instructional strategies for grades K-12, including appropriate “fix-up” strategies when comprehension is not achieved. EDU 939L

Beginning Reading Instruction. DCPS TLF alignment: TEACH 1-5. This course focuses on how children learn to read and the best ways to teach beginning reading. Best practices for helping students develop reading skills are provided with an emphasis on phonemic awareness, phonics, fluency, vocabulary, and text comprehension. This course is useful for K-2nd grade teachers as well as teachers working with older students who are still having difficulty with decoding and fluency. EDU-939C

Thinking Mathematics I. DCPS TLF alignment: TEACH 1-5. This course focuses on research about how children learn mathematics and how these findings can be applied in the classroom. Ten principles capture practices that lead to a better understanding of math for all students and are applicable at all levels. These principles are exemplified through research on counting, addition, and subtraction. In addition, the course takes a broader look at the importance of patterns and relationships throughout math, addresses the kind of questioning that promotes thinking in mathematics, and provides a framework for thinking about curriculum and lessons. EDU-939N

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Thinking Mathematics II. DCPS TLF alignment: TEACH 1—5. Participants explore the research on how children learn mathematics, exemplified in ten principles to guide instruction, and apply the research to multiplication, division, and beginning proportional reasoning. The course examines how the meaning of numbers differs in additive and multiplicative structures, various representations that help students better understand operations, and multiple strategies for solving problems. The importance of language in developing understanding threads through the course. EDU-939Q

Advance Computer Technology for Instructional Use. This course is designed for educators who have acquired formal computer skills. Through the use of DCPS content standards, research tools and software, participants enhance and refine their technology skills and productivity for effective use of technology integration. Participants apply Microsoft PowerPoint, Excel, and other software to create presentations, spreadsheets, documents, and portfolios appropriate for the classroom setting and teacher use. EDU-939A

The Psychology and Education of the Exceptional Child. In this research-based course, participants acquire proven strategies for effective classroom organization, management, and instruction for the exceptional child. Teachers interact, exchange ideas and share expert knowledge on what works, as well as obtain additional practical techniques for classroom use. Projects In Education/Catholic University

The Psychology and Education of the Exceptional Child. This course is designed to provide opportunities for special educators to acquire knowledge regarding the psychological development and characteristics for children and youth. The principles of special education will be explored focusing on the appropriate role of the special educator in various situations. The origin and philosophies of special education will be traced and attention will be given to issues which currently influence the field of special education. Trinity EDU 939P

Legal Issues in Education. This course is designed to inform educators on the contemporary legal issues currently confronting schools across the country. Participants discover the constitutional basis of current legal issues, the sources of law and the structure of the DC court system. Additionally, participants re-enact cases on Special education, corporal punishment and the schools' legal responsibilities. Trinity EDU 939J

Legal Issues in Education. This course is designed to inform educators on the contemporary legal issues currently confronting schools across the country with a special emphasis on Special Education law. Participants discover the constitutional basis of current legal issues, the sources of law and the structure of the DC court system. Additionally, participants re-enact cases on Special education, corporal punishment and the schools' legal responsibilities. Projects In Education/Catholic University

PLUs Only, Courses Descriptions

School, Family, Community: Supporting Students Learning. DCPS TLF alignment: TEACH 9: Commitment to the School Community (CSC). The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Topics explored include: developing learning partnerships through effective communication;

developing school-wide parent involvement plans; and designing more productive homework assignments to involve families. (45 PLUs)

Making Data/Assessments Work For You. This course is designed to help educators become savvy consumers of data. Participants are provided with the language, knowledge, and tools to make informed changes-individually and collaboratively

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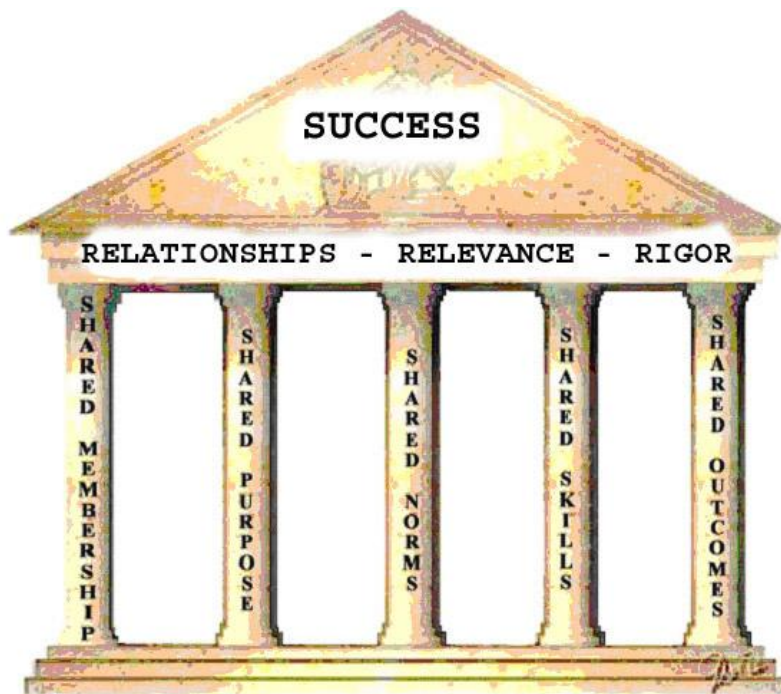
in teams-on a number of fronts, including improving schools, informing and adjusting instruction, and advancing student learning. Additionally, participants discover how to effectively select, develop, and use quality classroom assessments to plan instruction based on what students need to know to meet the standards. (45 PLUs)

Computer Technology. TEACH 2, 4, 7, & 8. This course teaches fundamentals of online research, word processing, multimedia presentation, and the skillful and creative use of other digital applications. The primary functions of this course is to help school staff use technology to communicate and work collaboratively, support their individual learning, and contribute to the learning of others. (All enrollees must know how to

log into a DCPS computer and know their DCPS login information.) (45 PLUs)

Mathematics and Science Integrated in the Classroom PK-8. TEACH 3, 4, & 7. This course is designed to review and critique the professional literature designed for early childhood and elementary teaching of mathematics and science; incorporate the constructivist approach using the 5 E's learning model; and develop mathematics and science lesson plans that highlight other subject areas. (45 PLUs)

What Every Educator Should Know About Response to Intervention- RTI. TEACH IEP Plans. This session seeks to clarify new legislative amendments to the IDEA law called Response to Intervention (RTI), which requires educators to rethink the referral process for students who need special services. (15 PLUs)



WTU Professional Development Schedule

Fall 2011 Schedule		
Date/Time	Course	Location
Saturdays: 8:00am – 5:00pm Oct 22 - Dec 3	Beginning Reading Instruction*	Miner ES 601 15 th Street, NE
Saturdays: 8:00am – 5:00pm Oct 1 – Nov 5	Reading Comprehension Instruction*	Miner ES 601 15 th Street, NE
Saturdays: 8:00am – 5:00pm Oct 1 – Nov 5	Managing Antisocial Behavior*	Miner ES 601 15 th Street, NE
Tuesdays & Thursdays: 4:00pm – 7:00pm, Sept 27 – Nov 15	Foundations of Effective Teaching I*	Whittier ES 6201 5 th Street, NW
Saturdays: 8:00am – 5:00pm Oct 22 – Dec 3	Instructional Strategies that Work for All Disciplines	Miner ES 601 15 th Street, NE
Tuesdays & Thursdays: 4:00pm – 7:00pm, Sept 27 – Nov 15	Legal Issues in Education*	Miner ES 601 15 th Street, NE
Tuesdays & Thursdays: 4:00pm – 7:00pm, Sept 27 – Nov 15	Math and Science Integrated in the Classroom PK-8	Kimball ES 3375 Minnesota Ave, SE
Mondays: 4:00pm – 7:00pm Oct 3 – Nov 14	Response to Intervention	Miner ES 601 15 th Street, NE
Tuesdays: 4:00pm – 7:00pm Sept 27 – Dec 20	Thinking Mathematics I*	Correction Miner ES 601 15 th Street, NE
Saturdays: 8:00am – 5:00pm Oct 22 – Dec 3	Making Data and Classroom Assessments Work for You	Miner ES 601 15 th Street, NE

*Classes Offered through Projects in Education/Catholic University, too.



WTU Fall 2011 Registration Form

Registration closes once capacity is reached.

- Registration Forms are online at wtulocal6.net.
- Complete and mail form for the event(s) of your choice to WTU, 1825 K Street, NW, Suite #1050, Washington, DC 20006 or fax form for the event(s) of your choice to (202) 293-8633 or (202) 266-5078 to Claudette V. Carson at (202) 293-8615.

♥ Registration Form

Name: _____

Home Phone: () _____

Email Address: _____

Home Address: _____

City: _____ State: _____ Zip: _____

School: _____ School Phone: () _____

WTU Member Yes No Member # _____

Grade Assignment (select 1): ___ PreK-2 ___ 3-5 ___ 6-8 ___ HS ___ Other

Team Deal—Provide the name(s) of your colleague. Must register for same class.

Name _____ Email _____

Please select the course you will attend.

WTU Fall 2011 Registration Form

Check (✓)

Dates	Courses
Saturdays: Oct 22 - Dec 3	Beginning Reading Instruction*
Saturdays: Oct 1 – Nov 5	Reading Comprehension Instruction*
Saturdays: Oct 1 – Nov 5	Managing Antisocial Behavior*
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Saturdays: Oct 22 – Dec 3	Instructional Strategies that Work for All Disciplines
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Tuesdays & Thursdays: Sept 27 – Nov 15	Math and Science Integrated in the Classroom PK-8
Mondays: Oct 3 – Nov 14	Response to Intervention
Tuesdays: Sept 27 – Dec 20	Thinking Mathematics I*
Saturdays: Oct 22 – Dec 3	Making Data and Classroom Assessments Work for You

Registration fee for courses is \$160 for WTU members and \$210 for non-members. (For Trinity: Three Graduate Credits - \$375.

Complete the enclosed Trinity Professional Development Registration Form. *For Catholic University/Projects in Education graduate credit: \$300.00. Registration will take place during the first class meeting. Bring your checks/money orders/cash at that time.)

Total Amount Enclosed: _____ WTU/PC and _____ Trinity University

(Write a separate check for Trinity University and attached Trinity University application with required documentation.)