



Washington Teachers' Union

Amplifying the Voice of DC Teachers

Jacqueline Pogue Lyons, President

WTU Professional Development Courses Summer 2022

Early Bird Deadline (\$125): May 31, 2022

Regular Deadline (\$150): June 27, 2022

As a member of the Washington Teachers' Union (WTU), you are entitled to a deep discount in the fees for a variety of teacher leadership and adult learning opportunities designed to enhance your professional growth. WTU's professional development courses are all research-based, peer-to-peer and solution-driven. They all help teachers build content knowledge and mastery of pedagogical strategies. All WTU courses are aligned to the DCPS IMPACT Teaching and Learning Framework and Essential Practices Standards 1 through 5. **Classes need at least 5 paid registrants to officially move forward.**

Successfully completing a course helps you fulfill re-certification requirements. Most courses offer 45 Professional Learning Units (PLUs) that can be used toward re-certification. Alternatively, most – but not all – of the courses offer 3 Trinity University graduate credits that you can use toward re-certification ***instead of*** using the PLUs.

WTU Member Registration Fees

Early Bird Deadline -- \$125, per course: May 31, 2022

Regular Deadline -- \$150, per courses: June 27, 2022

Non-Member Registration Fees

\$300 per course

Trinity University Graduate Credit (3)

\$375, in addition to the registration fees listed above. Payments must be made directly to Trinity University. *To receive graduate credit, participants must submit the WTU registration form **and** the Trinity University registration form along with all applicable fees.*

Unfortunately, we can offer no refunds.

Contact Sarah Elwell at selwell@WTULocal6.net with any questions.

Accessible Literacy Framework (IN-PERSON)

Instructors: Natalie Porter-McCuiston

Dates: June 28-July 1; 9am-5pm

Location: Anacostia HS

This course covers how to provide reading instruction to students with developmental or intellectual disabilities. The essential components of reading instruction—phonological awareness, sound blending, initial phoneme segmentation, letter-sound correspondence, decoding and shared reading—are framed to address students with complex communication needs.

Participants may earn 45 PLU's.

The Hispanic Culture and Spanish Language I (VIRTUAL)

Instructor: Louis Blount

Dates: July 9th (9am-1pm); 16th (9am-1pm); 23rd (9am-1pm); (July 26th OR Aug. 2- 6:30pm- 9pm); Aug. 6th (9am-1pm)

In this course, emphasis is on oral conversation (listening and speaking skills) and basic Spanish literacy. An effort is made to give participants practice in using vocabulary and grammatical structures that will immediately be helpful in communicating and appreciating the culture of Spanish-speaking members in their school communities.

(To accommodate some summer travel, students will have the option of selecting which Wednesday class to attend. Student must attend at least one of the Wednesday classes to receive full credit. A Wednesday class cannot substitute a Saturday class)

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Integration of Computer Technology (VIRTUAL)

Instructor: Julian King

Dates: June 28-July 1; 10am-2pm

This course will focus on the research and instructional practices of educators (Pre-K-12) utilizing educational technology. It will provide participants with an opportunity to implement best practices using current educational technology. Participants will create technology experiences to implement engaging and differentiated blended instruction, learning, and assessment in their classrooms. Participants will examine, analyze, and discuss the impact of educational technology has on student learning, engagement, and creativity in the classroom. Participants will create online teaching and assessment resources, interactive learning experiences, a flipped classroom experience, an online lesson, project-based learning, a grant for educational technology, a classroom technology integration plan. The culminating project will be a website that will be shared with school staff. The technology to be included but not limited to is, Google Apps &

Classroom, Microsoft Office 365, Canvas LMS, Video Creation, Website Authoring, and Augmented Reality (AR). The course content is aligned to the ISTE Standards for Educators and support the DCPS Essential Practices.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Legal Issues in Education (IN-PERSON)

Instructor: Dr. John L. Taylor

Dates: June 28-July 1; 9am-5:00pm

Location: Anacostia HS

This course is designed to acquaint teachers with the contemporary legal issues currently confronting them. A thorough grounding in derivation of the law and sources of the law will be provided as will information about the structure of the court system in the District of Columbia both in the local and federal jurisdictions. Participants will cover the constitutional basis of current legal issues. Legislative enactments concerning special education, corporal punishment and schools' legal responsibilities will be important parts of the course content.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Managing Behavior in School Communities (VIRTUAL)

Instructor: Staci Adams

Dates: August 8-12; 10am-2pm

The anti-social actions of a small number of students put their own academic success at risk and threaten others. This course presents research on the emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive outbreaks.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Reading Comprehension Instruction (VIRTUAL)

Instructor: Eulyn Thomas

Dates: June 28-July 1; 10am-2pm.

This course focuses on the research and instructional practices that help students acquire strong reading comprehension skills. It provides participants with research on comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the application of a wide range of instructional strategies for teaching comprehension skills to use with both narrative and expository text and subject matter text books. It also demonstrates how students can monitor their own reading progress and apply appropriate strategies when comprehension is not achieved.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Reclaiming Assessments: Using a Balanced Classroom Assessment System to Strengthen Student Learning (VIRTUAL)

Instructor: Renee LaRue

Dates: June 28-July 1; 10am-2pm

This course is designed to help you understand the power of assessment and monitoring student growth to inform instruction. All teachers want to know where their students start, how they progress, and the results of the teaching and learning process. Diagnostic, formative and summative assessments each play a role in monitoring student learning. Throughout this course, we will talk about using a balanced assessment system in your classroom to support instructional decisions for optimal student success. Additionally, we will look at how assessment is important in helping students to take charge of their own learning. Finally, we will address the importance and power of culturally responsive pedagogy, curriculum and assessment to ensure students are engaged in authentic learning.

Participants may earn 35 PLU's.

Section 1: Social and Emotional Learning (IN-PERSON)

Instructor: Kadajah Kemp

Dates: June 28-July 1; 9am-5:00pm

Location: Anacostia HS

Section 2: Social and Emotional Learning (VIRTUAL)

Instructor: Dr. Persephone Brown

Dates: June 28-July 1; 10am-2pm

Are you looking for ways to assist your students in managing their emotions, building positive relationships with others and making responsible decisions? In this mini-course, participants will identify and share developmentally appropriate, research-based strategies that foster students' social and emotional growth. In addition, we will examine best practices for creating and cultivating a positive beginning of the school year. This course is based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) framework.

Participants may earn 45 PLU's.

Successfully Integrating the Arts Into Your Classroom (IN-PERSON)

Instructor: Vincent A. Pope

Dates: June 28-July 1; 9am-5:00pm

Location: Anacostia HS

Teachers learn how to successfully incorporate music into their lessons in order to improve outcomes and make learning come alive in their classrooms. Emphasis is placed on the historical periods of western music from the Baroque period through the 21st century. The research presented provides insight into the lives of the great composers and their compositions. We study the political, social, economic and cultural times in which the music was created. Participants learn about the compositional styles of famous figures of the musical periods while listening, viewing and discussing each musical piece. The course also presents a synthesis of research on arts integration in public schools in the United States, and the history of integrating the arts into teaching. Teachers gain knowledge of how the arts can play a vital role in the development of the whole child.

Participants may earn 45 PLU's or 3 graduate credits from Trinity University.

Universal Design for Learning (IN-PERSON)

Instructor: Tiffany Brown & TBD

Dates: June 28-July 1; 9am-5:00pm

Location: Anacostia HS

Do you want to maximize your students' learning experiences? With the Universal Design for Learning (UDL) framework, you can learn to set clear goals, anticipate barriers and design lessons to reduce those barriers for all. This course will help you to use cognitive neuroscience as a foundation for designing instruction to best meet the needs of your diverse learners. Upon completion, you will feel confident, prepared and equipped to construct meaningful learning experiences for all! Participants will be able to:

- Use learner variability as a way to understand and address individual students' learning needs;
- Apply principles of universal design to reduce barriers for students in the school environment, assessments, methods and materials; and
- Create student-centered lesson plans and learning experiences using the Universal Design Framework and Guidelines.

Participants may earn 45 PLU's.

FREE WORKSHOPS

Conversational Spanish (VIRTUAL)

Instructor: Louis Blount

Dates: TBD

These sessions focus on naturally conversing in Spanish with interpersonal, interpretive, presentational language proficiency. Participants spend a lot of time on pronunciation techniques and skills. Conversational Spanish will occur as students learn and use this language in a variety of real-life contexts such as in-class group settings and interpersonal oral communication. Participants will also find opportunities to develop cultural insights and make cultural connections and comparisons.

Participants will receive 45 PLU's.

Culturally Responsive Pedagogy (VIRTUAL)

Instructor: Dr. Casey Collins

Research suggests that students from diverse cultures may need to be engaged differently in ways that support their self-efficacy, esteem and their learning. In this 2-part session, we will establish the connection between culture and learning, and explore research-based strategies, such as cultural competency, high expectations and critical consciousness.

These are identical sessions. Participants will receive 8 PLU's.

Series #1 RSVP – Tuesday, June 28 and Thursday, June 30 @ 10am-2pm

Series #2 RSVP – Wednesday, June 29 and Friday, July 1 @ 10am-2pm

Strategies for Student Success (VIRTUAL)

Instructor: Ebony Washington

Dates: June 28-July 1; 10am-2pm

Strategies for Student Success includes activities that require reflection on daily practice, debate over research and current practices, utilizing modeling, and experiential learning.

Setting Measurable Objectives – June 28

Tools for Teachers from Brain Researchers – June 29

Activating Learning for All Disciplines – June 30

Is My Teaching Effective? – July 1

Participants will receive 4 PLU's per session.

Teaching Financial Literacy (HYBRID)

***Best for MS & HS Educators**

Instructor: Bernitha Neversion

Dates: Monday, June 27 in person, 5-7pm; June 28-July 1 virtual 10am-12noon

Financial Literacy Fridays have been developed with content from Next Generation Personal Finance the 4Cs in mind: collaboration, curation, creation and content:

- Collaboration: Educators have multiple opportunities to collaborate.
- Curation: Educators complete games and NGPF Scavenger Hunts which are focused on finding resources that they can use in their classrooms.
- Creation: What could be a better use of PD time than to have teachers walk away with an activity they can use with their class? In these sessions, educators identify NGPF activities to supplement their existing curriculum and then find additional resources to prepare the students for the activity.
- Content: Educators complete a pre-conference survey to identify content areas they want a “deeper dive” in.

Participants will receive 20 PLU's.