

Howard County Public School System

Continuing Professional Development Credit Courses

Winter/Spring 2012

NOTE: The Howard County Public School System reserves the right to cancel any course that does not include eight (8) registered students within seven (7) days prior to course commencement.

Culturally Proficient Curriculum and Instruction (MSDE #09-13-09) – 3 credits **February 7 – April 10, 2012**

This course will focus on applying the Cultural Proficiency Continuum and Instruction Rubric to the planning process and the delivery of instruction. Participants will reflect on personal values, beliefs, and assumptions and relate their assumptions to curriculum, instruction, and developing positive relationships with their students. In the context of Cultural Proficiency, participants will reflect on their own instructional practices and examine how they engage students and adapt curriculum and instruction to better meet the needs of all students. The instructor will use scenarios, PowerPoint presentations, readings, system wide documents, reflective journaling, online discussions, and videos to facilitate critical conversations surrounding culturally proficient curriculum and instruction. Note: Participants will need to have access to the Internet for the online sessions and have a basic understanding of how to use the computer and attaching documents to emails. There will be four online sessions and six face-to-face sessions.

Digital Scrapbooking with Photoshop Elements (MSDE #08-13-02) – 3 credits **February 2 – April 12, 2012**

Would you like to learn how you can scrapbook using Photoshop Elements? In this course you will use the editing features of Adobe Photoshop Elements to improve and modify your photographs. Then, using the advanced features of the program (such as layers, templates, and masks), you will begin to create digital scrapbooks. Teachers have used the skills taught in this class to create pages highlighting activities in the school year for end-of-year review, make yearbook pages for the school Memory Book, and offer a creative alternative for their students' projects. Participants should be comfortable with attaching documents to email and have basic computer skills: i.e., saving files, creating folders, and mouse skills. Participants should purchase and install a copy of Photoshop Elements 9 on their laptops prior to the first day of class. Be sure to order the software **AS SOON AS POSSIBLE. IMPORTANT: Do NOT delay this!** And **VERY IMPORTANT: Be sure to buy the correct version for your laptop.** You will need to use a MacBook computer or newer. If using school funds contact one of the following 2 vendors for purchasing information and a price quote. You want a License and a CD. Kendra Goss at Software House International (SHI): kendra_goss@shi.com (1-800-477-6479 x5886) OR Lisa Goolsby at BellTech Logics: lgoolsby@belltechlogic.com (1-877-213-5990). Contact Mel McNamara via CLC (mel_mcnamara@hcpss.org) with any questions. **Note:** Teachers must bring laptops with software preinstalled. Due to the fact that Adobe frequently updates its software, we have put Photoshop Elements 10 through the software approval process and hopefully it will be ready by the time class begins.

Mentoring Skills: Effective Support for New or Experienced Teachers (MSDE #10-13-12) – 3 credits **January 26 – April 18, 2012**

This continuing professional development course, Mentoring Pre-service and Non-Tenured teachers, is designed for teachers who are interested in acquiring skills to become effective mentors of non-tenured or pre-service teachers. As a result of this course, participants will be able to understand the developmental stages of non-tenured/pre-service teachers. They will also gain an understanding of appropriate mentoring styles so they are able to apply them as needed during the mentoring experience. The participants will gain awareness of non-verbal and verbal communication skills that will help foster a positive mentoring relationship. They will also have an opportunity to explore best practices in the area of planning, instruction, reflection, and problem solving that can be shared as they mentor non-tenured/pre-service teachers. Topics that will be covered in this course include: developmental phases of new teachers, continuum of supportive interaction, active listening, powerful speaking, and tools to support mentors. Course participants will need to purchase the book: Mentoring Matters, Second Edition by Laura Lipton and Bruce Wellman, Mira Via 2003.

Effective Mentoring of Pre-Service and Non-Tenured Teachers (MSDE #10-13-11) - 3 credits

February 7 - March 20, 2012

This course is designed for teachers who are interested in acquiring skills to become effective mentors of non-tenured or pre-service teachers. As a result of this course, participants will be able to understand the developmental stages of non-tenured/pre-service teachers. They will also gain an understanding of appropriate mentoring styles so they are able to apply them as needed during their mentoring experience. The participants will gain awareness of non-verbal and verbal communication skills that will help foster a positive mentoring relationship. They will also have an opportunity to explore best practices in the areas of planning, instruction, reflection, and problem solving that can be shared as they mentor non-tenured/pre-service teachers. Topics that will be covered in this course include: developmental phases of new teachers, continuum of supportive interaction, active listening, powerful speaking, and tools to support mentors. There will be both individual and group assignments. Course participants will need to purchase the book: Mentoring Matters, Second Edition by Laura Lipton and Bruce Wellman, Mira Via 2003. This is an online course with two required face-to-face sessions. Participants should have knowledge of technology tools to include: Internet, Email, PowerPoint and Microsoft Office.

SEFEL Training (Social and Emotional Foundations in Early Learning) (MSDE #10-00-48) - 2 credits

January 24 - March 20th

Using The Teaching Pyramid framework, this course will focus on an in-depth understanding of the Pyramid Model for Supporting Social Emotional Competence in Young Children. Participants will reflect on current practices and how those practices support positive relationships with students and their families. They will use social and emotional teaching strategies to focus on the prevention of challenging behavior. They will engage in a comprehensive review of positive behavior support for intensive individualized interventions. The participants will identify and address barriers to the effective use of these practices. The instructor will use scenarios, PowerPoint, article readings, videos, and discussions to facilitate critical conversations surrounding social and emotional development. The participants will be asked to engage in class discussions, group work, outside readings, and implementation of practices in their classroom environment.

Technology in the Classroom - 2010 (MSDE #10-13-02) - 3 credits

February 1 - March 21, 2012

The term "technology in the classroom" has been around classrooms and schools for upwards of 30 years, but what exactly does that term mean today? This course will explore that question by

looking at the current trends and best practices in using various technologies to enhance instruction, increase productivity, and most importantly to increase learning and raise achievement. We will look at strategies on how to bridge the gap between so-called technology learners (teachers) and technology natives (students). A survey of cutting edge (iPods, Podcasts, digital video creation, interactive whiteboards, wiki's) as well as tried and true technologies (MS Office, online tutorials, video clips) will be covered. Note: Basic computer skills and a general comfort with everyday technology are recommended. This course will consist of eight face-to-face sessions and approx. 15 hours of online content totaling 45 hours.

Utilizing Technology to Improve Instruction (MSDE #10-13-29) – 3 credits

January 24 – March 13, 2012

This hybrid course will give participants the opportunity to become proficient with some of the pre-installed software that is available on HCPSS elementary and middle school instructors' Macintosh computers and become familiar with free applications available through the Internet. The course will give participants the knowledge to effectively create and integrate a variety of educational technology tools into their regular instruction. The course will focus on the Mac OS X operating system, the iLife '09 applications and free Web 2.0 Tools that are available via the Internet. Through video tutorials, course assignments and discussions, participants will learn to use the various features that are available in OS X, iLife applications and Web 2.0 Tools and intentionally incorporate new skills and knowledge into regular classroom planning, instruction and assessment. Topics include Wikispaces, ComicLife, Mac Accessibility Features, Google Docs, and more. The class will meet face-to-face on January 24 and March 13. The remainder of hours of instruction will be online. Participants should expect to spend about 5-10 hours on coursework each week for a total of 45 course hours.

Introduction to Cultural Proficiency (MSDE #09-13-07) – 3 credits

January 24 – April 17, 2012

The Introduction to Cultural Proficiency course will focus on developing a foundational knowledge of the tools of Cultural Proficiency. Participants will surface and reflect on personal values, beliefs, and assumptions, as well as organizational policies and practice, and they will assess how culture serves people to varying degrees. They will examine the tools of Cultural Proficiency and how to engage and adapt to better serve all students, staff, and community groups. Instructors will use simulations, small discussions, videos, article readings, and system-wide documents, to facilitate critical conversations surrounding values, beliefs and one's response to issues regarding race, class, and culture. Participants will be asked to participate in class discussions, reflective journaling, outside article readings and reflections, and create a final project to reflect their learning. Participants will attend 36 hours of face-to-face classroom instruction and complete an additional nine hours of outside study. For questions, contact Vivian Kelly in the Office of Professional and Organizational Development, 410-313-1542. Limit: 30 participants.

Written by.....You! Strategies for Submitting your Professional Writing for Publication (MSDE #11-13-02) – 3 credits

January 24 – March 13, 2012

This course will help participants achieve the "Distinguished" level of Professional Responsibilities in the HCPSS teacher evaluation. The course will also support the core curriculum for writing and, thus, continue to increase our educators' skills that will support the achievement of our students. This course is modeled after writing workshops in which participants bring ideas, outlines or other pieces of writing in order to write and article with the intention of submitting for publication. The content of the articles should be focused on best practices, learnings in the field or other relevant content for educators. The instructor will use model articles, writing exercises and initiate

collective feedback to improve participants' writing. Practical information on grammar, mechanics and voice, audience, and market will be addressed to provide information on professional writing.

Materials for Teaching Reading (MSDE #05-00-15) – 3 credits

January 26 – April 19, 2012

This course will satisfy one of the four required reading courses for teachers who work with students in early childhood, elementary, and special education classrooms. In this course, participants will read and learn to understand the importance of selecting, retrieving and evaluating classroom materials that will meet the needs of various learners, represent different cultures, and support grade specific content connections. Participants will learn to identify books at various reading levels, to identify non-fiction materials that support content learning, to identify features of quality children's literature in various genres, and to identify and select books to match current instructional units that promote diversity. Participants will read about and understand the importance of motivation and engagement in developing independent readers. They will also explore the role of parents and staff in supporting elementary reading programs. Note: Participating teachers will attend 36 hours of classroom instruction and complete an additional nine hours of outside study. The textbook, *Essentials of Children's Literature* (with MyEducationKit, 7th edition, paperback, authors: Lynch-Brown, Tomlinson, Short), will be required for this course. The textbook can be purchased through Amazon.com. Audience: (Grades K-5) general education and special education teachers, reading specialists, and administrators.

Using Reading Strategies in the Secondary Content Classroom, Part I

(MSDE #05-13-01) – 3 credits

January 24 – April 17, 2012

This course will satisfy one of the two (3 credits each) reading courses required for teachers certified in secondary education, special education (Grade 6 - Adult), and K-12 who will need additional reading courses for recertification by the Maryland State Department of Education. This course is designed to familiarize participants with best practices and instructional strategies that teachers can use to become more proficient in teaching their subject by integrating instruction in reading with instruction in course content. Particular attention will be paid to reading and writing within a discipline and instructional strategies to support students' literacy development. This course will focus on ways in which reading, writing, speaking, and listening are developed and used within the learning of discipline-specific curriculum including adaptations for culturally diverse and exceptional learners. Participants will attend 36 hours of classroom instruction and complete an additional nine hours of outside study.

Using Reading Strategies in the Secondary Content Classroom, Part II

(MSDE #05-13-02) – 3 credits

January 25 – April 18, 2012

Prerequisite: *Using Reading Strategies in the Secondary Content Classroom, Part I*. This course will satisfy one of the two (3 credits each) reading courses required for teachers certified in secondary education, special education (Grade 6 - Adult), and K-12 who will need additional reading courses for recertification by the Maryland State Department of Education. The focus of this course will be on the application and assessment of reading and writing strategies that will help students become more effective readers and independent learners. Teachers will build competency on strategies learned in Part I and examine new developmental strategies for reading, writing, assessment and differentiation of instruction. Participants will create lessons that involve vocabulary, comprehension and writing strategies for their specific content. Attendance, assignments and outside reading are required.

Fierce Conversations: Productive Communication in Work and in Life

(MSDE #11-13-06) – 3 credits

January 23 – April 26, 2012

This course will assist participants in examining their own assumptions, values, and beliefs in the interest of effectively communicating with staff, students, and families by removing self-imposed barriers. Throughout the course, participants will develop strategies to create positive relationships with staff, students, and families through dialogue. Participants will engage in self-reflection to normalize conflict, develop confidence in communicating divergent perspectives, and develop personal communication strategies. Instructors will use simulations, PowerPoint presentations, readings, system wide documents, current research, online discussions, and videos to facilitate critical conversations connected to effective communication, conflict resolution, and problem solving in order to develop positive relationships with staff, students, and families. This course is primarily designed for certificated HCPSS staff and is also open and relevant to paraprofessionals, classified staff members, and community members.