

Alaska Staff Development Network

CATALOG

Professional
Development for
Alaska's Educators

Distance Learning Courses
Webinars
Workshops and Institutes



Spring 2011

More information on our website
www.asdn.org

Alaska Studies & Multicultural Education

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Course Information / Legend



CD/DVD/VCR



Online/Web-based



Webinar



Face-to-Face



Self-paced*



Video Conferencing

* Enroll anytime! Participants have a minimum of 30 days and a maximum of one year to complete the work.

All courses include 500-level professional development credit that can be used for certification, re-certification and pay scale increases.

Credit is offered in partnership with Alaska Pacific University (APU) and University of Alaska Anchorage (UAA).

All courses approved or pending approval on the Anchorage School District's *My Learning Plan* (MLP).

Alaska Alive! Online: A Standards-Based Approach

Credits/Fee: 3 credits, APU EDUC 59500 / \$485 (\$375 + materials \$110)

This course is approved by DEED for teacher certification in Alaska Studies and has been approved in MLP by the Anchorage School District.

Alaska Alive is a multi-media, distance-delivered professional development course that was specifically designed for educators. The course content was developed to meet the intent of the legislature so that it fulfills the Alaska History course requirement for teacher certification or re-certification. Beyond certification, the course offers an abundance of information and resources. Learn about Alaska's history, land, and people, and investigate the history of education in Alaska, including the Alaska Content Standards for Students. Then put it all together by selecting, researching and creating a unit of study on an Alaskan topic. This web-based course is self-paced. You must have an email address and access to the Internet to enroll.

Instructor: Sharon Bandle

Target Audience: K-12 educators



Creating Culturally Responsive Schools Online: A Standards-Based Approach

Credits/Fee: 3 credits, APU EDUC 59600 / \$495 (\$375 + materials \$105 + technology fee \$15)

This course is approved by DEED for teacher certification in Multicultural Studies and has been approved in MLP by the Anchorage School District.

This course is an important tool to help schools and communities examine the ways they meet the educational and cultural well-being of the students in their care. Alaska Native educators throughout the state developed Alaska Standards for Culturally Responsive Schools. This important work examines how educators, curriculum, schools, and communities must work together to address the unique learning needs of Alaska's diverse students. The goal of this course is to introduce you to these Cultural Standards and to help you evaluate the work you do through a lens of cultural knowledge. It will offer you many new and useful tools that will add to your success as an educator in Alaska. This web-based course is self-paced. You must have an email address and access to the Internet to enroll.

Instructors: Doug Penn and Laurie Van Huis

Target Audience: K-12 educators



Alaska Studies & Multicultural Education

2

Summer Classes

Communicating Across Cultures with Father Oleksa

Credits/Fee: 3 credits, APU \$450
(\$400 tuition/field trip/technology fee + \$50 materials)

Alaska Alive! with Father Oleksa

Credits/Fee: 3 credits, APU \$450
(\$400 tuition/field trip/technology fee + \$50 materials)

Join the Rev. Dr. Michael Oleksa, for *Alaska Alive!* (a three credit, 500-level Alaska Studies course), and/or *Communicating Across Cultures* (a three credit, 500-level multicultural education course) this summer.

These classes meet Alaska state certification requirements.

Both classes will be offered in Anchorage in May and in August.

The first summer session will be May 23 - 27.
The second summer session will take place August 1 - 5.

Summer classes begin with two-and-a-half days of instruction from Father Oleksa and are completed online with Sharon Bandle.

The follow-up work must be completed online. A working email address and access to the Internet are required.

Alaska Alive! with Father Oleksa includes a guided field trip to the Anchorage Museum of History and Art.

Participants in *Communicating Across Cultures* will spend a half day touring the Alaska Native Heritage Center.

All other activities will take place at the BP Energy Center, Anchorage.

Target Audience: K-12 educators



Alaska Alive! with Father Oleksa

Credit/Fee: 3 credits, APU/ \$437
(\$400 + \$37 materials)

Join Father Oleksa for six evening and weekend sessions of Alaska Alive! at the BP Energy Center in Anchorage on February 18-19 and March 23-26. Online follow up work for this course is facilitated by Sharon Bandle.

In *Alaska Alive!* you will learn about Alaska's history and this history of education in the state from one of Alaska's most dynamic presenters. You will learn to identify the state's basic regions, landforms and climates, its major resources and their impact on the history of Alaska. Explore the Native peoples of Alaska, their regions and cultures, and the connections between the environment and emigrations.

This course meets Alaska Department of Education and Early Development requirements for teacher certification in Alaska Studies and has been approved in MLP by the Anchorage School District.

Target Audience: K-12 educators



Father Michael Oleksa, PhD, came to Alaska in 1970 at the invitation of the Alutiiq village of Old Harbor on Kodiak Island. Over the next 30 years he served in over a dozen Alaska Native villages. Recognized as an "Elder" by the Alaska Federation of Natives, a Distinguished Public Servant by the Board of Regents of the University of Alaska, and honored by the Alaska State Legislature and the National Governors Association, Dr. Oleksa is a storyteller who seeks to foster greater understanding across boundaries of race and culture. Father Oleksa currently serves as parish priest for St. Alexis Orthodox Church. He has been a presenter for ASDN for over fifteen years.

Reading Intervention Strategies for K-6 Students: Research-Based Support for RTI with Elaine McEwan-Adkins

Dates: February 22, March 1, 8 and 15

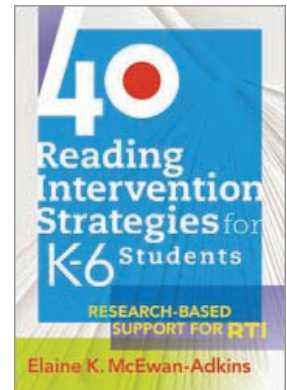
Time: 3:45 - 5:45 pm AST

Cost: \$195 per person

\$175 per person group rate for groups of 5 or more

\$150 per person group rate for groups of 10 or more

Credit: One 500-level professional development credit available for \$60



No charge for Rural Alaska Principal Preparation and Support (RAPPS) grant school district staff

These research-based intervention strategies will support and inform your RTI efforts. Many of the strategies motivate average and above-average students as well as scaffold struggling readers. This webinar series is intended for elementary teachers of all kinds and levels, literacy coaches, interventionists, speech pathologists, special education and ELL teachers, and Title I administrators.

Session 1: What the Research Says About Effective Instruction for Students At-Risk

- How to Design Intervention Lessons: The Key Components of Lesson Design and Delivery
- Total Student Engagement in the Literacy Block
- The Fastest Way to Read Words
- What the Research Says About Cognitive Strategy Instruction
- Teach the 7 Cognitive Strategies of Highly Effective Readers

Session 2: How to Create a Word Conscious Classroom and School: What the Research Says About Vocabulary Instruction

- Teaching More Words Every Day
- Using Read-Alouds to Teach New Words
- Using Graphic Organizers to Build Vocabulary and Concept Knowledge
- Teach Two Kinds of Inference: Knowledge-Based Inference and Elaborative Inference
- Teaching Students About Inference
- Thinking Aloud to Teach Inference

Session 3: Using Graphic Organizers to Teach Summarizing

- Writing Your Life Story/Teaching Your Students How to Write Their Life Stories Using the 5Cs of Summarizing

- Problem Readers and What To Do About Them
- Teaching Students How to Ask and Answer Questions
- Scaffolding Grade-Level Reading Texts for Struggling Students

Session 4: Teaching Students to Read a Lot Beginning in Kindergarten

- Facilitating REAL Reading in the Classroom
- Motivating Reluctant Readers to Read
- Recursive Teaching: What It Is and How to Use It to Improve Reading Comprehension
- Reviewing the Four Big Ideas of the Webinar and Committing to What You Will Do in Your Classroom

Dr. Elaine McEwan-Adkins is a nationally recognized presenter and the author of over two dozen books. She is a former teacher, librarian, principal and assistant superintendent for instruction.

The Four Big Ideas of These Webinars

1. To reach struggling readers and students at-risk, teachers need to design research-based instruction that is differentiated for their needs.
2. Vocabulary and background knowledge are keys to reading comprehension and must be intentionally and directly taught on a daily basis.
3. All students, even those above grade level, need direct and explicit instruction in the 7 cognitive strategies of highly skilled readers on a daily basis beginning in kindergarten.
4. In order to become skilled readers, students need to read a lot in accessible text (at their independent reading level with 95% accuracy) with accountability.

New! Spring Webinar Series

4

Tools for Engagement

with Eric Jensen

Join the nation's leading presenter on brain-based instruction for two interactive webinars on practical, classroom-tested tools to reach every student.



Dates: February 16 and 23

Time: 3:45 - 6:30 pm AST

Cost: \$195 per person

\$175 per person group rate for groups of 5 or more

\$150 per person group rate for groups of 10 or more

Credit: One 500-level professional development credit available for \$90

This webinar event gives you the key insider knowledge, packed with practical tools to reach every student, nearly every time.

You will learn how to successfully understand and intervene with reluctant, hyperactive, apathetic or even disconnected learners with a different frame of mind.

Expect to get positive, practical, research-based strategies that can skyrocket achievement scores. First, you'll learn what is it that engages students. Second, you'll learn how to use this insight in ways that allow the various types of learners to succeed. Finally, you'll get simple, easy to use strategies that you can implement the very next day.

This series will help all educators K-12.

ATTITUDES:

- Shift from a "point fingers" mentality to a more empowering one
- Gain insights into WHY students don't engage
- Discover that there are MANY things the teacher can do
- Gain new insights about student behavior

PROCESSES:

- See what drives new positive behaviors
- Be able to see the step-by-step method for gaining engagement
- Gain a template to use everyday

UNDERSTANDINGS or SKILLS:

- Gain a better understanding of WHEN to shift strategies

- Find out the exact steps to HOW to engage
- Learn how to use music with engagement
- Discover the sure-fire directions for better engagement
- Know how to troubleshoot your own work for better results

This is an opportunity for educators to think differently about their students. More importantly, you will learn how to help students participate more and engage constantly. This makes learning stronger and more fun!

Eric Jensen is a former teacher with a real love of learning. He is currently completing doctoral studies in human development. While his academic background is in English and human development he is passionate about neuroscience. He presents nationally and internationally and has published thirty books on brain-based education. For over 20 years, he has been connecting the research with practical classroom applications. Most importantly, he models what he has learned, so teachers can see it, hear it and experience the difference.

What is "Brain-Based Education"?

Brain-Based learning is the application of a meaningful group of principles that represent our understanding of how our brain works in the context of education. Brain-Based learning is simply the engagement of strategies based on body/mind/brain research.

Developing and Using Common Assessments to Monitor Student Learning

with Deb Farrington and Julia Payne- Lewis

Are your common assessments measuring the intended learning and providing useful data to inform decisions about curriculum and instruction?

Dates: February 3, 17 and March 3, 17, 2011

Time: 3:45 - 5:45 pm AST

Cost: \$195 per person

\$175 per person group rate for groups of 5 or more

\$150 per person group rate for groups of 10 or more

Credit: One 500-level professional development credit available for \$60



No charge for Rural Alaska Principal Preparation and Support (RAPPS) grant school district staff

Session 1: Strategies for Developing and Implementing Common Assessments

- The role of common assessments within a local assessment system
- Aligning assessments with common standards and grade level expectations
- Strategies for involving teachers in the development of assessments and analysis of data

Session 2: Analyzing the Characteristics of Quality Assessments

- A protocol for a qualitative review of assessment
- Checking for cognitive rigor, balance of representation, scoring criteria and rubric use

Session 3: Using Multiple Choice Items and Constructed Response Tasks

- Selecting items for common assessments
- Examine how multiple choice item distractors are created and used formatively
- Develop an understanding of how scaffolded constructive response items are created to elicit student thinking.
- Collaborative scoring of CR tasks - rubric use
- Reaching consensus on meeting expectations

Session 4: How Can Data from Common Assessments be Used to Inform Instruction and Monitor Student Learning?

- What does it mean to be proficient? A collaborative analysis of data
- Interpreting student performance and the relationship to curriculum and instruction
- Comparing data from multiple measures. When does it make sense?

Deb Farrington and **Julia Payne-Lewis** are nationally recognized professional development specialists from Measured Progress, one of the nation's leading student assessment organizations. Each brings more than 20 years experience as classroom teachers and district level curriculum coordinators and staff developers.

Target Audience

This four-part webinar series was designed as a learning team opportunity for principals, teachers, and support staff members to reflect current classroom assessment practices and instructional decisions that promote student learning. We invite you to listen, reflect, learn, and apply!

How do I sign up?

Register online at www.asdn.org Click on the "Webinars" button.

New! Spring Webinar Series**6**

Classroom Instruction That Works

Research-Based Strategies for Increasing Student Achievement

with Greg Cameron and Cherie Lyons from McREL

Dates: March 9, 16, 30 and April 6 2011

Time: 3:45 - 5:45 pm AST

Cost: \$195 per person
\$175 per person group rate for groups of 5 or more
\$150 per person group rate for groups of 10 or more

Credit: One 500-level professional development credit available for \$60



RAPPS *No charge for Rural Alaska Principal Preparation and Support (RAPPS) grant school district staff*

This four-part webinar series, is designed to assist educators in using research-based instructional strategies to maximize student achievement. After reviewing more than 5,000 research studies, McREL researchers identified nine instructional strategies that are correlated with increased levels of student achievement. These instructional strategies are appropriate for grades K-12 and adult learners. Educators who attend the webinar series will gain an increased understanding of five of the nine strategies. These strategies also form the basis of McREL's Power WalkThrough system.

Session 1: Essential Strategies: Setting Objectives, Providing Feedback and Recognition, Reinforcing Effort

McREL believes that these four research-based instructional strategies are critical and should be included in every lesson, everyday. Research has shown that when teachers list the lesson objective in student-friendly terms and draw students' attention to it, achievement is increased. Researcher John Hattie reviewed 7,827 studies on teaching and learning and concluded, "The most powerful single innovation that enhances achievement is feedback." Reinforcing Effort enhances students' understanding of the relationship between effort and achievement by addressing students' attitudes and beliefs about learning. Providing recognition addresses the appropriate use of rewards or praise associated with goal attainment.

Session 2: Identifying Similarities and Differences

This instructional strategy has the highest effect size of the nine strategies and enhances students'

understanding of and ability to use knowledge by engaging them in mental processes that involve identifying ways items are alike and different. Participants will learn the power of teaching the following processes to increase student learning: comparing, classifying, creating metaphors and making analogies.

Session 3: Summarizing and Note-taking

Explicitly teaching students how to summarize information and take notes enhances their ability to synthesize information and organize it in a way that captures main ideas and supporting details. Teachers will learn how to use rule-based summarizing and summary frames, as well as strategies like reciprocal teaching. They will also learn how to effectively use teacher-prepared notes and a variety of note-taking strategies and formats including outlining, webbing, two-column notes, the Cornell method and combination notes.

Session 4: Non-linguistic Representation

This powerful instructional strategy enhances students' ability to represent and elaborate on knowledge using mental images. The strategy makes use of the fact that we store knowledge in two ways: linguistically (words) and nonlinguistically (images). The more we use both systems of representation, the better we are able to think about and recall knowledge will learn to use graphic organizers, physical models, mental images, pictographs and kinesthetic activities to assist students in mastering academic content.

How do I sign up?

Register online at www.asdn.org Click on the "Webinars" button.

Foundations of the Art and Science of Teaching

Online class designed by Dr. Robert Marzano
Credit/Fees: 3 credits, APU EDUC / \$390

Explore research-based practices for highly effective classroom instruction that produce the greatest gains in student learning.

Foundations of the Art and Science of Teaching introduces learners to the work of Dr. Robert Marzano and his meta-analysis of the research regarding effective teaching practices conducted over the last 35 years in the field of education. Throughout this course, learners will review research on effective teaching, develop a framework for designing units, and be introduced to a research-based observation and feedback protocol.

This course:

- Introduces the 10 design questions and lesson segments of the *Art and Science of Teaching*,
- Articulates the impact of using research-based instructional strategies within the appropriate lesson segments to produce gains in student achievement,
- Identifies characteristics of highly effective teachers,
- Communicates the importance of ongoing action research, and
- Presents the Marzano Observation and Feedback Protocol as a means to determine instructional effectiveness.

This competency-based and performance-based program of study provides job-embedded professional development experiences for teachers with relevant activities that allow them to apply their learning directly in the classroom with students.

It features printable articles with audio recordings, teaching and learning guides, assessments, classroom look-fors, modeling videos, and instructional tools along with job-embedded action research projects that connect teacher performance to student achievement results. Educators engage in discussions around their coursework, overseen by Alaskan facilitators, sharing evidences of effective use of an instructional strategy.

Course Facilitators: Diana and Jim Kurka
Target audience: K-12 educators



Ethics and Safety for Our Schools

Online Course with Virtual Education Software
Credit/Fees: 2 credits, APU EDUC 58049 / \$280

Learn why well-meaning educators may commit ethical and boundary violations, and how to intervene or prevent potential violations.

Ethics & Safety for Our Schools is a prevention course developed to help educators reduce and eliminate violations of ethics and professional conduct codes. The course is intended to keep ethical teachers ethical and to be a part of a larger school district plan to protect the district's teachers, staff, and students.

This course will present a new way of thinking about professional ethics and professional boundaries within the teaching profession. We will look at the reasons that violations of ethics and boundaries sometimes occur. Ethical violations that transpire in both administrative and relationship contexts will be addressed. This course will help you look at ways of preventing such violations and help you understand how you as an educator can intervene before violations take place. These preventative responses are critical to your ability to protect your students, your profession, and your career.

Instructor: Roger B. Szuch, VESi
Target audience: K-12 educators



Early Childhood: Observation and Assessment

Online Course with Virtual Education Software
Credit/Fees: 2 credits, APU EDUC / \$280

Learn how to organize, analyze and interpret observation and assessment data for children ages 0-5.

Learn how to observe and assess development in young children. Participants will explore how to set assessment goals, and how to plan and choose the best instrument for specific situations, including tools for assessing environments, developmental milestones, and programming. Learn how to apply assessment information to improve program quality and to best meet the needs of individual children.

Instructor: Darcie Donegan, VESi
Target audience: Pre-K and K educators



Health/Safety and Early Education

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Cyberbullying Prevention

Credits/Fee: 3 credits, APU EDUC 59789 / \$375

Over 30% of students say they have been intimidated and bullied on the Internet. Schools, teachers and parents must realize cyberbullying behavior needs to be discussed and dealt with. Learn early signs of bullying behavior, strategies to help stop cyberbullying, how to reach students with technology, and how to build a climate of trust and caring in your classroom.

Instructor: Dan Sparkman

Target audience: K-12 educators



Early Childhood: Program Planning

Credits/Fees: 3 credits, APU EDUC 58011 / \$375

This course will provide a framework for planning and implementing a comprehensive, research-based curriculum for young children through eight years of age. The class will provide an overall look at the basic steps for creating an appropriate curriculum, planning a daily schedule and creating lesson plans and activities for early childhood programs. Appropriate curriculum for various age groups such as infants and toddlers, preschoolers, and primary school children will be explored. Learn ways to accommodate children with special needs including sensory, cognitive, and physical impairments, cultural considerations and giftedness.

Instructor: Aumony Dahl (VESi)

Target audience: Pre-K and primary educators



Early Childhood: Typical and Atypical Development

3 credits/Fees: 3 credits, APU EDUC 58012 / \$375

Explore best practice and perspectives on early childhood development. Course content includes patterns and sequences of typical development for children from birth to six years, including motor development milestones and sequence, cognitive and language development, and socio-emotional issues. Emphasis is on individual differences, cultural influences, and the impact of developmental delay and disability.

Instructor: Darcie Donegan (VESi)

Target audience: Pre K-Grade 1



Understanding Aggression: Coping with Aggressive Behavior in the Classroom

Credit/Fees: 3 credits, APU EDUC 59718 / \$375

Become more aware of the causes of aggression, ways to evaluate aggression, and learn how to intervene before the aggression turns to violence.

Instructor: Mick R. Jackson (VESi)

Target audience: K-12 educators



Violence in Schools: Identification and Prevention Strategies

Credit/Fees: 2 credits, APU EDUC 59712 / \$280

This course teaches identification and intervention approaches to working with "out of control" behaviors and offers strategies to assess and adjust the classroom and school climate.

Instructor: Michael Sedler (VESi)

Target audience: K-12 educators



Drugs and Alcohol in Schools: Understanding Substance Use and Abuse

Credit/Fees: 2 credits, APU EDUC 59717 / \$280

Gain a more comprehensive understanding of alcohol, drugs and their influences in your classroom. Learn a contextual framework for understanding what students may be experiencing either through their own substance use or from the substance use of persons close to them.

Instructor: Casey Jackson (VESi)

Target audience: K-12 educators



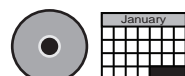
Dropout Prevention: Effective Education for At-Risk Youth

Credit/Fees: 3 credits, APU EDUC 59786 / \$375

Explore tools and strategies to help academic engagement. Participants will learn how to address the behavior signs of frustration and discouragement, know the strategies to help keep students focused on school, and be familiar with activities that build self-esteem and encouragement.

Instructor: Dan Sparkman

Target audience: K-12 educators



Reading Fundamentals #1: An Introduction to Scientifically-based Research

Credit/Fees: 2 credits, APU EDUC 59750 / \$280

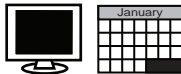
Reading Fundamentals #2: Laying the Foundation for Effective Reading Instruction

Credit/Fees: 2 credits, APU EDUC 59751 / \$280

Reading Fundamentals #3: The Elements of Effective Reading Instruction & Assessment

Credit/Fees: 3 credits, APU EDUC 59752 / \$375

This is a three-course series. The first course is designed to give a firm understanding of the research and rationale for using evidence-based reading programs. The second course teaches reading strategies, reading remediation strategies and comprehension, along with other reading program and instruction components. The third class explores how to assess student progress and how to evaluate the effectiveness of a reading program.

Instructor: Mick Jackson (VESi)**Target Audience: K-6 educators****Alaska Reading Course**

Credit/Fees: 3 credits, APU EDUC 59753 / \$390

The course materials for this class were developed by the State of Alaska. This course was designed to:

- Ensure teachers understand a balanced approach to reading instructions at all grade levels
- Identify scientific-based reading information and strategies
- Identify instructional knowledge that supports reader acquisitions in the structure of language, learner processes teaching methods, assessment, motivation and linkage to other reader acquisitions
- Identify the five areas of reading instruction that should be emphasized in classrooms
- Support Alaska State Reading Standards and Grade Level Expectations
- Explore how to use assessment for baselines and to measure progress, and to show how these assessments affect classroom instruction
- Demonstrate techniques and strategies that increase the probability of student learning
- Provide sufficient practice for participants to identify and properly use the techniques and strategies.

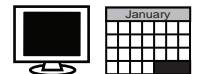
Facilitator: Karen McCain**Target audience: K-12 educators****Making the Best Use of the Internet for K-12 Instruction**

Credit/Fees: 3 credits, APU EDUC 59701 / \$400

Designing K-12 Internet Instruction

Credit/Fees: 3 credits, APU EDUC 59715 / \$400

These two courses relate directly to all ISTE NETS standards and 21st century literacy themes. *Making the Best Use of the Internet for K-12 Instruction* is designed as an introductory course for educators seeking to motivate youth through 21st century web 2.0 tools for written interaction, multimedia content creation and self-directed learning. *Designing K-12 Internet Instruction* is intended as an intermediate course for those who are already comfortable using the Internet in the K-12 classroom.

Instructor: Frank Odasz**Target audience: K-12 educators****Web Page Development**

Credit/Fees: 3 credits, APU EDUC 59706 / \$375

Learn the basics needed to design, author and post a web page, including web design, copyright and privacy issues, linking pages and site hierarchy, background colors, using tables, working with images, adding content, posting and maintaining your site, de-bugging pages, and working with sound files, image maps and password protection.

Instructor: Keith Zamudio**Target audience: K-12 educators****Moodle Training for Teachers and Administrators**

Credit/Fees: 3 credits, APU EDUC 59757 / \$390

Dates: Eight weekly video-conference sessions on Wednesdays from 4:30 p.m.-7:30 p.m., February 23 - April 20.

Learn about the creation and operation of a Moodle course management system. Weekly video conferences with online assignments and projects reinforce skills learned in each week's lessons. Participants will learn by creating content and projects that relate directly to their jobs and needs.

Instructor: Chick Beckley**Target audience: K-12 educators with access to video-conferencing equipment**

Engaging All Students

10

Attention Deficit Disorder

Credit/Fee: 2 credits, APU EDUC 59709 / \$280

Instructor: Mick Jackson, VESi

Target Audience: K-12 Educators

Autism & Aspergers Disorders

Credit/Fee: 2 credits, APU EDUC 59708 / \$280

Instructor: Marrea Winnega, VESi

Target Audience: K-12 Educators

Advanced Classroom Management: Children as Change Agents

Credit/Fee: 2 credits, APU EDUC 59725 / \$280

Instructor: Joe Kaplan, VESi

Target Audience: K-12 Educators

Behavior is Language: Strategies for Managing Disruptive Behavior

Credit/Fee: 3 credits, APU EDUC 59710 / \$375

Instructor: Mick Jackson, VESi

Target Audience: K-12 Educators

Child Abuse: Working with Abused and Neglected Children

Credit/Fee: 2 credits, APU EDUC 59716 / \$280

Instructor: Joan S. Halverstadt, MS/ED, VESi

Target Audience: K-12 Educators

Educational Assessment: Assessing Student Learning in the Classroom

Credit/Fee: 2 credits, APU EDUC 59726 / \$280

Instructor: Dr. A.N. (Bob) Pillay, VESi

Target Audience: K-12 Educators

Humor in the Classroom

Credit/Fees: 2 credits, APU EDUC 59772 / \$280

Instructor: Dan Sparkman

Target audience: K-12 educators

Implementation of Alaska State Standard Lessons In Reading and Math

Credit/Fees: 3 credits, APU EDUC 59722 / \$305

Instructor: Debbie Sommers-Bontrager, co-writer and creator of the Alaska Reading and Math State Standard Lessons

Target: Audience: K-9 Teachers

Learning Disabilities: Practical Information for Classroom Teachers

Credit/Fee: 2 credits, APU EDUC 59745 / \$280

Instructor: Bob Pillay, VESi

Target Audience: K-12 Educators

Talented and Gifted: Working with High Achievers

Credit/Fee: 2 credits, APU EDUC 59721 / \$280

Instructor: Dr. Pat Bentley, VESi

Target Audience: K-12 Educators

The Traumatized Child: Effects of Stress and Trauma on Student Learning

Credit/Fee: 2 credits, APU EDUC 59720 / \$280

Instructor: Joan Halverstadt, VESi

Target Audience: K-12 Educators

Teaching Diversity: Influences and Issues in the Classroom

Credit/Fee: 2 credits, APU EDUC 59766 / \$280

Instructor: Karen Lea, VESi

Target Audience: K-12 Educators

Inclusion: Working with Special Needs Students in Mainstream Classrooms

Credit/Fee: 2 credits, APU EDUC 59760 / \$280

Instructor: Dr. Florah Luseno, VESi

Target Audience: K-12 Educators

Visit our website www.asdn.org and click on "Distance Education" to see the complete descriptions for these courses.

All classes are posted on ASD's My Learning Plan (set search date back to 2010 to view classes in MLP).

All courses on this page



New! Spring Leadership Retreat

Evaluating Teacher Effectiveness: Trends and Issues

with Dr. Al Bertani



Date: April 15, 2011 Time: 8:30 a.m. - 4:00 p.m.

Location: Anchorage Downtown Marriott Hotel, Anchorage

Cost: \$150 for ASDN members, \$125 for groups of 5 or more, \$50 for RAPPS Districts, \$250 for all others

Improving student learning and public education outcomes in the United States is heavily reliant on improving teacher quality. There is a growing consensus among practitioners, policy makers, and the general public that the most direct and promising strategy for accomplishing our learning goals is to improve teacher quality. Multiple research studies have identified the quality of the teacher as the single most important factor in improving student learning and public education outcomes.

Across the United States, teacher effectiveness and teacher quality are hot topics with a number of states making significant changes in their policies and procedures regarding teacher evaluation. This workshop will explore the current trends and issues in evaluating teacher effectiveness.

Workshop objectives include:

- Identifying the components of high quality instruction that produce learning results drawing on personal and professional experiences of participants working in classrooms and schools.
- Examining leading teacher evaluation frameworks including the Framework for Teaching by Charlotte Danielson, i-Observation by Robert Marzano, and The Skillful Teacher by Jon Saphier.
- Analyzing trends and issues reflected in policy and procedural changes regarding teacher evaluation across the United States.
- Discussing implications of these trends and issues for local district and state-level policies and procedures in Alaska.

Target Audience: Site administrators, teacher leaders and central office administrators

Dr. Bertani serves as a Senior Consultant to the Alaska Staff Development Network and a number of other organizations, including the Innovation Unit in London, England. His work focuses on: leadership and organization development; professional learning; large-scale change; strategic and policy planning and development. During his thirty-eight years in education, he divided his career between working in public schools and higher education having served as a classroom teacher, principal, assistant superintendent, college professor, university administrator, and senior research associate.

Alaska Staff Development Network 23rd Annual Organizational Representatives Meeting

Date: Thursday, April 14, 2010 from 8:00 am - Noon

Location: Captain Cook Hotel, Anchorage

Cost: No charge, please register online

Join Us!

The Alaska Staff Development Network is a statewide partnership that provided almost 4,000 Alaska educators with face-to-face training and distance learning classes last year. Our mission is to improve student achievement by providing research-based professional development programs for Alaska's teachers and school administrators.

Please join us for our 23rd annual meeting. Help develop our 2011-2012 priorities and provide input for our upcoming programs. Hear about the latest statewide and national developments in professional development, school improvement, and distance learning. Our annual meeting is also a great opportunity to network with your colleagues from all over the state.

Target Audience: professional association leaders, central office administrators, EED staff and university representatives



Alaska Staff Development Network
Spring 2011

More information on our website
www.asdn.org