COURSE PROPOSALS

All Professional Development Course proposals for 2020-21 are due by Tuesday, April 7, 2020. Please feel free to submit a proposal for approval at any time prior to this date. More information and forms can be found on the District website.
The District Staff Development Committee is pleased to offer a variety of Professional Development opportunities to certified staff members during the 2019-20 school year. Professional Development Hours (PDHs) can only be earned based on actual hours of participation. Please note registration deadlines and feel free to contact instructors directly for more information.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:
www.champaignschools.org/bcc

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**Level up! Advanced Google Certified Educator (Level 2) | 16**

**Professional Development Hours**
Instructor: Matt Sly

**Date:** Face-to-Face Sessions on February 11 and April 21, 2020 (+14 online hours-TBD)
**Time:** Face-to-Face Sessions 4:00PM-5:00PM
**Location:** Windsor Administrative Center
**Registration deadline:** February 6, 2020
**Intended for:** K-12

PLEASE NOTE: This is a blended learning course, with some work completed online and some face-to-face.

Do you feel confident using Google, but suspect there are ways you could be doing more with students & teachers? Are you seen as someone who knows Google and serves as to support colleagues? Then you are ready to Level Up and become a Google Educator Level 2! Participants in this course will focus on (1) facilitating and inspiring student learning and creativity, (2) engaging in professional growth and leadership, (3) unleashing the power of student-directed learning, and (4) increasing efficiency and saving time in your work. Participants will leave this class ready to take the Level 2 exam and join educational leaders across the country and set themselves apart as an advanced Google Educator. This course would be best suited for educators who have completed the Google Level 1 course OR those who feel confident in using Google on a regular basis. Participants will have the Google Certified Educator - Level 2 test provided at no cost as a part of this course, a $25 value!

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**Therapeutic Crisis Intervention (TCI): Full Training | 32 Professional Development Hours**
Instructor: TCI Certified Trainers - Deborah Beranek, Lauren Brewer, Rick Carr, Nicole Kinkleer, Andy O’Neil, Rebecca Ramey, and Emily Tira

**Date:** May 27-29 and June 1-2, 2020
**Time:** 8:00AM-4:00PM
**Location:** Windsor Administrative Center
**Registration deadline:** May 21, 2020
**Intended for:** K-12

The aim of Therapeutic Crisis Intervention (TCI) is to reduce or eliminate the need for physical intervention and to provide school staff with the skills and knowledge necessary so that they can become the catalyst through which young people change old habits, destructive responses, and maladaptive behavior patterns. It is designed to provide the skills, knowledge, and confidence school staff need in order to deal with students in crisis. TCI teaches behavior management, de-escalation, and physical intervention to help manage crisis situations. This course requires written and physical testing in order to attain certification.
Creating Equity of Voice in the Learning Space | 8 Professional Development Hours
Instructor: Ben Kelly

**Date:** January 21, February 4, February 18, and March 3, 2020  
**Time:** 4:00PM-6:00PM  
**Location:** Windsor Administrative Center  
**Registration deadline:** January 16, 2020  
**Intended for:** K-12

Do you hear the voice of a few students and not any others? Do you wish you can engage in conversations with more of your students, so that you can know what they know? In this course, teachers will interact with 2 specific digital tools (Pear Deck and Flipgrid) that are designed to engage students in inquiry-based activities. Participants will learn strategies and utilize tools that encourage equitable voice, provide opportunities to design learning activities, implement them with their classes, and reflect on the implementations to perfect practice. Participants will need only basic computer skills and to bring a device with them to classes.

Aquatic Wild and Project Wild Training | 8 Professional Development Hours
Instructor: Heidi Bjerke

**Date:** February 5, 12, 19, 26, 2020  
**Time:** 4:00PM-6:00PM  
**Location:** Jefferson Middle School Library  
**Registration deadline:** January 30, 2020  
**Intended for:** K-12

Aquatic Wild and Project Wild. Educators are responsible for equipping learners with the skills and knowledge necessary to assess and evaluate information upon which sound judgments can be made. Project WILD and Aquatic WILD provide the tools to help educators teach students the skills needed for being responsible stewards of our Earth. Project WILD is an interdisciplinary conservation and environmental education program emphasizing wildlife. Aquatic WILD serves as an invitation to explore and understand the fascinating world of water and the aquatic habitats that it supports. Appropriate for all teachers k-12.

Positive Behavior Facilitation (PBF) Overview | 8 Professional Development Hours
Instructor: PBF Certified Trainers - Kaleb Carter, Carolyn Kodes, Suzanne Meislahn, Orlando Thomas, Katina Wilcher

**Date:** August 22, 2019 (Session A) | August 27, 2019 (Session B) | November 7, 2019 (Session C) | January 7, 2020 (Session D) | April 27, 2020 (Session E)  
**Time:** 8:00AM-3:30PM  
**Location:** Windsor Administrative Center  
(plus Nov. 7—Mellon North Conference Room)  
**Registration deadline:** August 15, 2019 (Session A) | August 22, 2019 (Session B) | October 31, 2019 (Session C) | December 31, 2019 (Session D) | April 23, 2020 (Session E)  
**Intended for:** K-12

This eight-hour overview examines the necessary components for supporting children in the demonstration of positive behavior. A comprehensive research-based continuum is presented including the mastery of behavior management techniques through the skills necessary for encouraging self-supportive behaviors in children. Participants will be able to describe and utilize the six (6) tools of Positive Behavior Facilitation (PBF): Awareness and Management of Self, Knowledge of the Dynamics of Conflict, Healing Environment, Understanding the Differences between Behavior Management and Behavioral Change, Surface Behavior Management Techniques, and Effective Communication.

Create a Vibrant Equitable Learning Culture for your students while engaging in a Community of Practice that utilizes Action Research | 16 Professional Development Hours
Instructor: Polly Hill

**Date:** August 28, September 11, October 30, November 20, 2019, January 22, February 19, April 22, and May 13, 2020  
**Time:** 4:00PM-6:00PM  
**Location:** Windsor Administrative Center  
**Registration deadline:** August 22, 2019  
**Intended for:** K-8

K-8 Teachers will engage in exploring current research around culturally responsive classroom strategies that support a vibrant equitable learning environment that engages all students. This course is designed for teachers who are interested in having a voice in how they engage in a community of practice inquiry cycle revolving around responsive classroom strategies. Teachers will have the opportunity to read current articles, participate in teacher-led panels and network with colleagues around self-selected topics to engage all students in a culturally responsive way. Community of Practice group work will follow the action research inquiry cycle as shown below. This work can stem from a variety of current research.

**Action Research Inquiry Cycle:**
- Notice and pose a question related to one’s teaching
- Refine the question with literature and professional resources
- Construct a plan to act and study the question
- Collect and analyze data
- Compile and share your findings
- Identify a new question and direction for practice challenge and further study
Mindful Teacher, Mindful Kids  |  18 Professional Development Hours
Instructor: The Mindful Teacher Foundation—Suzanne Loechl and Carissa Kemna

Date:  September 4, 11, October 2, 9, 16, 30, November 6, 13, 20, December 4, 11, 2019
Time:  4:15PM-5:45PM
Location:  Quaker Meetinghouse, 1904 E. Main St., Urbana, IL 61820
Registration deadline:  August 29, 2019
Intended for:  All teachers and staff in Champaign Unit 4 and Urbana School District 116; enrollment is limited to 8 participants per district.

This course is a program of The Mindful Teacher Foundation (www.mindfulteacher.org), a nonprofit dedicated to providing mindfulness training for educators from preschool to high school. “Mindfulness” is deliberately paying attention to present-moment experience with an attitude of openness and curiosity. Studies show that mindfulness training can reduce stress, improve health and well-being, increase attention and focus, and help manage difficult emotions. Eighteen classroom hours plus assignments between sessions support participants in establishing a foundation in mindfulness practice. Each session is organized around a theme explored through inquiry and guided exercises. Between classes, participants complete reading assignments and practice along with guided audio recordings. As an experiential skills-based training grounded in present-moment awareness, mindfulness can be an effective support for Social-Emotional Learning (SEL), restorative justice practices, and other initiatives that benefit from cultivating attention, self-awareness, interpersonal skills, active listening, and working with challenging emotions.

Poor Students, Rich Teaching Book Study  |  10.5 Professional Development Hours
Instructor:  Amanda Miller and Stacey Storm

Date:  Face-To-Face Sessions on September 11, October 16, November 6, and December 4, 2019, Online Sessions on October 9, 23, and November 20, 2019
Time:  Face-To-Face Sessions 3:45PM-5:15PM
Location:  Stratton Elementary School Library
Registration deadline:  September 5, 2019
Intended for:  K-12

PLEASE NOTE: This is a blended course. Some sessions will be face-to-face meetings, while other work will be completed independently.

Poverty, Trauma, Mindset, Climate, Achievement, Relationships.

We hear these buzzwords in education every day. During this book study we will explore four fresh mindsets to effect change, help students see achievement as a reachable target, create welcoming classrooms, and engage students for success. Do you want to become a richer teacher? Are you ready to open the door to change? Join us on a new journey and choose change.

Therapeutic Crisis Intervention (TCI): Refresher Training  |  8
Professional Development Hours
Instructor:  Deborah Beranek, Lauren Brewer, Rick Carr, Nicole Kinkleer, Andy O’Neil, Rebecca Ramey, and Emily Tira

Date:  October 16 and 17, 2019 (Session A) | October 19, 2019 (Session B) | January 9 and 16, 2020 (Session C) | February 22, 2020 (Session D) | March 3 and 4, 2020 (Session E) | April 28 and 29, 2020 (Session F) | May 9, 2020 (Session G)
Time:  4:00PM-8:00PM (Sessions A, C, E, F) | 8:00AM-4:00PM (Sessions B, D, G)
Location:  Windsor Administrative Center (except April 28 & 29—Mellon Board Room)
Registration deadline:  October 10, 2019 (Session A and B) | January 2, 2020 (Session C) | February 13, 2020 (Session D) | February 27, 2020 (Session E) | April 23, 2020 (Session F) | April 30, 2020 (Session G)
Intended for:  K-12

The aim of Therapeutic Crisis Intervention (TCI) is to reduce or eliminate the need for physical intervention and to provide school staff with the skills and knowledge necessary so that they can become the catalyst through which young people change old habits, destructive responses, and maladaptive behavior patterns. It is designed to provide the skills, knowledge, and confidence school staff need in order to deal with students in crisis. TCI teaches behavior management, de-escalation, and physical intervention to help manage crisis situations. The refresher course allows participants to maintain certification in TCI and is only open to staff members who have completed the TCI Full Training.

Running Records: How to Administer Them and What To Do Next  |  12
Professional Development Hours
Instructor:  Christina Compiseno, Beth Koplinski, and Amy Jenkins

Date:  November 7 and 14, 2019, February 6 and 13, 2020
Time:  3:30PM-6:30PM
Location:  Stratton Elementary School Library
Registration deadline:  October 31, 2019
Intended for:  K-5

This course will cover how to administer a running record and what to do with that information. Come and learn how to effectively take and analyze running records and use running records to drive your guided reading lesson. You will learn how to identify that just-right teaching point and what prompts and actions to use to support your students reading development.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:
www.champaignschools.org/bcc
The focus of this course is the Functional Behavior Assessment (FBA) process. Participants will learn and discuss the purpose and best practices in selecting and working with team members; they will then go through the process. The course will be interactive with instruction and time for application. Specific tools will be introduced: the BOSS to collect time on task data, ABC form to collect anecdotal data, and the Functional Assessment Observation Form. Participants will have an opportunity to observe and use the forms to collect data. There will be segments of instruction on each part of the FBA/Behavior Intervention Plan (BIP), then time to use the data collected to complete the FBA/BIP. There will be specific practice on writing Target Behaviors, Hypotheses of Behavior, and Replacement Behaviors. The goal would be for the participants to be able to write effective FBA/BIPs and design data collection systems after taking the training.

Education Through Music | 32 Professional Development Hours
Instructor: Richards Institute Staff

Date: October 17, 18 and 19, 2019, February 8, March 5, 6, 7, April 16, 17 and 18, 2020
Time: 4:00-7:00PM (weekdays) | 8:30AM-12:30PM (Saturdays)
Location: Robeson Elementary School
Registration deadline: October 10, 2019
Intended for: K-2

PLEASE NOTE: There is a $100 fee for this course, payable to The Richards Institute on October 17, 2019.

Education Through Music is a study of the process of teaching and learning through song and play. The ETM approach fosters children’s cognitive, linguistic, musical, and social development. Course participants will learn around 30 English-language folk songs and study the most effective application of these, considering the age and developmental stage of the children. There will be an introduction to the structure of the brain and it’s development, with connection to stabilizing the emotional systems of the child and making meaning symbol in music and literacy.

Differentiation and the Brain—Supporting a Learning Friendly Environment | 8 Professional Development Hours
Instructor: Kyle Sondgeroth and Carol Wood

Date: September 10, 15, 20, November 12, 17, December 10, 2019
Time: 3:45PM-5:45PM
Location: Westview Elementary School
Registration deadline: September 5, 2019
Intended for: K-12

Differentiation is a critical expectation in today’s classrooms. Teachers are being asked to reach a broader range of students on a daily basis. But what does that look like and how can neuroscience help us decide which curricular, instructional, and assessment choices are likely to be more effective than others? In this course, teachers will gain knowledge of the groundwork necessary for differentiation to succeed. There will be a focus on how larger teaching elements – curriculum, assessment, classroom environment – need to be shaped to truly support differentiation.

The course will be grounded in the 2018 Carol Ann Tomlinson book Differentiation And The Brain: How Neuroscience Supports The Learner Friendly Classroom. This book examines the basic principles of differentiation in light of what the current research on educational neuroscience reveals. This research offers information and insights that can help educators decide how to make teaching and manage differentiated classrooms without imposing additional heavy burdens on teachers.

Join us as we learn how to teach differently and smarter, not harder!

Emotion Drives Cognition: How to apply SEL strategies to increase academic and behavior outcomes | 16 Professional Development Hours
Instructor: Rachael Johnson

Date: September 10, 24, October 8, 22, November 5, 19, December 13, 2019 (Session 1) | January 14, 28, February 11, 25, 2020 (Session 2)
Time: 3:45PM-5:45PM
Location: Westview Elementary School
Registration deadline: September 5, 2019
Intended for: K-12

Social emotional learning is so much more than fostering strong relationships. It’s all about Maslow before Bloom! Step outside of the reward/consequence systems by teaching students the skills needed to take control of their learning. Neuroscience shows us that emotions drive cognition, Participants will develop a foundational understanding of how structured SEL skill instruction is key to helping every child learn and grow to their full potential. In these sessions we will analyze the spectrum of SEL centered philosophies like trauma informed and restorative practices, mindfulness, and growth mindset through an equity lens and discuss concrete ways to embed explicit SEL skill instruction into all subject matter and environments. Building a strong model culture amongst adults that addresses empathetic distress while building capacity to effectively apply multiple strategies in the classroom. Participants will walk away from each session with practical responsive plans to address individual and classroom needs.
Using Culturally Responsive Teaching and Social Emotional Learning to Reach and Teach All Students | 8 Professional Development Hours
Instructor: Jennifer Tee, Amy Lybarger, and Jacquelyn Douglas

Date: September 18, October 2, 16, 30, 2019
Time: 3:45PM-5:45PM
Location: Garden Hills Elementary
Registration deadline: September 12, 2019
Intended for: PreK-5th, School Support Personnel, Interventionists, Instructional Coaches, and ESL Teachers

This course is based off Zaretta Hammond’s book Culturally Responsive Teaching and the Brain and her Ready 4 Rigor framework. “By looking through the lens of neuroscience, Hammond shows us how the brain responds to various teaching approaches and learning environments, and helps us understand why, despite our best efforts, many students simply haven’t responded to the kinds of interventions many schools put in place for them.” Through this course, staff and teachers will gain a better understanding of their own cultural lens and how it influences their practice. They will gain an understanding of how their students’ cultural lenses impacts the way they learn. Participants will learn how both of these work together to impact climate, teaching, and learning in the classroom. Participants will also gain a better understanding of culturally responsive practices and social-emotional learning and how to apply it, in order to increase engagement and rigor of all students.

The Google Certified Educator (Level 1) | 16 Professional Development Hours
Instructor: Matt Sly

Date: Face-To-Face Sessions on September 17 and November 19, 2019 (+14 online hours - TBD) (Session 1) | Face-To-Face Sessions February 27 and April 30, 2020 (+14 online hours - TBD) (Session 2)
Time: Face-To-Face Sessions 4:00PM-5:00PM
Location: Windsor Administrative Center
Registration deadline: September 12, 2019 (Session 1) | February 20, 2020 (Session 2)
Intended for: K-12

PLEASE NOTE: This is a blended learning course, with some work completed online and some face-to-face.

You use Google tools every day, but are you making the most of them? Are there Google tools or features you wish you knew more about, but haven’t taken the time or had the support you needed? Then this course is for you! This course will provide an educator’s guide to using Google to work with students effectively and efficiently. It will focus on: (1) facilitating and inspiring student learning and creativity, (2) engaging in the use of G Suite tools professionally, and (3) increasing your efficiency and saving time as you work. Participants will leave the course with a greater understanding of Google as it is used in education, covering topics such as classroom organization and efficiency, measuring progress, collaboration, communications, digital citizenship and more. By the end of this course, participants will be advanced Google users and ready to take the Google Certified Educator - Level 1 assessment. Participants will have the Google Certified Educator - Level 1 test provided at no cost as a part of this course.

Discrete Trial Training | 4 Professional Development Hours
Instructor: Lauren Brewer and Emily Tira

Date: October 3, 2019 (Session 1) | February 1, 2020 (Session 2)
Time: 4:00PM-8:00PM (Session 1) | 8:00AM-12:00PM (Session 2)
Location: Windsor Administrative Center
Registration deadline: September 26, 2019 (Session 1) | January 23, 2020 (Session 2)
Intended for: PreK-12

Discrete Trial training is one of the 27 identified evidence-based practices for students with Autism. This course will allow teachers the time to practice and ask questions regarding discrete trial training so they are able to implement the program with fidelity, including daily data collection and building in student motivation. When teachers have students who are “stuck” and aren’t moving forward in their programming or are still reliant on adult support to complete daily routines, teachers will have a strategy to help intervene and teach students new skills, in small, discrete steps.

After learning the content of each of the 5 basic DT strategies, participants will watch videos of other people completing the steps and then will have the opportunity to be both the student and the instructor to practice implementing a variety of DT programs, as if they were in the classroom. Instructors will provide immediate feedback on their performance during these practice sessions to ensure everybody can complete the current step with fidelity. Participants will leave the training with a packet of all needed materials and the confidence to implement DT within their classrooms.

Growing up Wild Training | 8 Professional Development Hours
Instructor: Heidi Bjerke

Date: October 8, 15, 22, and 29, 2019
Time: 4:00PM-6:00PM
Location: Jefferson Middle School
Registration deadline: October 3, 2019
Intended for: K-2

Growing up Wild - For PreK-2nd Teachers, a nature-based early childhood program designed to build young children’s sense of wonder about nature as they are invited to explore wildlife and the world around them.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE: www.champaignschools.org/bcc