



STAFF DEVELOPMENT COMMITTEE

2017.2018

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BOTTENFIELD ELEMENTARY
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STRATTON ELEMENTARY
WESTVIEW ELEMENTARY
EDISON MIDDLE SCHOOL
FRANKLIN MIDDLE SCHOOL
JEFFERSON MIDDLE SCHOOL
CENTRAL HIGH SCHOOL
NOVAK ACADEMY
COLUMBIA BUILDING
CFT
TEACHING AND LEARNING
DEPUTY SUPERINTENDENT

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Zach Craven
Lindsay Polarek
Randi Wenzel
Jill Flodstrom
Lisa Milkereit
Matt Sly
Laura Taylor

2018
2019

Professional Development Courses

COURSE PROPOSALS

All Professional Development Course proposals for 2019-20 are due by **Tuesday, April 2, 2019**. 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.

2018
2019

Professional Development Courses

The District Staff Development Committee is pleased to offer a variety of Professional Development opportunities to certified staff members during the 2018-19 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

Therapeutic Crisis Intervention (TCI): Full Training | 32 Professional Development Hours
Instructor: TCI Certified Trainers - Deborah Beranek, Rick Carr, Dr. Elizabeth deGruy, Sae Han Park, Tish Stanner

Date: TBD (June 2019)
Time: 8:00AM-4:00PM
Location: TBD
Registration deadline: TBD
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.

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

Date: November 1, 2, 3, 2018 | February 2, 28, March 1, 2, April 11, 12, 13, 2019
Time: 4:00-7:00PM (weekdays) | 8:30AM-12:30PM (Saturdays)
Location: Robeson Elementary School
Registration deadline: September 13, 2018
Intended for: PreK-8

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 its development, with connection to stabilizing the emotional systems of the child and making meaning of symbol in music and literacy.

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

Language Diversity in School and Society | 10 Professional

Development Hours

Instructor: Scott Filkins, Veronica Thompson

Date: March 26, April 9, 23, May 7, 21, 2019

Time: 4:00-6:00PM

Location: Central High School

Registration deadline: March 14, 2019

Intended for: K-12

This course is designed to help teachers become more aware of their students as complex language users and to build an understanding of how institutions such as school can serve to build and respect language diversity or to participate in its derision and erasure. To that end, the course will familiarize teachers with key concepts in linguistics/sociolinguistics, with a specific focus on language diversity in the US, including varieties of English and languages other than English. Key understandings include the multiple views of language (as symbolic system, as communicative tool, as ideological marker); the inseparability of language, identity, and culture; the myth of the superiority of "Standard English"; and the need for linguistic dexterity/flexibility in the 21st century. The course will engage participants in readings and discussions as well as panels of students/graduates who will share their perspectives as language users in our schools.

Challenging Segregation: Towards a Pedagogy of Place to Disrupt

Segregated Cities | 8 Professional Development Hours

Instructor: Ken Salo, Urban and Regional Planning at the University of Illinois

Date: TBD

Time: TBD

Location: TBD

Registration deadline: TBD

Intended for: K-12

This course will help teachers develop a "pedagogy of place" alert to the resurgent struggles of racialized urban poor residents for territory and identity against resurgent urban redevelopment projects that are dislocating and disrupting their everyday lives. Theoretically, we will argue for a pedagogy that recognizes the dialectical interplay between place/space and (student) consciousness. Practically, we will walk and explore online historical archives to document changes in the neighborhood of a familiar school and offer an alternate "space/place-centric" perspective on how education could challenge the toxic relation between racially segregated places and racialized consciousness.

S.O.S.S.: Supporting Our Striving Readers with Reading Recovery

Strategies | 16 Professional Development Hours

Instructor: Angela Kleber, Stacey Storm

Date: September 5, 12, October 24, 31, November 7, 28, December 5, 19, 2018

(Session A) | January 9, February 6, 20, March 6, 13, April 10, 24, May 8, 2019

(Session B)

Time: 3:45-5:45PM

Location: Stratton Elementary School

Registration deadline: August 30, 2018

Intended for: PreK-5

Do you have striving students in reading and writing that you just can't seem to reach? This class is designed for teachers who are comfortable with the Jan framework for guided reading but want to dig deeper and learn how to use strategies from Reading Recovery to meet the needs of students who you have yet to find "what works." As part of this course you will walk away with resource texts, share your teaching with others and receive feedback, and work with colleagues to develop your practice. Class size is limited to 20, so sign up early. The Observation Survey Professional Development class offered in the summer is highly recommended.

Mindful Teacher, Mindful Kids | 18 Professional Development Hours

Instructor: Suzanne Loechl and Carissa Kemna, The Mindful Teacher Foundation

Date: September 5, 12, 26, October 3, 10, 17, 24, 31, November 7, 14, 28, December 5, 2018

Time: 4:15-5:45PM

Location: Quaker Meetinghouse | 1904 E Main Street

Registration deadline: August 30, 2018

Intended for: All teachers and staff in Champaign Unit 4 and Urbana School District 116; enrollment is limited to 8 participants per district.

"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. This course is a program of The Mindful Teacher Foundation (www.mindfulteacher.org), a nonprofit dedicated to providing mindfulness training for the benefit of teachers and students in our local schools. In this course, participants establish a foundation in mindfulness practice. Each class is organized around a theme explored through inquiry and guided exercises. Between classes, participants listen to audio guided meditations to support daily practice and reflection. Participants also learn how to bring these skills into the classroom. Mindfulness training 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 thoughts and emotions.

Running Records: How to Administer Them and What to Do Next |

10 Professional Development Hours

Instructor: Christina Compiseno, Beth Koplinski

Date: September 6, 13, 20, November 1, 8, 2018

Time: 3:45-5:45PM

Location: Stratton Elementary School

Registration deadline: August 30, 2018

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.

Shift This! A Book Study About Implementing Gradual Changes for Massive Impact in Your Classroom | 8 Professional Development Hours

Instructor: Matt Sly

Date: Face-to-Face Sessions on September 6 and October 10, 2018 (6 online hours TBD)

Time: Face-to-Face Sessions 3:45-4:45 PM

Location: Jefferson Middle School

Registration deadline: August 30, 2018

Intended for: K-12

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

Ready to make some changes in your work, this course is for you! Participants will explore the book *Shift This! How to Implement Gradual Changes for Massive Impact in Your Classroom* (Joy Kirr) looking at the work of change across a variety of topics including: questions of reflection, the classroom environment, classwork, homework, grading, social media, student directed learning, and dealing with resistance. The class will be constructed around teachers identifying a problem of practice for themselves using the question "What's a problem you see in your classroom and how can you begin solving it today?" They will then begin to explore how they can make shifts (starting from small and growing in scope) that can address the identified problem. Participants will receive a copy of *Shift This!* as a part of this course.

The Future Ready Classroom | 16 Professional Development Hours

Instructor: Matt Sly

Date: Face-to-Face Sessions on February 28 and May 16, 2019 (13 online hours TBD)

Time: Face-to-Face Sessions 3:45-5:15 PM

Location: Windsor Administrative Center

Registration deadline: February 21, 2019

Intended for: K-12

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

With every year, changes in our world can make the gap between the past and the future of schools feel enormous. Is your classroom "future ready"? Participants in this course will explore the concept of making digital age skills and a future ready mindset a greater focus of the work with student learning. They will explore how to make changes to their planning, instructional practices, and classroom environment to create their own future ready classroom. Following the practices laid out in the *Future Ready Challenge* (L. Robert Furman), participants will be challenged to implement new practices and reflect on those experiences. This course will also take the approach that making changes in teacher practice requires the creation of new habits as well as letting go of others. In this class, participants will be working toward developing the habits needed to create their future ready classrooms. Participants will receive a copy of the *Future Ready Challenge* as a part of this course.

Being a Trans Ally and Advocate in the Classroom | 8 Professional Development Hours

Instructor: Jen Hindes

Date: March 5, 7, 12, 26, 2019

Time: 4:00-6:00PM

Location: Mellon Board Room

Registration deadline: February 21, 2019

Intended for: K-12

This course arose in response to local and national discussion and to discrimination of the trans community. This current culture of fear and misunderstanding is dangerous and harmful to our students and our school communities. It is the role of teachers to teach all students and change the discussion of people from othering, hate, and fear to one of understanding, kindness, and celebrating. This course is for anyone who teaches grades K-12. This course will also help administrators who would like to know more about trans rights and how to advise others to be more inclusive. By the end of this course, participants will have tools and resources that will make classroom experiences more inclusive and not exclusive. Participants will be able to apply gender-neutral terms and more gender inclusive experiences into the classroom. Participants will also walk away with more supports for trans students including, laws, resources, and materials to support students.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

I Really Want to Write, But... | 16 Professional Development Hours

Instructor: Beth Koplinski, Amanda Miller, Stacey Storm

Date: January 29, February 5, 19, March 5, 12, April 16, 30, May 14, 2019

Time: 3:45-5:45PM

Location: Stratton Elementary School

Registration deadline: January 17, 2019

Intended for: K-2

I really want to write, but I can't find the time.

I really want to write, but it won't be sublime.

I really want to write, but teaching leaves me run down.

I really want to write, but putting pen to paper just gives me a meltdown.

I really want to write, but ideas are out of sight.

I am teaching writing, but I don't like to write!!!

Instead of saying "but I can't," just give writing a try.

Open your world up to the sky.

Because what can happen, you never know.

Sometimes a little change, can make big changes grow.

We want to encourage you to find the writer within, immerse yourself and your students in good books and plant the seeds of writing in your classroom. Together we will embark on a writing journey - exploring the craft of writing, immersing ourselves in reading like a writer, studying the value of illustrations, and constructing ways to enhance and elevate writing in our classrooms.

Supporting Students with Autism Spectrum Disorders | 8 Professional Development Hours

Instructor: Chasity Alexander, Erin Quarstrom

Date: February 6, 13, 20, 2019

Time: 4:00-6:00PM

Location: TBD + online

Registration deadline: January 31, 2019

Intended for: K-12

This course includes a basic overview of ASD and its core and associated deficits including a review of criteria for qualification for special education services and the assessments used to collect data. The bulk of the training focuses on building a learning community for students with ASD by addressing their anxiety, behavior, needed strategies and skills, communication, sensory, structural, and environmental supports. The strategies and supports presented are delineated as to whether they will be applicable in a general or special education classroom, or both. Opportunities to collaborate and create materials for specific students and situations are provided.

Course Requirements: Laptop/Chromebook, internet connection outside of class, access to Schoology, access to Google Hangout, and a webcam.

Course Structure: This will be a blended course delivered online through the (LMS) learning management system Schoology, as well as face-to-face collaborative meetings throughout the course. In Schoology, you will access online lessons, course materials, videos, and resources. At designated times throughout the course, we will participate in a blend of self-paced and group-paced activities using Schoology and alternative Internet-based tools.

Fostering Resilient Learners | 8 Professional Development Hours

Instructor: Kyle Sondgeroth, Carol Wood

Date: September 11, October 9, November 13, December 11, 2018

Time: 3:45-5:45PM

Location: Westview Elementary School

Registration deadline: September 6, 2018

Intended for: K-12

An urgent and growing issue - childhood trauma - is having a profound effect on teaching and learning. The current buzzwords "trauma informed" and "trauma sensitive" are being used frequently, but what does that really mean and how does that translate in our classrooms? Based on the book *Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom* by Kristin Souers and Pete Hall, this course will combine useful readings, rich discussions, practical activities, and reflective writings in order to grow our understanding of how trauma impacts our students and ways we can help students thrive. Ranging from understanding trauma and adverse childhood experiences to recognizing our core beliefs about learning and building relationships come learn with us as we better understand the importance of fostering the growth of resilient learners.

Next Generation Science Standards (NGSS): Engineering in Action | 8 Professional Development Hours

Instructor: Kristen Morris, Tatiana Stine

Date: September 11, October 23, November 13, December 11, 2018

Time: 4:00-6:00PM

Location: TBD

Registration deadline: September 6, 2018

Intended for: K-5

This course addresses several needs based on the Next Generation Science Standards (NGSS) including gaining knowledge about NGSS and the engineering design process, application of the standards, how to integrate the CCSS, and creating and conducting an open ended engineering design lesson. This course is designed to assist elementary teachers as they implement the science standards in their classroom. The course will expand their understanding of the performance expectations and engineering design standards, as well as how to integrate the CCSS into consistent science instruction. Teachers will develop new skill sets to include understanding of the new science standards, integration of engineering design, and CCSS alignment. A cache of lessons created during the course will be available as another resource in the implementation of the new science curriculum. This course will be a blend of face-to-face and online sessions.

Therapeutic Crisis Intervention (TCI): Refresher Training | 8

Professional Development Hours

Instructor: TCI Certified Trainers - Deborah Beranek, Rick Carr, Dr. Elizabeth deGruy, Sae Han Park, Tish Stanner

Date: September 11, 12, 2018 (Session A) | October 9, 10, 2018 (Session B) | February 23, 2019 (Session C) | March 9, 2019 (Session D) | April 16, 17, 2019 (Session E)

Time: 4:00-8:00PM (Session A, B, E) | 8:00AM-4:00PM (Session C, D)

Location: TBD

Registration deadline: September 6, 2018 (Session A) | October 4, 2018 (Session B) | February 14, 2019 (Session C) | February 21, 2019 (Session D) | April 11, 2019 (Session E)

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.

Youth-Positive Pedagogy: Beyond Stereotypes and Deficit Myths

About Adolescents | 8 Professional Development Hours

Instructor: Scott Filkins

Date: September 11, October 2, 16, November 6, 2018

Time: 4:00-6:00PM

Location: Central High School

Registration deadline: September 6, 2018

Intended for: 6-12

A dominant deficit view of adolescence asserts that the best thing teens can do is to stop being one. We seem to wish for time to slow down for ourselves and our small children, but we can't wait for teenagers to "grow up." What are the roots of these cultural views, and what effects do they have on the way we interact with our adolescent students - and the way they view themselves? This course invites middle and high school teachers to learn about adolescence from multiple perspectives (including sociology, psychology, anthropology, and education), with the goals of developing more positive, nuanced views of what it means to be a teen and considering how teachers and schools can better support teens in this important time of their lives. Participants will read about adolescence, share their understandings and experiences, and interview a teen to contribute to the group's growing understanding of adolescence.

Tactical Tech | 16 Professional Development Hours

Instructor: Mindy Dyson, Anders Flodstrom

Date: January 16, 30, February 13, 27, March 6, 27, April 10, 24, 2019

Time: 4:00-6:00PM

Location: South Side Elementary School

Registration deadline: January 10, 2019

Intended for: PreK-12

What would you give to have a personal assistant? Someone who could grade and group your students. Someone who could log behavioral and curriculum based data. Would your instruction be enhanced if you could make learning interactive and bring in experts from around the globe to talk about their fields? What if I told you that you didn't have to pay a dime to hire this assistant or write a grant to have these speakers in your classroom? During the course of this course we will show you technology that will allow you to outsource the mountains of data you gather to technology. Technology that has been tested in the field and is absolutely free to implement. Welcome your students to 21st century teaching. Welcome to the first day of the rest of your teaching career.

The Google Certified Teacher | 16 Professional Development Hours

Instructor: Matt Sly

Date: Face-to-Face Sessions on January 23 and March 28, 2019 (14 online hours TBD)

Time: Face-to-Face Sessions 3:45-4:45 PM

Location: Windsor Administrative Center

Registration deadline: January 17, 2019

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 everyday, but are you making the most of them? Are there tools you wish you knew more about, but haven't take the time or had the support you needed? 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 organizations 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.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

Behavior: Functional Assessment, Planning, and Data Collection | 8

Professional Development Hours

Instructor: Rick Carr, Suzanne Meislahn

Date: October 16, 18, 2018 (Session A) | February 5, 7, 2019 (Session B)

Time: 4:00-8:00PM

Location: TBD

Registration deadline: October 11, 2018 (Session A) | January 31, 2019 (Session B)

Intended for: K-12

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.

Positive Behavior Facilitation (PBF) | 32 Professional Development Hours

Instructor: PBF Certified Trainers - Kaleb Carter, Carolyn Kodes-Atkinson, Suzanne Meislahn, Ashley Robertson, Liza Thomas, Orlando Thomas, Katina Wilcher

Date: October 22, 23, 24, 31, November 1, 2018 (Session A) | April 2, 3, 4, 9, 10, 2019 (Session B)

Time: 8:00AM-3:30PM

Location: TBD

Registration deadline: October 11, 2018 (Session A) | March 14, 2019 (Session B)

Intended for: K-12

PLEASE NOTE: This course is being offered two times during 2018-19. You may only register for either Session A or Session B.

This 32-hour course 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.

Writing Beside Them: Growing and Learning as Writers | 16

Professional Development Hours

Instructor: Esther Im, Staci Ward

Date: September 13, October 4, 18, November 8, 29, December 13, 2018, January 16, 30, 2019

Time: 3:45-5:45PM

Location: International Prep Academy

Registration deadline: September 6, 2018

Intended for: 3-5

Think about the writing you did with your students today. Were they excited and inspired to write beyond the classroom? Were they so enthralled with their writing that they were disappointed when you had to make them stop? Did their writing take on a different shape as they revised and added dialogue or sensory details to make it come alive for the reader? What does their favorite author do that they'd like to try in their own writing? In this course, we'll explore the answers to these questions and more! We believe that we can unlock the power of writing by developing our own identities in a writing community. We're ready to stretch our writing muscles with practical strategies from well known writing scholars. So, come and let's discover ways to create authentic writing experiences throughout the school day in 3rd-5th grade classrooms!

Educational Considerations for Linguistically and Culturally Diverse Learners | 16 Professional Development Hours

Instructor: Jacqueline Hoke, Kiri Sowers

Date: September 18, October 9, November 13, 2018, January 15, February 5, March 5, April 9, 30, 2019

Time: 3:45-5:45PM

Location: International Prep Academy

Registration deadline: September 13, 2018

Intended for: ESL/Bilingual

Nos importa tu idioma. Ta langue est importante pour nous. 너의 언어는 우리에게 중요 하다. Ngôn ngữ của bạn rất quan trọng đối với chúng tôi. A' jun a language tu mero wal importante ayonon. لغتك مهمة بالنسبة لنا. Your language is important to us. Multilingual learners have notable assets and challenges that teachers must consider. Intensify your understanding of the educational considerations for linguistically and culturally diverse learners. EL/Bilingual/Dual teachers are invited to examine topics such as:

- Advocacy
- Social Emotional Support
- Cultural Competency
- Oracy
- Metalinguage
- Literacy
- Planning
- Assessment

A holistic approach with research based-practices in *Literacy Squared* will guide this course, targeting student's linguistic and content growth.

Bringing Restorative Justice Practices to the Classroom | 24

Professional Development Hours

Instructor: Jen Hindes, Lisa Riecks-Soucek

Date: September 22, 29, October 13, 20, 2018

Time: 9:00AM-3:00PM

Location: Champaign Public Library

Registration deadline: September 13, 2018

Intended for: 6-12

Looking for ways to build community and promote positive discipline that restores harm? In this course, teachers will explore Restorative Justice practices and language, including the incorporation of peace circles and instructional circles in the classroom. Over the course of these meetings, you will engage in and reflect on activities related to restorative justice practices. Our aim is to look at these practices and see how we can use them in our own classrooms to build our students' identities and academic successes. You will have time to reflect, bring materials, and apply more Restorative Justice practices and language to your classroom. Attendees will walk away understanding: circles, talking pieces, restorative justice practices, and materials to continue these practices.

Healing Solutions: Educator Course | 5 Professional Development

Hours

Instructor: Karen Simms

Date: September 22, 2018

Time: 9:30AM-3:30PM

Location: Champaign Public Library

Registration deadline: September 13, 2018

Intended for: K-12

As teachers and schools work to become more educated about trauma and compassionate schools, educators and organizations grow better when equipped with specific strategies for fulfilling such goals. This course enhances educators' basic understandings of trauma and focuses on skill-building strategies that can be used to successfully connect and engage with students in culturally responsive and trauma-informed ways. Educators will be taught specific skills that they can use to more effectively respond to the needs of their students. Such topics include:

- How to use motivational interviewing and effective communication to better connect with and motivate students.
- Why teachers need to practice self-care and self-support strategies as first steps to creating a safe and trauma-sensitive environment for their students.
- And, trauma informed resiliency and relationship building strategies.

The Innovative Teacher's Toolbox | 16 Professional Development

Hours

Instructor: Matt Sly

Date: Face-to-Face Sessions September 25 and November 14, 2018 (14 online hours TBD)

Time: Face-to-Face Sessions 4:00-5:00PM

Location: Jefferson Middle School

Registration deadline: September 13, 2018

Intended for: K-12

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

Participants in the course will learn about a wide variety of digital tools that are FREE to teachers to use with students including: classroom management, content focused tools, assessment and feedback for learning, creative applications, the learning process, shifting learning beyond the classroom walls, and video in the learning process. Participants will have an opportunity to apply these tools and add to their teacher's toolbox. In addition to understanding how these tools work, time will be dedicated to focusing on how these tools promote digital learning and engagement across all grade levels. Regardless of experience with technology, participants will be able to apply this learning with students and grow their own skills in this course. Participants will receive exclusive access to a set of digital tools as a part of this course.

Girls Matter: Effectively Educating Girls of Color in Culturally Responsive and Gender-Responsive Ways | 8 Professional

Development Hours

Instructor: Karen Simms

Date: October 10, 17, 18, 24, 2018

Time: 3:45-5:45PM

Location: Windsor Administrative Center

Registration deadline: October 4, 2018

Intended for: K-12

For the past decade, the needs of boys of color have been at the fore of public discourse in education. However, the needs of girls - especially girls of color - have largely been ignored in our schools. Generally, girls are succeeding; however, girls of color are being left behind. The behavioral manifestations of their distress are often expressed as anger, aggression, sadness, or disengagement. This course will discuss and explore the cultural, social, and historical factors that affect girls of color and contribute to risk factors and academic, social, emotional, and behavioral struggles. Most importantly, participants will learn what current research recommends to alleviate these concerns. Educators can do more to effectively address girls' needs in both culturally responsive and gender-responsive ways.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc