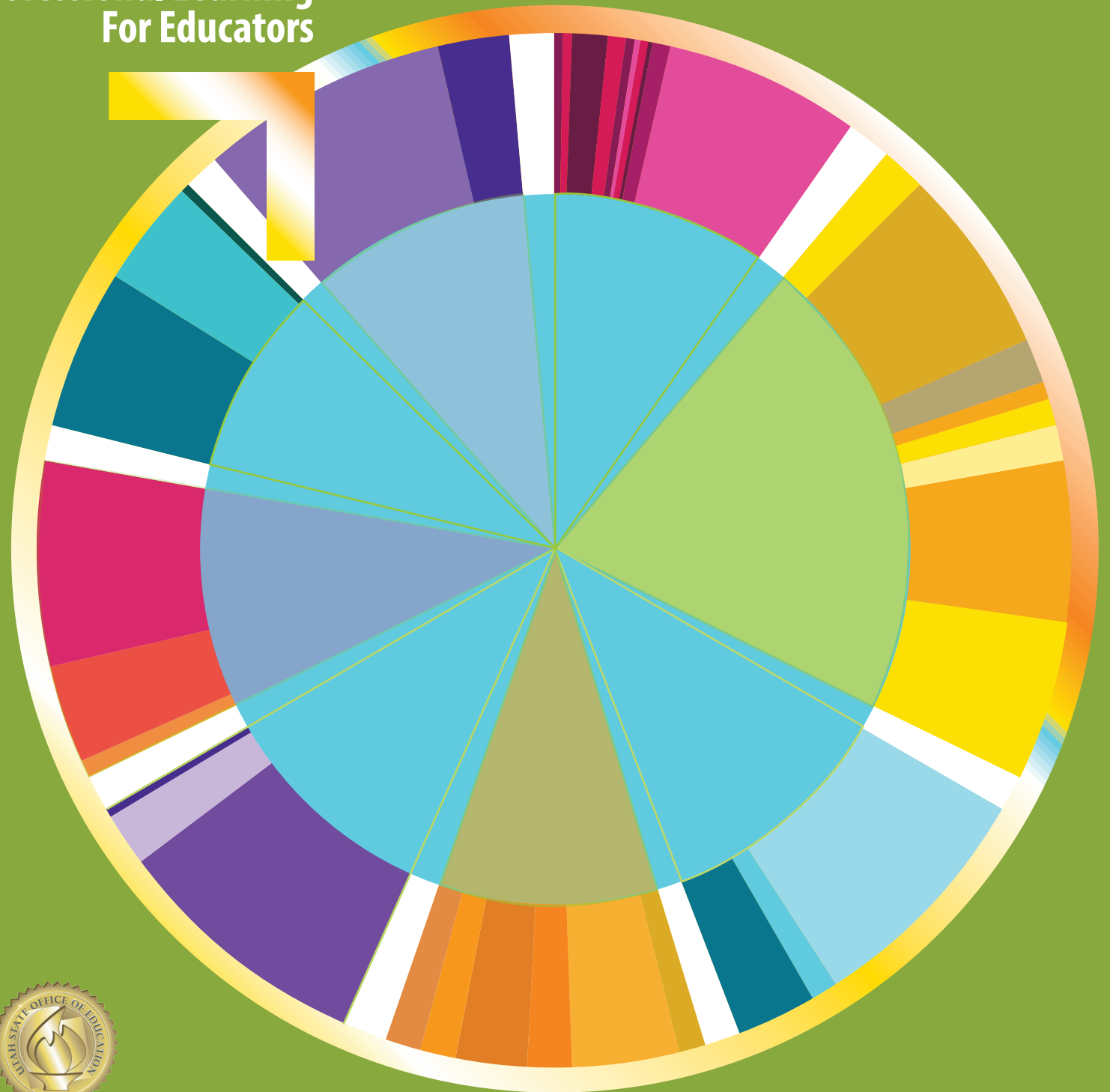


# 2016 SUMMER CATALOG

## Innovation in Professional Learning For Educators



Welcome to the Summer 2016 *Professional Learning Series* Course Catalog!

The Utah State of Education is offering a number of courses in various content areas to provide K-12 educators with opportunities to extend their professional learning. The Professional Learning Series will be primarily offered in an online interface via Utah Education Network (UEN). Interactive webinars, self-guided modules, and teacher-facilitated courses are available. Detailed course descriptions are provided to enable educators to make decisions that will best meet your professional learning needs. Prior to reviewing the course offerings, please familiarize yourself with the following details.

- Participants will be allowed to enroll in only **two** courses at a time. In our past experience, participants have had difficulty keeping up with coursework when enrolled in more than two courses, please limit your selections to two courses.
- Most courses will be offered on a recurring basis. This means that if the course you were interested in is full, or there are more than two courses that you are interested in taking, you may be able to take course during the next semester. If a course is over the enrollment capacity, there is a possibility that a second section may be offered. Participants will be notified if an additional section will be added. We will do our best to meet teacher demand, but funds are limited.
- If you enroll in a course that includes interactive webinars, you will most likely be required to have a working microphone to fully participate in the course. A webcam may also be required. When you receive your course invitation, if these are required, you will be notified.
- Courses that are worth two or more credits will have the option to either earn USOE credit for **FREE** or **SUU** credit for \$21 per credit. During the first week of the course, you will choose which option you would prefer.
- Courses will be available for registration **April 15<sup>th</sup>** via UEN. You can visit <http://www.uen.org/pls/> to register. Please note that most courses will be open to about 30 participants. You can expect to receive your course email invitation from UEN one week prior to the start of the course.

If you have questions, please contact the respective content specialist:

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<b>Social Studies K-12:</b> Robert Austin	<a href="mailto:Robert.austin@schools.utah.gov">Robert.austin@schools.utah.gov</a>
<b>Physical Education:</b> Linda Mayne	<a href="mailto:Linda.mayne@schools.utah.gov">Linda.mayne@schools.utah.gov</a>

# TABLE OF CONTENTS

<b>ENGLISH LANGUAGE ARTS</b>	<b>3</b>
<b>MATHEMATICS</b>	<b>10</b>
<b>SCIENCE</b>	<b>16</b>
<b>SOCIAL STUDIES</b>	<b>18</b>
<b>SPECIALTY AREAS</b>	
<b>PHYSICAL EDUCATION</b>	<b>22</b>

## Elementary English Language Arts (ELA)—Grades K-5

In general, participation in any of these courses will often include:

- Interactive, live webinars via Adobe Connect
- Self-guided modules
- Discussion board postings
- Course material readings
- 2-4 hours of work per module
- Classroom application assignments

### Phonemic Awareness: The Missing Link (Grades K-1)

In this course, we will learn the importance of phonemic awareness and how it is acquired, interpret children’s reading and spelling errors, and participate in a variety of language exercises in phonological and phoneme awareness. Teachers will learn effective, engaging strategies to develop students’ skills in phonemic awareness that will address the demands of the foundational skills in the Utah Core Standards. (1 USOE Credit)

<b>Start Date:</b> June 9 <b>End Date:</b> October 22 <b>Modules:</b> 5 <b>New Content Availability:</b> Monthly	<b>Webinar Dates/Times:</b> June 9, 4:30-5:30 pm July 14, 4:30-5:30 pm August 11, 4:30-5:30 pm September 8, 4:30-5:30 pm October 13, 4:30-5:30 pm
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**Co-Requisite:** Participants must have access to a classroom of students in grades K-1 to complete the assignments in the last 3 modules.

### Best Practices in Phonics (Grades K-1)

In this course, teachers will participate in four monthly modules to review the research showing the efficacy of phonics and best practices for grades K-1. Participants will be introduced to various evidence-based strategies and techniques to phonics instruction. Upon completion of this course, participants will have engaging and practical strategies to meet the foundational skills of the Utah Core Standards. (1 USOE Credit)

<b>Start Date:</b> May 12 <b>End Date:</b> July 7 <b>Modules:</b> 4 <b>New Content Availability:</b> Every 2 weeks	<b>Webinar Dates/Times:</b> May 12, 4:30-5:30 pm June 23, 4:30-5:30 pm
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**Co-Requisite:** Participants must have access to a classroom of students in grades K-1 to complete the assignments.

### Best Practices in Multisyllable Word Instruction (Grades 2-5)

Automatic word recognition is essential to reading and spelling success. In this course, we will examine syllable types, word structure, word origin, and the meaningful parts of words that can assist students in reading multisyllabic words with more automaticity. Instructional strategies and routines will be shared for teaching these principles to students in grades 2-5. (1 USOE Credit)

<b>Start Date:</b> May 16 <b>End Date:</b> June 20 (final assignments due June 26) <b>Modules:</b> 5 <b>New Content Availability:</b> Weekly	<b>Webinar Dates/Times:</b> May 16, 4:30-5:30 pm May 23, 4:30-5:30 pm June 6, 4:30-5:30 pm June 13, 4:30-5:30 pm June 20, 4:30-5:30 pm
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### Reading Fluency Matters! (Grades 2-5)

This course will address the effect of lack of reading fluency, its implications on comprehension, and how it goes beyond rate to include accuracy and prosody. The course will attend to the part fluency plays in reading development, how to identify reading problems related to fluency, and provide a variety of research-based techniques that can be used for addressing fluency in all three tiers of classroom instruction. Participants will learn instructional strategies that they can use with their students to address fluency as represented in the foundational skills of the Utah Core Standards. (1 USOE Credit)

<b>Start Date:</b> July 7th <b>End Date:</b> October 20 <b>Modules:</b> 5 <b>New Content Availability:</b> Every 3 weeks	<b>Webinar Dates/Times:</b> July 7, 4:30-5:30 July 28, 4:30-5:30 August 18, 4:30-5:30 September 8, 4:30-5:30 September 29, 4:30-5:30
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### Close Reading in Action (Grades K-1)

This course will provide detailed instructional practices for selecting texts for close reading, developing text dependent questions, and creating aligned speaking and writing tasks. Resources and tools will be provided to assist teachers in implementing close reading in their classroom. (2 USOE or SUU Credits)

<b>Start Date:</b> May 19 <b>End Date:</b> August 25 <b>Modules:</b> 8 <b>New Content Availability:</b> Every 2 weeks	<b>Webinar Times:</b> May 19, 4:30-5:30 Webinar July 14, 4:30-5:30 Webinar August 25, 4:30-5:30 Webinar
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**Co-Requisite:** Participants must have access to a classroom of students in grades K-1 to complete the assignments.

### Close Reading in Action (Grades 2-5)

This course will provide detailed instructional practices for selecting texts for close reading, developing text dependent questions, and creating aligned speaking and writing tasks. Resources and tools will be provided to assist teachers in implementing close reading in their classroom. (2 USOE or SUU Credits)

<b>Start Date:</b> June 14	<b>Webinar Dates/Times:</b>
<b>End Date:</b> September 13	June 14, 4:30-5:30
<b>Modules:</b> 7	July 12, 4:30-5:30
<b>New Content Availability:</b> Every 2 weeks	August 23, 4:30-5:30

**Co-Requisite:** Participants must have access to a classroom of students in grades 2-5 to complete the assignments.

### Writing from Sources (Grades K-5)

This course will focus on helping K-5 students to integrate information from texts into their writing. Instructional resources, exemplar writing tasks, and samples will be shared. Ties to the influence of handwriting fluency and instruction will be integrated. Informative and opinion writing types will be the focus. (2 USOE or SUU Credits)

<b>Start Date:</b> June 21	<b>Webinar Dates/Times:</b>
<b>End Date:</b> October 11	June 21, 4:30-5:30
<b>Modules:</b> 8	July 19, 4:30-5:30
<b>New Content Availability:</b> Every 2 weeks	August 30, 4:30-5:30

**Co-Requisite:** Participants must have access to a classroom of students in grades K-5 to complete the assignments.

### Self-Regulated Strategy Development (SRSD): Powerful Thinking for Powerful Writers (Grades 2-5)

How do you teach your students to think like skilled writers? If you have students who have a challenging time communicating their ideas through written composition, then come learn more about SRSD. This course will explore how to explicitly teach students the strategies they need to become self-regulated writers while promoting student ownership. The strategies of SRSD have the most significant impacts on student writing achievement available. (1 USOE Credit)

<b>Start Date:</b> Aug 4	<b>Webinar Dates/Times:</b>
<b>End Date:</b> Sept 29	August 4, 4:30-5:30
<b>Modules:</b> 5	September 1, 4:30-5:30
<b>New Content Availability:</b> Every 2 weeks	

**Co-Requisite:** Participants must have access to a classroom of students in grades 2-5 to complete the assignments.

## Aligning the Utah Core Standards with Developmentally Appropriate Practices (Grades K-1)

This course will support teachers in implementing the rigorous standards through the use of developmentally appropriate instructional strategies. Supports shared will help teachers scaffold rigorous instructional through developmentally appropriate instruction strategies in a developmentally appropriate learning environment. (2 USOE or SUU Credits)

<b>Start Date:</b> June 30 <b>End Date:</b> August 18 <b>Modules:</b> 8 <b>New Content Availability:</b> Weekly	<b>Webinar Dates/Times:</b> June 30, 4:30-5:30 pm July 28, 4:30-5:30 pm
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**Co-Requisite:** Participants must have access to a classroom of students in grades K-1 to complete the assignments.

## Best Practices in Reading Comprehension (Grades 2-5)

This webinar series will share some of the most effective reading comprehension strategies teachers can use to assist students in becoming self-regulated readers with deep comprehension skills. Teachers will gain knowledge on how to integrate these strategies with the Utah Core Standards for English Language Arts. Participants will engage in learning tasks that model high yielding comprehension strategies in action and develop lessons in which they employ some of the strategies learned back in their own classrooms. (2 USOE or SUU Credits)

<b>Start Date:</b> May 18 <b>End Date:</b> August 10 <b>Modules:</b> 7 <b>New Content Availability:</b> Every 2 weeks	<b>Webinar Dates/Times:</b> No live webinar dates. Modules will be recorded and new modules will be available every 2 weeks. The instructor will be available via email/phone for questions and clarifications.
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**Co-Requisite:** Participants must have access to classroom materials and texts for English Language Arts.

## Increasing Student Engagement and Achievement (Grades K-5)

In this course, participants will learn how to nurture motivation and engagement within the classroom. Strategies for helping students develop a mindset for embracing personal growth will be shared. High-leveraging student engagement methods will be discussed and practiced with opportunities to apply strategies in the classroom setting. (1 USOE Credit)

<b>Start Date:</b> May 31 <b>End Date:</b> August 9 <b>Modules:</b> 5 <b>New Content Availability:</b> Every 2 weeks	<b>Webinar Dates/Times:</b> May 31, 4:30-5:30 July 26, 4:30-5:30
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## Teaching Writing 101 for our Youngest Writers (Grades K-1)

What should writing look like in kindergarten and first grade classrooms? The Utah Core Standards necessitate explicit instruction in writing beginning in Kindergarten. How do we incorporate developmentally appropriate instruction while meeting the Core Standards? This eight module course will focus on research-based best practices for early writers in which participants will actively engage in learning and applying the what, why, when and how of writing in the three writing genres, including writing across the curriculum and the reading-writing connection. (2 USOE or SUU Credits)

<b>Start Date:</b> June 28 <b>End Date:</b> October 18 <b>Modules:</b> 8 <b>New Content Availability:</b> Every 2 weeks	<b>Webinar Dates/Times:</b> June 28, 4:30-5:30
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**Co-Requisite:** Participants must have access to a classroom of students in grades K-1 to complete the assignments.

## Teaching Writing 101 (Grades 2-5)

In this course, participants will learn the answers to these questions: Why do we write? How do we write? When do we write? What does the research say? This course will identify writing practices that have demonstrated effective results in the classroom that take into consideration the scope and sequence and developmental progression of writing. (2 USOE or SUU Credits)

<b>Start Date:</b> May 16 <b>End Date:</b> August 1 <b>Modules:</b> 8 <b>New Content Availability:</b> Weekly	<b>Webinar Dates/Times:</b> June 15 <sup>th</sup> , 4:15-5:15 pm
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## Secondary English Language Arts (ELA)—Grades 6-12

Participation in all of the secondary courses will include:

- Discussion board postings
- 4-6 hours of work each week per course to prepare for fall teaching
- Classroom application assignments
- Variety of resources to use with students
- Sharing of all designs for lessons, units, and formative performance assessments

All courses will begin on **June 9, 2016** and be completed by **August 5, 2016**

All Secondary ELA courses are 8 weeks in an online environment. These courses **do not meet** the required 3.0 credits of a 12 week course for the English Endorsement.

### Reading for Argument Writing (Grades 6-7)

This eight-week course investigates reading and writing arguments while discovering how to scaffold instruction in the classroom for reading and writing argument texts with increasing rigor. As the course progresses, participants gain skills to: (1) read argument text using rhetorical analysis and graphic organizers; (2) evaluate the quality of an argument; (3) connect the process of reading to writing argument; and (4) redesign or create a reading/writing argument unit. (2 USOE or SUU Credits)

### Teaching Academic Language (Grades 6-12)

The notion of academic language has long been considered important for educating language learners, but with the increased rigor of the new standards many English only students are also struggling with the academic language of complex texts and cognitively demanding writing tasks. The ability to understand and use academic language is an integral part of achieving at high levels, yet it is rarely included in our daily instruction. In this 8 week course, participants will go beyond academic vocabulary and explore the many complex components of academic language. Participants will develop tasks they can use for academic language instruction, as well as a performance assessment that integrates the elements of academic language and scaffolds for academic language demands to support reading and writing of complex text. (2 USOE or SUU Credits)

### Close Reading to Support Explanatory Writing (Grades 6-8)

This is an 8-week course designed to guide teachers through an examination of the close reading process and the creation of meaningful, standards-based close reading activities for informational text. Teachers will then design writing assignments utilizing the students' informational reading experiences. Participants will also examine how to differentiate these assignments based on student skill and experience. (2 USOE or SUU Credits)

### **Reading and Writing Strategies (Grades 6-8)**

During this 8-week course, teachers will explore “classroom ready” strategies to support students in: understanding text, analyzing the structure of the text, and distinguishing important ideas while rejecting less important information. We will also explore strategies for helping our students synthesize all of this information into a short, succinct, organized, well-crafted piece of prose. Imagine the effect of these skills on reading comprehension, vocabulary building, and all kinds of writing; especially writing on-demand. (2 USOE or SUU Credits)

### **Analyzing Informational Text Structure (Grades 7-12)**

During this 8-week course, teachers will be involved in sessions designed to build strategies to allow students to utilize informational text structures in their reading and writing: 1) supporting teachers in instructing students in how to review informational text structures, close reading strategies to identify main ideas and supporting details; 2) using textual evidence to write effective summaries, paraphrases, and direct quotes; and, 3) creating in-class writing prompts and activities for students to prepare for writing in-class essays. (2 USOE or SUU Credits)

### **Creating Formative Assessments (Grades 7-12)**

Formative assessments help us evaluate what our students know and don’t know, so we can determine what we may need to teach (or reteach) and what we can address more quickly. This course is meant to help you create brief formative assessments to assess each strand of the Utah Standards for Language Arts. (2 USOE or SUU Credits)

### **Text-Dependent Writing (Grades 9-12)**

This eight week course is designed to provide teachers with classroom strategies for the implementation of close reading and text-dependent writing, including expository and argument. Review of text complexity and cognitive rigor (Hess Depth of Knowledge levels) will also be a component to support instructional re-design. Teachers will develop text sets with writing prompts that can be used in the classroom in September as well as share resources with teachers across the state. (2 USOE or SUU Credits)

### **Close Reading and Evidence-Based Writing (Grades 9-12)**

This course will share some of the most effective close reading and evidence-based writing strategies that teachers can use to assist students in becoming self-regulated readers with deep comprehension skills. Teachers will gain knowledge on how to integrate these strategies with the Utah Core Standards for English Language Arts. Participants will practice close reading, critical reading and literary/rhetorical analysis skills, annotating, and evidence-based written responses to a text as well as develop lessons in which they employ the strategies learned back in their own classrooms. (2 USOE or SUU Credits)

## Mathematics—Grades K-12

### How to Learn Math for Teachers and Parents

This course is a Massive Open Online Course (MOOC) taught by Jo Boaler, professor of mathematics education, Stanford University. Explore the new research ideas on mathematics learning and student mindsets that can transform students' experiences with math. Whether you are a teacher preparing to implement the new Common Core State Standards, a parent wanting to give your children the best math start in life, an administrator wanting to know ways to encourage math teachers or another helper of math learners, this course will help you. The sessions are all interactive and include various thinking tasks to promote active engagement - such as reflecting on videos, designing lessons, and discussing ideas with peers. Taught by Jo Boaler, professor of mathematics education, Stanford University, you will learn useful ideas and practices that you can apply immediately, for example:

- New pedagogical strategies
- An understanding of high quality math tasks
- Questions to promote understanding
- Messages to give students
- Inspirational messages from educational thought-leaders

There is a registration fee for this course, but it will be paid by the USOE for up to 100 participants. Please do not register for the course unless you intend to complete it. If you do not complete the course you may be asked to reimburse the USOE for the registration cost.

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 10 <b>New Content Availability:</b> On Demand	<b>Webinar Dates/Times:</b> None
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**Co-Requisite:** You must be currently teaching in a Utah public school to take this course through the USOE. It is available for private registration for others through Stanford at <http://scpd.stanford.edu/ppc/how-learn-math-teachers-and-parents> .

### Laying a Rigorous Foundation in K-1 Mathematics (Grades K-1)

Session 1: In this course, we will explore the importance of laying a rigorous foundation in K1 mathematics. We will be exploring the concept of Rigor and how it relates to conceptual understanding, procedural fluency and application in the UCSS Counting and Cardinality and Operations and Algebraic Thinking. This will be accomplished through instruction, discussion, collaboration and reflection, then solidified in the classroom. (1 USOE credit)

Session 2: In this course, we will explore the importance of laying a rigorous foundation in K1 mathematics. We will be exploring the Depth of Knowledge through the UCSS Counting and Cardinality, Operations and Algebraic Thinking and Number and Operations in Base Ten. This will be accomplished through instruction, discussion, collaboration and reflection, then solidified in the classroom. (1 USOE credit)

Session 3: In this course, we will explore the importance of laying a rigorous foundation in K1 mathematics. We will be exploring Math Discourse and asking effective questions through the UCSS Measurement and Data and Geometry. This will be accomplished through instruction, discussion, collaboration and reflection, then solidified in the classroom. (1 USOE credit)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 12 <b>New Content Availability:</b> Weekly	<b>Webinar Dates/Times:</b> TBA
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### Extreme Math Makeover for 2<sup>nd</sup> Grade: (2<sup>nd</sup> Grade)

Do you feel like your math instruction has aged? Are you seeing wrinkles in your student's understanding? Do you wish your math planning would go more smoothly? It sounds like you need an Extreme Math Class Makeover! Come spend 12 weeks with us firming, lifting, smoothing, and rejuvenating your math instruction. Get your students excited about math and help them become real world problem solvers!

In this course we will be studying best practices from some of the greatest math experts of our day! In Part 1 we will focus on: Changing the Way We Teach Math, Understanding the Utah Math Core, The Importance of Rigor, and Using Real World Tasks to Create Real World Problem Solvers.

In Part 2, we will then take these amazing things we've learned and directly apply them to our 2nd grade classrooms! We will focus on 4 critical areas in 2nd grade: Place Value, Addition, Subtraction, and Fluency. We will be exploring multiple strategies that students can use, creating and solving real world tasks and increasing the depth of knowledge in the problems we give our students. (3 USOE Credits or 3 SUU Credits)

<b>Start Date:</b> Part 1 - June 2, Part 2 – Sept 14 <b>End Date:</b> Part 1 – June 29, Part 2 - Oct 26 <b>Modules:</b> 8 (12 weeks) <b>New Content Availability:</b> Weekly <b>Credit Options:</b> 3 USOE or 3 SUU Credits	<b>Webinar Dates/Times:</b> TBA
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**Co-Requisite:** Participants must have access to a classroom of students in 2<sup>nd</sup> Grade to complete assignments.

### Laying the Groundwork for Fractions (3<sup>rd</sup> Grade)

This course is for third grade teachers. Work will be completed both individually and as a group within a webinar. We will learn how to introduce fractions with a deeper level of understanding. We will use a variety of models to represent unit fractions, equivalent fractions, and comparing fractions. (1 USOE Credits)

<b>Start Date:</b> May 12 <b>End Date:</b> June 30 <b>Modules:</b> 6 <b>New Content Availability:</b> Bi-weekly <b>Credit Options:</b> 1 USOE Credit	<b>Webinar Dates/Times:</b> TBA
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### You Can Read, Write, and Speak Math (Grades 3-5)

In this course, we will learn how to use reading, writing and speaking in a Math context. We will learn how to integrate 2 or more subjects into math. We will learn how to develop close reading articles, engage in journaling notebooks, and create math dialogue between students. (1 USOE Credit)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 5 <b>New Content Availability:</b> Monthly <b>Credit Options:</b> 1 credit	<b>Webinar Dates/Times:</b> TBA
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**Co-Requirement:** Participants must have access to a classroom of students in grades 3-5 to complete the assignments.

### What and How Do I Teach Math: Components of Math Lessons to Enhance Understanding (Grades K-5)

Are you feeling overwhelmed with what to teach in your math core? Have you asked yourself what do I need to teach, and how am I going to teach it? Get back to the basics to understand what and how you teach mathematics to enhance student understanding. In the first course, we will be focusing on your individual grade-level math content and best practices for teaching math. The second course will focus on how to make your math content more rigorous with real world problem solving using depths of knowledge. The third course will emphasize the vertical alignment and math progressions for the Utah Math Core to make connections to the real world. Putting these components together will help you get excited about knowing and teaching your math content to enhance student understanding.

Section 1: K-5 – Am I Confident in my Math Curriculum? How do I know?

Section 2: K-5 - Creating Rigorous Content for Student Mastery (Depth of Knowledge) and Standards for Mathematical Practice

Section 3: K-5 - Making Connections within your own content, vertical alignment, & progressions

Each course builds on the previous course, but are not prerequisites. They may be taken independent of each other. (3 USOE Credits or 3 SUU Credits)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 12 <b>Credit Options:</b> 3 USOE or 3 SUU Credits	<b>Webinar Dates (please list date and time):</b> TBA
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### Teaching Kids How to Think (Grades 3-5)

In this course we will learn how to create Math tasks and STEM ideas for students to work on by themselves, tasks with a partner, tasks with a group and tasks as a class. You will teach students effective strategies for Journaling, Gallery Walks, and Presentations. Students will learn how to share their strategies and discuss mathematical ideas with their peers. (1 USOE Credit)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 5 <b>New Content Availability:</b> Monthly <b>Credit Options:</b> 1 USOE Credit	<b>Webinar Dates/Times:</b> TBA.
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**Co-Requisite:** Participants must have access to a classroom of students in grades 3-5 to complete the assignments.

### Bringing Math to Life Through Science (Grades 4-6)

Integrating Math and Science in the Upper-Elementary Classroom: Am I really integrating my math and science instruction? Is my integration authentic and effective? In this course, we will be learning what authentic integration is, the importance of integration, and develop the necessary skills to create integrated lessons and/or units which will explicitly teach meaningful mathematics in the context of science content or vice versa. Teachers will learn the mechanics of integrated unit design while focusing on best practices, rigor, and learning tasks. (3 USOE or SUU credits)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 12 <b>New Content Availability:</b> Weekly <b>Credit Options:</b> 3 USOE or SUU Credits	<b>Webinar Dates/Times:</b> TBA
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### Monthly Mathematics Webinars

Webinars will be hosted monthly and will focus on best practices in teaching and learning mathematics in the elementary grades. Webinar subjects and presenters will be announced at least two weeks in advance. USOE credit will be available to those who register for the course and complete brief follow-up assignments in Canvas. (1 USOE Credit)

<b>Start Date:</b> May 12 <b>End Date:</b> August 3 <b>Modules:</b> 4 <b>New Content Availability:</b> Monthly	<b>Webinar Dates/Times:</b> TBA
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## Access and Equity: A Guiding Principle from Principles to Actions (Grades K-12)

What is *Access and Equity*? What are ways we can increase student learning and build confidence for each and every student? How do beliefs impact our actions? Join us as we work together to examine and extend our understanding of equity. Research from NCTM's *Principles to Actions*, Jo Boaler's *Mathematical Mindsets*, and relevant articles will be used as vehicles to deepen our knowledge on topics such as growth mindsets specific to mathematics, how to use mistakes as tools to advance learning, ensuring high expectations for all students, and more!

This course includes participating in discussion boards with colleagues and writing reflectively to improve our practice. We'll lean heavily on current research in creating interactions amongst facilitators and peers that are insightful, reflective, and engaging.

"Equity does not mean that every student should receive identical instruction; instead, it demands that reasonable and appropriate accommodations be made as needed to promote access and attainment for all students." (NCTM 2000, p. 12) (1 USOE or SUU Credit)

**Start Date:** May 12  
**End Date:** August 3<sup>rd</sup>  
**Modules:** 5  
**New Content Availability:** Every two weeks

## Principles to Actions: An Overview (Grades K-12)

Want to increase your capacity to ensure the mathematical success for all students in your classroom, school, and community? Join us in the Principles to Actions course examining mathematical teaching practices and guiding principles for school mathematics. The primary source used in this course is the recent NCTM publication *Principles to Actions*. Participants will receive an electronic version of the book *Principles to Actions* (available in print version \$28 at NCTM.org). (1 USOE or SUU Credit)

Our learning objectives are:

- Understand and implement the guiding principles for school mathematics to improve the quality of mathematics instruction.
- Understand and implement the mathematical teaching practices to increase student learning.
- Work with colleagues to establish an educational community that incorporates mathematical teaching practices and guiding principles.
- Increase capacity with content of the Utah core mathematics standards.

**Start Date:** May 12  
**End Date:** August 3<sup>rd</sup>  
**Modules:** 5  
**New Content Availability:** Every two weeks

## Magnifying 8<sup>th</sup> Grade Mathematics

Eighth grade is an essential part of students' middle school mathematical experience. In the course, Magnifying 8th grade Mathematics, we will take a deep look into what makes 8th grade mathematics unique and the essential understandings that every student needs to leave 8th grade knowing to be confident in high school mathematics. We will identify key differences between the 8th grade and 9th grade concepts so that math educators are familiar with the separation between the two grade levels. We will also connect prior learning from 7th grade mathematics and discuss how 8th grade teachers can use this to help their student's become successful in learning the 8th grade core. (1 USOE or SUU Credit)

**Start Date:** May 12

**End Date:** August 3<sup>rd</sup>

**Modules:** 5

**New Content Availability:** Every two weeks



## Science—Grades K-12

In general, participation in any of these courses will often include:

- Self-guided modules (4-6 hours of work per weekly module)
- Course material readings, activities, assignments, and assessments
- Discussion board postings
- Classroom application assignments

### Science: Elementary Science ILO's (Grades K-6)

This course looks at Intended Learning Outcomes (ILO's) from the Utah State Science Core and their connection to the Next Generation Science Standards (NGSS). This class will provide opportunities to implement both into science instruction and practices in the classroom. This course is designed for Elementary Teachers K-6. During this course you will connect ILO's to the standards and objectives for your grade level, the three dimensions of the NGSS framework, and develop the skills necessary to incorporate all into your science instruction.

Additionally, the online science endorsement courses require participants to practice science lessons in either a classroom setting or with a group of at least five individuals. In signing up for this course, you will need to be able to have weekly access to one of these two settings to complete assignments.

Costs: While there is no tuition fee for these courses, courses may have modest costs. Some courses will require the purchase of course materials including but not limited to texts, digital resources, and/or professional organization memberships.

"This course is designed for current classroom educators. If you are not currently a practicing teacher or in a pre-service teacher program, please note that this course may not meet your needs."

**Start Date:** May 12, 2016  
**End Date:** July 6, 2016  
**Modules:** 8  
**Credit:** 30 relicensure points

### Science: Safety Certification

As part of the application for a secondary science endorsement, we ask that all applicants complete a safety certification course. This certification process helps assure that all of our science teachers are knowledgeable about the practices necessary for safe lab experiences for students.

This course is a free four-week online class in partnership with UEN, and it is associated with 1.0 USOE credit.

**Start Date:** May 12, 2016  
**End Date:** June 8, 2016  
**Modules:** 4  
**Credit:** 1.0 USOE Credit or 15 relicensure points

## Science: Safety Certification

As part of the application for a secondary science endorsement, we ask that all applicants complete a safety certification course. This certification process helps assure that all of our science teachers are knowledgeable about the practices necessary for safe lab experiences for students.

This course is a free four-week online class in partnership with UEN, and it is associated with 1.0 USOE credit.

**Start Date:** July 7, 2016

**End Date:** Aug 3, 2016

**Modules:** 4

**Credit:** 1.0 USOE Credit or 15 relicensure points

## Social Studies—Grades 4-6

Most elementary students love social studies. They love learning about the world, about events from the past, and about how they can make a difference. Yet, there is still a great challenge faced by elementary teachers: how do we find time to actually teach social studies? If you want to teach more social studies, and have trouble finding the time or resources to do so, then these courses are for you. Each course will be specific to the content of that grade level and focus on students engaging in—and actually *doing*—social studies. Each eight-week course will allow you to:

- Meet and collaborate with fellow Utah teachers
- Share successful lessons as well as creative assessments
- Identify and apply the essential disciplinary skills in history, geography, economics, and civics
- Conduct close readings of standards and discover strategies to connect literacy goals with social studies
- Learn strategies to incorporate varying levels of Depths of Knowledge (DOK) in unit plans
- Explore outstanding web resources for your content area
- Work with and collect primary and secondary text sets for your classroom
- Connect current events and multi-media in effective and creative ways

### Participation in any of these courses includes:

- In-person and on-line learning. (The first session will be in-person, with the following weeks on-line)
- Shared resources
- Collaborative discussions
- 2 USOE or SUU credits

### Integrating Utah Studies: Social Studies in Grade 4

**Start Date:** June 7 (9a – 11a, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

### Integrating U.S. Studies: Social Studies in Grade 5

**Start Date:** June 8 (9a – 11a, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Integrating World Studies and International Education: Social Studies in Grade 6

**Start Date:** June 9 (9a – 11a, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Social Studies – Secondary

The social studies courses are designed with student engagement and teachers in mind. Each course will be specific to the content of that grade level or course name and focus on students engaging in—and actually *doing*—social studies. In addition, each eight-week course will allow you to:

- Conduct close readings of the new proposed standards and discuss the instructional shifts expected to achieve mastery
- Collaborate with fellow Utah teachers
- Share successful lessons as well as creative assessments
- Identify and apply the essential disciplinary skills in history, geography, economics, and civics
- Learn strategies to incorporate varying levels of Depths of Knowledge (DOK) in unit plans
- Explore outstanding web resources for your content area
- Work with and collect primary and secondary text sets for your classroom
- Connect current events and multi-media in effective and creative ways

### Participation in any of these courses includes:

- In-person and on-line learning. (The first session will be in-person, with the following weeks on-line)
- Shared resources
- Collaborative discussions
- 2 USOE or SUU credits

### Teaching Utah Studies

**Start Date:** June 7 (11a – 1p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

### Teaching United States History I

**Start Date:** June 7 (2p – 4p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Teaching World Civilizations: The World in your Classroom

**Start Date:** June 8 (11a – 1p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Teaching Geography for Life

**Start Date:** June 8 (2p – 4p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Teaching U.S. History II

**Start Date:** June 9 (11a – 1p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Teaching U.S. Government and Citizenship

**Start Date:** June 9 (2p – 4p, in-person, location TBD in Salt Lake City). All other sessions held online.

**End Date:** August 3

**Sessions:** 8

## Physical Education—Grades K-6

Participation in this course will include:

- Recorded and inter-active webinars
- Two days of active face to face in Ogden, Utah
- Classroom application assignments using acquired resources
- Attendees will receive concrete data indicating the need for recess, moving effectively and safely, and healthy nutrition to fuel up. With colleagues and experts organize strategies for implementation.

### Active Learning in Classroom Settings/Increase Healthy Body and Mind

This course will provide teachers K-6 simple engaging activities and instructional strategies that initiate skill development, activities, resources, provide equipment, lessons and support programs to increase level of activity aiming at increased health both physically and mentally.

<p><b>Face-to-Face:</b> June 6-7, Ogden Eccles Center Daily 7:30-4:30</p>	<p>Join experts in Body/Mind connection to hear latest research, participate in classroom games to integrate math, science, social studies, and other content areas, improve movement through dance, yoga, game skills, receive resources for your classroom, equipment to take away, and a way to increase learning, and improve fitness.</p>
<p><b>Body and Mind Connection Webinars</b></p>	
<p><b>Pre-Conference-Pre-recorded Webinars</b></p> <ol style="list-style-type: none"> <li>1. Mind Body Connection Improving Test Scores</li> <li>2. Fuel Up-Nutrition May 18, 2016</li> <li>3. Effective Recess.</li> <li>4. Safety to and from school</li> </ol> <p><b>Opens 5/1/2016</b> <a href="http://www.uen.org/pls/pe">http://www.uen.org/pls/pe</a></p>	<p><b>Post-Conference Pre-recorded Webinars</b></p> <ol style="list-style-type: none"> <li>1. Support for implementation plan</li> <li>2. School Health Plan</li> </ol> <p><b>Opens 8/1/2016</b> <a href="http://www.uen.org/pls/pe">http://www.uen.org/pls/pe</a></p>

- Body and Mind Connection-pre webinars, breakouts, and keynote will show research-based information understand the connection of physical activity to higher brain functioning. Pilot reports show not only improved test scores, but improved student behavior, enhanced learning ability, and less off task negative behavior.
- To move effectively the body needs fuel, the best fuel possible.
- When given time for recess, providing best choices for this time benefits students when they return to the classroom. Creating a “no parking-just moving” environment contributes to improved classroom behaviors.
- Safe routes to schools, living in and around traffic.

<http://schools.utah.gov/CURR/main/Professional-Learning.aspx>



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