

PROFESSIONAL DEVELOPMENT DIRECTORY

TOLEDO PUBLIC SCHOOLS-TOLEDO FEDERATION OF TEACHERS

REVISED OCTOBER 2008

THIS DIRECTORY CONTAINS A LISTING OF HIGH QUALITY PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TOLEDO CLASSROOM TEACHERS THAT SUPPORT RAISING STUDENT ACHIEVEMENT AND SCHOOL IMPROVEMENT. PLEASE CONSIDER THESE RESEARCH-DRIVEN OPPORTUNITIES IN DEVELOPING THE SCHOOL IMPROVEMENT PLAN AT YOUR SCHOOL.

Contact Hour or University Course Credit May Be Available for These Professional Development Activities. The Contact Person Can Provide Information to You.

To Schedule Professional Development for Your Building:

- **Phone the contact person in charge of the professional development and set up a time for the contact person, rep, and principal to meet in your building.**
- **Meeting will:**
 - ✓ **Determine a sequence of professional development activities based on building data, school improvement plan, and TPS goals**
 - ✓ **Establish Times and Dates**
 - ✓ **Articulate the continuous process for professional development that includes planning, implementation, reflection, evaluation, and revision as outlined by Ohio Professional Development Standards that follow this page.**
- **Early Release Day, as with all professional development, must have a plan for follow-up activities.**
- **Mandatory professional development activities outside the work year or day require approval of the Federation President and Chief Academic Officer.**

Ohio Standards for Professional Development

1 High quality professional development (HQPD) is a purposeful, structured and continuous process that occurs over time.

- The goals and vision for professional development are clear, focused and aligned with school and district priorities and state and national goals.
- Professional development is continuous and includes planning, implementation, reflection, evaluation and revision.
- Professional development supports and advances the leadership capacity of all educators.
- Educators in small learning teams engage in sustained and ongoing professional development experiences.
- The structure and culture of the educational community supports professional development as a necessary condition for improvement.
- Resources are allocated for planning, implementing and supporting professional development.

2 High quality professional development (HQPD) is informed by multiple sources of data.

- School, district, state and national data related to student achievement are analyzed to determine the focus and content for professional development.
- Educators analyze their practice and examine multiple sources of data to determine the focus and content of their professional development plan.
- Educators study the research that support claims made by advocates of a

particular approach to instructional improvement or whole school reform.

- Data from evaluations of previous professional development are analyzed to determine the focus and content for future professional development.

3 High quality professional development (HQPD) is collaborative.

- Professional development provides ongoing opportunities for educators to work together.
- Diverse teams of educators work collaboratively to plan, deliver and evaluate professional development.
- Professional development incorporates communication technologies to broaden the scope of collaboration.

4 High quality professional development (HQPD) includes varied learning experiences that accommodate individual educators' knowledge and skills.

- Professional learning opportunities are based on identified needs.
- Professional development includes a variety of learning experiences.
- Professional development reflects a logical sequence of experiences.

5 High quality professional development (HQPD) is evaluated by its short-and long-term impact on professional practice and achievement of all students.

- Professional development is evaluated by assessing levels of participant satisfaction and learning of content.
- Professional development is evaluated by evidence of new skills applied to practice.

Professional development is evaluated by the extent to which organizations change to improve.

- Professional development is evaluated on its impact on achievement of all students.
- The professional development process is evaluated.

6 High quality professional development (HQPD) results in the acquisition, enhancement or refinement of skills and knowledge.

- Professional development plans support the understanding and use of local, state and national standards as well as school and district curriculum priorities.
- Professional development supports the study, evaluation and integration of relevant and current best practices and research into practice.
- Professional development enhances understanding of instructional strategies appropriate to specific content, and addresses the needs of diverse learners.
- Professional development ensures that all educators understand and use various types of assessments to measure student learning.
- Professional development provides educators with tools to engage students, families and communities in improving student achievement.

AFT/ER&D

<u>Provider</u>	<u>Program</u>	<u>Program Description</u>	<u>Length of Program</u>	<u>Contact</u>
AFT/ER&D	Foundations of Effective Teaching I: Organizing the Classroom for Teaching and Learning	This core course addresses the fundamental aspects of teaching and learning at all grade levels.	37.5 Hours (3 semester hours graduate credit or 30 contact hours.)	Janet Bird 419-671-8715
AFT/ER&D	Foundations of Effective Teaching II: Building Academic Success	This course addresses: 1.) Examining the effects that teacher expectations and social context of the classroom have on student learning and 2.) Providing an in-depth study of cognitive apprenticeship and cooperative small groups. It addresses the challenges teachers are facing today to raise the performance levels while closing the achievement gap.	25 Hours (2 semester hours graduate credit or 25 contact hours.)	Janet Bird 419-671-8715
AFT/ER&D	Managing Antisocial Behavior	This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce or prevent the occurrence of disruptive outbreaks.	37.5 Hours (3 semester hours graduate credit or 30 contact hours.)	Kathy Riley 419-385-5776
AFT/ER&D	Instructional Strategies That Work	This course focuses on teaching strategies that have positive effects on student learning. It also examines how to organize content for learning and develop or evaluate scoring guides for student tasks. Strategies can be applied in grades 4-12.	18 Hours	Debbie Miller 419-671-8277
AFT/ER&D	Home-School Connection: Partnerships Supporting Student Learning	The primary function of this course is to help the staff understand how they can assist parents to better support their children as learners.	To be determined.	Johanna Staples, Teacher 419-536-1261 Shanda Gore, Parent
AFT/TFT	Making Data Work for You	This course provides participants knowledge and tools about data to advance learning individually and collaboratively. During the course, participants will surface their assumptions about contextual and assessment data and will begin to identify what is meant by "data." Also, participants will learn how to analyze data to make informed decisions about school improvement and instruction.	16-17 Hours (Can be divided into 2 to 4 hour segments.)	Linda Rerucha 419-472-8154

AFT/ER&D Continued

AFT/ER&D TPS Reading Academy	Beginning Reading Instruction	This course focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of third grade. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and paraprofessionals working with older students who are still having difficulty with decoding and fluency.	25 Contact Hours	Georgianne Czerniak 419-671-8319 419-671-8710
AFT/ER&D TPS Reading Academy	Reading Comprehension Instruction	This course focuses on the research and exemplary practices that help students acquire strong reading comprehension skills in both narrative and expository text. Participants examine, discuss, and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills.	30 Contact Hours	Georgianne Czerniak 419-671-8319 419-671-8710
Office of Instructional Planning	Value-Added Analysis	Trains teachers and administrators to access, navigate, and understand various value-added reports.	To be determined.	Jewel Minarcin 419-671-8287 Debbie Miller 419-671-8277
Office of Instructional Planning	Study Groups	Organizes the facilitation of a study group, based on a professional book, within a building.	To be determined by study group.	Jewel Minarcin 419-671-8287 Debbie Miller 419-671-8277
Office of Instructional Planning	History Alive!	This course focuses on teaching strategies needed to implement the supplemental social studies curriculum adopted by the board for grades 7-10.	To be determined by building needs.	Debbie Miller 419-671-8277

MATH

TPS Math Academy		It is recommended that the Math Academy professional development follow the sequence listed below.		
TPS Math Academy	Ohio Achievement Test Item Analysis	Grades 3-6: This session teaches item analysis of OAT questions by identifying prerequisite & vocabulary skills children need in order to be successful on the achievement tests. Review of rubric for short answer & extended response questions.	2 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
TPS Math Academy	Problem Solving and Vocabulary	Grades K-12: This session teaches strategies for problem solving and vocabulary development through the use of graphic organizers.	2 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
TPS Math Academy	Math Process Standards	Grades K-6: Develop an understanding of the process standards. Content and process standards are not isolated skills in mathematics. Experience how to interconnect the content and process standards.	2 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
TPS Math Academy	Overview of Thinking Math	Grades K-12: Introduction to the content and teaching strategies delivered through the Thinking Math course strands.	Maximum 24 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
AFT/ER&D TPS Math Academy	Thinking Math I	Grades K-12: Additive Structure AFT ER&D Course Strand 3 graduate credit hours available	45 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
AFT/ER&D TPS Math Academy	Thinking Math II	Grades K-12: Multiplicative Structure AFT ER&D Course Strand 3 graduate credit hours available	45 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274

MATH Continued

AFT/ER& D TPS Math Academy	Thinking Math III	Grades K-12: Rational Numbers AFT ER&D Course Strand 3 graduate credit hours available	45 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274
TPS Math Academy	Book Study *This can be included at any time throughout the professional development sequence.	Grades K-8: Math Academy Support Teacher or Coach guides a professional study of selected mathematical topics.	Minimum 10 Hours	Lisa Dickinson 419-671-8376 Denise Brown 419-671-8274

READING

Provider				
TPS Reading Academy Assessment	DIBELS Administration & Scoring	Participants will learn how to administer and score DIBELS measures. These 5 short measures, given at grades K-6, help teachers monitor and intervene with at-risk students.	Part I- 3 Hours Part II- 3 Hours	Maria Bailey 419-671-8299
TPS Reading Academy Assessment	DIBELS Interpreting Data	Participants will interpret DIBELS data for appropriate intervention grouping.	Part III-2 Hours	Maria Bailey 419-671-8299
TPS Reading Academy Assessment	DIBELS Applying Interventions	Participants will be shown instructional interventions for DIBELS measures.	Part IV- 2 Hours	Maria Bailey 419-671-8299
TPS Reading Academy Scientifically Based Reading Research Strategies	Book Study	Reading Academy teacher guides a professional book study on selected literacy topics.	TBD	Georgianne Czerniak 419-671-8319 419-671-8710
TPS Reading Academy Scientifically Based Reading Research Strategies	Literacy Work Stations Grades K-3	Participants will learn how to design and manage areas within a classroom where students work alone or with other students, using instructional materials to explore and expand their literacy grades.	2 Hours	Kim Sams 419-671-8347
TPS Reading Academy Scientifically Based Reading Research Strategies	Literacy Work Stations Grades 4-6	Participants will learn how to design and manage areas within a classroom where students work alone or with other students, using instructional materials to explore and expand their literacy grades.	2 Hours	Kim Sams 419-671-8347

READING Continued

TPS Reading Academy	Decoding Strategy Instruction	Components of effective phonics instruction. Decoding and word recognition activities that give students the necessary skills to accurately and automatically decode text.	2 Hours	Georgianne Czerniak 419-671-8319 419-671-8710
TPS Reading Academy	Fluency Instruction	Participants will be able to identify characteristics of fluent readers, be exposed to a variety of fluency techniques, and understand the impact fluency has on comprehension.	2 Hours	Georgianne Czerniak 419-671-8319 419-671-8710
TPS Reading Academy	Vocabulary Instruction	Participants will understand many aspects of knowing a word, how to select appropriate words and learn the most effective strategies for vocabulary instruction.	2 Hours	Georgianne Czerniak 419-671-8319 419-671-8710
TPS Reading Academy	Reciprocal Teaching	This session offers an approach that teaches students various strategies to help them monitor and regulate their own reading skills and thinking processes as they try to understand the written text.	3 Hours	Georgianne Czerniak 419-671-8319 419-671-8710
TPS Reading Academy	Guided Oral Reading	Part I: Understanding what a Guided Oral Reading lesson is and what purpose it serves. Part II: Learning the most effective instructional strategies to use during a guided oral reading lesson.	Part I- 2 Hours Part II- 2 Hours	Georgianne Czerniak 419-671-8319 419-671-8710

MATH AND SCIENCE

TAPESTRIES- TPS Math Academy	Math and Science-They're Related!	Grades K-6: Teachers will break into grade level groups to identify and match science and math indicators. What science indicators can be taught in math? What math indicators can be taught in science? What resources are available?	All day	Lisa Dickinson 419-671-8376 Cherie Pilatowski 419-671-8412
TAPESTRIES- TPS Math Academy	Test-Taking Strategies	Grades 3-6: Incorporates test-taking strategies in science and math instruction, including the three-column method used to answer extended response and short answer questions.	2 Hours	Lisa Dickinson 419-671-8376 Cherie Pilatowski 419-671-8412

SCIENCE

TAPESTRIES	Writing in Science	Grades K-6: These sessions teach how to use notebooks, journaling, line of learning, concept maps, KLEW (Know, Learned, Evidence, Wonder), informal quick writes, Frayer Model, observational reports and graphic writes, all incorporated with foldables or ditto-free activities.	2-4 Hours	Cherie Pilatowski 419-671-8412 Julie Campbell 419-671-8412
TAPESTRIES	Standards-Based Instruction	Grades K-6: This session teaches how to structure instruction utilizing research-based strategies focusing on student learning.	1-2 Hours	Cherie Pilatowski 419-671-8412 Julie Campbell 419-671-8412
TAPESTRIES	Keep, Drop, or Create	Grades K-6: How do your lessons meet the indicators in science? This course offers teachers the opportunity to bring in their favorite units and determine if they are aligned to the indicators and if they need to Keep, Drop, or Create new lessons, reflecting honestly about their teaching.	On-going by grade level.	Cherie Pilatowski 419-671-8412 Julie Campbell 419-671-8412
TAPESTRIES	Assessment Strategies	Grades K-6: These sessions teach when, why, and how to develop formative and summative assessments using Bloom's Taxonomy.	2-3 Hours	Cherie Pilatowski 419-671-8412 Julie Campbell 419-671-8412
TAPESTRIES	Book Study	Grades K-6: TAPESTRIES support teacher guides a professional study of selected science topics.	10 Hours	Cherie Pilatowski 419-671-8412 Julie Campbell 419-671-8412

INSTRUCTIONAL TECHNOLOGY

Provider	Program Title	Program Description	Length	Contact
Instructional Technology Facilitators	SuccessMaker "CCC" Foundation Courses	To assist teachers in understanding the data generated by SuccessMaker "CCC" foundation courses (RR, IR, RW, MCS); to identify student areas of weakness, and help teachers effectively target instruction.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201

INSTRUCTIONAL TECHNOLOGY Continued

Instructional Technology Facilitators	SuccessMaker “CCC” Exploreware Courses	To introduce new SuccessMaker “CCC” Exploreware courses (RAP, MC, SP) and show how they align to the academic content standards.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	Accessing, Interpreting, and Correlating Test Data to SuccessMaker “CCC”	Trains teachers to access and interpret test data and isolate strands on SuccessMaker “CCC” to correlate to areas of weakness.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	United Streaming	Provides teachers with tools to incorporate digital media into student learning environments.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	ODE-IMS, OHIORC	This session shows teachers how to navigate these websites to find lesson plans and assessments aligned to the academic content standards.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	App Server, E-mail, Basic Word	To facilitate teachers in creating App Server and e-mail accounts and provides training so students can learn to use computers and the information superhighway.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	SMARTBOARD	Trains teachers to utilize SMARTBOARD, laptops, and projectors, senteo, and airliners to enhance learning environments.	2 Hours	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	SUCCESS.ode Ohio’s Statewide Testing	Tools that can help in understanding Ohio’s statewide assessments for the OAT and OGT. Attendees learn to download students files; generate copies of score reports; view/export summary reports within each content standard; analyze scale score frequencies; view data for each released test question; create/edit classroom rosters.	2 Hours plus required follow-up sessions	Marcia Lynch/Ruth Scott 419-671-8201
Instructional Technology Facilitators	<i>EduSoft</i> Quarterly Assessments	<i>EduSoft</i> allows you to administer <i>Assess2Know</i> tests, standards-aligned district benchmark assessments, and formative classroom tests using plain paper answer sheets and inexpensive off-the-shelf office scanners. Teachers and administrators can access test results online within minutes to analyze student performance data, and quickly access re-teaching materials and resources.	2 Hours plus required follow-up sessions	Marcia Lynch/Ruth Scott 419-671-8201

STATE OF OHIO e-TECH e-LEARNING COURSES

Provider	Program Title	Program Description	Length	Contact
eTech Ohio Online Professional Development Courses	<p>Possible Courses (Not All Courses Are Available Each Session)</p> <ul style="list-style-type: none"> • Grant Writing • Facilitating Courses in Online Management • Classroom Management • Differentiating Instruction with Technology: Part I • Autism Spectrum Disorder Strategies for Coping in the Classroom • OSCI Life Science Module A/B/C • OSCI Earth and Space Science Module A/B/C • OSCI Physical Science Module A/B/C • OMAP Geometry Module A/B/C • OMAP Data Analysis and Probability Module A/B/C • OMAP Algebra Module A/B/C • SSIO US Studies Module A/B/C • SSIO World Studies Module A/B/C • Ohio LIT • Exploring the Standards-Based Resources with INFOhio • Problem-Based Learning • Inventive Thinking • Action Research and Technology Part I 	<p>Courses available to all Ohio PK-20 educators and professionals</p> <p>Many courses are designed to meet the requirements for a Highly Qualified Teacher Certification</p> <p>Flexible 24/7 access to courses delivered completely online</p> <p>Courses offered during summer, fall, winter, and spring sessions</p> <p>Facilitated courses run from three (3) to twenty (20) weeks in length and are led by subject matter experts</p> <p>Self-paced courses are semester long, flexibly designed to fit your personal schedule</p> <p>Maximum of 20 participants per course section; Minimum 5 participants</p> <p>Collaborations with Ohio educational entities and customizable course options for Ohio school districts</p>	<p>Earn Graduate Credit</p> <p>Graduate credit is available in quarter or semester hours for most eLearning – Online Professional Development courses. Cost and hours will vary depending on individual courses and institutions of higher education. For course specific information please visit: www.etech.ohio.gov/go/elearning</p> <p>10-14 contact hours = 1 quarter hour 15-19 contact hours = 1 semester hour, 1.5 quarter hours 20-29 contact hours = 2 quarter hours 30-39 contact hours = 2 semester hours, 3 quarter hours 40-44 contact hours = 4 quarter hours 45 contact hours = 3 semester hours, 4.5 quarter hours</p> <p><u>Participant Expectations</u></p> <ul style="list-style-type: none"> • Participants will actively participate and complete all assigned work during the prescribed schedule/period. • Participants must contact the facilitator to make arrangements to complete assignments in the event of an absence. • Participants will access the course a minimum of two times per week in order to respond and participate in the discussion threads and additional assignments. 	<p>Lynn Smith TPS Facilitator for eTech Courses Birmingham School Phone #: 419-691-4545</p>

STATE OF OHIO e-TECH e-LEARNING COURSES Continued

Provider	Program Title	Program Description	Length	Contact
eTech Ohio Online Professional Development Courses	<p>Possible Courses (Not All Courses Are Available Each Session)</p> <ul style="list-style-type: none"> • Evaluating Technology in the Classroom (ISTE Course) • The Possibilities of PDAs in the Classroom • Assistive Technology for Accessing the General Curriculum • Providing Visual Supports for Autism Spectrum Disorder • Team Problem-Solving and Decision-Making • Strengthening Systems to Support Technology Integration (SSSTI) • Standard Based Education Module I/II • Universal Design • Digital Literacy-New Literacies for Life • Action Research and Technology Part II • Technology Coaching • Instructional Design Theory • Transformational Connections with Blogs and Wikis • Fundamentals of Communication for Autism Spectrum Disorder • Seating and Positioning to Promote Activity • Assistive Technology for Learning to Read and Write 	<p>Courses available to all Ohio PK-20 educators and professionals</p> <p>Many courses are designed to meet the requirements for a Highly Qualified Teacher Certification</p> <p>Flexible 24/7 access to courses delivered completely online</p> <p>Courses offered during summer, fall, winter, and spring sessions</p> <p>Facilitated courses run from three (3) to twenty (20) weeks in length and are led by subject matter experts</p> <p>Self-paced courses are semester long, flexibly designed to fit your personal schedule</p> <p>Maximum of 20 participants per course section; Minimum 5 participants</p> <p>Collaborations with Ohio educational entities and customizable course options for Ohio school districts</p>	<p>Earn Graduate Credit</p> <p>Graduate credit is available in quarter or semester hours for most eLearning – Online Professional Development courses. Cost and hours will vary depending on individual courses and institutions of higher education. For course specific information please visit: www.etech.ohio.gov/go/elearning</p> <p>10-14 contact hours = 1 quarter hour 15-19 contact hours = 1 semester hour, 1.5 quarter hours 20-29 contact hours = 2 quarter hours 30-39 contact hours = 2 semester hours, 3 quarter hours 40-44 contact hours = 4 quarter hours 45 contact hours = 3 semester hours, 4.5 quarter hours</p> <p><u>Participant Expectations</u></p> <ul style="list-style-type: none"> • Participants will actively participate and complete all assigned work during the prescribed schedule/period. • Participants must contact the facilitator to make arrangements to complete assignments in the event of an absence. • Participants will access the course a minimum of two times per week in order to respond and participate in the discussion threads and additional assignments. 	<p>Lynn Smith TPS Facilitator for eTech Courses Birmingham School Phone #: 419-691-4545</p>

STATE OF OHIO e-TECH e-LEARNING COURSES Continued

Provider	Program Title	Program Description	Length	Contact
<p>eTech Ohio Online Professional Development Courses</p>	<p>Possible Courses (Not All Courses Are Available Each Session)</p> <ul style="list-style-type: none"> • Implementing Technology Academic Content Standards • High Productivity • Supporting Technology Integration • Instructional Design Theory Into Practice • Podcasting for Teaching and Learning • Assistive Technology for Early Childhood • Software for Early Childhood • Assistive Technology for Deaf and Hard of Hearing • Augmentative Communication Systems 	<p>Courses available to all Ohio PK-20 educators and professionals</p> <p>Many courses are designed to meet the requirements for a Highly Qualified Teacher Certification</p> <p>Flexible 24/7 access to courses delivered completely online</p> <p>Courses offered during summer, fall, winter, and spring sessions</p> <p>Facilitated courses run from three (3) to twenty (20) weeks in length and are lead by subject matter experts</p> <p>Self-paced courses are semester long, flexibly designed to fit your personal schedule</p> <p>Maximum of 20 participants per course section; Minimum 5 participants</p> <p>Collaborations with Ohio educational entities and customizable course options for Ohio school districts</p>	<p>Earn Graduate Credit</p> <p>Graduate credit is available in quarter or semester hours for most eLearning – Online Professional Development courses. Cost and hours will vary depending on individual courses and institutions of higher education. For course specific information please visit: www.etech.ohio.gov/go/elearning</p> <p>10-14 contact hours = 1 quarter hour 15-19 contact hours = 1 semester hour, 1.5 quarter hours 20-29 contact hours = 2 quarter hours 30-39 contact hours = 2 semester hours, 3 quarter hours 40-44 contact hours = 4 quarter hours 45 contact hours = 3 semester hours, 4.5 quarter hours</p> <p><u>Participant Expectations</u></p> <ul style="list-style-type: none"> • Participants will actively participate and complete all assigned work during the prescribed schedule/period. • Participants must contact the facilitator to make arrangements to complete assignments in the event of an absence. • Participants will access the course a minimum of two times per week in order to respond and participate in the discussion threads and additional assignments. 	<p>Lynn Smith TPS Facilitator for eTech Courses Birmingham School Phone #: 419-671-4545</p>