



Sugar-Salem School District #322 Student and Teacher Services Department

PO Box 150
102 N. Park
Sugar City, ID. 83448
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bkennedy@sugarsalem.org

2018-19 Professional Development Individual Chosen Courses

Teachers need to have at least six credits each time they need to renew their teaching certificate. These credits can be through university courses related to education or your major (as noted on a university based transcript) as well as through professional development (as noted using the B7 form). The State Department has a site you can access that has some professional development opportunities. You can also find information below for district sponsored professional development.

Courses listed below are available through ISU for a fee. Documentation of course work and the number of participation hours/credits desired will need to be verified by Bryon Kennedy. A pass/fail score will be assigned according to the completion of assignments as noted by the respected course.

The courses available for university credit are also available for in-service credit. This is a no cost method for access to some recertification credits. This option can be utilized for up to 3 out of the 6 credits needed for recertification every five years.

Overall course Description:

- Teachers and/or administrators will attend a series or variety of conferences, workshops, trainings, and professional development opportunities focused on their role regarding teaching, and/or learning.
- Staff members will log their time and provide artifacts including, but not exclusive to, the following: session requirements, time logs, content implementation products, artifacts, evidence of PD content delivery, certificate of completion, reflection activities, creating presentation materials, and a reflection paper demonstrating the learning of the teacher and student outcomes.
- Various learning resources and/or text will be utilized with the selections chosen for professional development. Teacher, school, and/or district may be responsible for procuring their own learning resources.

Registration:

- Participants can register between July 1, 2018 and March 1, 2019

Course Work:

- Course work needs to be completed between July 1, 2018 and April 20, 2019.

Grading: Upon completion of the course, grading will be based on a pass/fail system given specific assignments completed and turned into instructor.

Credits:

- Staff member will need to **choose one of the following focus areas** to complete to earn this **2 credit** offering:

Option 1: Sugar-Salem University (Summer course only. August 9, 10, 13, 14)

- Certificated Staff new to Sugar-Salem Joint School District #322 (prior to the school year beginning) will participate in the Sugar-Salem University Certificated Staff Course. Current staff who would like to be a mentor to a new teacher or would like to sharpen skills taught in this course are also welcome. This training will cover current initiatives within the district. Areas covered will include, but not limited to:
 - Time To Teach (classroom management),
 - Mandt (student crisis de-escalation),
 - technology access and utilization,
 - professional teacher,



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- lesson mastery,
- working with struggling students,
- school climate,
- student discipline, and
- legal/ethical issues.
- In addition, training will include timely instruction on current district policies, procedures and expectations, as well as direction on instructional practices as they pertain to teaching and learning.
- Textbooks used:
 - *How to Be an Effective Teacher: The First Days of School* by Harry Wong.
 - *Time to Teach: Encouragement, Empowerment, and Excellence in Every Classroom.*
- Submit 3 reflection papers throughout Trimester 1
 - A. August--initial thoughts/plans
 - B. September 30--how is it going
 - November 20-- A final reflection paper on the experience associated with teacher/administrator activities with how their practice was altered, improved, and/or validated.

Option 2: Book Study

Choose one of the following books to use a base of this option. (I encourage you work with colleagues in a Professional Learning Community to complete this option.)

- Read/discuss the book together
- Develop a 30 minute faculty presentation based on your study
- Write a reflection about what you learned/how the literature read made a difference.
- Suggested book options: {Samples of these books are in Bryon Kennedy's office}
 - Practical Strategies for Including High School Students with Behavioral Disabilities
 - Qualities of Effective Teachers (James H. Stronge)
 - The Gift of Learning: Proven New Methods for Correcting ADD, Math, & Handwriting Problems (Ronald D. Davis)
 - Self-Regulation Intervention and Strategies (Teresa Garland)
- Additional books could be approved based on how it links to your current teaching assignment. You would need to provide the book title, author, and ISB number and complete the attached form for approval.
- At least 30 hours of clock time is needed.

Option 3: Technology 1

Staff will choose a technology component from the following list that they want to implement into their classroom. Those options are: showbie, google cardboard, quizizz, schoology, Microsoft, wonder, socrative, remind, prezzi, pear deck, Edmodo, scratch, mastery connect, osmo, Cerego Sets (cerego.com), screencastomatic (<https://screencast-o-matic.com/>) or an online web mapping software (Cmap: <http://cmap.ihmc.us/> Mindomo: <https://www.mindomo.com/> Bubbl.us: <https://bubbl.us/> MindMup: <https://www.mindmup.com/>)

- Using Kytelarning.com staff will use their training modules and support to learn how to implement the desired technology component or self-teach accessing the program components.
- Staff will turn in a log of hours for the project, the attached form, and certificates from Kyte Learning demonstrating completion of training activities.
- At least 30 hours of clock time are needed.



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Option 4: Technology 2 (secondary staff only)

- Staff will learn to use and then implement new tools in utilizing the Canvas software within the classroom.
- A log of skills improved, how it's impacting management within the classroom, and other outcomes the teacher has noticed needs to be submitted.
- A total of 10 hours per trimester (30 hours) needs to be logged in order for credit to be received.
 - 3 hours of this total needs to be assisting/mentoring another faculty member.

Option 5: Mental Health Awareness

- Staff member will attend both the Children's Mental Health & Adult Mental Health Course and provide a copy of the completion certificate. (Each training is an 8 hour commitment and is taken through Madison Cares). Certificates for these specific trainings need to be dated during the current school year (July 1 – April 30).
- Staff member will write a 2 page reflection on what the staff member learned and how the training will help the teacher improve support for students and colleagues in their current classroom/buildings.

Option 6: Content Conference

- Staff member will attend a minimum of a 2 day conference and complete the attached form along with the professional development travel request form.
- A reflection paper about what you learned, your plan to implement information gained, and desired outcomes needs to be submitted.
- The conference needs to be completed within the window of this course offering (September – April of given school year).

Option 7: Literacy (elementary staff only)

- Teachers will learn to utilize Istation software as an instructional tool for their classroom.
- A log will be submitted showing a minimum of 30 hours of study and instructional implications based on student data from the assessments given.
- A 2 page paper will be submitted about the changes that this program has provided to student achievement and teacher instructional practices.

Option 8: CDL Certification

- Staff member will pass the written and driven assessments associated with getting a CDL driving permit. This would increase the amount of drivers available to help with curriculum & standard based off-campus learning activities. A minimum of 30 hours of logged time toward this certification needs to be submitted along with a copy of award of certification.



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Professional Development Course Syllabus

School Year: 2018 to 2019

Course Title: Improving Professional Skills for Improved Outcomes

College: ISU

of Credits: 2

Cost: \$110.00

Registration deadline: Online before starting course work

Course Assignments deadline:

Once the noted assignments are completed and turned in, the grade will be submitted to the university. All course options for this course end no later than April 20, 2019.

Instructor of Record: Bryon Kennedy

Online registration, online payment and this form is due to instructor before staff begins course work.

Staff Member Name:	
Credit and Payment link:	isu.edu/educationpd (updated 8/2018)
Participation Level:	Credit: [] online registration completed [] online payment completed Non-credit: { } Staff member desires to participate for time towards B-7 in-service level, but not for ISU credit
Focus Area: <i>[choose 1 option only]</i>	Option #: _____ Title:

Professional Outcomes: (What you are desiring to get from this training.)

How do you perceive student outcomes could be impacted by this training?

Specific plan to earn credit. (How/what will you use to gain new skills? List any trainings, conferences, printed materials, etc.)

Use the back side if you need additional space.

[] information continued on back side.