



JANUARY-MAY 2015

K-12 CONTINUING EDUCATION COURSES

REGISTER FOR ALL CLASSES AT:
<https://www.surveymonkey.com/s/WinterSpring15>



Courses are being offered at a reduced rate as a result of receiving funds from the Northeast AZ Regional Center. Don't miss out!

PHASE 2

English Language Arts

<p>Engaging SECONDARY Students in Collaborative Discussions—ELA: History/SS, Science, & Technical Subjects 6-12 \$25</p>	<p>AZCCR Speaking and Listening Anchor Standard #1 asks for students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” What does this mean for your students? How can you incorporate discourse into your classroom? During this 7-hour session participants will be introduced to and experience a variety of methods to engage 6th-12th grade students in academic discourse that is applicable to all content areas.</p>	<p>January 24 8:00 am-4:00 pm @ Ponderosa HS</p>
<p>Informational/ Explanatory Writing for PRIMARY Teachers K-3 \$25</p>	<p>The AZCCRS are asking teachers to implement more Informational/ Explanatory writing. How does this look in the K-3 classroom? Come find out in this 6-hour session. We will focus on various tools for teaching a beginning structure for informational pieces and how to support writing with evidence, as well as analyzing several K-3 informational texts. Recommended for K-3 teachers and K-5 Special Education teachers.</p>	<p>January 24 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>Engaging ELEMENTARY Students in Collaborative Discussions—ELA: History/SS, Science, & Technical Subjects K-5 \$25</p>	<p>AZCCR Speaking and Listening Anchor Standard #1 asks for students to “prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.” What does this mean for your students? How can you incorporate discourse into your classroom? During this 6-hour session participants will be introduced to and experience a variety of methods to engage K-5 students in academic discourse that is applicable to all content areas.</p>	<p>February 11 & 18 4:00 pm-7:00 pm @ Ponderosa HS</p>

Visit CCESA I&D at <http://ccesa.gov/innovation-development/>

Questions?

Contact Suzie Hite
 Coconino County ESA
 2384 N. Steves Blvd.
 Flagstaff, AZ 86004
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 (928) 679-8053

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English Language Arts

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<p>Argument Literacy for SECONDARY Teachers 4-12 (2 days) \$25</p>	<p>Making Thinking Visible in Academic Writing: AZCCR Anchor Standard #1 for Writing requires students to “Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” The focus of this session is ultimately to make our students’ thinking visible when writing academic arguments. Participants will identify the major shift in argument writing, learn the CER framework (Claim, Evidence, Reasoning), and participate in activities that allow students to practice these argument-writing skills.</p>	<p>February 27 4:30 pm-7:30 pm and February 28 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>Opinion/Argument Writing for PRIMARY Teachers K-3 \$25</p>	<p>The AZCCRS are asking teachers to implement opinion/argument writing. What does opinion/argument writing look like in the K-3 classroom? Come find out in this 6-hour session. We will focus on various tools for teaching a beginning structure for opinion pieces, as well as analyzing several K-3 books that emphasize argument writing. These strategies are flexible and can be used for various genres and formats depending on your grade level.</p>	<p>February 28 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>Socratic Seminar for SECONDARY Teachers 6-12 \$25</p>	<p>Participants will engage in Socratic Seminar as a student, and then prepare and deliver a “mini” seminar as the instructor. Topics will include the following: preparation for Socratic discussions, generating text-based questions, facilitation of seminar, and extension activities.</p>	<p>April 18 8:00 am-4:00 pm @ Ponderosa HS</p>
<p>Close Reading for PRIMARY Teachers K-3 \$25</p>	<p>Participants will learn how to facilitate “The Close Reading Routine” in the elementary classroom. Participants will learn about various modeling techniques and activities to demonstrate the close reading routine in the primary classroom. Teachers can use with students to help them become independent readers and thinkers about text. In addition to the reading routine, participants will learn how to select texts appropriate for close reading and write text-dependent questions.</p>	<p>March 28 8:30 am-3:30 pm @ Ponderosa HS</p>

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English Language Arts and Mathematics

PHASE 3

<p>EQuIP Rubric K-12 \$25</p>	<p>Aligning lessons and materials to the Standards: This workshop will provide educators with an opportunity to learn about and apply the EQuIP (Evaluating Quality Educational Products) Rubric to instructional materials to see how well they align to the AZCCRS. This useful tool can be used both to evaluate current instructional materials used at a building or district and provide guidance in developing new material. <i>*It is required that registrants have completed at least one Phase 2 course.</i></p>	<p>January 31 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>LETRS Modules 1-3 K-3 (6 days) \$160</p>	<p>LETRS (Language Essentials for Teachers of Reading and Spelling) provides educators with a core understanding of language structure and helps them gain in-depth instructional information to complement their teaching practices. Rather than replacing the core basal reading program, LETRS brings deeper knowledge of reading instruction by addressing each component—phoneme awareness; phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing—as well as the foundational concepts that link them. Recommended for K-3 and special education teachers. <i>*This is part 1 of a 3-part series. Part 1 registrants are encouraged, but not required, to attend parts 2 and 3.</i></p>	<p>Feb 20 (4-7pm), Feb 21 (9am-4pm), March 6 (4-7pm), March 7 (9am-4pm), April 10 (4-7pm), and April 11 (9am-4pm) @ Ponderosa HS</p>
<p>Formative Assessment in the ELA & Math Classroom K-12 \$25</p>	<p>This 7-hour session will focus on the effective use of formative assessment to support student achievement of the AZCCRS. Participants will explore the following topics: clarifying learning goals and success criteria; eliciting and interpreting real-time evidence; engaging in responsive pedagogy (including descriptive feedback); involving students as active owners of their learning; and creating and managing a collaborative classroom environment for formative assessment.</p>	<p>March 7 8:00 am-4:00 pm @ Ponderosa HS</p>

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Mathematics

<p>The Progression of Fractions 3-6 \$25</p>	<p>The Progression of Fractions through Grades 3-6: What it means and how it is taught for College & Career Readiness. Explore the learning progressions for fractions and learn about the major and supporting concepts necessary at each of these grades to build coherent understanding as students move through each grade. The class will include a variety of hands-on, rigorous activities for teachers to use to build conceptual and procedural fluency.</p>	<p>February 7 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>The Progression of Number and Operations in Base 10 K-5 \$25</p>	<p>The Progression of Number and Operations in Base 10 for Grade K-5: What it means and how it is taught for College & Career Readiness. Explore the learning progressions for Number and Operations in Base Ten and learn about the major and supporting concepts necessary at each of these grades to build coherent understanding of place value. Included in this exploration will be a variety of hands-on, rigorous activities for teachers to use to build conceptual and procedural fluency.</p>	<p>April 11 8:30 am-3:30 pm @ Ponderosa HS</p>
<p>Writing in the Mathematics Classroom 3-8 \$25</p>	<p>How does writing allow students to engage in this practice? What does the teaching of this standard look like? What does engaging in this standard look like from the student perspective? Participants will learn about strategies and tools that help students actively engage in this standard. Writing for argument in mathematics will be a key focus.</p>	<p>May 16 8:30 am-3:30 pm @ Ponderosa HS</p>

SEI

Structured English Immersion

<p>SEI K-12 6 days \$200</p>	<p>This 45 hour course will provide an in-depth look at concepts surrounding Structured English Immersion (SEI) and assist teachers in developing effective lessons for language and cultural minority students incorporating the SIOP Model (Sheltered Instruction Observation Protocol). This training will allow teachers to meet either of the following requirements for SEI certification: First Class for provisional licensing OR Completion Class (for teachers already having their provisional SEI).</p>	<p>March 27 (4-8pm), March 28 (8am-4pm), April 17 (4-8pm), April 18 (8am-4pm), May 1 (4-8pm), and May 2 (8am-4pm) @ Ponderosa HS</p>
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