

Professional Learning for Campus Based Non-Exempt Staff

January 2, 2019

Time: 7:30 am - 4:30 pm

Austin High School

Be sure to scan your badge at the Raptor stations to record your time at the beginning and end of the day.

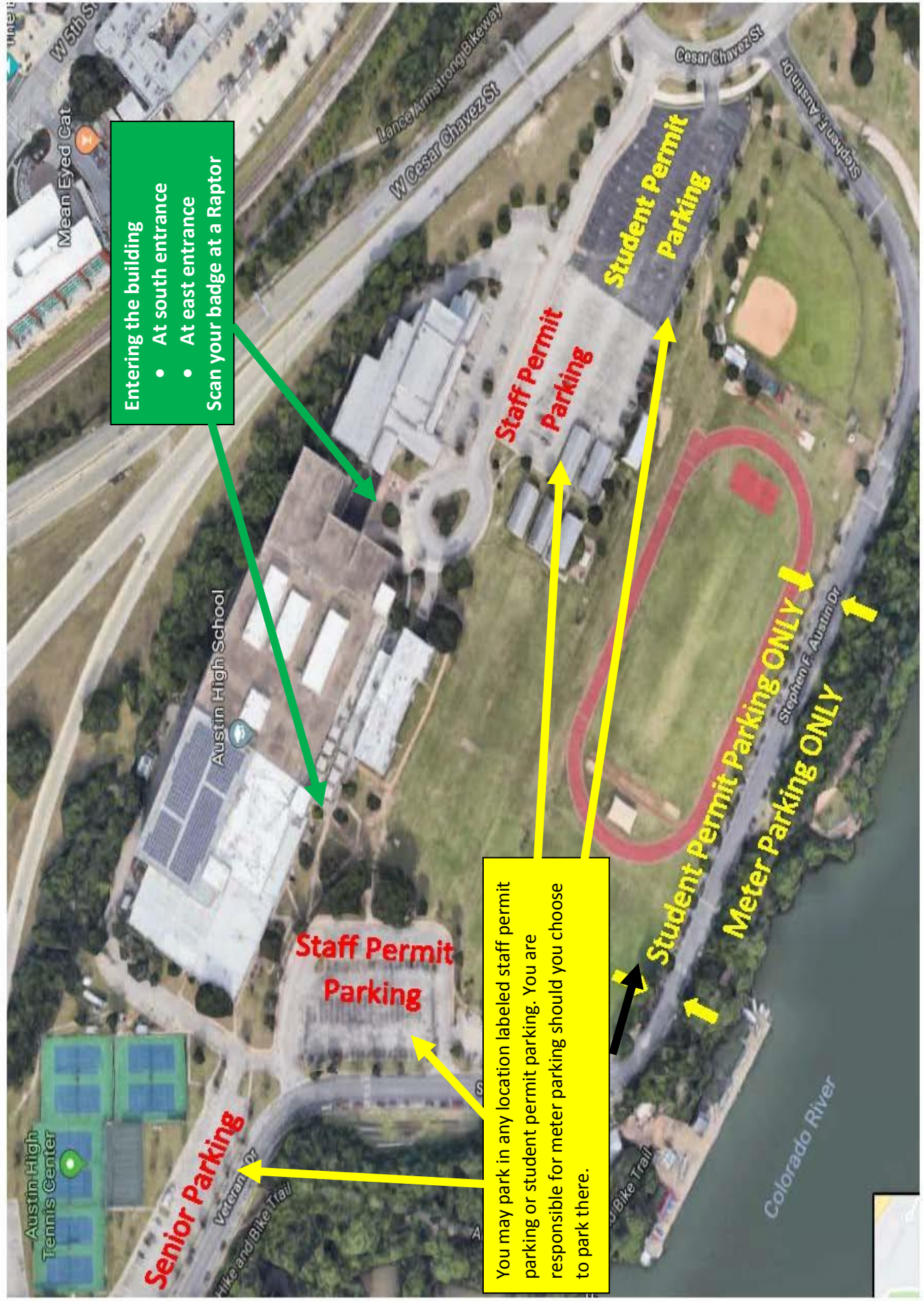
Schedule:

- Session 1: 7:30 am - 9:30 am
- Session 2: 9:45 am - 11:30 am
- Lunch: 11:30 am - 12:30 pm
- Session 3: 12:30 pm - 2:15 pm
- Session 4: 2:30 pm - 4:30 pm

Planning Your Day of Learning:

This day is designed to provide you with learning opportunities that enhance your professional knowledge and skills. Each group has one or more required sessions as well as at least one opportunity to attend a session of your choice. Please review the Schedule Matrix for your group to see the topic and time for your required session(s). Then refer to the Choice Topic section of this booklet to select topics to fill out the rest of your day. Have a great day of learning!

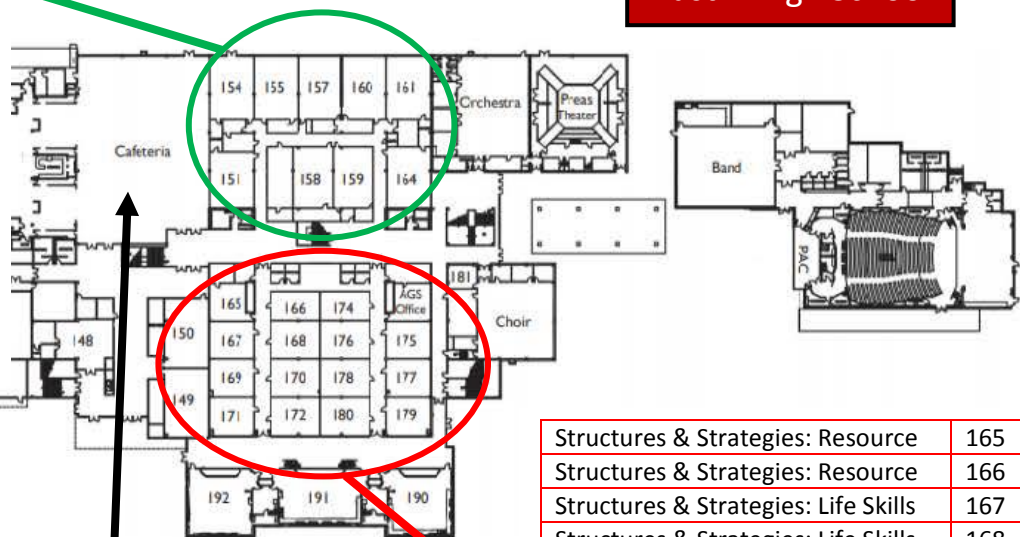
Austin High Parking



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1st Floor

Austin High School



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2nd Floor



Schedule Matrix for SPED TAs

Last Name Starts With:	Session 1: 7:30 am - 9:30 am	Session 2: 9:45 am - 11:30 am	Session 3: 12:30 pm - 2:15 pm	Session 4: 2:30 pm - 4:15 pm
A-D	Introduction to SPED Topics	Structures and Strategies by Role	Choice:	Choice:
E-K	Choice:	Introduction to SPED Topics	Structures and Strategies by Role	Choice:
L-Rivera	Choice:	Choice:	Introduction to SPED Topics	Structures and Strategies by Role
Robertson-Z	Structures and Strategies by Role	Choice:	Choice:	Introduction to SPED Topics

Required Topics for SPED TAs

Introduction to SPED Topics: Required Topic for All SPED TAs

Learning Outcomes:

- Participants will examine the basics of FERPA and IDEA.
- Participants will examine the roles and responsibilities of a special education teacher assistant.
- Participants will analyze the basic components of an IEP and how to access these through SEEDS.

Session 1: 7:30 am - 9:30 am Last Name: A-D	Session 2: 9:45 am - 11:30 am Last Name: E-K	Session 3: 12:30 pm - 2:15 pm Last Name: L-Rivera	Session 4: 2:30 pm - 4:15 pm Last Name: Robertson-Z
Cafeteria, Library	Cafeteria, Library	Cafeteria, Library	Cafeteria, Library

Structures and Strategies for SBS: Required Topic for SBS TAs

Learning Outcomes:

- Participants will examine the structure of an SBS program.
- Participants will demonstrate how to effectively implement behavior strategies.
- Participants will practice how to directly teach social behavioral skills to students in SBS.

Session 1: 7:30 am - 9:30 am Last Name: Robertson - Z	Session 2: 9:45 am - 11:30 am Last Name: A - D	Session 3: 12:30 pm - 2:15 pm Last Name: E - K	Session 4: 2:30 pm - 4:15 pm Last Name: L - Rivera
Room 160	Room 160	Room 160	Room 160

Structures and Strategies for SCORES: *Required Topic for SCORES TAs*Learning Outcomes:

- Participants will examine the structure of a SCORES program.
- Participants will demonstrate how to effectively implement behavior strategies.
- Participants will practice how to directly teach social behavioral skills to students in SCORES.

Session 1: 7:30 am - 9:30 am Last Name: Robertson - Z	Session 2: 9:45 am - 11:30 am Last Name: A - D	Session 3: 12:30 pm - 2:15 pm Last Name: E - K	Session 4: 2:30 pm - 4:15 pm Last Name: L - Rivera
Rooms 151 & 154	Rooms 151 & 154	Rooms 151 & 154	Rooms 151 & 154

Structures and Strategies for Resource: *Required Topic for Resource TAs*Learning Outcomes:

- Participants will examine the structure of the Resource program.
- Participants demonstrate how to implement instructional strategies.
- Participants will practice how to effectively implement behavior strategies.

Session 1: 7:30 am - 9:30 am Last Name: Robertson - Z	Session 2: 9:45 am - 11:30 am Last Name: A - D	Session 3: 12:30 pm - 2:15 pm Last Name: E - K	Session 4: 2:30 pm - 4:15 pm Last Name: L - Rivera
Rooms 165 & 166	Rooms 165 & 166	Rooms 165 & 166	Rooms 165 & 166

Structures and Strategies for Life Skills: *Required Topic for Life Skills TAs*Learning Outcomes:

- Participants will be able to implement instructional activities.
- Participants will be able to explain the importance of visual tools.
- Participants will be able to maintain instructional routines and schedules within the classroom.

Session 1: 7:30 am - 9:30 am Last Name: Robertson - Z	Session 2: 9:45 am - 11:30 am Last Name: A - D	Session 3: 12:30 pm - 2:15 pm Last Name: E - K	Session 4: 2:30 pm - 4:15 pm Last Name: L - Rivera
Rooms 167 & 168	Rooms 167 & 168	Rooms 167 & 168	Rooms 167 & 168

Continue to next page for more Required Topics...

Structures and Strategies for PPCD: *Required Topic for PPCD TAs*Learning Outcomes:

- Participants will examine the structure of a PPCD program.
- Participants will demonstrate how to effectively implement behavior strategies.
- Participants will practice how to directly teach social and communication skills to students in PPCD.

Session 1: 7:30 am - 9:30 am Last Name: Robertson - Z	Session 2: 9:45 am - 11:30 am Last Name: A - D	Session 3: 12:30 pm - 2:15 pm Last Name: E - K	Session 4: 2:30 pm - 4:15 pm Last Name: L - Rivera
Rooms 164	Rooms 164	Rooms 164	Rooms 164

Schedule Matrix for MET TAs

Please Note: All MET TAs have one required topic and three choice topics. The required topic for Elementary MET TAs is offered during Sessions 1 & 3. You only need to attend one of those sessions. The required topic for Secondary MET TAs is offered during Sessions 2 & 4. MET TAs may choose either time available for their level.

	Session 1: 7:30 am - 9:30 am	Session 2: 9:45 am - 11:30 am	Session 3: 12:30 pm - 2:15 pm	Session 4: 2:30 pm - 4:15 pm
Elementary MET TAs	Sheltered Instruction (ECE,1-5) OR Choice:	Choice:	Sheltered Instruction (ECE,1-5) OR Choice:	Choice:
Secondary MET TAs	Choice:	Sheltered Instruction (6-12) OR Choice:	Choice:	Sheltered Instruction (6-12) OR Choice:

Required Topics for MET TAs

Sheltered Instruction (ECE,1-5): Required Topic for Elementary MET TAs

Learning Outcomes:

- Participants will learn strategies to identify and apply pedagogical practices that support language-rich classrooms.
- Participants will practice specific strategies for their grade band.

Session 1: 7:30 am - 9:30 am Elementary MET TAs		Session 3: 12:30 pm - 2:15 pm Elementary MET TAs	
Room 169		Room 169	

Sheltered Instruction (6-12): Required Topic for Secondary MET TAs

Learning Outcomes:

- Participants will learn strategies to identify and apply pedagogical practices that support language-rich classrooms.
- Participants will practice specific strategies for their grade band.

	Session 2: 9:45 am - 11:30 am Secondary MET TAs		Session 4: 2:30 pm - 4:15 pm Secondary MET TAs
	Room 180		Room 180

Schedule Matrix for Security Guards & ISS Monitors

Last Name Starts With:	Session 1: 7:30 am - 9:30 am	Session 2: 9:45 am - 11:30 am	Session 3: 12:30 pm - 2:15 pm	Session 4: 2:30 pm - 4:15 pm
A-J	De-escalation Training		Emergency Management & School Security	Choice:
K-Z	Choice:	Emergency Management & School Security	De-escalation Training	

Required Topics for Security Guards & ISS Monitors

De-escalation Training: Required Topic for All Security Guards & ISS Monitors

Learning Outcomes:

- Receive a review of state requirements for handling behavioral issues.
- Learn about Behavior Development and be able to identify proactive, preventative strategies that will decrease the occurrence of escalating behavior.
- Be able to identify the seven phases of escalating behavior and learn de-escalation techniques for limiting the use of force, including the use of physical restraints.

Session 1 & 2: 7:30 am -11:30 am Last Name: A - J	Session 3 & 4: 12:30 pm - 4:15 pm Last Name: K - Z
Room 259	Room 259

Emergency Management & School Security: Required Topic for All Security Guards & ISS Monitors

Learning Outcomes:

- Participants will engage in learning about strategies for intruder assessment, walking the perimeter of the schools, overview on name badges and identification of strangers, patrolling blind spots for cameras, and what their roles are/are not as disciplinarians.

Session 2: 9:45 am - 11:30 am Last Name: K - Z	Session 3: 12:30 pm - 2:15 pm Last Name: A - J
Room 261	Room 261

Schedule Matrix for ECE TAs

PK3 TAs

Please Note: All PK3 TAs have one required topic and three choice topics. The required topic for PK3 TAs is only offered during two time slots. PK3 TAs may choose either time.

	Session 1: 7:30 am - 9:30 am	Session 2: 9:45 am - 11:30 am	Session 3: 12:30 pm - 2:15 pm	Session 4: 2:30 pm - 4:15 pm
PK3 TAs	The Power of Perception: Rethinking Challenging Behaviors OR Choice:	Choice:	The Power of Perception: Rethinking Challenging Behaviors OR Choice:	Choice:

Required Topic for PK3 TAs

The Power of Perception: Rethinking Challenging Behaviors: Required Topic for PK3 TAs

Learning Outcomes:

- Develop an understanding of Conscious Discipline's seven powers of a mindful adult: perception, unity, attention, free will, acceptance, love and intention.
- Develop our techniques to use these powers to teach children new skills rather than punishing for lacking skills.
- Develop our understanding that all behaviors are a form of communication.

Session 1: 7:30 am - 9:30 am PK3 TAs		Session 3: 12:30 pm - 2:15 pm PK3 TAs	
Room 178		Room 178	

Required Topic for PK4 Head Start TAs

Please Note: PK4 Head Start TAs are have a required half day topic in the morning and will attend choice topics in the afternoon.

MOY Teaching Strategies Gold Documentations, Reports and STEM: Required Topic for PK4 Head Start TAs

Learning Outcomes:

- Participants will understand the amount of documentation expected to be entered into TSG for the MOY assessment window.
- Participants will understand which TSG reports will help them individualize student instruction.
- Participants will understand the difference between a science activity and a math activity.

7:30 am - 11:30 am
PK4 & Head Start TAs

Room 174

Choice Topics

Please choose topics to round out your day! You may choose from any of the Choice Topics listed below as well as any of the SpEd topics noted on previous pages that you find to be of interest to you. Please write down the title and room number in your Schedule Matrix.

	Room Number:
Supporting Literacy through Metacognition and the lens of the new Language Arts TEKS <u>Learning Outcomes:</u> • Participants will learn to understand the mental processes that go into reading comprehension. • Participants will learn strategies to support students in improving metacognition and making their thinking visible. • Participants will examine these strategies in the context of the "Comprehension" strand of the new Language Arts TEKS.	252
Supporting Structured Independent Reading (StIR) <u>Learning Outcomes:</u> • Participants will leave understanding the purpose of the reading conference and how to check in with a student, identify areas of strength and needs, and find a teaching point to improve student skills. • Participants will learn to ensure that students have books appropriate for them (reading level/lexile + interest) and suggest additional text for future reading. • Participants will learn how to equip students to decode more successfully and support fluent reading and comprehension.	253

Numeracy in the Elementary Math Classroom <u>Session 2 - addition and subtraction</u> <u>Session 4 - multiplication and division</u> <u>Learning Outcomes:</u> • Participants will learn mental math strategies for supporting basic math fact retrieval.	254
Math Manipulatives in the Secondary Classroom: <u>Session 1 & Session 3 only</u> <u>Learning Outcomes:</u> • Participants will engage with manipulatives as a tool to help students develop a conceptual understanding of secondary math concepts.	254
Science: How to Contribute to an Equitable Learning Environment <u>Learning Outcomes:</u> • Participants will examine the difference between equity and equality, and determine ways in which they can contribute to creating equitable learning environments. • Participants will examine the difference between growth and fixed mindsets. • Participants will determine how their interactions with students may encourage growth or fixed mindsets.	255
Social Studies - Elementary Strategies and Resources for Meeting the Needs of All Students: <u>Session 1 and Session 3 only</u> <u>Learning Outcomes:</u> • Participants will locate and access curriculum documents online. • Participants will experience a Talk Read Talk Write cycle and discuss ways to accommodate reading, writing, and speaking tasks for all students. • Participants will identify accommodations to support literacy.	256

Social Studies - Secondary Strategies and Resources for Meeting the Needs of All Students: <u>Session 2 and Session 4 only</u> <u>Learning Outcomes:</u> • Participants will locate and access curriculum documents online. • Participants will experience a Talk Read Talk Write cycle and discuss ways to accommodate reading, writing, and speaking tasks for all students. • Participants will identify accommodations to support literacy.	Behavior Topics in SPED - Data Collection & Progress Monitoring <u>Learning Outcomes:</u> • Participants will identify the importance of collecting different types of data. • Participants will compare various methods of data collection used to progress monitor on IEPs. • Participants will demonstrate these skills through application activities.	Behavior Topics in SPED - Functions of Behavior and Consequence Strategies <u>Learning Outcomes:</u> • Participants will recognize and identify the various functions of behavior. • Participants will select behavior strategies based on function. • Participants will demonstrate these skills through application activities.	Behavior Topics in SPED - Prompting Student Independence <u>Learning Outcomes:</u> • Participants will examine the hierarchy of prompting. • Participants will demonstrate how to fade prompt levels. • Participants will practice these skills through application activities.	256 155 157 158
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Behavior Topics in SPED - Characteristics of Disabilities and General Strategies		159
<u>Learning Outcomes:</u> • Participants will examine the definitions of a variety of disabilities. • Participants will distinguish the characteristics of a variety of disabilities. • Participants will practice strategies for working with students with a variety of disabilities.		
Dual Language Programs / Identity		179
<u>Learning Outcomes:</u> • Participants will develop an understanding of language programs offered in AISD and at their specific campus. • Participants will develop an understanding for how language shapes identity.		
Pathway from TA to Teacher		170
<u>Learning Outcomes:</u> • The learner will recognize different recruiting challenges in Austin ISD. • The learner will recognize different growth opportunities within Austin ISD. • The learner will compare different pathways to becoming a teacher.		
Service with Compassion for Others and Ourselves		175, 176
<u>Learning Outcomes:</u> • Participants will explore tools and techniques related to the following adult SEL topics: ◦ Calming Down/Mindfulness ◦ Self-Care/Self-Compassion ◦ Conflict Resolution ◦ Calm Communication - listening, reflecting, defusing		
Cultural Proficiency & Inclusiveness: Managing Difference		177
<u>Learning Outcomes:</u> • Participants will deepen their understanding of: ◦ Self-reflection ◦ Managing conflict ◦ Student focused planning		

Introduction to Trust Based Relational Intervention (TBRI) <u>Learning Outcomes:</u> • Participants will develop an understanding of types of trauma and the potential effects of trauma over time through exploring the Adverse Childhood Experiences Study. • Participants will review brain architecture and will create strategies to facilitate healthy brain development in students who have experienced trauma. • Participants will focus on the Connecting Principal of Trust-based Relational Intervention through developing personal mindfulness routines and engagement strategies to use in their work with students.	Culturally Proficient Customer Service <u>Learning Outcomes:</u> • Participants will develop an awareness of cultural biases and how they impact others. • Participants will leave with tools to use in your daily work to address biases. • Participants will establish norms and proactively solve potential issues.	Various Online Learning Opportunities <u>Learning Outcomes:</u> • Participants will have the opportunity to participate in specified online learning opportunities available in HCP.	171, 172 161 257
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