The WTU Teachers’ Center
Professional Development Program for Educators

Spring 2015 Semester Catalog

Early Bird Special:
Register by December 31, 2014
and receive 50% off the registration fee!

Final registration deadline is January 9, 2015

Register online with Paypal at: www.wtulocal6.org
Vision Statement
To increase educator effectiveness and strengthen the WTUs internal and external capacity to improve and advance student academic achievement in every classroom and school in the District of Columbia Public Schools.

Mission Statement
To serve educators in the District of Columbia with ongoing access to high quality research-based content, job-embedded professional learning opportunities and districtwide resource centers that address the professional needs of our educator members, and help them be even more successful in their careers; the union; the institutions in which they work; and in serving the students, families and communities they serve.

Program Components

Instructional Coaching and Mentoring
- Professional Development and Support for IMPACT
- Model Lesson Delivery and Peer Coaching
- Collaborative Instructional Planning

Content-Specific and Pedagogical Course Delivery
- Beginning Reading Instruction
- English Language Learners Modules
- Foundations of Effective Teaching I: Organizing the Classroom for Teaching and Learning
- Instructional Strategies that Work
- Making Data and Classroom Assessments Work for You
- Managing Antisocial Behavior
- Reading Comprehension Instruction
- School, Family and Community: Partnership That Support Student Learning
- Strategies for Student Success Program (over 24 Teaching and Learning modules)
- Thinking Mathematics K-8: Common Core Edition

Professional Growth and Development
- Share My Lesson Resources: Developed by Teachers, for Teachers
- WTU Teacher Leaders Program
- Professional Learning Community for WTU Professional Development Instructors

Visit the WTU Teacher Center Locations:
- New Elementary – Middle School Location to be determined
- New Secondary Location (Grades 9-12) to be determined
- Washington Teachers’ Union, 1239 Pennsylvania Avenue, SE; 20003 (Central Office)

For more information, email: info@wtulocal6.net or call 202-517-1477
Teacher and Service Provider License Renewal

To renew a *Standard, *Professional or Regular II District of Columbia license, applicants must submit evidence of six (6) semester hours or 90 contact hours (or a combination of the two) of professional development activities completed within the four (4) years* prior to the date of the licensure application submission as outlined below. These requirements also apply to those wishing to reinstate an expired license.

Renewal applications may be submitted to our office up to 90 days prior to the license’s expiration date.

1. **A minimum of three (3) semester hours/45 clock hours** of the professional development activities must be directly related to the field (subject content) of the license being renewed. If renewing more than one license, you must have different subject-specific coursework hours for each license, even if the licensure areas are similar.

2. **The remaining required three (3) semester hours/45 clock hours** may include any professional development activity relevant to Pre-K – 12 education and/or serving Pre-K – 12 students. These general education classes/workshops may be used to renew more than one license, as long as the professional development was completed within the renewal timeframe (four years prior to the submission of a renewal application for Regular II license holders; five years for Standard and Professional license holders).

Examples of Acceptable Renewal Activities

- Coursework at an accredited college or university;
- Workshops, seminars or conferences sponsored by a local education agency/school district and/or other education/professional organization (e.g. Washington Teachers Union, American Federation of Teachers, National Staff Development Council, National Board for Certified Counselors, National Athletic Trainers Association, etc.);

*Special Note for all Standard and Professional license holders on renewal:

Per the teacher licensure regulations effective January 9, 2009, standard and professional license holders will receive a four-year Regular II license upon renewal. Standard and professional license holders may submit renewal credits completed within the five (5) years prior to the submission of a licensure renewal application. Upon issuance of a Regular II license, the acceptable span for renewal credits will be four (4) years.

Please note the following:

- When submitting a renewal application, **School Social Workers** must submit a copy of a valid clinical and/or professional license issued by the District of Columbia, Department of Health Professional Licensing Board.
- When submitting a renewal application, **Technical & Industrial Occupation teachers** must submit a copy of a valid certificate/license issued by the appropriate national organization or District of Columbia Industrial Trade Board (e.g. athletic trainer, electrician, barber, cosmetologist, etc.).
• Professional development activities where the applicant is the teacher, facilitator or instructor will not be accepted for renewal purposes.

Acceptable Renewal Documentation

Acceptable documentation verifying completion of professional development activities must be on an official transcript from an accredited college/university; OR must be an original certificate, bearing an authenticating signature, and include the following:

• Participant’s Name
• Name of the sponsoring organization
• Name of activity/workshop or course title
• Activity length of time (contact hours; credit hours, CEUs; Professional Learning Units (PLUs), etc.)
• Dates of Participation

Calculating Professional Development Hours

When translating college/university credit hours, Continuing Education Units (CEUs), and Professional Learning Units (PLUs) into contact hours, the following formulas apply:

• One semester credit hour is equivalent to 15 contact hours (i.e., 3 semester credit hours = 45 contact hours)
• One (1.0) CEU is equivalent to 10 contact hours (i.e., 1.5 CEUs = 15 contact hours)
• One PLU is equivalent to one contact hour

When contact hours, CEUs, etc., are not explicitly stated on documentation of participation, the length of time must be indicated to calculate contact hours. For example a participant completes a relevant workshop that lasted from 9:00am to 12pm; therefore the participant completed three (3) contact hours.

For more information on licensure renewal in the District of Columbia, please visit or call the OSSE office at: 810 1st Street, NE; Washington, DC 20002, (202) 727-6436.
WTU Fall 2015
Professional Development Courses

Beginning Reading Instruction (Newly Modified and Aligned to Common Core)
IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 8
Location: Walker Jones Education Campus
Dates: Saturdays, March 7 – April 11, 2015
Times: 8 am – 5 pm
Target audience: PK-3 Grade Teachers, Reading Specialists
Instructor: Kimberly Bigelow, M.Ed.
Beginning Reading Instruction (BRI) focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of primary grades. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and support staff working with older students who still are having difficulty with decoding and fluency. The course presents a synthesis of the research consensus for beginning reading instruction, and it provides the most effective instructional strategies – aligned to research - to help students develop print awareness, phonemic awareness, and knowledge of the alphabetical system, phonics /decoding skills, fluency, vocabulary and comprehension. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

WTU Tuition: $200 for Full Members/$300 for Non-Members  50% off until December 31

WTU Scholarship Opportunity: Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings
Trinity Tuition for Graduate Credit: $375 (Make a separate payment to Trinity University)

Beginning Reading Instruction (Newly Modified and Aligned to Common Core)
IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 8
Location: Savoy Elementary School
Dates: Mondays/Wednesdays, April 8 – May 20, 2015
Times: 4 pm – 7 pm
Target audience: PK-3 Grade Teachers, Reading Specialists
Instructor: Jacqueline Pogue Lyons, M.A.
Beginning Reading Instruction (BRI) focuses on how children learn to read and the best ways to teach beginning reading from kindergarten to the end of primary grades. Because the course contains considerable information on how students develop basic decoding skills, it is also useful for teachers and support staff working with older students who still are having difficulty with decoding and fluency. The course presents a synthesis of the research consensus for beginning reading instruction, and it provides the most effective instructional strategies – aligned to research - to help students develop print awareness, phonemic awareness, and knowledge of the alphabetical system, phonics /decoding skills, fluency, vocabulary and comprehension. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

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Implications of Educating Low-Vision Students
IMPaCT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 9
Location: WTU TC
Dates: Wednesdays, January 28 – May 6, 2015
Times: 4 pm – 7 pm
Target audience: Special Education Teachers
Instructor: John L. Taylor, Ph.D.

This course is designed to acquaint participants with the degrees of visual dysfunction, and the kinds of technology that should be utilized in working with the blind and visually impaired. Course participants will be prepared to work with the targeted student group so that they will able to compete with others. This course will also acquaint participants with the anatomy and physiology of the eye. It will explore causes and types of visual dysfunction leading to eye diseases and disorders. The participants will learn various types of optics and magnifiers, their uses and constraints, the rationale for prescriptions and strategies/approaches in their use within the educational environment. The course will offer field experiences for participants to learn, first hand, what services are available for the low-vision and blind student.

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**Instructional Strategies That Work for All Disciplines**

**IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 8**

**Location:** McKinley Technical High School  
**Dates:** Tuesdays, January 27 – May 5, 2015  
**Times:** 4 pm – 7 pm  
**Target audience:** All Teachers, Instructional Coaches  
**Instructor:** Sarah Elwell, M.S.

This course provides a cognitive research-based approach to lesson planning and design. To develop a comprehensive instructional plan, participants consider the concepts of standards, curriculum and a course map as they generate unit and lesson plans that promote independent learning for students. In this course, instructional strategies are taught in the context of purpose and appropriateness for supporting student learning. Course participants will learn how to develop scoring guides (rubrics) for student tasks; evaluate curriculum materials for any content area and create instructional plans that address the shortcomings of the materials. The information in this course can be applied in K-12 settings and is particularly helpful for students with special needs. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

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**50% off until December 31**

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**Trinity Tuition for Graduate Credit:** $375 (Make a separate payment to Trinity University)

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**Legal Issues in Education**

**IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 8-9**

**Location:** Savoy Elementary School  
**Dates:** Mondays/Wednesdays, February 2 – March 25, 2015  
**Time:** 4pm – 7pm  
**Target audience:** Special Education Teachers, American Government Teachers, School Counselors  
**Instructor:** Travis Murrell, B.S.L., J.D.

This course is designed to acquaint teachers with the contemporary legal issues currently confronting them. A thorough grounding in derivation of the law and sources of the law will be provided as will information about the structure of the court system in the District of Columbia both in the local and the federal jurisdictions. Participants will cover the constitutional basis of current legal issues. Also covered will be issues of bullying, legislative enactments concerning special education, corporal punishment and schools’ legal responsibilities. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

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**50% off until December 31**

**WTU Scholarship Opportunity:** Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings  
**Trinity Tuition for Graduate Credit:** $375 (Make a separate payment to Trinity University)
Making Data and Classroom Assessments Work for You

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 4-8

Location: Walker Jones Education Campus
Dates: Saturdays, March 7 – April 11, 2015
Times: 8 am – 5 pm

Target audience: Testing Teams, SSTs, Special Education, Guidance Counselors, Related Service Providers

Instructors: Cynthia Henderson, Ph.D. and Marsha Pender, M.S.

In this course, participants will acquire the knowledge and tools they need to collect and use data, to understand the role of classroom assessments to improve schools, to inform instruction and to advance learning individually and collaboratively. Specifically, participants will surface their assumptions about data and will begin to identify what’s meant by “data;” will understand two different types of assessment data and their uses and limitations; will better understand how to organize and use standards to help guide instruction and assessment; will better understand how to select, develop and use quality classroom assessments; and will learn how to analyze data to make informed decisions about school improvement and instruction. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

WTU Tuition: $200 for Full Members/$300 for Non-Members 50% off until December 31

WTU Scholarship Opportunity: Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings

Trinity Tuition for Graduate Credit: $375 (Make a separate payment to Trinity University)

Managing Anti-Social Behavior (MAB)

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 8-9

Location: Hart Middle School
Dates: Thursdays, January 29 – May 14, 2015
Times: 4 pm – 7 pm

Target audience: All Teachers, School Counselors, Dean of Students

Instructor: Michael Edgerton, M.Ed.

The anti-social actions of a small but powerful number of students in school not only put their
own academic success at risk but threaten the learning environment for everyone. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive or dangerous outbreaks. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

WTU Tuition: $200 for Full Members/$300 for Non-Members 50% off until December 31

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Trinity Tuition for Graduate Credit: $375 (Make a separate payment to Trinity University)

Managing Anti-Social Behavior (MAB)

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 8-9

Location: Walker Jones Education Campus

Dates: Saturdays, March 7 – April 11, 2015

Times: 8 am – 5 pm

Target audience: All Teachers, School Counselors, Dean of Students

Instructor: Leslie Charles, M.S.

The anti-social actions of a small but powerful number of students in school not only put their own academic success at risk but threaten the learning environment for everyone. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive or dangerous outbreaks. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.
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Organizing the Classroom for Teaching and Learning

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 9

Location: Whittier Education Campus

Dates: Tuesdays/Thursdays, February 3 - March 24, 2015 Times: 4 pm – 7 pm

Target audience: New Teachers, Developing Teachers, Instructional Coaches

Instructors: Betty Cade, M.A.

This core course addresses the fundamental aspects of teaching and learning that are relevant
for teachers and classroom paraprofessionals in all grade levels and subject areas. It examines proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, homework, interactive guided instruction strategies, and scaffolding techniques. Covering core topics critical to successful classroom practice, this course is recommended as the primary offering for all educators. It is frequently used as the basis for induction, mentor, and peer assistance programs. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

WTU Tuition: $200 for Full Members/$300 for Non-Members 50% off until December 31

WTU Scholarship Opportunity: Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings

Trinity Tuition for Graduate Credit: $375 (Make a separate payment to Trinity University)

Organizing the Classroom for Teaching and Learning

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 9

Location: Walker Jones Education Campus

Dates: Saturdays, March 7 – April 11, 2015
Times: 8 am – 5 pm

Target audience: New Teachers, Developing Teachers, Instructional Coaches

Instructor: LaToya Dutton, M.Ed.

This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers and classroom paraprofessionals in all grade levels and subject areas. It examines proven practices for establishing and maintaining classroom management, maximizing use of learning time, questioning and feedback skills, homework, interactive guided instruction
strategies, and scaffolding techniques. Covering core topics critical to successful classroom practice, this course is recommended as the primary offering for all educators. It is frequently used as the basis for induction, mentor, and peer assistance programs. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

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**Trinity Tuition for Graduate Credit:** $375 (Make a separate payment to Trinity University)

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**Reading Comprehension Instruction (Newly Modified and Aligned to Common Core)**

**IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 8**

**Location:** Kimball Elementary School

**Dates:** Tuesdays, January 27 – May 5, 2015

**Times:** 4 pm – 7 pm

**Target audience:** Grades 3-12 Teachers, Reading Specialists

**Instructor:** Natalie Porter-McCuiston, M.S.

Reading Comprehension Instruction (RCI) focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. RCI is appropriate for all K-12 teachers and support staff that need to help increase their students’ comprehension of text – whether that text is a literature selection or informational text. The course provides participants with a synthesis of the research base on reading comprehension instruction and vocabulary development. Participants examine, discuss and evaluate the appropriate application of a range of instructional strategies from explicit to implicit teaching of comprehension skills. Strategies are presented for increasing student comprehension of both narrative and expository texts. In addition, participants learn how to help students self-monitor comprehension and apply appropriate “fix-up” strategies when comprehension is not achieved. Practice in using instructional strategies and examples of student work are embedded in the course. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

**WTU Tuition:** $200 for Full Members/$300 for Non-Members | 50% off until December 31

**WTU Scholarship Opportunity:** Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings

**Trinity Tuition for Graduate Credit:** $375 (Make a separate payment to Trinity University)
Thinking Mathematics 3-5: Common Core Edition

IMPACT Teaching and Learning Framework (TLF) Alignment: TEACH 1 - 8

Location: Kimball Elementary School

Dates: Tuesdays, January 27 – May 5, 2015
Times: 4 pm – 7 pm

Target audience: Grades 3 - 5 Teachers, Mathematics Specialists

Instructor: Ulrika Randolph, M.A.

Redesigned to help teachers examine, understand, and make specific links to the Common Core Mathematics Standards, this course opens with a brief introduction to the research-based Ten Principles. Participants consider patterns and relationships in mathematics, including those in the multiplication tables and focus on the Common Core State Standards for Mathematical Practice. They examine the differences between multiplicative and additive structures, including the new role numbers have as they begin to represent not only single objects but also composite units. Participants also review the variety of problem types into multiplicative structures. Representations to help students understand include diagrams, charts, and t-tables as well as arrays and area models, which receive strong emphasis in Common Core. Use of the distributive property and the beginnings of proportional reasoning are stressed as well as the various treatments that may be required for division remainders in contextualized problems. Stress is placed on the importance of matching language to situations. Participants earn 45 Professional Learning Units (PLUs)/3 Recertification hours.

WTU Tuition: $200 for Full Members/$300 for Non-Members

50% off until December 31

WTU Scholarship Opportunity: Special New Teacher Orientation certificates will be honored; Scholarships available to first 10 full WTU members with Developing, Minimally Ineffective and Ineffective IMPACT Ratings

**Trinity Graduate Credit is not available for this course.**
Washington Teachers’ Union

Teachers’ Center Professional Development Program
Spring 2015 Registration Form
Early Bird Registration Deadline: December 31, 2014
Final Registration Deadline: January 9, 2015

Name__________________________________________________

Address_________________________________________________

_________________________________________________________________

Cell #__________________ Personal Email _____________________

School_______________ Grade/Subject__________________

Course____________________ Weekday_________________

Course____________________ Weekday_________________

*Payment_________________ Amount_____________________
*Scholarship recipients write “Scholarship” and write “FREE” for the amount.

No refunds. No postdated checks.
Credit card payments accepted at: www.wtulocal6.org.
Checks and money orders for WTU tuition required and should be made separate and payable to: WTU-TC (WTU Teacher Center).
Payments for graduate credit should be made payable to: Trinity U.
All registration forms and payments should be mailed to: WTU-TC, 1239 Pennsylvania Avenue, SE; Washington, DC 20003.
Washington Teacher’s Union (WTU) Spring 2015 Courses
Professional Development Registration Form

STEP 1
Is this a change of Name or Address? ___Yes ___No
Name:____________________________________________________________
Address: _________________________________________________________
                               Street Address
City                          State                          ZIP Code
____________________________________________________________
E-mail Address
Phone (H): ____________________ Phone (W): ____________________
Soc. Sec. #: ____________________
Date of Birth ____________________

STEP 2  Admission Requirement
Have you received credit from Trinity? ___Yes ___No* 
* If NO, with this form you must submit a copy of official documentation of an undergraduate degree: a final transcript, Bachelor’s diploma, or Teaching License (if degree status is indicated on the Teaching License).

DEGREE(S) HELD: Please check those that apply to you:
___ B.A. ___ M.A. ___ M.A.T. ___ M.Ed.  ___ Ed.D. ___ Ph.D. ___ J.D. ___ Other

STEP 3  Payment Method
(must be submitted to register)
___Personal Check*  ___Money Order

*Make Checks Payable to Trinity Washington University

Please complete below when paying by Credit Card:
___American Express  ___Discover  
___Master Card  ___Visa
Account Number: ____________________
Expiration Date: ___ / ___

TUITION AND FEES
$375 per course – Tuition for 3 credit WTU course
Non-refundable Fees
Drop Fee: $50 (drop form must be submitted before the first class)
Late Registration Fee: $50 Registrations with required documentation (see Step #2 above) and payment to Trinity should be given to Dorothy Egbufor by January 23, 2015 to avoid a $50 late fee.

Total
$375

Are you a new student to Trinity? ➤ See Step #2 above for Admission Requirements. Without degree proof, no grade will be released.

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I understand that I am responsible for and agree to pay all charges I incur at Trinity, whether or not my employer initially agreed to pay my tuition. If I withdraw, I must do so in accordance with the policies and procedures for the semester in which I am enrolling. I understand that if my account becomes delinquent, I will be liable for collection of legal costs. My signature below is approval for the release of my report card to my address above.

Signature ____________________ Date ____________________

STEP 0 Return this form with payment to: Washington Teacher’s Union
1239 Pennsylvania Avenue, SE Washington, DC 20003

Telephone: 202-517-1477  Fax: 202-517-0673

www.trinitydc.edu  •  202-884-9301
Course Locations

Hart Middle School
601 Mississippi Avenue, SE, 20032

Kimball Elementary School
3375 Minnesota Avenue, SE, 20019

McKinley Technical High School
151 T Street, NE, 20002

Savoy Elementary School
2400 Shannon Place, SE, 20020

WTU Teacher Center Headquarters
1239 Pennsylvania Avenue, SE, 20003

Walker Jones Education Campus
1125 New Jersey Avenue, NW, 20001

Whittier Education Campus
6201 5th Street, NW, 20011