



The Learning Series



The Courses



The Details



The Nevada Collaboratory

Learning Series
2016-2017

“Listening is an art that requires attention over talent, spirit over ego, others over self.”
~Dean Jackson

THE COURSES

Helping Our Students Cope:

Stress and its effects will be discussed as it affects our mind and increases the need for coping skills to handle difficult situations. The following skills for students will be addressed: problem solving skills, making good choices, communication skills, interpersonal skills, self-regulation, and conflict resolution skills. As a result of this class, participants will define what coping skills are and be able to identify the need for them to be practiced in our lives. Additionally, participants will have the tools to begin to support coping skills within their school community.

Talking About Suicide:

This class addresses the current trends regarding suicide and how to have conversations about suicide. It is important for staff members to understand the current laws and understand what their role is when dealing with suicide within our schools. Issues such as bullycide will be investigated as well as exploring the student’s mind and perception. Participants will also build their skillsets in the following areas: Communication styles, listening skills, supporting students, self-esteem builders for students, creating a safe learning environment and showing an interest in students.

Applied Intervention Skills Training (ASIST):

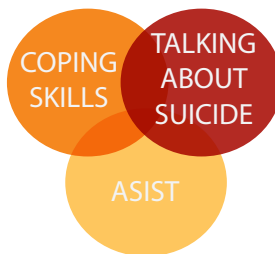
As a result of taking the 2 day ASIST class, participants will be trained in how to use the suicide intervention model to guide them in discussions to help aid persons at risk of suicide. This class will help participants understand the reasons for living and dying, developing a safeplan based upon a review of risk, be prepared to do follow-up, and become involved in suicide-safer community networks. During the workshop, participants will have opportunities to practice skills taught and apply the suicide model in role playing and other scenarios.

THE AUDIENCE

All Other Licensed Professionals:
Counselors, Nurses, Social Workers,
School Psychologists, Educators.

AWARENESS SERIES

Support students prone to harming and suicide. Through exposure to intervention models, learn to support the awareness of suicide risk and the application of coping skills and SafeTalk. Counselors, nurses, administrators, educators and support staff alike can benefit from intervention models presented in this series.



TALKING ABOUT SUICIDE

What are the issues surrounding suicide? Develop a basic understanding of these issues and explore strategies to help students feel more comfortable with the topic of suicide.

December 3 and 4, 2016
7:30 am to 4:00 pm
Dean Allen Elementary School

COPING SKILLS

Coping skills help students overcome external factors. Explore current theories and practices to design a personalized plan for your students.

October 8 and 9, 2016
7:30 am to 4:00 pm
Dean Allen Elementary School

APPLIED INTERVENTION SKILLS TRAINING (ASIST)

Become certified in Applied Suicide Intervention Skills Training (ASIST). Learn to provide suicide first-aid interventions and help persons with thoughts of suicide. Facilitators are certified by Living Works, Inc. as accomplished practitioners in suicide prevention, intervention, and postvention.

January 21 and 22, 2017
7:30 am to 4:00 pm
Dean Allen Elementary School

THE CU/CREDITS

18 Contact Units toward salary advancement
3 Professional Development Credits toward relicensure

“We do not learn from experience...we learn from reflecting on experience.”
~ John Dewey

THE COURSES

Reflect & Connect:

Gain a deep understanding of the NEPF Instructional Standards 1 and 2 by delving into related research. Reflect upon your own instructional practices and build upon lessons utilized within your classroom. Explore standards and indicators to gain a better understanding of the expectations and evidence needed to support your instruction within the first and second instructional standards. Research effective methods and strategies that can be implemented within your classroom to differentiate instruction and assess prior knowledge. Conclude with an examination of formative and summative assessments used within your classroom tied to Standard 5 and strengthen your understanding of their value and use.

Reflect & Engage:

Gain a deep understanding of the NEPF Instructional Standards 3 and 4 by delving into related research and instructional practices. Reflect upon your own instructional practices that aid in the creation of a safe classroom environment. Explore different methods and strategies available to promote Cooperative and Collaborative learning within your classroom. Delve into metacognition and evaluate your own instructional practices for the support of student's metacognition and self-monitoring. Conclude with an examination of assessments used within your classroom tied to Standard 5 and strengthen your understanding of their value and use.

Reflect & Assess:

Gain a deep understanding of the NEPF Instructional Standard 5 by delving into assessment research and its application within all instructional standards. Reflect upon your own use of assessments within your classroom. Explore summative, formative, and alternative assessments that will support the ongoing evaluation required within our Student Learning Goals. The examination of assessments highlighting the use of differentiated instruction versus differentiated assessment will further guide your understanding of standard 5. Conclude by developing an individualized plan for assessment of enduring standards that will support the design and implementation of Student Learning Goals.

THE AUDIENCE

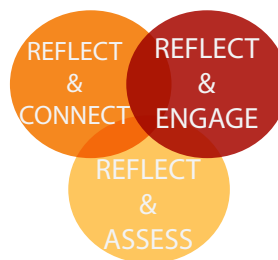
All Educators and Licensed Professionals using the NEPF.

THE CU/CREDITS

18 Contact Units toward salary advancement
3 Professional Development Credits toward relicensure

CONNECTING SERIES

When educators and licensed professionals delve into the Nevada Educator Performance Framework (NEPF) through the exploration of strategies, instruction, and evidence, they gain a firm understanding of practices and student outcomes. The aim of the Connecting Series is to provide educators and licensed professionals with opportunities to connect with the NEPF.



REFLECT & CONNECT

Focus on Standards 1 and 2 as you implement instructional practices based on current research. Review effective methods to differentiate instruction and develop formative and summative assessment tools for the classroom.

November 9; 16; 30; December 7; 14, 2016
4:30 pm to 7:30 pm
Brinley Middle School

REFLECT & ENGAGE

Examine your own instructional practices as you learn about Standards 3 and 4 of the NEPF. Explore methods and strategies that create a safe classroom environment, while promoting cooperative and collaborative learning within the classroom.

October 4; 11; 18; 25;
November 1, 2016
4:30 pm to 7:30 pm
Centennial High School

REFLECT & ASSESS

Standard 5 strengthens an understanding of formative and summative assessments, while examining differentiated instruction versus differentiated assessment. Delve into data literacy and rigorous assessments that will guide your student learning goals.

November 3; 10; 17; December 7; 14, 2016
4:30 pm to 7:30 pm
Brinley Middle School

“In mathematics the art of proposing a question must be held of higher value than solving it.”

~Georg Cantor



THE COURSES

Understanding Mathematics: Operations in Algebraic Thinking (K-5)

In order to develop mathematically proficient students, the foundation of learning needs to be grounded in language-rich experiences. During this course you will collaborate with a team of learners to build a deeper, careful understanding of the instructional shifts teachers and students are facing in the mathematics classroom. Understanding Mathematics: Operations in Algebraic Thinking (K-5) build a foundation of knowledge for students to reason mathematically and quantitatively. Investigate standards within Operations in Algebraic Thinking by looking at vertical and horizontal alignment while delving into instructional strategies and implications.

Seeing Mathematics: Numbers in Base Ten (K-5)

During this course, you will work together in grade bands to construct resources filled with practical strategies, language-rich experiences, and assessment techniques designed for immediate use. Seeing Mathematics: Numbers in Base Ten (K-5) will enable you to be introduced to useful tools and strategies allowing students to delve deeper into the NBT standards. Engaging resources will be shared fostering student reasoning and enabling assessment of student thinking.

Sense Making: Whole Numbers to Fractions (K-5)

This course will enable you to develop an understanding of the progression of learning fractions from Kindergarten through fifth grades and become aware of the development of possible misconceptions, including prevention. You will work together in grade bands to construct resources filled with practical strategies, language-rich experiences, and assessment techniques designed for immediate use. Understanding the skills involved in Counting and Cardinality (CC), reasoning with shapes and their attributes through Geometry (G) and Numbers and Operations - Fractions (NF) is an integral component of effective instruction for teachers and students alike. Useful tools and strategies will be introduced allowing students to delve deeper into their understandings. Engaging resources will be shared fostering student reasoning and enabling assessment of student thinking.

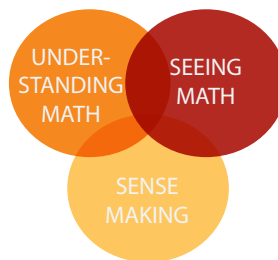


THE AUDIENCE

All Educators PK through 5.

CONTENT SERIES

All students have the ability to learn mathematics to high levels. Increase your students' mathematics achievement by building 21st century learning experiences. Utilize research-based practices, tasks and strategies to empower your students as mathematicians.



UNDERSTANDING MATHEMATICS

A student's success depends on the ability to understand and reason mathematically. Guide students as they develop reasoning skills through real-life problem solving and create structures to increase their interest in mathematics

October 11; 12; 18; 19, 2016
4:30 pm to 8:30 pm
Frank Kim Elementary School

SEEING MATHEMATICS

Strategies open doors for students to explore mathematics. Delve into the basics of our Base Ten system, building models and assessing the use of strategies.

October 10; 13; 17; 20, 2016
4:30 pm to 8:30 pm
Berkeley Bunker Elementary School

November 15; 16; 29; 30, 2016
4:30 pm to 8:30 pm
Frank Kim Elementary School

SENSE MAKING

Making sense of mathematics begins with student engagement. From whole number to fractions, our students must be able to build upon their knowledge and make sense of it, kindergarten through fifth grade. Construct an array of tools and strategies to be used in the classroom and learn to prevent and address misconceptions.

November 3; 7; 14; 17, 2016
4:30 pm to 8:30 pm
Berkeley Bunker Elementary School



THE CU/CREDITS

- 18 Contact Units toward salary advancement
- 3 Professional Development Credits toward relicensure

“Strength lies in differences,
not in similarities.”
~ Stephen Covey

THE COURSES

Culturally Responsive Teaching:

Closing the gaps involves taking the necessary steps to significantly raise the achievement of all students including groups traditionally identified as underachieving. The purpose of this course is to offer educators research-based suggestions on what can be incorporated immediately in the classroom to create a learning environment in which diverse students can learn; to challenge educators to meet accountability demands while still offering quality instruction to those students who need the most help; and to delve into additional resources to encourage reflection and development of more ideas on how to be successful with all students.

Teaching and Engaging with Poverty in Mind:

Students coming from poverty enter classrooms with unique learning, social, and behavioral challenges influenced by toxic stressors common to their living conditions. As we now know, the human brain is just as vulnerable to negative factors as it is receptive to positive factors and the evidence is abundant and clear that poverty does not correlate well to healthy brain function, nor does it correlate well to academic success within mainstream schooling. Thus it is vitally important that today's educator grasp the insidious effects of poverty on the brain, as well as acquire effective classroom strategies that can disrupt the chronic underachievement of students coming from poverty.

ELL Myth-Busting: Supporting English Language Learners in the Classroom

In order to develop academically proficient students, the foundation of learning, even in a second language, needs to be rooted in a language-rich and well-scaffolded environment. Educators will discover the different aspects of learning a language within a mainstream classroom in order to support ELL students' language and content growth. Combining active engagement and strategic planning, educators will increase their own understanding and be able to directly apply it to their teaching. Educators will learn how to utilize the Stages of Language Acquisition to design instruction and assessments appropriate for ELL students' current needs. In addition, educators will walk away with strategies for both remediation and extension strategies.

THE AUDIENCE

All Educators and Licensed Professionals PK-12.

DIVERSITY SERIES

One of the most important skills educators and licensed professionals need is the ability to build upon the knowledge that students bring into their classrooms, including family, community, and cultural histories. The aim of the Diversity Series is to delve into culture and diversity within our classrooms to better understand how factors impact teaching.



TEACHING AND ENGAGING WITH POVERTY IN MIND

Creating equitable, engaging, and exciting classrooms in which these students can flourish begins with examining one's beliefs about students of poverty. Learn, experience, evaluate, and incorporate student engagement strategies into daily instruction that resonate and connect with students of poverty.

November 5 and
December 3, 2016
8:00 am to 4:30 pm
Berkeley Bunker Elementary
School

CULTURALLY RESPONSIVE TEACHING

We can raise the achievement of all students including groups traditionally identified as underachieving. Immediately incorporate research-based suggestions to create a positive learning environment for all. Meet accountability demands while still offering quality instruction.

October 8 and 22, 2016
8:00 am to 4:30 pm
Berkeley Bunker Elementary School

ELL MYTH-BUSTING: SUPPORTING ELL IN THE CLASSROOM

The foundation of learning, even in a second language, needs to be rooted in a language-rich and well-scaffolded environment. Discover different aspects of learning language within the classroom to support ELL students' language and growth. Use this to purposely plan, engage, practice, and apply various strategies in your classroom to successfully support ELL students.

October 1 and 15, 2016
8:00 am to 4:30 pm
NSEA Building

THE CU/CREDITS

- 18 Contact Units toward salary advancement
- 3 Professional Development Credits toward relicensure

“Learning is not a spectator sport”
~Anonymous

THE COURSES

Building a Classroom Culture of High Expectations:
This course is designed to guide educators and licensed professionals into developing a classroom culture of high expectations. By developing this type of culture, see your students as more engaged in the academic process and striving to succeed. You will be exposed to a wide variety of instructional practices and theories about student engagement, motivation, and building classroom culture. Learn strategies and structures that guide students towards the development of intrinsic motivation. Gain an understanding of what you can do to optimize learning within your classroom each and every day. This course will support your ability to develop a community of learners within your classroom.

Motivating Our Students:
Motivating students is one of the greatest challenges educators face. Traditional means of monitoring and rewarding student behavior are sometimes cumbersome and long-lasting impact is rarely found. Positively impact your student’s motivation by understanding the instructional and classroom environmental choices you make. Although it is true that we have very little control over external factors that influence our students’ engagement and behavior, we have the ability to shape our classroom. Explore practical applications for motivating students, examine current theories and practices, and design a personalized plan to motivate all of your students.

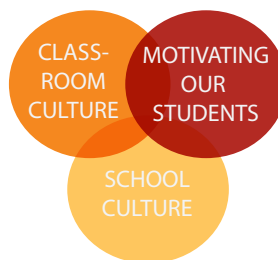
Developing a Collaborative Culture at School:
A collaborative school culture requires structures that empower teachers and administrators to work together to make the most important decisions regarding the educational experiences of their students. Through an examination of current theories and practices, gain an understanding of structures and strategies that will assist you in developing a collaborative culture within your own school. Explore practical applications and discuss communication skills that topple the barriers that may hinder collaboration. Design a personalized school level plan that will enable you to create a collaborative culture within your own classroom and school.

THE AUDIENCE

All Educators and Licensed Professionals PK-12.

ENGAGING SERIES

Motivation is the key to our students’ success. During the Engaging Series, educators and licensed professionals are invited to build a toolbox of strategies that will guide their students throughout the year. Helping our students to become critical thinkers and self-motivated learners is at the heart of this series.



MOTIVATING OUR STUDENTS

Motivating students is one of the greatest challenges educators face. Explore practical applications for motivating students, examine current theories and practices, and design a plan to motivate your own students.

October 15 and 22, 2016
8:00 am to 4:30 pm
Dean Allen Elementary School

BUILDING A CLASSROOM CLUTLURE OF HIGH EXPECTATIONS

Acquire the strategies needed to develop a classroom culture of high expectations. Gain a variety of instructional practices and theories about engagement, motivation and building a classroom culture for success. Students will become more engaged in the academic process and strive to succeed.

January 4; 11; 18; 25; February 1, 2017
4:30 pm to 7:30 pm
Dean Allen Elementary School

DEVELOPING A COLLABORATIVE SCHOOL CULTURE

Make important decisions regarding the best educational experiences for students. Teachers, administrators and licensed professionals become empowered through collaboration. Examine current theories and practice, and design a plan to create a collaborative culture within your own classroom and your school.

December 3 and 10, 2016
8:00 am to 4:30 pm
Harmon Elementary School

THE CU/CREDITS

- 18 Contact Units toward salary advancement
- 3 Professional Development Credits toward relicensure

“Research is formalized curiosity. It is poking and prying with a purpose.”
~Zara Neale Hurston

THE COURSES

Mindset in the Classroom:

Mindset in the Classroom introduces you to research that will be profoundly effective for both you and your students. Imagine students who are more interested in actual learning, than in the grade they receive. In this one-credit course, be prepared to challenge conventional ways of thinking that will enhance your skills for helping your students. Drawing from research conducted by Dr. Carol Dweck from Stanford, you will become accustomed with effective strategies to help students overcome their negative self-talk and understand their potential for achievement in a new way.

Building Understanding: Encouraging Visible Thinking

It is important for teachers to acquire a strong understanding of instructional strategies to develop deeper thinking skills for all students. In this one-credit course, you will collaborate with educators and licensed professionals to extend instructional skills beyond memorization work and completing assignments. Develop teaching practices that foster a higher quality of thinking in the classroom. Through these routines, achievable outcomes provide equity in the classroom and an ownership of learning.

Critical Thinking Through Questioning:

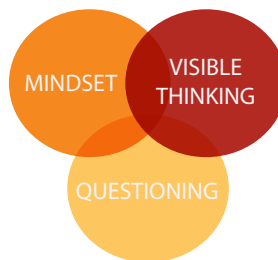
Culture shapes student’s development as powerful thinkers and learners. In this one-credit course, you will explore the research findings of Ron Ritchhart that focus on creating a culture of thinking in the classroom. “Enculturation” is seen as the key to deep learning and assists in the development habits of mind that are needed in this changing world. You will understand the process of creating dynamic learning communities. The course will focus on the vital role classroom and school culture play in promoting learning. You will focus on time allotment, importance of language, student expectations and classroom environment.

THE AUDIENCE

All Educators and Licensed Professionals PK-12.

RESEARCH SERIES

Great lessons have been learned from educational research. You can significantly impact the success of your students through the use of research-based strategies focused on strengthening critical and creative thinking. Engage students in in-depth thinking to deepen learning in all subject areas.



MINDSET IN THE CLASSROOM

The Growth Mindset is changing the face of education. Critical to student success, learn how to create an environment in which students will embrace challenges and learn from their own mistakes. Develop the optimal learning classroom culture with the goal of improving student achievement.

October 12; 13; 17; 20, 2016
4:30 pm to 8:30 pm
K.O. Knudsen Middle School

BUILDING UNDERSTANDING: ENCOURAGING VISIBLE THINKING

Extend your strategy kit by developing deeper thinking skills for all students. Strengthen your instruction, encouraging strong thinking and questioning skills that will foster a higher quality of thinking in your students. Through the implementation of these routines, achievable outcomes provide equity in the classroom and an ownership of learning.

October 11; 13; 18; 20, 2016
4:30 pm to 8:30 pm
Bob Miller Middle School

November 16; 17; 30; December 1, 2016
4:30 pm to 8:30 pm
Bob Miller Middle School

CRITICAL THINKING THROUGH QUESTIONING

Dig deeper into the research of Ron Ritchhart to create a culture of thinking in the classroom. Identify ways to prioritize time around student learning, look closely at the influence of the language of learning, and reflect on the classroom environment as hidden curriculum.

November 15; 17; 29; December 1, 2016
4:30 pm to 8:30 pm
Bob Miller Middle School

THE CU/CREDITS

- 18 Contact Units toward salary advancement
- 3 Professional Development Credits toward relicensure

LEADERSHIP SERIES

(Phase 1):
TEACHER LEADERSHIP INITIATIVE
EARLY CAREER FELLOWS

“A genuine leader is not a searcher for consensus but a molder of consensus.”

~Martin Luther King, Jr.

LEARN TO LEAD

Teacher leaders across the District assume a wide range of roles that support school and student success. Regardless of whether the roles are assigned formally or shared informally, they contribute to a school's capacity to improve. The aim of the Leadership Series is to guide teachers in becoming leaders within the profession by providing an understanding of leadership foundations, skills, and the acquisition of tools needed to assume and pursue more consequential roles.



October 8; 22;
November 5; 19;
December 3, 2016
9:00 am to 2:00 pm
Berkeley Bunker Elementary
School

Learn to Lead (L2) Phase 1:

The experience and knowledge of teachers working to elevate the profession and improve student learning is what drives positive change in education. In Phase I, develop the understanding, skills, and acquire the tools needed to take on more consequential leadership roles within education. Identify important issues within the profession and begin to build a capstone project that includes a structured plan to pursue and implement viable solutions.

Objectives Include:

Participants will engage in activities and explorations surrounding teacher leadership, specifically as it pertains to professional educational associations, instructional, and policy pathways.

Participants will begin the construction of a capstone project to be utilized within their classroom, school district, or nationwide to support culture, engagement, motivation, student achievement, and/or social justice.



THE AUDIENCE

All Educators and Licensed Professionals PK-12.



THE CU/CREDITS

18 Contact Units toward salary advancement
3 Professional Development Credits toward relicensure

THE NEVADA COLLABORATORY
LEADERSHIP SERIES