

Date: October 14th, 2019

Location: Pacific Cascade Middle School

Time	State Requirements and Learning Targets	Training Topics
9:00am-10:00am	<p style="text-align: center;"><u>Using and Collecting Data (1.0)</u></p> <ul style="list-style-type: none"> ● Review the purpose of data collection and examine various methods to assist in both collecting instructional and behavioral data ● Identify ways to use assessment data when assisting in instructional applications ● Identify methods to assist in recording and maintaining data ● Review various assessment tools according to job assignment (e.g., DIBELS, Smarter Balance) 	<p style="text-align: center;"><u>Using and Collecting Data (1.0)</u></p> <ul style="list-style-type: none"> ● Why we assess our students – purpose <ul style="list-style-type: none"> - Academic/social skill data - Informs effectiveness ● How we assess our students – method <ul style="list-style-type: none"> - Standardized vs. Non-standardized - Formative vs. Summative ● Types of scores and interpretation ● Methods of data collection ● ABCD’s of Good Data Use ● Formative assessment strategies <ul style="list-style-type: none"> - Scenarios – formative or not?
10:00am-12:00pm	<p style="text-align: center;"><u>Methods of Educational / Instructional Support (2.0)</u> <u>(4.0 Hours Total)</u></p> <ul style="list-style-type: none"> ● Identify basic instructional support methods to assist classroom teachers (small group work, one-to-one, computer aided learning programs) ● Introduce diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles ● Demonstrate various instructional support strategies to assist classroom teachers 	<p style="text-align: center;"><u>Methods of Educational / Instructional Support (2.0)</u> <u>(4.0 Hours Total)</u></p> <ul style="list-style-type: none"> ● Good instructional practices ● Clear Directions <ul style="list-style-type: none"> - Check for prior knowledge - Model expectations - Step-by-step instructions ● Gradual Release Model <ul style="list-style-type: none"> - Teacher responsibility transitions to student responsibility - “I do it,” “We do it,” “You do it together,” “You do it alone” ● Scaffolding/Thinking Skills <ul style="list-style-type: none"> - Purpose - Examples - Questioning strategies - Higher level thinking ● Differentiation <ul style="list-style-type: none"> - Varying instruction - Content, environment, process, product - Learning styles (visual, auditory, read/write, kinesthetic)
12:00pm-1:00pm	<p><u>Lunch Break</u></p>	

<p>1:00pm-3:00pm</p>	<p align="center"><u>Methods of Educational / Instructional Support – Continued (2.0)</u> <u>(4.0 Hours Total)</u></p> <ul style="list-style-type: none"> • Introduce diverse learning styles and strategies best suited to enhance and complement student learning requirements various learning styles • Demonstrate various instructional support strategies to assist classroom teachers • Review Washington Learner Standards and have basic awareness of academic achievement goals • Identify strategies to support classroom environments and apply materials to meet the goals of multicultural requirements • Recognize appropriate instructional support materials which represent and support various cultures and abilities 	<p align="center"><u>Methods of Educational / Instructional Support- Continued (2.0)</u> <u>(4.0 Hours Total)</u></p> <ul style="list-style-type: none"> • Good instructional practices • Differentiating – Group Work • Constructive Feedback <ul style="list-style-type: none"> - Immediate, specific, neutral tone, focused - Examples • English Language Learners (ELL) <ul style="list-style-type: none"> - Proficiency, content knowledge - Washington State English Language Proficiency Standards (ELPs) - Support (welcoming environment, interaction, thinking skills, and comprehension) - Guided Language Acquisition Design (GLAD) • Special Education <ul style="list-style-type: none"> - Individuals with Disabilities Education Act (IDEA) - Issaquah School District Special Services programs - Birth-to-Three, Early Childhood, Extended Day, ISEP, ACT, Home Instruction / Tutoring, Outside Agencies, LRCI, LRCII • Individualized Education Program (IEP) • 504 Plan • Modifications vs. Accommodations
<p>3:00pm</p> <p><i>Intro and Handout - Kyte Learning</i></p>	<p align="center"><u>Introduction into Technology Basics (2.0)</u> <u>ONLINE via Kyte Learning</u></p> <ul style="list-style-type: none"> • Describe basic technology available in schools and classrooms for instructional support • Describe basic use of productivity software (i.e., MobyMax, Skyward, IEP online), curriculum specific software, and internet resources • Describe basic functions in Windows/Mac platforms (e.g., creating, saving, printing documents) 	<p align="center"><u>Introduction into Technology Basics (2.0)</u> <u>ONLINE via Kyte Learning</u></p> <ul style="list-style-type: none"> • Part of Washington State Paraprofessional Requirements (HB 1115, 2017) • Required for instructional paras • Detailed instruction handout • More info on Connect – Bits n Pieces website • Quick list of approved courses • New Staff Hub: Para Info website coming soon! • 2 hours due by May 5th, 2020