Title: Online Teaching Seminar
This course introduces fundamental concepts and best practices for online teaching and technology-based pedagogy as informed by principles of online learning. Participants will develop online teaching skills and knowledge by designing and practicing online strategies, techniques and approaches in a learning management system.

Regina DeLong, Instructor. Dates: June 1st to June 30th, 2016. 2 credit hours. Location ONLINE

Title: Filling the Math Gaps - How do you help a student who is behind in math? 10 Ways
What do you do with students who are not mastering Core math standards? In this interactive session, participants learn ten research-based, practical strategies for “catching students up” to allow them to grow toward mastery of grade level standards, then practice using the strategies during the session. You can expect to leave the session with descriptions of ten differentiation strategies, and tips for implementation in the classroom. Videos of the strategies in action will be shared.

Dr. Janice Bradley, Instructor. Date: June 6, 2016, 9:00am-5:00pm. University of Utah Campus, room TBA

Title: The fundamentals of National Board Certification
More than a decade of research shows the positive impact National Board Certification has on student learning. This workshop will deconstruct the National Board Certification process to provide participants an insight into the essential practices of National Board Certified Teachers. Throughout this workshop, participants will experience a personalized approach to professional development, and leave with practical ideas to implement immediately, as they analyze and reflect on their teaching practice through the lens of the National Board for Professional Teaching Standards Five Core Propositions.

Dessie Olson, Instructor. Date: June 7, 2016, 9:00am-5:00pm. City Academy, 555 E. 200 S. Salt Lake City.

Title: It's Not About Covering! Study of the Math Standards - Horizontal and Vertical Progressions
Would you like to begin the school year knowing all the Core Math Standards at your grade level and beyond? During this interactive session, participants study the Core math standards progressions horizontally at their grade level and vertically across grade levels, for all five domains. Strategies will be shared for developing math practices in students, planning lessons designed for student mastery, and for aligning the district’s curriculum map, textbook, instruction, and assessment in a timely way.

Dr. Janice Bradley, Instructor. Date: June 8, 2016, 9:00am-5:00pm. University of Utah Campus, room TBA
**Title: We've Analyzed the Data - Now What? One Process and 10 actions to Take**

This session describes a process for analyzing data at three levels to get to the specific needs of the students. After analysis, a plan is developed showing what specific actions to take to change practice for promoting student growth. During this interactive session, participants will learn a process, and ten actions to take after analyzing data, to pinpoint students’ specific needs, target what knowledge and skills teachers need to improve student learning, then use a series of formative assessment strategies to assess progress. Activities to reach desired outcomes include studying data from different content areas, then practice using the process to plan action for student improvement.

*Dr. Janice Bradley, Instructor.* Date: June 10, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA

---

**Title: Using Online Tools and Apps for Effective Assessment**

This workshop will cover a series of useful apps (e.g., Plickers, Kahoot) and online tools (e.g., Google forms) that enable digital forms of assessment in the classroom. In addition to covering technical aspects of implementation, the workshop will provide guidance and practice in understanding how learning theory can be used to write better assessment questions. In the workshop, we will walk through hands-on development and testing. Teachers will set up their own accounts, experience each tool in action, and practice writing and implementing questions for online assessment.

*Dr. Kirsten Butcher, Instructor.* Date: June 11, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA

---

**Title: Are We Communicating? Can We Communicate Better? 5 Tools and 10 Strategies for Transforming Conversations**

Do you ever wonder how communication between adults at your school can be improved? In this interactive session, participants learn about, and practice using five tools and ten strategies that promote clear, information transfer across schools - during collaboration and whole school staff meetings, and between individuals that arise during day-to-day conversations. Strategies address how to promote cognitive, not affective conflict, and include tips for dealing with conflict when it arises.

*Dr. Janice Bradley, Instructor.* Date: June 13, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA

---

**Title: We Are Working so Hard! Why aren’t our state assessment scores increasing?**

This session identifies reasons why, even when educators work long hours and put in lots of effort and energy every day, school assessment scores either stay the same each year or decline. How can scores improve? What can educators do? Educators leave the session with a process, strategies, and actions for creating a learning system, that includes, aligning curriculum, instruction, and assessment, strategies for creating effective support systems that promote change, such as instructional coaching and Professional Learning Communities, and identifying priority focus areas and areas to minimize.

*Dr. Janice Bradley, Instructor.* Date: June 14, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA
**Title: The ARt and Skill of Increasing Student Engagement 20 Ways**

Increasing student engagement begins with the first day of school – how are classrooms designed to promote high levels of engagement for all students? During this interactive session, participants identify skills for increasing student engagement, and name the nuances of instruction that lead to high levels of student engagement. Participants observe videos showing how specific teacher moves, including questioning, increase or decrease student engagement with Core Content, and leave with a toolkit of 20 different strategies that are practiced during the session.

**Dr. Janice Bradley, Instructor.** Date: June 16, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA

---

**Title: Every Student has a racial-ethnic identity: What does this mean and why does it matter?**

The rapidly changing demographics of Utah’s public schools necessitate consideration of learning environments that address the needs of a diverse range of students. Racial-ethnic identity (REI) development theories provide a useful framework for educators committed to implementing classroom experiences that value inclusive teaching pedagogies. Positive REI has been shown to be a protective factor for minority youth, associated with self-esteem, academic outcomes, and overall well-being. This interactive workshop will provide participants with a foundation of REI theory and its specific application in the classroom and school. The course will also include practical tools for educators to engage in culturally responsive practice at three levels – institutional (e.g., school policies), personal (e.g., interactions with students), and instructional (e.g., curriculum).

**Dr. Karen Tao, Instructor.** Date: June 18, 2016, 9:00am-5:00pm. University of Utah Campus, room TBA

---

**Title: Culturally Relevant Instruction, Identities & Outcomes**

Culturally relevant pedagogy is a sizzling catchphrase in education. Everybody talks about it, but few seem to know what it means and how to actually put it into practice. A common misconception is that one must teach the ‘Black way’ or the ‘Latino way.’ In order to dispel such misunderstandings, participants in this interactive professional learning course will develop clear understandings of the meaning of culturally relevant and sustaining pedagogies, and explore ways to apply it to their own teaching. Some of the questions we will explore include: What does culturally relevant/sustaining pedagogy mean? How can educators put culturally relevant and sustaining pedagogies into praxis? What are the impacts that these instructional methods have on culturally and linguistically diverse students? How do culturally relevant/sustaining pedagogies impact educator’s professional identities?

**Dr. Leticia Alvarez Gutierrez, Instructor.** Dates: June 24th and June 25th, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA

---

**Title: Beyond the "Program" - Creating Powerful Developmentally Responsive & Trauma Responsive Classroom Management Strategies**

Classroom management needs can evolve yearly as our students and communities change. In this interactive session, participants will explore cognitive and social child development, discipline with dignity practices, trauma informed classroom practices, and restorative justice insights. Using this information, participants will design a student-responsive classroom management plan that they can use in the coming school year.

**Dr. Ashley Mckinney, Instructor.** Date: July 15, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA
**Title: Harnessing and BALANCING the power of a multilingual classroom**

Having a multilingual classroom can be great but also time-consuming and labor-intensive for instructors. This workshop describes and reviews a series of multi-cultural activities that do not overburden teachers but still accomplish important goals, like the effective integration of ELLs in a mainstream classroom, the construction of student projects that self-motivate, and the inclusion of unique knowledge that exists in multilingual classrooms. To assure relevance, content is partly derived from the actual classrooms that workshop teacher participants have encountered during the previous teaching year.

**Nathan Vooge, Instructor.** Date: July 28, 2016, 1:00pm-5:00pm. University of Utah Campus, room TBA

---

**Title: Circuitous Maps: Playing with Mathematical Experience**

Taking an experience-centered approach to pedagogy, this workshop will demonstrate ways to foster and/or elicit rich mathematical experiences that will deepen students’ engagement with mathematical thinking. Rather than presume a one-to-one correspondence between mathematical questions and practical experience, the workshop will play with different possible approaches: We will look at how we come to ask certain math questions and not others, how we map the known and unknown, how we choose our instruments, and how we tap our communities of inquiry.

The two-half-day PD session is intended for elementary, secondary, and special ed. teachers. Using tools to model experiences, the leaders will help teachers frame mathematical experience with reference to a range of cultural and social values, including questions of social justice. Although the sessions will include some presentations, the emphasis will be on hands-on activities that provide teachers with tools to seek out, prepare for, and make relevant real-world connections between mathematics and their students’ lives and interests.

Dr. Trevor Warburton is a math coach for special education teachers in Jordan School District. His interests include equity and social justice in mathematics education and mathematics teacher preparation. Dr. Audrey Thompson is a professor in the department of Education, Culture and Society. Her interests include relational pedagogies, experience-centered education, and visual art and social justice inquiry.

**Dr. Trevor Warburton and Dr. Audrey Thompson, Instructors.** Dates: July 29th and July 30th, 2016, 8:30am - 12:30pm. University of Utah Campus, room TBA

---

**Title: Seven Essential Instructional Principles for Teaching ALL Students**

Through an engaging, interactive format, participants will learn seven principles for highly effective instruction they can implement immediately in all their interactions with students. The principles are based on current research in education, psychology, and neurobiology and, when applied properly and strategically, enable teachers to create a classroom environment in which ALL students can experience growth.

**Dr. Linda Sorensen, Instructor.** Date: August 2, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA
**Title: Yikes! How do I engage my students?**

Most educators contribute classroom disengagement to student behavior and the prevalence of technology. But there are several other ways educators can encourage engagement: increase motivation, positively structure class procedures, and/or plan effectively. The half-day workshop will demystify ways of increasing student engagement from the cognitive load perspective. This workshop is directed to the needs of both seasoned and pre-service teachers.

*Dr. Udita Gupta, and Dr. Robert Zheng, Instructors.* Date: August 5, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA.

---

**Title: Writing Instruction and Grading for Advanced Courses in Secondary Social Studies**

This workshop will cover various strategies and approaches to teaching writing, specifically argumentative essays within the discipline of the social sciences with a specific emphasis on honors and Advanced Placement courses. In addition to teaching writing strategies, the course will focus on the use of rubrics as a tool for efficient, time saving measures in the grading process while also providing meaningful feedback to student writers. The course is geared toward, but not limited to, early-service educators in social studies. The goal of the course is to provide greater foundations and strategies in writing instruction and grading for developing educators in preparation for teaching advanced courses in social studies.

*Andrew R. McLeran, Instructor.* Dates: August 8th and August 9th, 8:30am-12:30pm. University of Utah Campus, room TBA.

---

**Title: Teaching writing to English Language Learners**

This interactive course focuses on the creation of effective writing assignments that will help teachers motivate, guide and assess ELLs.

Using writing assignments from teachers in this workshop and elsewhere, we examine key topics including:

* topic, length and content of ELL-friendly assignments that appeal to diverse class audiences at all age levels
* standardized vs "local" in-class writing assessments;
* "head fake" writing activities
* the pros and cons of online writing assignments
* the incorporation of AV materials into writing assignments
* key ways to mitigate many differences and issues in writing performance between native English speakers and ELLs

*Nathan Vooge, Instructor.* Date: August 12, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA.

---

**Title: Classroom direction and English language learners**

In this hands-on course, we draw on teacher-submitted activities to examine verbal and written instruction for elementary, middle and high school ELLs. Three main outcomes of this workshop are

1) To create teacher awareness of their own language choices when giving instructions;
2) To effectively incorporate many students into classroom directions for better results; and
3) To provide new strategies for classroom direction through the involvement of workshop teacher participants.

*Nathan Vooge, Instructor.* Date: August 13, 2016, 8:30am-12:30pm. University of Utah Campus, room TBA
Course enrollment limited to 30 students per section

To register please contact kimberly.howard@utah.edu or call 801-587-1746

Enrollment Cost: $50.00 per workshop