PITTSBURGH FEDERATION OF TEACHERS

EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

Registration Form --- First Semester, 2019-2020 School Year

The Pittsburgh Federation of Teachers will be offering courses for professional development. Members who successfully complete the ER&D classes receive either inservice credits from the Pittsburgh-Mt. Oliver Intermediate Unit #2 that will count toward certification or increment credits for advanced study/salary schedule placement purposes from the Pittsburgh School District under the PFT-negotiated Agreement. **All ER&D classes count for Act 48 hours. One course equals 60 Act 48 hours. You must attend all 10 classes.**

Classes will meet every Tuesday from 4:30 to 7:00 PM in the PFT Building located at 10 South 19th Street. Parking is available on site. Materials for all classes are included. There is a charge of $60 per class **only** for those taking classes for inservice credit to be paid **after** your acceptance into the class. **All classes will be limited.** Responses must be received by **Monday, September 16, 2019. You will be notified by email/text regarding acceptance into the class after September 20, 2019. (Classes are not assigned on a first-come, first-served basis.) Courses that have less than twelve responses will not be held. Light refreshments will be provided.**

Please complete the following and indicate the course which interests you.

Name _____ School _____

Subject and Grade Level Taught_____

Home Address _____ Zip Code _____

Home Phone _____ School Phone _____ Cell Phone _____

Personal Email address_____

Classes beginning Tuesday, October 1, 2019:

☐ Foundations of Effective Teaching - 4 increment credits or 2 inservice credits - 10 classes
☐ Teaching Beginning Reading - 4 increment credits or 2 inservice credits - 10 classes
☐ Accessible Literacy Framework – 4 increment credits or 2 inservice credits - 10 classes
☐ English Language Learners – 4 increment credits or 2 inservice credits – 10 classes

Please review the course descriptions.

If you are interested in participating, please return this completed form to:

Naomi Mattarock, ER&D Coordinator;
Pittsburgh Federation of Teachers;
10 South Nineteenth Street at the River; Pittsburgh, PA 15203-1842

or fax to Naomi at (412) 431-6882; or email at naomi_mattarock@pft400.org

ER&D COURSE DESCRIPTIONS

Foundations of Effective Teaching

Organizing the Classroom Environment for Teaching and Learning, and Building Academic Success
This core course addresses the fundamental aspects of teaching and learning that are relevant for teachers 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. It also addresses the challenges teachers are facing to raise the performance level of all students while also closing the achievement gap. It addresses both environmental and instructional conditions that foster student achievement by (1) examining the effects that teacher expectations and the social context of the classroom have on student learning, and (2) providing an in-depth study of two instructional models – cognitive apprenticeship and cooperative small groups – that actively engage students and address the diversity of their learning needs.

Teaching Beginning Reading (offered 1st semester only – this is a prerequisite for Reading Comp.)

This course will provide current research on beginning reading instruction. Participants will develop an understanding of best practices and practical applications that can be utilized in the classroom. The course will provide discussion on current reading trends and a foundation of the history of beginning reading instruction. Phonemic awareness, decoding, and comprehension are major components of this course. (Grades 1-3)

Accessible Literacy Framework

Reading is at the center of most activities – in and out of school
How does one provide reading instruction to students with developmental or intellectual disabilities such as autism, cerebral palsy or Down syndrome? The essential components of reading instruction – phonological awareness, sound blending, initial phoneme segmentation, letter-sound correspondence, decoding and shared reading – are covered and framed to address emerging literacy needs of students with complex communication needs.

English Language Learners

The course is designed for K-12 mainstream or general education educators (teachers, paraprofessionals, others) of English language learners who have little to no information or preparation to work with this rapidly growing population of students.

Please note: Homework assignments will be required in all of the courses.