

PITTSBURGH FEDERATION OF TEACHERS

EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

Registration Form --- Second 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 **Friday, February 7, 2020. You will be notified by email/text regarding acceptance into the class after February 14, 2020. (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 _____ Cell Phone _____

Personal Email address _____

Classes beginning Tuesday, February 25, 2020:

- Reading Comprehension Instruction – 4 increment credits or 2 inservice credits – 10 classes
- Managing Student Behavior (for Professionals) – 4 increment credits or 2 inservice credits – 10 classes
- English Language Learners – 4 increment credits or 2 inservice credits – 10 classes
- Thinking Mathematics 6-8 – 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

Reading Comprehension Instruction

Focusing on the research and exemplary practices that help students acquire strong reading comprehension skills

This course is appropriate for all K-12 teachers and support staff who 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.

Managing Student Behavior (formerly Managing Anti-Social Behavior)

This course will explore the basic elements of anti-social behavior, from definition to management techniques. Emphasis will also be placed upon other aspects of anti-social behavior including development, behavior analysis, and school-wide management practices. This course will require extensive participation, discussion, and classroom experimentation. A variety of readings will be required which will include the manual, periodicals, and other relevant research. (All levels, K-12)

Requirement: Foundations of Effective Teaching

English Language Learners

This 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.

Thinking Mathematics 6-8

This middle school course is redesigned to allow teachers to reflect on and connect the Mathematics Standards to research on how students learn mathematics. The Ten Principles of Thinking Math and the Standards for Mathematical Practice are linked and attention paid to how concepts and skills develop. Using geometry as a starting point, participants explore ways to help students understand linear functions and rate of change with emphasis on linking various ways of seeing the same problem. Practices such as reasoning, constructing viable arguments, precision and looking for mathematical structure combine with the Ten Principles of Thinking Mathematics such as helping students visualize problems, requiring them to discuss and justify their mathematical thinking, using situational problems to connect mathematics to life, and balancing conceptual and procedural knowledge to develop such understanding.

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