

# PITTSBURGH FEDERATION OF TEACHERS

## EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM (ER&D) PROFESSIONAL LEARNING PROGRAM FOR EDUCATORS

### Registration Form --- First Semester, 2021-2022 School Year

The Pittsburgh Federation of Teachers will be offering courses for professional development. Members who successfully complete the ER&D classes receive either 2 inservice credits (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) from the Pittsburgh-Mt. Oliver Intermediate Unit #2 that will count toward Level 2 certification or 4 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 60 Act 48 hours. You must attend all 10 classes.

Classes will meet in person on Tuesday's from 4:30 to 7:00 PM in the PFT Building located at 10 South 19th Street. **Currently masks are required at the PFT as well as social distancing.** Parking is available on site. Materials for all classes are included. **Responses must be received by Friday, September 10, 2021.** You will be notified by email/text regarding acceptance into the class after September 13, 2021. 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, September 21, 2021:**

- Foundations of Effective Teaching – 4 increment credits or 2 inservice credits - 10 classes
  - Reading Comprehension Instruction – 4 increment credits or 2 inservice credits - 10 classes
  - Managing Behavior in School Communities – 4 increment credits or 2 inservice credits - 10 classes
  - Introduction to English Language Learners (ELL 101) – 4 increment credits or 2 inservice credits\*\* – 10 classes
- \*\*Two inservice credits are pending approval of the course from the state.*

#### **Please review the course descriptions.**

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

Brittany Shoup, ER&D Director;  
Pittsburgh Federation of Teachers;  
10 South Nineteenth Street at the River; Pittsburgh, PA 15203-1842

**or fax to Brittany at (412) 431-6882; or email at [brittanyfmccann@yahoo.com](mailto:brittanyfmccann@yahoo.com)**

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## **ER&D COURSE DESCRIPTIONS**

### **Foundations of Effective Teaching**

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.

### **Reading Comprehension Instruction**

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 Behavior in School Communities**

Managing Behavior in School Communities is an AFT Professional Learning Program course that presents the most recent and seminal research on challenging student behavior. MBSC provides educators and other school personnel with effective strategies for managing unwanted behavior across a variety of learning environments. MBSC will provide teachers and support staff with the information, tools and skills they may need to prevent or eliminate challenging or anti-social behaviors and/or to manage much of this behavior when it occurs. The course reviews what is found in AFT's Foundations course, Beginning of the Year Classroom Management, and takes the research to the next level for students who do not respond to basic prevention through effective classroom management.

### **Introduction to English Language Learners (ELL 101)**

This course is designed to provide pre-K-12 mainstream educators with the preliminary information and tools they need to begin meeting the needs of ELLs in their classrooms. The information across the components will enhance the instructional practices that mainstream educators of ELLs are currently implementing and expand their repertoire by introducing new research based strategies. Providing equitable access to grade-level standards, connecting research to practice, and applying new learning to educators' unique students and educational settings are overarching themes in this course. The principles and practices examined throughout the course are focused on English learners; however, they are easily applicable to and necessary for a wide range of students. Engaging participants to reach a deeper understanding of the connections between cultural proficiency and academic achievement is another central theme of ELL 101.

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

### **Program Dates (Make-up day – December 14, 2021 if needed)**

<b>Sept. 21, 2021</b>	<b>Sept. 28, 2021</b>	<b>Oct. 5, 2021</b>	<b>Oct. 12, 2021</b>	<b>Oct. 19, 2021</b>
<b>Oct. 26, 2021</b>	<b>Nov. 9, 2021</b>	<b>Nov. 16, 2021</b>	<b>Nov. 23, 2021</b>	<b>Dec. 7, 2021</b>