



English Language Arts

Professional development course descriptions for the 2019-2020 academic year

ELA – Elementary Team

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180 Days: Reimagining Language Arts Instruction

Course Number	Audience	Cost	Date(s)	Session Type
0660	Secondary language arts teachers, instructional coaches, reading specialists, instructional leaders	\$500	Day 1: April 20, 2020 (8:30 a.m. - 2:30 p.m.) Day 2: May 7, 2020 (9:00 a.m. - 2:00 p.m.) Day 3: June 1, 2020 (8:30 a.m. - 2:30 p.m.) Day 4: June 9, 2020 (9:00 a.m. - 2:00 p.m.)	Four-day series

Course Description: In this interactive course, Penny Kittle and Kelly Gallagher will demonstrate how they: (1) plan a year of instruction; (2) design specific units of study; and (3) plan and execute daily lessons. Participants will have an opportunity to reimagine units of study using Gallagher's and Kittle's newest book, *180 Days* and Michigan's *Essentials Practices for Literacy in the Secondary Classroom*. Participants will explore ways to deepen student engagement through diverse texts, integrate various compelling reasons for writing for real audiences and authentic purposes, and learn to examine student work as data for making instructional decisions. The intended audience for this course is secondary language arts teachers, instructional coaches, reading specialists, and instructional leaders (6-12 Essential Practices #2, #4, & #8 are the focus of this series).

For additional information, contact Dr. Rosalyn Shahid – shahidr@resa.net

Grades 3-5 Real Data to Inform Real Teaching

Course Number	Audience	Cost	Date(s)	Session Type
0395	The intended audience for this course is teachers of grades 3-5, reading specialists, and literacy coaches.	\$125	Day 1: Tuesday, November 26, 2019 9:00am – 3:00pm and Day 2: Monday, December 16, 2019 9:00am – 3:00pm	Two-day series

Course Description: Wanting to take a closer look at student literacy data and be confident in analyzing and determining next-step teaching points? Join this two-day professional development opportunity to unpack how a variety of observation and assessment tools can empower student learning and help teachers be strategic during individual conferences and small group settings. The intended audience for this course is teachers of grades 3-5, reading specialists, and literacy coaches. It is recommended that participants have previously attended the *Pathways to K-5 Reading Proficiency* series or the *Essential Instructional Practices in Early Literacy* roll-out through MAISA GELN. (This series will focus on K-3 and 4-5 Essential Literacy Practices #3 and #9.)

For additional information, contact Colleen Whalen – whalenc@resa.net

Academic Conversations, Grades 5-12

Course Number	Audience	Cost	Date(s)	Session Type
0654	Content area teachers in grades 5-12, leadership team	\$75	March 12 & 26, 2020	Two-day series

Course Description: Academic conversations push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas. This workshop supports Essential Practices for Secondary Instruction: Metadiscursive awareness within and across academic and cultural domains (attention to language use at the “meta” level, e.g. talking about talk). Participants will receive a copy of *Academic Conversations*. The intended audience for this course is secondary English language arts, social studies, and science teachers.

For additional information, contact Dr. Rosalyn Shahid - shahidr@resa.net

Building Coaching Strategies: Entering into the Coaching Conversation

Course Number	Audience	Cost	Date(s)	Session Type
0290	Literacy coaches, literacy specialists, instructional coaches, leadership team	\$250	November 6, 2019 November 7, 2019 and December 4, 2020 9:00 am – 3:00 pm	Three-day series

Course Description: In this learning series, facilitated by Dr. Diane Jackson, coaches will explore their current beliefs and how those beliefs might facilitate or debilitate the relationship with a teacher. This training will provide the coaches with knowledge, skills, and dispositions to shift teachers' thinking from responding, "This is how we have always done it" to considering new possibilities. Coaches will acquire a vast knowledge of effective coaching skills to mediate thinking of the teachers they coach. This will enable the teachers to think deeply about their practice to monitor and adjust as necessary. Coaches will understand the link between effective coaching and the transformation of teacher practice. The intended audience is instructional coaches and literacy specialists, though it is appropriate for anyone in an instructional coaching role.

For additional information, contact Michelle Wagner – wagnerm@resa.net

Building Reading and Writing Connections through Choice in the Secondary ELA Classroom

Course Number	Audience	Cost	Date(s)	Session Type
0377	Secondary ELA teachers	\$125	February 10, 2020 and March 9, 2020 9:00 am – 2:30 pm	Two-day series

Course Description: Whole-class novels? Student choice? In Kate Roberts' *A Novel Approach*, she provides strategies that blend student-centered with whole-class reading. By exploring this method, participants will learn how to deepen students' critical thinking, academic and content vocabulary acquisition, and writing through the use of Reader's and Writer's Notebook. Participants will also develop conferencing, formative assessment, small group instruction techniques that will increase students' understanding of the reading and writing connection. The intended audience for this course is secondary ELA teachers. (This series will focus on 6-12 Essential Literacy Practices #2, #3, #4, #5 and #7)

For additional information, contact Mary-Lu Strimbel - stribml@resa.net

Foundational Literacy Skills in the K-2 Classroom

Course Number	Audience	Cost	Date(s)	Session Type
6923	K-2 classroom teachers, teachers of striving third grade readers, reading specialists, literacy coaches, elementary school leaders	\$200	August 20-21, 2019 8:30 am – 2:30 pm	Two-day series

Course Description: A strong foundation is important, especially when the work is *building up* our youngest readers and writers! Join Dr. Kathryn Roberts, former kindergarten teacher and current professor of literacy at Wayne State University, in this two-day course focused on strengthening the foundational skills of literacy instruction. If you're picturing endless worksheets or flashcards, take heart because there are better ways! Participants will leave with an understanding of how phonological awareness and letter-sound knowledge develop, as well as how they can be taught assessed in engaging, interactive and effective ways in the early elementary grades.

Attendees will engage in professional learning related to Michigan's Essential Instructional Practices in Early Literacy: Grades K to 3 (MAISA-GELN Early Literacy Task Force, 2016; <https://literacyessentials.org>). Specifically, the sessions will address Essential 4,

activities that build phonological awareness, and Essential 5, explicit instruction in letter-sound relationships. In addition, the sessions will include information on engaging in deliberate, research-informed efforts to foster literacy motivation and engagement across lessons (Essential 1) as it relates to the teaching of phonological awareness and letter-sound relationships.

All participants will receive *Word Sorts and More, Second Edition: Sound, Pattern, and Meaning Explorations K-3 Second Edition* by Kathy Gansk to support the instructional strategies shared during this workshop. This supplemental resource includes rich classroom examples, attention to teaching English learners (ELs), and over 200 reproducible word, picture, and letter sorts, plus additional online forms and activities in the appendices.

For additional information, contact Mellissa Wilson – wilsonm@resa.net

I Am a Writer! Strategies to Promote Engagement and Independence in K-2 Writers

Course Number	Audience	Cost	Date(s)	Session Type
0320	K-2 teachers, teachers of striving third grade writers, reading specialists, literacy coaches, leadership teams	\$350	Attend ALL Dates: December 5, 2019 February 13, 2020 April 16, 2020 9am-3pm	Three-day series

Course Description: Are you looking for ways to strengthen your students' engagement, skill, and independence as writers? In this foundational series, participants will explore effective classroom structures and strategies that support engagement in authentic, sustained writing. As they examine key components of the writing process and the architecture of a one-to-one conference, participants will refine their skill in noticing and naming writers' strengths and challenges to determine next steps for instruction. Modeled and interactive writing strategies and the use of mentor texts will be highlighted as powerful models of what writers do and inspiration to build young children's identities as writers themselves. Featured in this series will be national literacy consultant, **Lisa Cleaveland**, coauthor with Katie Wood Ray of *About the Authors* and *Classroom Essentials: A Teacher's Guide to Getting Started with Beginning Writers*. The intended audience for this course includes K-2 teachers, teachers of striving third grade writers, reading specialists, literacy coaches, and members of the leadership team. It is recommended that participants have previously attended a *Pathways to K-5 Reading Proficiency* series or the *Essential Instructional Practices in Early Literacy* roll-out through MAISA-GELN. (This series will focus on K-3 Essential Literacy Practices #1, #2, #6, and #9.)

For additional information, contact Debra Reeves – reevesd@resa.net

I Am a Writer! Essential Practices to Foster Engagement and Independence in Intermediate Writers, Grades 3-5

Course Number	Audience	Cost	Date(s)	Session Type
0624	3-5 teachers, reading specialists, literacy coaches, leadership teams	\$325	Attend all 3 Dates: October 14, 2019 February 3, 2020 May 12, 2020 9am-3pm	Three-day series

Course Description: Are you looking for ways to strengthen your students' engagement, skill, and independence as writers? In this foundational series, participants will explore effective classroom structures and strategies that support engagement in authentic, sustained writing. As they examine key components of the writing process and the architecture of a one-to-one conference, participants will refine their skill in noticing and naming writers' strengths and challenges to determine next steps for instruction. Modeled writing strategies and the use of mentor texts will be highlighted as powerful models of what writers do and inspiration to build students' identities as writers themselves. Participants will have the opportunity to explore the use of digital tools in today's writing classroom. The intended audience for this course is grades 3-5 teachers, reading specialists, literacy coaches, and members of the leadership team. (This series will focus on Grade 4-5 Essential Literacy Practices #1, #2, #6, and #9) For additional information, contact Bridget Regan – reganb@resa.net

Jan Richardson: Small Group Reading Instruction, K-3

Course Number	Audience	Cost	Date(s)	Session Type
0656	K-3 teachers, reading specialists, literacy coaches, interventionists, resource room teachers, leadership team members	\$225	February 25, 2020 9am-3pm	Single-day session

Course Description: Join author and national literacy consultant Jan Richardson as she brings her years of experience as a reading specialist, Reading Recovery teacher leader, and staff developer to share best practices in providing small group reading instruction, a critical component of a balanced literacy program. Participants will leave with a wealth of strategies to refine and energize their instructional delivery using precise assessment tools, detailed lesson plans, targeted reading strategies, and guided writing support. The intended audience for this workshop includes K-3 teachers, reading specialists, literacy coaches, resource room teachers, and leadership team members.

For additional information, contact Debra Reeves – reevesd@resa.net

K-2 Real Data to Inform Real Teaching

Course Number	Audience	Cost	Date(s)	Session Type
0393	The intended audience for this course is teachers of grades K-2, reading specialists, and literacy coaches	\$125	Day 1: Monday, October 28, 2019 9:00am – 3:00pm and Day 2: Monday, November 11, 2019 9:00am - 3:00pm	Two-day series

Course Description: Wanting to take a closer look at student literacy data and be confident in analyzing and determining next-step teaching points? Join this two-day professional development opportunity to unpack how a variety of observation and assessment tools can empower student learning and help teachers be strategic during individual conferences and small group settings. The intended audience for this course is teachers of grades K-2, reading specialists, and literacy coaches. It is recommended that participants have previously attended the *Pathways to K-5 Reading Proficiency* series or the *Essential Instructional Practices in Early Literacy* roll-out through MAISA GELN. (This series will focus on K-3 Essential Literacy Practices #3 and #9.)

For additional information, contact Colleen Whalen – whalenc@resa.net

Leadership Driven Coaching for Sustained Success

Course Number	Audience	Cost	Date(s)	Session Type
6925	District and building administrators, coach supervisors	\$75	August 14, 2019 (8:30 - 11:30 am) Online Dates: October 8, 2019 November 12, 2019 December 11, 2020 February 11, 2020 March 10, 2020 (7:30 AM-8:30 AM)	Blended learning series: One half day of on-site PD, followed by 5 sessions of online study (approximately 90 minutes each session)

Course Description: The building leader is integral to sustaining an effective coaching model. When employed and supported effectively, literacy coaching strengthens classroom instruction by improving teacher expertise, provides sustainability to district

professional development systems and promotes student achievement. This series will explore the characteristics of effective building level implementation and sustainability of coaching and the role that leadership plays in the success, including a healthy principal-coach relationship.

The purpose of the half-day preparatory summer workshop is to support building and district leaders to reflect upon the successes and challenges of the current coaching system and plan for the upcoming 2019-20 year. Participants will explore ways to determine how an administrator can best support the literacy coach and to draft clear plans that will assist in communicating the roles and responsibilities of coaches with emphasis on research-supported components of effective implementation.

The (live) online sessions will provide applicable, job-embedded strategies and tools designed to strengthen and uphold coaching as part of a school-wide system of learning supported by the Essential School-Wide and Center-Wide Practices in Early Literacy. Topics of study will include ways to clearly describe and endorse the coaching foci to teachers, balancing coaching time and tasks, and documenting growth through feedback and observation. The study of articles, videos, and case studies will also be used to guide leaders in their efforts to sustain effective coaching.

The intended audience for this course is district and building-level administrators and coach supervisors. Please note that this is a blended learning session consisting of a half-day on-site PD followed by five 1-hour online sessions throughout the year.

For additional information, contact Mellissa Wilson – wilsonm@resa.net

Leveled Literacy Intervention, Grades K-2

Course Number	Audience	Cost	Date(s)	Session Type
0137	K-2 teachers, literacy interventionists	\$425	November 20, 2019 November 21, 2019 and February 26, 2020 8:30 am – 3:30 pm	Three-day series

Course Description: The Fountas and Pinnell Leveled Literacy Program System (LLI) is a scientifically-based early intervention program designed to prevent literacy difficulties before they turn into long-term challenges. Participants will learn effective small group instructional strategies to provide the intensive support necessary for some primary students to achieve grade level competency in reading and writing. The intended audience for this course includes K-2 teachers and literacy interventionists.

For additional information, contact Debra Reeves – reevesd@resa.net

Leveled Literacy Intervention, Grades 3-5

Course Number	Audience	Cost	Date(s)	Session Type
0142	3-5 teachers, literacy interventionists	\$425	November 18, 2019 November 19, 2019 and February 25, 2020 8:30 am – 3:30 pm	Three-day series

Course Description: The Fountas and Pinnell Leveled Literacy Program System (LLI) is a scientifically-based early intervention program designed to prevent literacy difficulties before they turn into long-term challenges. Participants will learn effective small group instructional strategies to provide the intensive support necessary for some primary students to achieve grade level competency in reading and writing. The intended audience for this course includes 3-5 teachers and literacy interventionists.

For additional information, contact Debra Reeves – reevesd@resa.net

Lisa Cleaveland: Writing Right from the Start – Fostering Independence in Beginning Writers

Course Number	Audience	Cost	Date(s)	Session Type
0658	K-2 teachers, literacy specialists/ coaches, leadership team	\$225	December 5, 2019 9:00 am – 3:00 pm	Single-day session

Course Description: Join author, national literacy consultant, and master primary teacher, Lisa Cleaveland, to learn best practice in writing instruction. During this foundational workshop, participants will learn the basic tenets of what it means to be a writer, effective classroom structures that support engagement in authentic, sustained writing, and a “gradual release” instructional model that scaffolds primary writers’ growth toward independence. The intended audience for this course is K-2 teachers, reading specialists, literacy coaches, resource room teachers, and members of the leadership team.

For additional information, contact Debra Reeves – reevesd@resa.net

MTSS Supports: Elementary School Scheduling

Course Number	Audience	Cost	Date(s)	Session Type
0628	Superintendents, curriculum directors, elementary principals, members of the leadership team and/or district/school improvement team	\$200	March 10, 2020 9:00 am – 3:00 pm	Single-day session

Course Description: The creation of an effective school schedule is a key component of every elementary principal’s work. While many different personnel should be involved in the process, to delegate this responsibility is to abdicate the role of instructional leader. Based upon 40+ years of experience working in schools across the country Dr. Michael D. Rettig, professor emeritus from James Madison University, founder of School Scheduling Associates, and co-author of *Elementary School Scheduling: Enhancing Instruction for Student Achievement* (Eye on Education, 2008), will outline problems which have been identified with typical elementary school schedules, relate general principles for effective elementary school scheduling, provide a process for creating quality schedules, and share examples and templates. This session is appropriate for all schools with elementary level grades including K-8 schools. Particular attention will be paid to the following topics:

- Optimal scheduling of “Encore” teachers (PE, music, art, etc.) within and across buildings to provide common planning time for teams of teachers (PLCs),
- Scheduling and organizing an Intervention/Enrichment during which Response to Intervention tiered instruction may be provided,
- Preserving large blocks of uninterrupted core instructional time for classroom teachers, and
- Scheduling support services (special education, ESOL, reading support, instrumental music, etc.).
- Departmentalization (teaming) at the elementary level.

In addition, during this session Dr. Rettig also will share the basics of parallel block scheduling, a model of school time organization that strives to accomplish the following goals:

- Reduced-size classes for small group reading and mathematics instruction,
- Accelerated literacy acquisition in kindergarten and first grade classrooms,
- Support services such as special education, ESL, talented and gifted which are integrated with the regular school program,
- Options for practice, reinforcement, remediation and enrichment of the regular school program during an “extension” period.

For additional information, contact Colleen Whalen – whalenc@resa.net

MTSS Supports: Secondary School Scheduling

Course Number	Audience	Cost	Date(s)	Session Type
0633	Superintendents, curriculum directors, elementary principals, members of the leadership team and/or district/school improvement team	\$200	March 11, 2020 9:00 am – 3:00 pm	Single-day session

Course Description: The creation of an effective school schedule is a key component of every school principal's work. While many different personnel should be involved in the process, to delegate this responsibility is to abdicate the role of instructional leader. Based upon 40+ years of experience working in schools across the country Dr. Michael D. Rettig, will focus on middle and high school scheduling possibilities. He will share many different models of scheduling, discuss the pros, cons, costs, and research related to these models, and outline an adoption and implementation process. Schedules to be discussed include the following:

- Six, seven, eight, nine, and ten-period scheduling plans,
- Rotating and drop schedules, and Alternating day block schedules,
- The 4X4 semester plan and the 3X5 trimester plan,
- The flexible modular schedule
- Hybrid models which combine features of several basic schedules,
- The “unit” or “Community” lunch period ,
- Plans for credit recovery and rescue, which may assist overage and under-credited students and several uniquely middle school schedules:
- The “4-Block” schedule, a middle school version of the high school 4X4 schedule that provides double periods for both language arts and mathematics,
- A middle school schedule that provides time and a half in language arts and mathematics instruction in comparison to other subjects,
- A middle school schedule that provides equal and but longer periods (@60 min.) for language arts, mathematics, science and social studies in comparison to other subjects (@ 40 min.),
- Middle school plans appropriate for two, three, four, five, and six teacher teams, and
- Options for delivering exploratory and elective classes.

Special emphasis will be given to designing schedules that included structured time for intervention and enrichment (I/E), which often is necessary for optimal implementation of Response to Intervention. Scheduling and organizational issues related to the I/E period will be addressed in detail. Handouts, sample schedules, and a digital scheduling template (in Excel) will be provided. Video examples of effective scheduling practices also will be shared.

For additional information, contact Colleen Whalen – whalenc@resa.net

Overview of the GELN Essential Instructional Practices in Literacy, Grades K-5

Course Number	Audience	Cost	Date(s)	Session Type
6916	K-5 teachers, literacy specialists/ coaches, resource room teachers / administrators	\$50	September 16, 2019 -or- January 9, 2020 *Select one date. 9:00 am – 3:00 pm	Single-day session

Course Description: Have you heard the phrase “minimum standard of care?” Are you familiar with how this phrase connects with literacy practices in our K-5 classrooms? If you are curious about these questions and how it can impact your teaching, then this session is for you! Come and learn about the GELN Essential Practices in literacy. In this session, participants will be provided an overview to the K-3 and 4-5 Literacy Essential Practices. Participants will spend time learning about motivation and engagement and the critical role these plays in all aspects of literacy development as well as the other 9 essentials. As each of the 10 essentials is introduced, participants will be given time for reflection and action planning, therefore school literacy teams and/or grade level teams are encouraged to enroll together. This session could serve as a springboard to build ideas for professional learning linked to school improvement. All participants will receive their own printed copy of the GELN Literacy Essentials for Grades K-3 & 4-5. The intended audience for this session is K-5 teachers, reading specialists, literacy coaches, leadership team members, resource room teachers and grade level/school teams. (This session will focus on K-3 and 4-5 Essential Literacy Practices #1-10.)

For additional information, contact Bridget Regan – reganb@resa.net

Pathways to 3rd Grade Reading Proficiency: Essential Instructional Practices in Early Literacy

Course Number	Audience	Cost	Date(s)	Session Type
0385	K-3 Teachers, Reading Specialists, Literacy Coaches, Leadership Team Members	\$700	November 19, 2019 December 5, 2019 February 4, 2020 February 25, 2020 March 11, 2020 April 15, 2020 9am-3pm	Six-day series

Course Description: In this series, participants will dive into Michigan’s *Essential Instructional Practices in Early Literacy, Grades K to 3* (MAISA-GELN Early Literacy Task Force, 2016; <https://literacyessentials.org>), as they study ten essential research-based practices to enhance their capacity to guide and support students’ development toward 3rd grade reading proficiency. Participants will explore key components of a balanced literacy program, including strategies for developing engagement, stamina, and independence; creating a thriving writing community to support skill and agency in both reading and writing; building necessary foundational skills for automaticity in print processing; using assessment data to plan targeted small group instruction; using interactive read aloud to build background knowledge and expand vocabulary; and developing specific strategies for deep comprehension of increasingly complex text. National early literacy consultants featured in this series will include **Lisa Cleaveland** and **Jan Richardson**, who will share research-based instructional strategies for accelerating K-3 students’ growth in literacy toward career and college readiness. Participants will also receive mentor texts and other resources to support literacy instruction. The audience for this 6-day series includes K-3 classroom teachers, reading specialists, literacy coaches, and members of the leadership team.

For additional information, contact Debra Reeves – reevesd@resa.net

8th Grade PSAT 8/9 Instructional Shifts

Course Number	Audience	Cost	Date(s)	Session Type
0119	Secondary language arts and math teachers, instructional coaches, reading specialists, instructional leaders	\$50	October 1, 2019 -or- February 5, 2020	Single-day

Course Description: This course is designed to provide participants with key information and instructional shifts for the PSAT 8/9. The PSAT replaces the M-STEP English Language Arts (ELA) and Mathematics assessments. Participants will understand the PSAT 8/9 test structure, review sample items, and identify the instructional shifts necessary to best support students on this assessment. The intended audience for this course is middle school ELA and mathematics teachers, instructional specialists, and all those supporting testing administration.

For additional information, contact Dr. Rosalyn Shahid – shahidr@resa.net

Reading in the Content Areas, Grades K-5

Course Number	Audience	Cost	Date(s)	Session Type
0654	K-5 teachers, reading specialists, literacy coaches, resource room teachers	\$225	February 27, 2020 April 23, 2020 9am-3pm	Two-day series

Course Description: Literacy instruction can and should occur, not just during the K-5 literacy block, but throughout the entire school day, as content area study provides a compelling context for addressing many of the Michigan Standards for English Language Arts. In fact, reading comprehension is supported, in great part, by a reader's background knowledge, academic vocabulary, understanding of text structures, and strategic thinking skills, and all of these reading essentials are significantly enhanced through the study of science and social studies. This workshop will explore effective instructional strategies and available resources for infusing all components of the literacy block and content instruction with informational text sets and engaging read aloud books, along with learning opportunities to build the strong foundation necessary for students to read, comprehend, and respond to increasingly complex texts across all content areas. Participants will receive exemplars of engaging picture books and informational text sets aligned to the *Next Generation Science Standards* and the *Michigan Social Studies Content Standards*. The intended audience for this course includes K-5 classroom teachers, reading specialists, literacy coaches, and K-5 resource room teachers.

For additional information, contact Debra Reeves – reevesd@resa.net

Storytelling with Digital Media

Course Number	Audience	Cost	Date(s)	Session Type
0530	K-12 teachers	\$60	March 4, 2020 9:00 am – 3:00 pm	Two-day series

Course Description: Makerspaces encourage teachers to develop interactive opportunities for students as they develop products for a wide range of purposes and audiences. In this two-day series, participants will discover ways to inspire active storytellers through digital media that tap into multiple literacies to create meaning. Participants will explore green screens and stop animation, e-book creations, and more. All participants will receive a stop animation starter kit and *The Green Screen Maker Space Project Book*. The intended audience for this course is K-12 educators.

For additional information, contact Laura Gabrion – gabriol@resa.net

Wayne County Coaching Foundations

Course Number	Audience	Cost	Date(s)	Session Type
Face-to-face registration: 0193	New, aspiring, or experienced coaches	\$75	October 21, 2019 -or- March 2, 2020	Blended learning series: One full day of on-site PD, followed by 6 weeks of online study (approximately 2 hours each week)
Online portion registration: 0199			9:00 am – 3:00 pm	

Course Description: Designed as a boot-camp for new and prospective coaches, this series examines key components of coaching. Join us as we explore what literacy coaching is and how it can lead to systemic improvement within a school or district. In this foundational course, we delve into the skills necessary to be an effective literacy coach, including nurturing a growth mindset, developing relational trust, active listening, meaningful use of data, and providing effective feedback. Discover how the Essential Coaching Practices for Elementary Literacy connect with the other components of the Essential Practices in Early and Elementary Literacy and learn how to integrate these core elements into successful practice. The intended audience for this course is new or aspiring literacy coaches, as well as experienced coaches seeking to deepen their understanding of foundational coaching.

Please note that this is a blended learning session consisting of a full day of on-site PD followed by six weeks of online study. Participants should expect to spend approximately 2 hours engaging in online learning.

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For additional information, contact Michelle Wagner wagnerm@resa.net

Wayne County Coaching Network

Course Number	Audience	Cost	Date(s)	Session Type
0337	New and Experienced coaches	\$150	October 15, 2019 November 19, 2019 January 21, 2020 March 17, 2020 May 19, 2020	Five-day Series
			9:00 am – 3:00 pm	

Course Description: This newly designed network offers opportunities for deep study of research-based practices using collaborative inquiry (Problems of Practice), common texts, and discussion of the Essential Coaching Practices for Literacy. Building and sustaining relationships between both teacher-coach and principal-coach roles, developing assessment literacy knowledge and skills, and promoting equity through coaching will be unpacked. Forums led by district coaches will provide additional focused learning. The final session of the series will be a celebration of our growth. The intended audience for this course is new or experienced literacy coaches.

For additional information, contact Mary-Lu Strimbel - stribm@resa.net