



American Federation of Teachers and United Teachers of Dade

Educational Research and Dissemination (ER&D)

2009-2010 Program Courses

**A UNION-SPONSORED, RESEARCH-BASED PROFESSIONAL DEVELOPMENT PROGRAM
DELIVERED BY UNION CLASSROOM TEACHERS AND PRACTITIONERS**



Foundations of Effective Teaching I: Organizing the Classroom Environment for Teaching and Learning

This core ER&D course addresses the fundamental aspects of teaching and learning that are relevant for teachers and classroom paraprofessionals 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. The course covers core topics critical to successful classroom practice, including, *Beginning of the Year Classroom Management*, in which the first three weeks of survival skills are taught – rules and procedures, pacing of lessons, room arrangement, and other strategies to help you survive!



Instructional Strategies That Work

This course provides practical applications of instructional strategies that are outlined in the research on effective instruction and have been proven to support student learning. At the center of this course are cognitive strategies that foster critical thinking and the transferability of skills learned. Course participants will learn how to evaluate curriculum materials for any content area, organize content for learning, and develop or evaluate scoring guides for student tasks. These strategies can be applied in K-12 settings.



Managing Anti-Social Behavior

The anti-social actions of a small but powerful number of students in school not only put their own academic success at risk but threaten the learning environment for everyone. This course presents research on emotional and behavioral problems of students who consistently act out. Participants will learn strategies to reduce and/or prevent the occurrence of disruptive or dangerous outbreaks.

The School-Home Connection: Partnerships Supporting Student Learning

The primary function of this course is to help school staff understand how they can assist parents to better support their children as learners. Topics explored include: (1) using effective communication strategies to develop learning partnerships with families; (2) designing more productive homework assignments to involve families; (3) explaining classroom work and grading systems to parents; and (4) developing school wide parent involvement plans.



Making Data Work for You

Participants will obtain knowledge and tools to use data effectively in improving schools, informing instruction and advancing learning individually and collaboratively. Participants will surface their assumptions about data; will begin to identify what is meant by “data; learn two types of assessment data, their uses and limitations; and learn how to analyze data to make informed decisions about school improvement and instruction.

Strategies for Student Success I and II

Based on research with demonstrated applicability for classroom teachers, these AFT developed courses will cover



Strategies for Student Success I

- Making Physical Space Conducive to Learning;
- Order in the Classroom: Rules/Procedures/Consequences
- Homework: Let's Get It Right;
- Feedback: Friend or Foe;
- LINC'S: A Learner Strategy; and
- Addressing Behavior and Anger in the Classroom.

Strategies for Student Success II

- Constructing Effective Classroom Assessments;
- Essential Support for Academic Learning;
- Teaching and Learning through Products and Questions;
- What Effective Schools Do When Students Don't Succeed;
- Response to Intervention;
- Differentiated Learning (Matching Tasks to Student Ability);
- Setting Measurable Objectives

Meeting the Standards for Paraprofessionals: Reading, Mathematics, Competency #3

This research-based course relates to the classroom instruction of reading and mathematics, as well as, classroom management and the learning environment; and connects it to classroom practice and responsibilities. Participants will learn to implement the information, tools and skills they need to work with students in the areas of Reading and Math. The course also helps the participant to understand how to prevent a great deal of antisocial behavior and/or manage much of this behavior as it arises. Participants will use research translations on Reading and Math instruction, classroom management and managing antisocial behavior to connect application to the real world. Participants will understand the characteristics of effective home learning environments in order to build school-home partnerships that support student learning, as well as, use effective communication strategies to successfully link school and home.

Reading Comprehension Instruction



This course focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. It 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—including content area textbooks. In addition, approaches are presented to help students monitor their own comprehension and apply appropriate “fix-up” strategies when comprehension is not achieved. Practice in using these instructional strategies and examples of student work are embedded in each unit. This course is appropriate for all K-12 teachers who need to help increase their students’ comprehension of text whether that text is a literature selection or a subject area textbook.



Thinking Mathematics I- Foundations

This course focuses on research about how students learn mathematics and how these findings can be applied in the classroom. Ten Principles capture practices that lead to a better understanding of mathematics for all students and are applicable at all levels. In this course, they are exemplified through the research on counting, addition, and subtraction. The course takes a broader look at the importance of patterns and relationships throughout math, addresses the kind of questioning that promotes thinking in math class, and provides a framework for thinking about curriculum and lessons.



NEA's English Language Learners- Culture, Equity and Language



This course addresses closing the achievement gap strategies and is designed for teachers and other educators who teach linguistically diverse students. This course will provide hands-on best teaching strategies, curriculum resources, research-based classroom management and differentiated instruction methodology to use in classrooms with English Language Learners and culturally diverse students. Emphasis is on understanding the “whole” student by embracing a number of issues related to students’ educational outcomes, e.g. culture, socio-economic status, language acquisition, and language learning differences.

Look for the current schedule of courses on www.utd.org under Educational Policy

All courses are for Master Plan Points for certificate renewal. Courses can be delivered at your worksite.

Contact Tom Gammon, Teacher Coordinator, UTD Educational Policy Department, at 786-594-0270 or e-mail at tomg@utofd.com