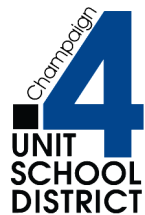


STAFF DEVELOPMENT COMMITTEE
2015.2016

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BOARD CREDIT COURSE PROPOSALS | 2017.18

All Board Credit Course proposals for 2017-18 are due by **Monday, April 3, 2017**. Please feel free to submit a proposal for approval at any time prior to this date. More information and forms can be found on the District website at:

<http://www.champaignschools.org/pd>



BOARD CREDIT COURSES
BOARD CREDIT COURSES
BOARD CREDIT COURSES

GENERAL INFORMATION

The District Staff Development Committee is pleased to offer a variety of Board Credit opportunities to certified staff members during the 2016-17 school year. In accordance with the contractual agreement between the Champaign Federation of Teachers and the Champaign Unit #4 Board of Education, one-half of salary schedule movement may come from Board Credit approved courses. Eight (8) Board Credit hours equals one-half (0.5) Board Credit. Board Credit can only be earned based on actual hours of participation. Please note registration deadlines and feel free to contact instructors directly for more information.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

REGISTRATION DEADLINES

August 25, 2016

Differentiation, Data, and Decisions; Guided Reading; S.O.S.S (A)

September 1, 2016

Accelerating Readers; Mindful Teacher, Mindful Kids; Mindful Teacher, Mindful Kids: Implementation Support; Tactical Tech; YMHFA (A)

September 22, 2016

Education Through Music; Next Generation Science Standards; PBF (A); TCI (A)

September 29, 2016

Behavior (A); Screenwriting and Filmmaking

October 20, 2016

PBF (B); Supporting Students with ASD (A)

November 3, 2016

YMHFA (B); TCI (B)

January 5, 2017

TCI (C)

January 19, 2017

Mathematical Mindsets; Understanding and Implementing NGSS

February 2, 2017

Behavior (B); S.O.S.S. (B); TCI (D); YMHFA (C)

March 2, 2017

Accelerating Readers: Advanced; Supporting Students with ASD (B); TCI (E & F)

March 30, 2017

Decoding Dr. Dre; YMHFA (D)

April 6, 2017

PBF (C); TCI (G)

April 27, 2017

Teaching Ferguson; TCI (H)

May 25, 2017

Cognitive Coaching; PBF (D); TCI: Full

ACCELERATING READERS THROUGH ENGAGING LITERACY PRACTICES: FOCUSED INSTRUCTION FOR TRANSITIONAL AND FLUENT READERS | 0.5 BOARD CREDIT

Instructor: Jeralyn Goodfellow-Vargas, Dominique McCotter

Date: September 7, 28, October 19, November 9, 2016

Time: Wednesday 3:45-5:45pm

Location: Stratton

Registration deadline: September 1, 2016

Intended for: K-5

Are you ready to get your guided reading group RACING this school year? Each of your students is at the starting line, this class will help you accelerate them through reading levels and skills. The class is designed for all interested elementary (K-5) teachers who teach a transitional level reader in guided reading groups — level 18 through level 38. The participants will learn skills and strategies to assess student reading and comprehension as well as implement transitional guided reading groups using vocabulary, word work, and guided writing. We will follow the Jan Richardson plans and incorporate Wonders leveled readers, as well as other notable online resources you can use for teaching guided reading. We will also spend some time thinking about and planning for meaningful activities your students can do, while they are away from the guided reading table. Class is limited to the first 24-28 teachers to sign up.

ACCELERATING READERS THROUGH ENGAGING LITERACY PRACTICES: ADVANCED COURSE | 0.5 BOARD CREDIT

Instructor: Jeralyn Goodfellow-Vargas, Dominique McCotter

Date: January 11, February 1, 22, March 8, 2017

Time: Wednesday 3:45-5:45pm

Location: Stratton

Registration deadline: March 2, 2017

Intended for: K-5

Are you using the Jan plans in your classroom? Are you ready for a deeper study of next steps with other teachers? This class is made for you! This Accelerating Readers Advanced Course is designed for all interested elementary (K-5) teachers who are experienced with using the Jan Richardson plans for guided reading. We will revisit assessment, transitional plans, and structures and routines of an ELA block. We will explore the fluent plans in depth. Prerequisite would be experience using the Jan transitional plans and/or class participation in first Accelerated Readers Courses (Spring or Fall 2016). Class is limited to the first 24-28 teachers to sign up.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

BEHAVIOR: FUNCTIONAL ASSESSMENT, PLANNING, AND DATA

COLLECTION | 0.5 BOARD CREDIT

Instructor: Rick Carr, Suzanne Meislahn

Date: October 12, 19, 2016 (Session A) | February 8, 15, 2017 (Session B)

Time: Wednesday 4:00-8:00pm

Location: Columbia

Registration deadline: October 1, 2016 (A) | February 2, 2017 (B)

Intended for: K-12

The focus of this course is the Functional Behavior Assessment (FBA) process. Participants will learn and discuss the purpose and best practices in selecting and working with team members; they will then go through the process. The course will be interactive with instruction and time for application. Specific tools introduced will be: the BOSS to collect time on task data, ABC form to collect anecdotal data, and the Functional Assessment Observation form. Participants will have an opportunity to observe and use the forms to collect data. There will be segments of instruction on each part of the FBA/Behavior Intervention Plan (BIP), then time to use the data collected to complete the FBA/BIP. There will be specific practice on writing Target Behaviors, Hypotheses of Behavior, and Replacement Behaviors. The goal would be for the participants to be able to write effective FBA/BIPs and design data collection systems after taking the training.

COGNITIVE COACHING CLASS: DAYS 5-8 | 2.0 BOARD CREDITS

Instructor: Polly Hill, Greg Kneller

Date: June 8, 9, 12, 13, 2017

Time: Weekdays 7:45am-4:15pm

Location: Columbia

Registration deadline: May 25, 2017

Intended for: This course is open to all District teachers, instructional leaders, and administrators that have completed Cognitive Coaching Days 1-4 or those who have completed all 8 days and want to refresh and revisit the content.

The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes.

Day 5: Integration of the maps and tools from Days 1-4; Understanding of own and other's style preferences

Day 6: Detection and mediation of cognitive shift; Refine mediation skills and coaching capabilities; Extend coaching skills to mediate self-directed learning in others when they are struggling with a problem

Day 7: Fluency with the tool cluster of pacing; Enhance personal acuity, ways of attending, listening, and responding; Refined coaching skills in crafting mediative questions

Day 8: Internalize Problem-resolving Map; Fluency with the tool cluster of leading; Integrate maps and tools of Cognitive CoachingSM

DECODING DR. DRE | 0.5 BOARD CREDIT

Instructor: Dr. William Patterson, University of Illinois

Date: April 4, 11, 18, 25, 2017

Time: Tuesday 4:00-6:00pm

Location: Mellon

Registration deadline: March 30, 2017

Intended for: K-12

If you are interested in learning how to use popular culture to connect with students in a fun and exciting way, this is the class for you. Decoding Dr. Dre: Adventures in Urban Engineering provides you with a context for demonstrating to students how their everyday culture and activities are used to develop consumer products and establish cool trends. From fashion, automotive, and headphone design this course will utilize the history of Hip-Hop, and the prolific career of Andre Young aka "Dr. Dre" to provide teachers with pedagogy on how to use urban STEM project-based lessons to engage the disengaged learner.

DIFFERENTIATION, DATA, AND DECISIONS: ACCELERATING BEGINNING READERS AT THE GUIDED READING TABLE | 1.0 BOARD CREDIT

Instructor: Jeralyn Goodfellow-Vargas, Stacey Storm

Date: August 31, September 14, October 12, 26, November 2, 16, 30, December 7, 2016

Time: Wednesday 3:45-5:45pm

Location: Stratton

Registration deadline: August 25, 2016

Intended for: K-12

Ever wondered what to do during guided reading to accelerate the literacy progress of your students? Ever get stuck with a group of students and not know how to help them move forward? Using the Jan Richardson Guided Reading format for students in the Pre-A through Early lessons, along with student data and close observations of student performance, participants will dig deeper into strategies that will impact teaching decisions and student growth. Class size is limited to 20. Class is scheduled to begin at the end of August to support the expedited implementation of guided reading.

EDUCATION THROUGH MUSIC | 2.0 BOARD CREDITS

Instructor: Richards Institute Staff - Marie Butler, Randal McChesney, Monica Romano

Date: October 6, 7, 8, 2016 | February 2, 3, 4, March 9, 10, 11, 2017

Time: Weekdays 4:00-7:20pm | Saturday 8:30am-12:30pm

Location: Robeson

Registration deadline: September 22, 2016

Intended for: PreK-8

Education Through Music is a study of the process of teaching and learning through song and play. The ETM approach fosters children's cognitive, linguistic, musical, and social development. Course participants will learn around 30 English-language folk songs and study the most effective application of these, considering the age and developmental stage of the children. There will be an introduction to the structure of the brain and its development, with connection to stabilizing the emotional systems of the child and making meaning of symbol in music and literacy.

GUIDED READING: CLIMATE AND INSTRUCTION | 0.5 BOARD CREDIT

Instructor: Brenda Giesler, Janelle Weinzierl

Date: September 1, 13, October 13, November 3, 2016

Time: Tuesday/Thursday 4:00-6:00pm

Location: Columbia

Registration deadline: August 25, 2016

Intended for: K-5

This is an introductory course intended for teachers and administrators who are interested in learning about Dr. Jan Richardson's Next Steps in Guided Reading and how to create a positive literacy climate with routines and expectations. We will focus on the assessments, procedures, and lesson planning for Pre-A, Emergent, Early, and Transitional stages of reading. Participants will have opportunities to apply learning to their own classroom environment and to their own student learning objectives.

"MATHEMATICAL MINDSETS: UNLEASHING STUDENTS' POTENTIAL THROUGH CREATIVE MATH, INSPIRING MESSAGES, AND INNOVATIVE TEACHING" BOOK STUDY | 0.5 BOARD CREDIT

Instructor: Danielle Boggs

Date: February 2, March 2, April 6, May 4, 2017

Time: Thursday 4:00-6:00pm

Location: Columbia

Registration deadline: January 19, 2017

Intended for: K-12

We will explore the research of Jo Boaler through a study of her book, *Mathematical Mindsets*. This book, "provides practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math." Aside from sharing information and research about the power of mindset, the book shares practical applications of how to support and develop a growth mindset in students, through teamwork, effective feedback, assessments, and a transformation in instructional practices that research indicates will lead to increased achievement and academic success, especially for females and students from low-SES backgrounds. We will discuss how to nurture a positive culture around making mistakes and taking risks.

More information here:

http://wordplay.blogs.nytimes.com/2016/04/18/boaler-math-mindset/?_r=0

MINDFUL TEACHER, MINDFUL KIDS | 1.5 BOARD CREDITS

Instructor: The Mindful Teacher Foundation - Mia Donovan, Ann Petry

Date: September 21, 28, October 5, 12, 19, 26, November 2, 9, 16, December 7, 2016
| January 18, 25, February 1, 8, 15, 22, March 1, 8, 15, 2017

Time: Wednesday 4:15-5:30pm (September 21: 4:15-5:45pm)

Location: TBD. As a joint, cross-district program between Unit 4 and USD116, sessions may be taught in both Champaign and Urbana.

Registration deadline: September 1, 2016

Intended for: K-12 teachers and staff — enrollment is limited to 8 participants per district.

"Mindfulness" is deliberately paying attention to present-moment experience with an attitude of openness and curiosity. Studies show that mindfulness training can reduce stress, improve health and well-being, increase attention and focus, and help manage difficult emotions. This course is a program of The Mindful Teacher Foundation (www.mindfulteacher.org), a nonprofit dedicated to providing mindfulness training for the benefit of teachers and students in our local schools. In sessions 1-9 ("Mindful Teacher"), participants establish a beginning foundation in mindfulness practice. Each class is organized around a theme explored through inquiry and guided exercises. Between classes, participants listen to audio guided meditations to support daily practice and reflection. In sessions 10-19 ("Mindful Kids"), participants continue to build their foundation of mindfulness skills and learn how to bring these skills into the classroom.

MINDFUL TEACHER, MINDFUL KIDS: IMPLEMENTATION SUPPORT | 0.5 BOARD CREDIT

Instructor: The Mindful Teacher Foundation - Suzanne Loechl, Chris Menard

Date: September 20, 27, October 4, 11, 18, 25, 2016

Time: Tuesday 4:15-5:35pm

Location: TBD. As a joint, cross-district program between Unit 4 and USD116, sessions may be taught in both Champaign and Urbana.

Registration deadline: September 1, 2016

Intended for: Participants who have completed the 2015-16 "Mindful Teacher, Mindful Kids" course.

The purpose of this course is to help educators continue to build a foundation of personal mindfulness practices and to help implement mindfulness with K-12 students. The sessions provide teachers and staff ongoing opportunities to share their insights and learning as they build experience with mindfulness in the school setting. Each class also includes a practical review of core mindfulness skills. In addition to group sessions, participants will be eligible to sign up for individual coaching with a member of the Mindful Teacher Foundation instructor team. The Mindful Teacher Foundation (www.mindfulteacher.org) is a nonprofit dedicated to providing mindfulness training for the benefit of teachers and students in our local schools.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

NEXT GENERATION SCIENCE STANDARDS: ENGINEERING IN ACTION |

1.0 BOARD CREDIT

Instructor: Kristen Morris, Tatiana Stine

Date: September 27 (+ 1 hour online), October 11 (+ 1 hour online), October 25 (+ 1 hour online), November 8 (+ 1 hour online), December 6 (+ 2 hours online), 2016

Time: Tuesday 4:00-6:00pm

Location: Columbia

Registration deadline: September 22, 2016

Intended for: K-5

This course addresses several needs based on the NGSS adoption including gaining knowledge about NGSS and the engineering design process, how to apply the standards, how to integrate the CCSS, and creating and conducting an open-ended engineering design lesson. This course is designed for elementary teachers who will be implementing the NGSS over the next few years. The course will expand their understanding of the performance expectations and engineering design standards, as well as how to integrate the CCSS into consistent science instruction. Teachers will develop a new skill set to include an understanding of the new science standards, integration of engineering design, and CCSS alignment. A cache of lessons created during the course will be available as another resource in the implementation of the new science curriculum. This course will be a blend of face-to-face and online sessions.

POSITIVE BEHAVIOR FACILITATION (PBF) | 2.0 BOARD CREDITS

Instructor: PBF Certified Trainers - Carolyn Atkinson, Peggy Miller, Liza Thomas, Katina Wilcher

Date: October 1, 4, 6, 11, 13, 18, 22, 2016 (Session A) | October 25, 26, 31, November 1, 2, 2016 (Session B) | April 11, 12, 13, 18, 19, 2017 (Session C) | June 5, 6, 7, 8, 9, 2017 (Session D)

Time: Session A 4:15-8:15pm (Saturday 8:00am-3:30pm) | Session B, C, D 8:00am-3:30pm

Location: TBD

Intended for: K-12

Registration deadline: September 22, 2016 (A) | October 20, 2016 (B) | April 6, 2017 (C) | May 25, 2017 (D)

PLEASE NOTE: This course is being offered four times during 2016-17. You may only register for either Session A, Session B, Session C, or Session D.

This 32-hour course examines the necessary components for supporting children in the demonstration of positive behavior. A comprehensive research-based continuum is presented including the mastery of behavior management techniques through the skills necessary for encouraging self-supportive behaviors in children. Participants will be able to describe and utilize the six (6) tools of Positive Behavior Facilitation (PBF): Awareness and Management of Self, Knowledge of the Dynamics of Conflict, Healing Environment, Understanding the Differences between Behavior Management and Behavioral Change, Surface Behavior Management Techniques, and Effective Communication.

SCREENWRITING AND FILMMAKING AS EDUCATIONAL TOOLS | 0.5

BOARD CREDIT

Instructor: Champaign Urbana Film Society Board

Date: October 29, November 5, 2016

Time: Saturday 10:00am-2:00pm

Location: Shatterglass Studios (October 29), University of Illinois Art and Design Building (November 5)

Registration deadline: September 22, 2016

Intended for: K-12

Filmmaking is a team activity that teaches students storytelling skills, technical literacy, communication, and multidisciplinary artistry. As filmmaking tools get cheaper and more accessible, the learning curves on the skills needed to make a film are more achievable than ever by K-12 students. Join the CU Film Society as we teach you how to use filmmaking equipment you can borrow for your classroom like professional cameras, sound equipment, and lights in the Shatterglass Studios soundstage, and explore the basics of movie editing and effects in the Art and Design building's computer lab. This course is offered in advance of the 5th annual Pens To Lens screenwriting and filmmaking competition which launches February 1, 2017. This competition is open to students in East Central Illinois, and encourages K-12 students to submit original scripts in the month of February and original films in the month of June. The following August, local artists show films and posters inspired by the submitted scripts at a red carpet gala at the Virginia Theater, and student film submissions are played on the big screen.

You can read more at <http://penstolens.com>. This course will enable you to include Pens To Lens as an educational element in your curriculum.

SUPPORTING OUR STRIVING STUDENTS (S.O.S.S.) WITH READING RECOVERY STRATEGIES | 1.0 BOARD CREDIT

Instructor: Jill Flodstrom

Date: August 30, September 13, 27, October 11, 25, November 8, 29, December 13, 2016 (Session A) | January 10, 24, February 7, 21, March 7, 28, April 11, 25, 2017 (Session B)

Time: Tuesday 3:30-5:30pm

Location: Stratton

Registration deadline: August 25, 2016 (A) | February 2, 2017 (B)

Intended for: K-5

The sailboat is an appropriate metaphor for Reading Recovery. Auckland, New Zealand was the home of Dr. Marie Clay, a developmental psychologist, who created Reading Recovery. The city of Auckland is surrounded by the Pacific Ocean, and the term "recovery" is a nautical term referring to the measures taken to "recover" a boat when it veers off its intended course. Reading Recovery is designed to help students get back on "course" when they begin to fall behind in literacy acquisition. S.O.S.S. is a Board Credit course designed to help all teaching professionals (classroom teachers, special educators, ESL teachers, interventionists, instructional coaches, and administrators) acquire strategies necessary to help our striving students get back on "course." Participants will develop knowledge of instructional procedures used in Reading Recovery, increase observational skills, and develop an understanding of acceleration and self-extending systems. If you are looking for an opportunity to put some 'wind in your sails' and venture into some 'uncharted waters', enroll today!

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDERS (ASD) |

0.5 BOARD CREDIT

Instructor: Chasity Alexander, Erin Quarnstrom

Date: November 3, 10, 2016 (Session A) | March 7, 8, 2017 (Session B)

Time: Weekdays 4:00-8:00pm

Location: Columbia

Registration deadline: October 20, 2016 (A) | March 2, 2017 (B)

Intended for: K-12

This course includes a basic overview of ASD and its core and associated deficits including the criteria for qualification for special education services and the assessments used to collect data. Sensory dysfunction is also explained and illustrated; calming and alerting activities are discussed. The bulk of the training focuses on building a learning community for students with ASD by addressing their behavior, needed strategies and skills, and communication, sensory, structural, and environmental supports. The STAR Program will be a basis for much of the discussion. The strategies and supports presented are delineated as to whether they will be applicable in a general or special education classroom or both. Opportunities to collaborate about specific students and situations are provided.

TACTICAL TECH: EASY TECHNOLOGY IN THE CLASSROOM | 1.0

BOARD CREDIT

Instructor: Mindy Dyson, Anders Flodstrom

Date: September 14, October 5, 26, November 16, December 7, 2016 | January 4, 25, February 8, 22, March 8, April 5, 2017

Time: Weekdays 4:00-5:30pm (April 5: 4:00-5:00pm)

Location: South Side

Registration deadline: September 1, 2016

Intended for: K-12

What would you give to have a personal assistant? Someone who could grade and group your students. Someone who could log behavioral and curriculum-based data. Would your instruction be enhanced if you could make learning interactive and bring in experts from around the globe to talk about their fields? What if I told you that you didn't have to pay a dime to hire this assistant or write a grant to have these speakers in your classroom? During the course of this Board Credit course we will show you technology that will allow you to outsource the mountains of data you gather to technology — technology that has been tested in the field and is absolutely free to implement. Welcome your students to 21st century teaching. Welcome to the first day of the rest of your teaching career.

TEACHING FERGUSON | 0.5 BOARD CREDIT

Instructor: Prof. Ken Salo, University of Illinois

Date: May 3, 10, 2017

Time: Wednesday 4:00-8:00pm

Location: Mellon

Registration deadline: April 27, 2017

Intended for: K-12

In this course teachers will explore cities as a resource for teaching about the spatial roots of social injustices. Specifically we expose how racially segregated urban spaces shape violent encounters especially between black youth and the white police such as the recent tragedy in Ferguson, MO. We will dig into the deep historical roots of current urban planning practices that "naturally" segregate neighborhoods and metropolitan regions into what some call forms of American Apartheid. Time permitting, we will talk and walk with residents of marginalized neighborhoods — virtually and in person — to shed light on the everyday and invisible urban experiences of exclusion and oppression. These stories can help Unit 4 District teachers situate student narratives in their spatial contexts in ways that will allow reflections on local histories of spatial segregation, economic exploitation, and racial domination. A key focus will be on how public schools and parks work as sites of multicultural encounters where residents can develop ideas and practices for building more inclusive cities through, for example, mixed use housing plans and policies. Our field expeditions will compare and contrast the neighborhoods surrounding public schools in Champaign-Urbana with those in Ferguson, MO.

THERAPEUTIC CRISIS INTERVENTION (TCI): FULL TRAINING | 2.0

BOARD CREDITS

Instructor: TCI Certified Trainers - Deborah Beranek, Rick Carr, Dr. Elizabeth deGruy, Sae Han Park, Tish Stanner

Date: May 30, 31, June 1, 2, 5, 2017

Time: Weekdays 8:00am-4:00pm

Location: Columbia

Registration deadline: May 25, 2017

Intended for: K-12

The aim of Therapeutic Crisis Intervention (TCI) is to reduce or eliminate the need for physical intervention and to provide school staff with the skills and knowledge necessary so that they can become the catalyst through which young people change old habits, destructive responses, and maladaptive behavior patterns. It is designed to provide the skills, knowledge, and confidence school staff need in order to deal with students in crisis. TCI teaches behavior management, de-escalation, and physical intervention to help manage crisis situations. This course requires written and physical testing in order to attain certification.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc

THERAPEUTIC CRISIS INTERVENTION (TCI): REFRESHER TRAINING | 0.5 BOARD CREDIT

Instructor: TCI Certified Trainers - Deborah Beranek, Rick Carr, Dr. Elizabeth deGruy, Sae Han Park, Tish Stanner

Date: September 26, 27, 2016 (Session A) | November 8, 9, 2016 (Session B) | January 11, 12, 2017 (Session C) | February 11, 2017 (Session D) | March 11, 2017 (Session E) | March 13, 14, 2017 (Session F) | April 12, 19, 2017 (Session G) | May 10, 17, 2017 (Session H)

Time: Weekdays 4:00-8:00pm | Saturday 8:00am-4:00pm

Location: Columbia

Registration deadline: September 22, 2016 (A) | November 3, 2016 (B) | January 5, 2017 (C) | February 2, 2017 (D) | March 2, 2017 (E & F) | April 6, 2017 (G) | April 27, 2017 (H)

Intended for: K-12

The aim of Therapeutic Crisis Intervention (TCI) is to reduce or eliminate the need for physical intervention and to provide school staff with the skills and knowledge necessary so that they can become the catalyst through which young people change old habits, destructive responses, and maladaptive behavior patterns. It is designed to provide the skills, knowledge, and confidence school staff need in order to deal with students in crisis. TCI teaches behavior management, de-escalation, and physical intervention to help manage crisis situations. The refresher course allows participants to maintain certification in TCI and is only open to staff members who have completed the TCI Full Training.

UNDERSTANDING AND IMPLEMENTING THE NEXT GENERATION SCIENCE STANDARDS | 0.5 BOARD CREDIT

Instructor: Brandon Rutherford

Date: January 24, 31, February 7, 14, 2017

Time: Tuesday 4:00-6:00pm

Location: Stratton

Registration deadline: January 19, 2017

Intended for: K-12

Elementary students are natural scientists and problem solvers! Learn how to harness your students' curiosity to create powerful and fun science lessons in your classroom through the Next Generation Science Standards. This course will help make science a favorite part of your day by teaching practical ways to implement inquiry-based activities that work for "real" classrooms. Participants will gain a thorough understanding of the Next Generation Science Standards and how they relate to Unit 4's elementary science curriculum. We will focus on understanding the concept of STEM instruction and integrating science concepts for reading, math, and art learning with an emphasis on fun and interactive experiments. Attendees will receive a discounted membership on their first year's membership in the Illinois Science Teachers Association and learn about ongoing funding and professional development for elementary school science teachers.

YOUTH MENTAL HEALTH FIRST AID | 0.5 BOARD CREDIT

Instructor: Dr. Elizabeth deGruy, Myra Gillespie, Suzanne Meislahn, Orlando Thomas

Date: September 7, 8, 2016 (Session A) | November 15, 16, 2016 (Session B) | February 9, 16, 2017 (Session C) | April 5, 6, 2017 (Session D)

Time: Weekdays 4:00-8:00pm

Location: Columbia

Registration deadline: September 1, 2016 (A) | November 3, 2016 (B) | February 2, 2017 (C) | March 30, 2017 (D)

Intended for: K-12

A young person you know could be experiencing a mental health challenge or crisis. You can help them. You are more likely to encounter someone — friend, family member, student, neighbor, or member of the community — in an emotional or mental crisis than someone having a heart attack. Youth Mental Health First Aid teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. Anyone can take the 8-hour Youth Mental Health First Aid course, but it is ideally designed for adults who work with young people — teachers, coaches, leaders of faith communities, social workers, and other caring citizens. Sometimes, the best first aid is you. Take the course, save a life, strengthen your community.

FOR MORE INFORMATION AND TO REGISTER, VISIT THE FOLLOWING WEBSITE:

www.champaignschools.org/bcc