

# PITTSBURGH FEDERATION OF TEACHERS

## EDUCATIONAL RESEARCH AND DISSEMINATION PROGRAM

### Registration Form --- First Semester, 2009-2010 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 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.**

Classes will meet every week from 4:00 P.M. to 7:00 P.M. in the PFT Building located at 10 South 19th Street. Parking is available on site. Materials for all classes are included. **A light dinner will be provided from 3:15 – 3:45 P.M. There is no cost to participants** taking classes for increment credit. There is a \$30 per credit cost 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 **Monday, September 14, 2009. You will be notified by mail regarding acceptance into the class/es the week of Monday, September 21, 2009. (Classes are not assigned on a first-come, first-served basis.) Courses that have less than ten responses will not be held.**

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 \_\_\_\_\_

#### **Please mark your choice:**

- I am taking this class for inservice credit(s). [\$30 per credit]
- I am taking this class for increment credit(s) **and Act 48 hours.** [No cost]
- I am taking this class for Gannon University credit(s).

#### **Classes beginning Tuesday, September 29, 2009:**

- Foundations of Effective Teaching - 4 increment credits or 2 inservice credits - 10 classes
- School-Home Connection: Partnerships Supporting Student Learning - 4 increment credits or 2 inservice credits - 10 classes (Formerly Parent & Family Involvement – name change only)
- Beginning Reading - 4 increment credits or 2 inservice credits - 10 classes
- Managing Anti-Social Behavior - 4 increment credits or 2 inservice credits - 10 classes

#### **Classes beginning Thursday, October 1, 2009:**

- Thinking Middle School Math – (All credits pending) - 10 classes
- Reading Comprehension - 4 increment credits or 2 inservice credits - 10 classes
- Thinking Mathematics I - 4 increment credits or 2 inservice credits - 10 classes
- Instructional Strategies That Work - 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:

Mary VanHorn, PFT Vice President; Pittsburgh Federation of Teachers;  
10 South Nineteenth Street at the River; Pittsburgh, PA 15203-1842  
**or fax to Mary at (412) 431-6882**

## **ER&D COURSE DESCRIPTIONS**

### **Foundations of Effective Teaching**

This course focuses on the latest classroom-based educational research on effective teaching. The components of the program are designed to help teachers manage instructional time more effectively, minimize discipline problems, and maximize student attentiveness. Topics include the following: Classroom Management, Group Management, Interactive Direct Instruction, Time On Task, Student Motivation, Cooperative Small Groups, and Learning Styles. Research readings and writing assignments will be required. (All Levels, Pre-School -12)

### **Teaching Beginning Reading (offered 1<sup>st</sup> semester only)**

This course will provide current research on beginning reading instruction. Participants will develop an understanding of best practices and practical applications that can be utilized in the classroom. The course will provide discussion on current reading trends and a foundation of the history of beginning reading instruction. Phonemic awareness, decoding, and comprehension are major components of this course. (Grades 1-3)

### **Thinking Mathematics I**

This course seeks to build understanding through both hands-on activities and discussion of meaningful situations. Value is placed on thinking, reasoning, communicating mathematically, and focusing on relationships. Ten principles to guide mathematics which have emerged from the research on how children learn math are introduced. This class will augment the "Everyday Math" curriculum.(Kindergarten–Grade 5)

### **Thinking Middle School Math**

This course will provide usable knowledge about how elementary and middle school mathematics is learned and how it could be taught more effectively. It will provide middle school teachers with the background to help both students who reach middle school still struggling with the math of earlier grades and those who are ready to tackle beginning algebra.

### **Instructional Strategies That Work**

This course provides practical applications of instructional strategies that are outlined in the research base on effective instruction and have been proven to support student learning. Cognitive strategies that foster critical thinking and the transferability of skills are learned. 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. (All levels, K-12)

### **School-Home Connection: Partnerships Supporting Student Learning**

#### ***(formerly Parent & Family Involvement – name change only)***

This course examines research studies in the following areas: Building a Family Learning Environment; Communications; Homework; and School Programs and Practices. Participants will look at the benefits and challenges of parent involvement and specific ways in which parents and teachers can work together to improve classroom performance by students. (All levels, K-12)

### **Reading Comprehension**

This course focuses on research-based theory and exemplary practices in the teaching of reading comprehension. Participants will examine, discuss and evaluate strategies ranging from highly explicit instruction to implicit instruction in comprehension. An emphasis is placed on comprehension of expository selections. (All levels, K-12)

### **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**

### **Early Reading Intervention Strategies (offered 2<sup>nd</sup> semester only)**

This course is designed to assist teachers in understanding how students learn to read, why some students have problems learning to read, and how to assist students with reading problems to overcome their difficulties. (Kindergarten – Grade 2)

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