



**AFT ALABAMA  
TEACH ACADEMY  
PROFESSIONAL DEVELOPMENT OFFERINGS  
(Formerly ER&D)**

AFT Alabama is proud to launch our TEACH Academy program in which we provide level 3 research based professional development for teachers, administrators and support staff. The courses in our program are taught by highly qualified classroom teachers, as well as paraprofessionals. In addition to being highly qualified, we have members of our team who are National Board Certified Teachers and are National Trainers for the TEACH program.

**AFT ALABAMA  
TRAINERS**

Tammie Bozeman, NBCT (Instructional Strategies and Strategies for Student Success) Jefferson County  
Vickie Brasfield (Reading Comprehension Instruction) Vestavia  
Jennifer Brown (Foundations I and Instructional Strategies) Vestavia  
Latoya Carson (Instructional Strategies) St. Clair County  
Wynell Gilbert, NBCT (Foundations I and II) Jefferson County  
Pattie Hathorn, NBCT (Math for Middle School; Strategies for Student Success) Jefferson County  
Marla Hines, NBCT (Instructional Strategies) Vestavia  
Tara Hughes (Strategies for Student Success) Blount  
Melane Hyde (Managing Anti-Social Behavior for Paraprofessionals) Jefferson County  
Courtney Jeely (Managing Anti-Social Behavior) Jefferson County  
Wendy Lafta (Strategies for Student Success) Blount County  
Marshaye Lynn (School, Family and Community) Jefferson County  
Daina Mason (English Language Learners) Jefferson County  
Wendy McCollum (Reading Comprehension Instruction) Blount County  
Janice Melvin (Foundations I) Jefferson County  
Cheryl Tillman (Foundations I and Math for Middle School)  
Rebecca Stanley (Foundations I and II; Managing Anti-Social Behavior) Jefferson County  
Anita Wilson (Managing Anti-Social Behavior for Paraprofessionals) Jefferson County

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*A Union of Professionals*

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*Delivering Effective Professional Development\**

*\*A mini-course required for first-time participants and those trained prior to 2001.*

This mini-course, Delivering Effective Professional Development (DEPD), will assist you in your role as a trainer and coordinator of a local professional development program. You will receive guidelines as to what an effective presenter must know and do, i.e., presentation techniques, planning professional development sessions and on ways to succeed with adult learners. You will observe presentation strategies and begin preparation for a practice presentation in your strand.

Should you be the site coordinator or the professional issues person, you will learn how to manage a program and build local capacity for its growth and expansion.

*English Language Learners 101: Who Are ELLs?*

This course is targeted to pre-K-12 mainstream educators (teachers, paraprofessionals, others) of ELLs and designed to provide participants with research-based information on second-language acquisition research, engage participants in learning about the cultural, academic and linguistic diversity of ELLs, enable participants to provide students with equitable access to standards-based academic content, and equip participants with a range of strategies and skills to differentiate instruction for ELLs while maintaining academic rigor. In this first module, participants will develop an understanding of second language acquisition to increase awareness of ELLs' strengths and empathy for their needs; improve their ability to meet the diverse needs of ELLs and increase their academic achievement; identify strategies to differentiate and scaffold instruction to help students access learning along the stages of language acquisition; Increase knowledge of state and federal laws that ensure services for ELLs; and examine preliminary research-based instructional strategies to optimize academic learning for ELLs.

This is the first of four modules (three other modules are to be developed) and duration of the training is two and a half days. This course has no prerequisite.

*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. Covering core topics critical to successful classroom practice, *Foundations of Effective Teaching I* is recommended as the primary offering for all ER&D local sites. It is frequently used as the basis for induction, mentor, and peer assistance programs and is an essential part of Local Site Coordinator training.

*Foundations of Effective Teaching II:  
Building Academic Success*

This course addresses the challenges teachers are facing today to raise the performance levels 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. This course extends and deepens many concepts introduced in Foundations I; it can be taken either in consecutive years or as an advanced offering for seasoned trainers. While Foundations I is ideal to deliver to novice teachers and paraprofessionals, this advanced course is targeted to more seasoned educators who are prepared to engage in in-depth study and reflective practice. It also may be used to support school improvement teams or school-wide initiatives to raise achievement. Pre-requisite: Foundations of Effective Teaching I.

*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.

*Managing Student Behavior for Support Staff*

This course is designed for school-related personnel (SRPs) and paraprofessionals, who have contact with and/or are responsible for overseeing the behavior and safety of large numbers of students outside of the classroom setting, whether that setting is the cafeteria, the school bus, the office, the playground or the school corridors. The course will teach school-related personnel and paraprofessionals about how to manage large groups of students as well as difficult and disruptive students.

*Reading Comprehension Instruction*

Reading Comprehension Instruction (RCI) focuses on the research and exemplary practices that help students acquire strong reading comprehension skills. RCI 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.

The content in RCI is most closely aligned to support the K-8 Reading Literature and Reading Informational Texts strands and to the K-8 Vocabulary Acquisition and Use section of the Language strand.

RCI course content supports teachers’ ability to meet the criteria of the following domains in the Danielson Framework:

Domain 1: Planning and Preparation

- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Designing Coherent Instruction

Domain 2: The Classroom Environment

- Creating an Environment of Respect and Rapport

Domain 3: Instruction

- Communicating with Students
- Using Questioning and Discussion Techniques
- Using Assessment in Instruction

Domain 4: Professional Responsibilities

*School, Family and Community:  
Partnerships that Support 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; (4) developing school wide parent involvement plans and (5) examining the role of school absenteeism on student learning.

*Strategies for Student Success*

The AFT's "Strategies for Student Success" program is a research-based program consists of modules that address teaching and learning aspects of the classroom for both new and veteran teachers. Concepts and/or topics include professional learning teams, setting measurable objectives and meeting the needs of a diverse student population in the classroom, just to cite a few. These modules are designed to be delivered in three hours, which creates a manageable method of connecting with educators. The goals of this program are to offer quality professional learning, strengthen institutions for teaching and learning, and support locals in their organizing efforts.

*Thinking Mathematics 6-8: Journey to Algebra*

The middle school course is redesigned to allow teachers to reflect on and connect the Common Core Mathematics Standards to research on how students learn mathematics. The Ten Principles of Thinking Math and the Standards for Mathematical Practice are linked and attention paid to how concepts and skills develop. Substantial time is spent on understanding the rational number system, including fractions, decimals and negative integers, before the final unit on beginning algebra, emphasizing a fraction as a single number that can be placed on the number line. How do we help students understand the four operations with rational numbers? For example, why does the common advice to "just invert and multiply" work?

Using geometry as a starting point, participants explore ways to help students understand linear functions and rate of change with emphasis on linking various ways of seeing the same problem. Practices such as reasoning, constructing viable arguments, precision, and looking for mathematical structure combine with Principles of Thinking Mathematics such as helping students visualize problems, requiring them to discuss and justify their mathematical thinking, using situational problems to connect mathematics to life, and balancing conceptual and procedural knowledge to develop such understanding.

The third emphasis of the course touches on reasoning about expressions and equations and using them to solve word problems.