

Seminar Policy

Apprentices are required to participate in a minimum of 10 hours of seminars. These hours are normally acquired in the PSN schools. Apprentices can earn seminar credit hours by being included in the normal professional development of the PSN faculty, for example, training during faculty meetings and/or separate meetings that the Building Coordinator sets up (see list of possible topics below). Students may also acquire some seminar hours through mandatory seminars conducted at ASU. ASU typically offers 1-5 seminar hours depending on the semester. Mandatory ASU seminars are posted on the Teacher Education web site each semester.

(The following is a list of seminar topics offered at the PSN schools according to the 2010 survey of Building Coordinators.)

Elementary:

- Love and Logic discipline program, SRA reading series seminar, faculty meetings, staff development, child abuse
- Columbia County Human Resources (discussed the interview process), RTI, guidance services, resource/inclusion, faculty meetings, child abuse safety
- Speech is more than articulation (by speech teacher), how to best utilize the media specialist (by media specialist), interview tips (principle), RTI (by instructional coach or school psychologist), instructional frameworks (opening, closing and etc. by instructional coach), we include the district wide convocation with the guest speaker at the start of the year who usually speaks on reaching diverse populations, GLRA, technology (by Jimmy Bostock at ETC), field trips (where to go, how to plan), and how to build a scope and sequence (long range planning).
- The human resources director does a presentation on applying in McDuffie County and job interviewing tips, the assistant principle/reading resource teacher does a presentation on MES reading programs, One or two of the teachers does a presentation on class behavior management at MES, the apprentices attend school-based professional development (topic varies by year), pyramid of intervention, MES orientation, inclusion program, and identifying speech problems in the classroom.
- This year we are having several on-site PDU classes dealing with math performance standards as well as technology seminars that give information ranging from e-chalk web pages to using promethean boards in your classroom.
- Permanent records and confidentiality issues, planning resources through Media Center, child abuse issues, learning focused schools information, technology, and faculty meeting focus.
- SRA reading program, RTI, media center resources and technology, child abuse training, and NCE orientation/tour.
- RES policies and procedures, tour/orientation (building, facilities, specials teachers and their responsibilities), "At a Boys" and concerns: how to handle specific situations, met and talked as needed both group and one-on-one.
- Round Table discussions, EIP/Inclusion topics, Phatt City video, Harry Wong First Day of School, monthly school-wide professional learning, interview process/questions, work on portfolios in technology lab.
- DATA (Discipline: A Total Approach). RTI, Parent contact/conference, interview skills (speaker from board office), Quality Keys (evaluation tools for schools prepping for GAPPS study), time

management/planning, and technology (familiarizing students with equipment and programs used at our school)

- 4 blocks (P. Cunningham, specific to W.P.S.), classroom/time management, RTI, interventions, student choices (by a survey given out at beginning), and whatever professional learning we are having as a faculty (Thinking Maps, Write From the Beginning...).
- Tour of the neighborhood/area in which our students come from, technology, recent grads/1st year teachers to share what to expect the first year, Makes Take session, meet with human resources to get application information and hiring outlook, organization (organizing all of the teacher paperwork, requirements, and etc.), and management.
- Bi-weekly “talk-it-over” seminars to discuss great things, concerns, or questions; interviewing (invited our personnel director), RTI/Intervention programs, any staff development class or group study that our faculty is doing, and child abuse updates.

Middle School:

- Child abuse training
- Assessment (monthly) conducted by principal and child abuse (identification and protocol) conducted by DFACS
- Classroom management, iParent/iGrade, and e-chalk web pages. They will also be a part of a book study.

Secondary:

- Classroom management
- Assessment
- Technology
- Portfolio examples and reviews
- Professionalism