ALAMEDA COUNTY OFFICE OF EDUCATION

PROFESSIONAL DEVELOPMENT
OPPORTUNITIES • SUMMER 1998

SPONSORED BY THE

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PROFESSIONAL
DEVELOPMENT
PROGRAM

A SERVICE OF THE ALAMEDA COUNTY OFFICE OF EDUCATION

CHERYL HIGHTOWER, SUPERINTENDENT

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CURRICULUM AND INSTRUCTION DIVISION • 313 WEST WINTON AVENUE, HAYWARD, CA 94544-1198

Professional Development Program
313 West Winton Avenue • Hayward, CA 94544-1198

PDP Staff
(510) 887-0152

Ruth N. Coleman
Coordinator
ext. 4239

Solita Julien
Administrative Secretary
Registrar
ext. 4244

SUMMER 1998
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P.D.P. REGISTRATION INFORMATION

The Alameda County Office of Education does not accept purchase orders under $100.00

HOW TO REGISTER

- Complete **all** information on the registration form on page 3 **for each PDP course you wish to take**.
- PDP must receive your registration and payment to reserve your place in a class.
- **Telephone registrations will not be accepted.**
- Make checks/money orders payable to **ACOE** (Alameda County Office of Education). Include the course code and section number in the lower left corner of check/money order for each class. Staple each check/money order to its corresponding course application.
- PDP guarantees course cancellation information only to registrants who have received a course confirmation letter.

FEES AND CANCELLATION POLICIES

- Fees are indicated in each course description. Unless otherwise specified, the cost of materials plus tea and coffee are included.
- **A separate check/money order must be included for each course.**
- For multiple session courses, full payment is due and payable upon attendance at the first meeting.
- Refunds will be given only if the class is full or canceled by the PDP. Pursuant to our policy, each workshop program must be self-supporting. The workshop will be canceled if, one week prior to the first session, fewer than the minimum number of participants (calculated for each workshop) have registered.
- Participants wishing to withdraw from courses will be issued a credit voucher for a future PDP course. **PDP must receive withdrawal requests in writing five days prior to the first class meeting. There will be no credit vouchers for "no shows."**

CSUH CREDIT PROCEDURE

- Participants may sign up for credit at the first class meeting.
- **A separate check must be submitted to CSUH in order to receive credit.**

WORKSHOP MONITOR

(see announcement on page 8)

The PDP offers one free registration for each workshop to persons who are willing to represent the PDP as workshop monitors. For courses outside of the county office, first preference will be given to on-site personnel. If you are interested in this scholarship, please FIRST call the PDP at 670-4244 to see if the monitor slot you desire is available. After securing your slot over the telephone, complete the registration form on page 3. Instead of sending a check/money order, just write MONITOR across the top and mail it!

PLEASE NOTE: Scholarship does not cover the cost for a substitute, travel, or college credit, etc.

Inquiries regarding registration, fees, college credit, or scholarships should be made to the Workshop Registrar at 670-4244.

NOTE: The Alameda County Office of Education and the Professional Development Program do not necessarily endorse any products or programs advertised by other agencies or institutions herein.

P.D.P. REGISTRATION FORM

No purchase orders accepted under $100.00

Please reproduce this form and complete one copy for EACH PDP course in which you wish to enroll.

A SEPARATE CHECK/MONEY ORDER must be attached for each class you wish to attend. Please see the guidelines on page 2.

Register for CSUH credit only on the first day of class. A SEPARATE CHECK will be needed.

All courses have maximum enrollment limits. Please register early. Course registrations cannot be transferred after the registration deadline.

> Send this form along with your check/money order and a stamped, self-addressed legal-size envelope (for confirmation and map) to:
>
> **Alameda County Office of Education**
> **PDP Training**
> **313 West Winton Avenue**
> **Hayward, CA 94544-1198**

COURSE CODE	SECTION LETTER	COURSE TITLE	DATE OF FIRST CLASS MEETING

Last name_____ First name_____

Home address_____
street apartment

_____
city zip code

Home phone_____ Work phone_____ Social Security #_____

Fax _____ E-mail address_____

County of employment: ☐ Alameda   ☐ Contra Costa   ☐ Other_____

School district_____

School/company name_____

School/work address_____
street city zip code

POSITION (check one):

☐ Teacher
☐ Administrator
☐ Classified
☐ Other (please specify)_____

GRADE LEVEL (check all that apply):

☐ Elementary (please specify grade_____)
☐ Middle/Junior High
☐ Senior High
☐ Other (please specify)_____

ACC: 868900-100-6171

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BILINGUAL TEACHER TRAINING PROGRAM

SCHOLARSHIP AVAILABLE FOR THE FOLLOWING COURSES: SHELTERED ACADEMY/CLAD COMBO.
AND SPANISH FOR EDUCATORS: BEGINNER/INTERMEDIATE

Participant Scholarship Application Form
(Must accompany PDP registration form on page 3)

Scholarship applicants must:

1. Complete **both** this form **and** the regular PDP registration form;
2. Submit payment for the non-scholarship portion of the registration/materials fee; and
3. Secure all requested signatures.

No applications will be considered unless all 3 of these requirements are met.

ACOE cannot respond to or return incomplete applications.

District Bilingual Director (name and telephone):

This section to be completed by the District Bilingual Director.

Check all that apply to this applicant:

☐ Identified as a bilingual teacher-in-training on the district Plan to Remedy the Shortage of Qualified Teachers.

☐ Identified as an ELD teacher-in-training on the district Plan to Remedy the Shortage of Qualified Teachers.

☐ Identified within the district as a sheltered teacher or sheltered teacher-in-training.
   Specify subject: _____

☐ Currently assigned to teach LEP students at least part of the day as a bilingual teacher in training on the district Plan to Remedy the Shortage of Qualified Teachers.

☐ Identified as part of a site team applying for training related to schooling language minority students.

In accepting this scholarship, we agree to abide by the assurances listed below.*

▶ _____   ▶ _____
Applicant's Signature   Date   Bilingual Director's Signature   Date

*Assurances

As a condition of receipt of a scholarship which will be applied toward partial payment of the registration fee for the course listed on the reverse of this page, I agree to:

1. Attend all regularly scheduled course sessions.
2. Repay the scholarship amount if the course is not completed or else make up any uncompleted portions.
3. List Alameda County Office of Education (Attn: Marcus Martel) as a recipient of LDS/BCC and/or CLAD/BCLAD scores when/if those examinations are taken.
4. Inform, in writing, the Alameda County Office of Education (Attn: Marcus Martel) when LDS/BCC and/or CLAD/BCLAD authorization is received from CTC.

▶ _____
Applicant's Signature   Date

READING/LANGUAGE ARTS

INTRODUCTION
Developing and Sustaining Effective Teachers of Reading

Alameda County Office of Education's commitment to teachers of elementary, middle, and high school students is to provide "cutting edge" opportunities that focus on making critical literacy a reality for every child. This goal is also the intent of *The California Reading Advisory (Initiative)* which includes a set of recommendations for both immediate and long-term action for improving student achievement.

Studies have consistently confirmed that the teacher, rather than specific materials or methods, is the key to effective reading instruction. Reading/Language Arts

courses have been developed to prepare and assist both the beginning teacher and the experienced teacher to enhance the teaching and learning experiences in his/her classroom.

By signing up for any of the dynamic course offerings, you will gain specific strategies for encouraging students who are good readers to move ahead while you will learn "best practices" for providing intensive support for the lowest achievers. Workshop experiences, including practical "hands-on" opportunities, will make it possible for you to deliver powerful reading instruction to every child.

Reciprocal Teaching: Teaching Strategy that Makes a Difference   #8301

Target Audience: Grades 4-8 teachers

This workshop is designed to demonstrate the instructional approach "Reciprocal Teaching." Recent research indicates that this strategy effectively increases reading skills for all students. Participants will experience classroom strategies designed to aid in the implementation of this exciting approach to the teaching of reading.

- Cynthia Lenners and Kelly Smith
- **Thurs. - Fri., July 16, 17, 1998 • 9:00 a.m. - 3:00 p.m.**
- 10 training hours
- Location: Alameda County Office of Education
- 1 qtr. unit academic credit, $32 credit cost
- Course fee: $155 (materials included)
- Registration deadline: July 6, 1998

The Powerful Reading-Writing Connection for Grades K-3   #8302

Target Audience: Grades K-3 teachers

Create a classroom environment where literacy happens naturally and where young children want to read and write. Participants will explore the powerful reading-writing connection with an emphasis on early writing and primary writers' workshop. Learn how to set up a balanced language arts program that meets the needs of diverse learners. Topics will include:

- Understanding and assessing reading and writing development.
- Making reading and writing accessible to all students.
- Meaningful, explicit skills instruction including phonemic awareness, phonics, spelling, and word study.
- A step-by-step process for getting students started in fluent writing.

- Ann Diskin
- **Wed. - Fri., July 22, 23, 24, 1998 • 9:00 a.m. - 3:00 p.m.**
- 15 training hours
- Location: Alameda County Office of Education
- 1.5 qtr. units academic credit, $48 credit cost
- Course fee: $145 (materials included)
- Registration deadline: July 10, 1998

READING/LANGUAGE ARTS

The Writing Process: Focusing on How Literature Helps Students Become Better Writers   #8303

Target Audience: Grades 3-8 teachers

What are the best practices for writing instruction and how can teachers provide those practices for all students? This course will include an in-depth look at the writing process, the keeping of a writer's notebook, and the use of children's literature as a springboard to the process. An author study will also be featured.

• Shelly Osborne, M.S.
• **Tues., August 4, 1998 • 8:30 a.m. - 3:30 p.m.**
• 6 training hours
• Location: Alameda County Office of Education
• .5 qtr. unit academic credit, $32 credit cost
• Course fee: $65 (materials included)
• Registration deadline: July 23, 1998

Creating and Managing Literacy Centers in the K-3 Classroom   #8304

Target Audience: Grades K-3 teachers

Literacy centers provide active, engaging participation in a student-centered environment. The centers provide numerous opportunities for students to practice and refine their literacy skills while facilitating independent learning. In this environment, students become responsible for their own learning as they make choices and interact with one another. Literacy centers also provide time for teachers to observe and assess students authentically while they work within the centers' structure. Participants will:

• Learn how to assess students as they work in centers.
• Design their own literacy centers.
• Acquire a management plan for using centers effectively.
• Establish an interesting, balanced, and enjoyable program where students experience success.
• Learn about the balanced literacy program instructional elements.

• Julie Navarro
• **Tues. - Thurs., July 7, 8, 9, 1998 • 8:30 a.m. - 4:30 p.m.**
• 21 training hours
• Location: Alameda County Office of Education
• 2 qtr. units academic credit, $64 credit cost
• Course fee: $150 (materials included)
• Registration deadline: June 26, 1998

High Classroom Literacy Support for At-Risk and Limited English-Speaking Students   #8305

Target Audience: Grades 3-8 teachers

What does the intermediate classroom look like in which at-risk students become readers and writers? What are the models, materials, and time blocks that support at-risk learners? What are the five components of a multi-faceted approach to literacy for at-risk and limited English-speaking children? What are the six formats to use to support reading for all students?

• Shelly Osborne, M.S.
• **Thurs., August 13, 1998 • 8:30 a.m. - 3:30 p.m.**
• 6 training hours
• Location: Alameda County Office of Education
• .5 qtr. unit academic credit, $32 credit cost
• Course fee: $65 (materials included)
• Registration deadline: August 3, 1998

Literature, Social Studies, and Storytelling   #8306

Target Audience: Grades 3-6 teachers, media specialists, and preservice teachers

The power of story is all around us and is essential in helping us shape our view and deepen our understanding of the world. Discover, share, and examine personal stories, contemporary and historical fiction and biography that explore social studies issues that touch our lives. Participants will explore the following concepts through story: democratic values, cultural diversity economic development, global perspectives, and participatory citizenship. Participants will also focus on comprehension and questioning facilitation strategies that assist students in grappling with key concepts and reading for deep understanding.

Please bring two to three stories with some of the above mentioned themes.

• Awele Makeba
• **Tues. - Thurs., June 23, 24, 25, 1998 • 9:00 a.m. - 3:15 p.m.**
• 15 training hours
• Location: Alameda County Office of Education
• 1.5 qtr. units academic credit, $48 credit cost
• Course fee: $155 (materials included)
• Registration deadline: June 12, 1998

READING/LANGUAGE ARTS

Language Links: Summer Reading Institute Grades 4-8   #8307

Target Audience: District staff developers and Reading Literacy Team Members (Training Cadre)

The Language Links professional development program in reading, grades 4-8, addresses all ten components and is based upon the complete, integrated and complementary nature of those components of AB1086.

The Language Links Summer Reading Institute will focus attention on the following five basic topics:

Primary Topic Areas:

- Word attack skills and phonemic awareness instruction.
- Spelling and vocabulary instruction.
- Explicitly teaching reading comprehension skills.
- Text handling and strategic reading strategies across the curriculum.
- Promoting extensive, independent self-selected reading.

Subtopic Area:

- Research relevant to the specific topic being presented.
- Instructional strategies to intentionally promote the effective use of an integrated language arts presentation.
- Effective classroom and schoolwide interventions for low-performing readers and special education students.
- Planning and delivery of appropriate reading instruction based on assessment and evaluation.

- Patricia A. DeRosia, Ed.D.
- **Tues. - Fri., July 28, 29, 30, 31, 1998 (1-day followup in the fall, TBA) • 8:30 a.m. - 3:30 p.m.**
- 30 training hours
- Location: Alameda County Office of Education
- 3 qtr. units academic credit, $96 credit cost
- Course fee: $350 (materials included)
- Registration deadline: July 17, 1998

Running Records: How to Take Them and How to Use Them (for Book Leveling, Authentic Assessment, and Guiding Instruction)   #8308

Target Audience: Grades K-3 teachers, new Reading Recovery teachers, and other educators

This two-session workshop will look at the reading process and provide a method to assess a child's "in-the-head" thinking while he/she reads. Participants will learn the conventions of taking a running record, how to analyze the record, and how to use it to guide the child's instruction. There will also be information in book leveling and strategic teaching. The workshop will combine lecture, videos, and hands-on activities. The textbook, *Getting It Together,* by Ian Morrison, will be provided.

- Elaine Geeting
- **Mon., August 3 1998 • 8:30 a.m. - 1:00 p.m. Tues., August 4, 1998 • 8:30 a.m. - 3:30 p.m.**
- 10.5 training hours
- Location: Alameda County Office of Education
- 1 qtr. unit academic credit, $32 credit cost
- Course fee: $145 (materials included)
- Registration deadline: July 23, 1998

Teaching Reading: How to Apply Explicit Skills Instruction #8309

Target Audience: Grades K-3 teachers

This workshop will cover all the instructional components listed in the *Teaching Reading Program Advisory.* Areas of emphasis will be: Phonemic awareness, systematic phonics, and spelling strategies. Participants will gain an understanding of a balanced reading program from grades K-3 through the following activities:

- Instruction in the correct pronunciation of consonants and vowels.
- Viewing and discussing video clips.
- Constructing make-it, take-it materials for classroom use.
- Creating lesson plans that incorporate the use of literature.
- Receiving strategies and sample lesson plans related to comprehension.

- Verna Henderson
- **Tues. - Thurs., July 14, 15, 16, 1998**
  8:30 a.m. - 4:30 p.m.
- 21 training hours
- Location: Alameda County Office of Education
- 2 qtr. units academic credit, $64 credit cost
- Course fee: $150 (materials included)
- Registration deadline: July 3, 1998

ATTEND PDP WORKSHOPS F R E E !

In exchange for tuition, we need persons who will represent our PDP as workshop monitors. Monitor responsibilities include:
- **Attendance at all sessions and remain until class dismissal.**
- **Pick up and delivery of workshop materials each day of class.**
- **Participant sign-in.**
- **Assistance with CSUH registration for credit application.**
- **Speaker introduction.**
- **Distribution and collection of class evaluations.**
- **Return of completed materials to registrar.**

The monitor will also assist the presenter with last-minute snafu resolution. This may include help with the coffee. We need one monitor per workshop. Monitors will be selected on a first-come, first-served basis (for ACOE classes only). If you're interested, call 670-4244 NOW!

Spelling Your Way through Literacy Centers #83010

Target Audience: Grades K-2 teachers and reading specialists

This make-it, take-it workshop is based on current research in spelling instruction. The focus of the workshop will be on spelling assessment and literacy center activities for emergent to mature spellers. Course activities will cover the various stages of spelling development.

- Sharon Gitchell
- **Tues., August 11, 1998** • **8:30 a.m. - 3:30 p.m.**
- 6 training hours
- Location: Alameda County Office of Education
- .5 qtr. unit academic credit, $32 credit cost
- Course fee: $55 (materials included)
- Registration deadline: July 31, 1998

Education Grants Resource Center

Come and visit us at the Alameda County Office of Education!

**313 West Winton Avenue • Room 181
Hayward, California • (510) 670-4520**

This center is for use by Alameda County educators, parents, and other individuals or groups who are working with the public schools.

- Explore sources of support for school or district programs.
- Participate in monthly workshops on research grants and proposal preparation.
- Do computer searches and investigate grants bulletin boards.
- Receive expert assistance from staff.

**Hours: Monday-Friday, 1:00 p.m. - 5:00 p.m.
First Saturday of month, 9:00 a.m. - 1:00 p.m.**

![BILINGUAL/ELD logo]

BILINGUAL/ELD

INTRODUCTION

Bilingual/ELD Professional Staff Development is designed to support teachers to work effectively with the diverse student population found in Alameda County schools. Latino and Asian heritage populations continue to grow in Alameda County.

ACOE offers the Sheltered Academy and CLAD Preparation Combination course which is designed to prepare teachers for CLAD certification through the Bilingual Teacher Training Program (BTTP). This program assists school districts with their plan to remedy the shortage of qualified teachers. Course content is based on the frameworks for California Public Schools and organized into activities grounded in theory, research, and practice.

A special Spanish language course in México will be offered to help teachers gain a better understanding and knowledge of their second language learners' culture.

Bilingual/ELD Spring Scholarships Available!

❖ **Sheltered Academy/CLAD Preparation Combination**

❖ **Spanish Immersion Program in México**

A limited number of partial scholarships are available for Alameda County* teachers who meet the following criteria:

• Are identified as teachers-in-training on their district's Plan to Remedy the Shortage of Qualified Teachers

• Are currently working with limited English proficient students

• Are nominated by their district's bilingual education director/coordinator

All scholarship recipients will be responsible for payment of a partial registration and materials fee:

	Scholarship	You pay
• Sheltered Academy/CLAD Combo	$115	$250
• Spanish Immersion Program in México	$200	$700

* All scholarship applicants must submit a completed scholarship application form (page 4) as well as a PDP registration form (page 3) and pay the appropriate partial registration materials fee.

For more information, contact your district bilingual education director/coordinator.

Sheltered Academy and CLAD Preparation Combination #8311

Target Audience: Grades K-12 educators

The Sheltered Academy and CLAD Preparation Combination is a short-term staff development program designed to provide teachers who work with LEP students with basic training in English language development and specialized content instruction in English.

Participants receive a theoretical foundation as well as an introduction to key practical strategies and techniques. Helpful information about the test will assist participants in preparing to pass the Cross-Cultural Language and Academic Development exam.

• María Norma Martínez and Constance Williams, Ph.D.
• **Mon. - Thurs., August 10, 11, 12, 13, 1998;
  Mon., Tues, August 17, 18, 1998;
  Fri., Sat., September 25, 26, 1998
  8:00 a.m. – 4:30 p.m.**
• 60 training hours
• Location: Alameda County Office of Education
• 6 qtr. units academic credit, $192 credit cost
• Course fee: $365 (materials included)
• Registration deadline: August 3, 1998

![Photo of a child writing at a chalkboard]

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Spanish Immersion Program in México

#8312

The ACOE Bilingual Teacher Training Program (BTTP) is cosponsoring a Spanish Immersion Program in Ensenada, Baja California for Alameda County educators interested in enhancing their Spanish proficiency or who are in the process of acquiring CLAD certification (90-hour requirement).

Ensenada is located on the Pacific Coast only 70 miles south of the international border. Ensenada offers a unique adventure which combines the authentic flavor of México with convenient accessibility by land, sea, or air.

Classes are taught at the Language Institute of the Universidad Autónoma de Baja California. Classes meet six hours daily, five days a week. Morning sessions, 8:30 a.m. to 12:30 p.m., focus on intensive language acquisition. Afternoon sessions, 2:00 p.m. to 4:00 p.m., taught in Spanish through comprehensible input, emphasize Mexican culture. Evenings and weekends are free to explore México. Participants will be housed at Las Dunas Hotel, which is within walking distance to the Language Institute.

Registration information:

TOTAL COST: $900
(Regular BTTP scholarships are available)

Cost includes registration fee, tuition, and lodging.

Program dates: July 6-24, 1998

Participants are expected to arrive at the Institute on Sunday, July 5, for the Welcome/Orientation dinner and language proficiency placement.

Six semester university Spanish units are available to participants.

Registration Deadline: June 12, 1998

For more information, call Marcus Martel at (510) 670-4232 or e-mail: marcus_martel@alameda-coe.k12.ca.us

This is a collaboration of the Professional Development Center: Southern Consortium, the Imperial County Office of Education, and the Alameda County Office of Education.

Registration Form: Spanish Immersion Program, Ensenada

Name_____

School/District _____

Home phone _____

Home address _____

City_____ State_____ Zip_____

Return this form with nonrefundable registration fee of $100. Make check payable to: Alameda County Office of Education.
Mail to: Marcus Martel, ACOE, 313 West Winton Ave., Hayward, CA 94544-1198.

CROSS-CULTURAL CONNECTION

Building Learning Communities Institute #8321

Target Audience: Grades PreK-12 teachers

A must for school personnel working with parents interested in reaching out to families to support literacy efforts. This week-long institute will present practical strategies to support families in advocating for and supporting their children's education, both at home and at schools. Likewise, it will provide schools with the necessary tools to reach out to families to establish partnerships and assist families with ideas and avenues for supporting their children's education at home and at school.

• Awele Makeba, Sylvia Sánchez, and Sandy Williamson
• **Mon. - Fri., July 27-31, 1998 • 9:00 a.m. – 4:00 p.m.**
• 30 training hours
• Location: Alameda County Office of Education
• 3 qtr. units academic credit, $96 credit cost
• Course fee: $100 (materials included)
• Registration deadline: July 16, 1998

(Bilingual) Cross-Cultural, Language, and Academic Development Examination Date: JUNE 27, 1998

**CLAD/BCLAD
NATIONAL EVALUATION SYSTEMS, INC. (NCS)
P. O. BOX 340819 • (916) 928-4002**

California Commission on Teacher Credentialing (CCTC)
Information Services Unit
1812 Ninth Street, Sacramento, CA 95814-7000
(916) 445-7254

Please remember that registration deadlines are approximately one month prior to the examination date. For further information or for a copy of the examination bulletin, please call (916) 928-4002.

Meet the Author: Personal Voices, Personal Pages #8322

Target Audience: PreK-8 educators

Meet the Author series is a lifetime opportunity to meet authors of children's books who will talk about their work and demonstrate how to use a variety of literature to stimulate student writing.

• Presenter: TBA
• **Wed. - Sat., August 19, 20, 21, 22, 1998
  9:00 a.m. – 4:00 p.m.**
• 24 training hours
• Location: Alameda County Office of Education
• 2 qtr. units academic credit, $64 credit cost
• Course fee: $125 (materials included)
• Registration deadline: August 7, 1998

Drummaking and Storytelling: Links to Literacy #8323

Target Audience: PreK-8 teachers

In this workshop, presenters will outline the process for using storytelling as a means of enhancing literacy. Participants will:

• Design and make their own drums.

• Experience a repertoire of stories from different cultures.

• Develop and present their own stories for use in their teaching/work settings.

• Olga Loya, Awele Makeba, and Terry Tafoya
• **Wed., Thurs., Fri., Mon., Tues.,
  August 12, 13, 14, 17, 18, 1998
  9:00 a.m. – 4:00 p.m.**
• 30 training hours
• Location: Alameda County Office of Education
• 3 qtr. units academic credit, $96 credit cost
• Course fee: $250 (materials included)
• Registration deadline: August 3, 1998

VISUAL AND PERFORMING ARTS

VISUAL AND PERFORMING ARTS

The ideas embodied in the VPA Framework view the arts as having inherent and shared aspects which characterize their power to reach the perceptual, intellectual, cultural, and spiritual dimensions of human experience. Arts education for all students in California is built around ten essential ideas:

1. THE ARTS ARE CORE SUBJECTS.
2. ARTS INSTRUCTION ENCOMPASSES FOUR COMPONENTS.
3. THE ARTS ENRICH AND ARE ENRICHED BY OTHER SUBJECTS.
4. THE ARTS PROMOTE CREATIVITY, THINKING, AND JOY.
5. THE ARTS OFFER DIFFERENT WAYS TO MAKE MEANING.
6. THE ARTS REFLECT AND INFLUENCE CULTURES.
7. THE ARTS PROMOTE AESTHETIC LITERACY.
8. ASSESSMENT IS INHERENT IN THE ARTS.
9. TECHNOLOGY EXPANDS THE ARTS.
10. THE ARTS PREPARE STUDENTS FOR FULL PARTICIPATION IN SOCIETY.

This summer, we are offering two visual/performing arts courses which demonstrate how the arts enrich other subject areas; promote creativity, thinking, and joy; and provide another vehicle for students to make meaning.

Creative Movement Across the Curriculum   #8331

Target Audience: Grades K-5 teachers
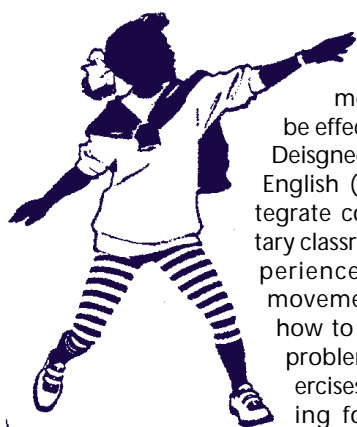
In this hands-on workshop, participants will learn how creative movement and dance can be effectively used as a Specially Deisgned Academic Instruction in English (SDAIE) technique to integrate content into the elementary classroom. Participants will experience a variety of creative movement activities and learn how to challenge students with problem-solving movement exercises in a cooperative learning format. Participants will leave with several practical activities that can be used in the classroom.

No previous movement experience is necessary.

- Liz Ozol
- **Thurs., June 18, 1998 • 9:00 a.m. – 3:00 p.m.**
- 5 training hours
- Location: Alameda County Office of Education
- .5 qtr. unit academic credit, $32 credit cost
- Course fee: $55 (materials included)
- Registration deadline: June 8, 1998

Workshops in Personal and Cultural Expression   #8332

Target Audience: Grades K-8 teachers

This hands-on painting and drawing workshop will enable participants to be in touch with their creative potential while experiencing a variety of art materials, techniques, color theory, and composition.

Participants will work with pre-Columbian, African, and Southeastern art reference materials to enhance the multicultural curriculum. Participants will also be able to take this workshop experience back into the classroom and feel competent in utilizing art in the curriculum.

- Steve Bronson
- **Mon. - Fri., July 6, 7, 8, 9, 10, 1998 9:00 a.m. – 12:00 p.m.**
- 15 training hours
- Location: Alameda County Office of Education
- noncredit
- Course fee: $75 (materials included)
- Registration deadline: June 26, 1998

Learning from the Third International Mathematics and Science Study (TIMSS): Beginning the Discussion #8341

Target Audience: District mathematics committee members, school leadership team members, and mathematics teachers

TIMSS, the most comprehensive research of its kind, involved over 40 countries. The research indicates that in mathematics, U.S. students are at the international average level in 4th grade, declining to below average by 8th grade, and sinking to the bottom, even for advanced students, by high school. Yet, in some subtests, U.S. students are above the international averages.
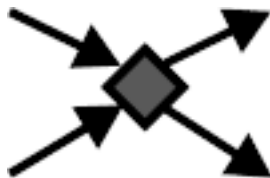
Instead of placing blame for the steady decline in scores, let's take responsibility to learn from this research. At this workshop, participants will:

- Review the California Mathematics Standards, focusing on intersections with TIMSS.

- Discuss issues that TIMSS and the California Mathematics Standards raise for current mathematics curricula, instruction, and assessment, K-12, focusing on potential change strategies and solutions.

- Learn about local, countywide, regional, and state efforts to improve mathematics achievement, and decide next steps beyond this workshop, e.g., making connections to other ongoing efforts.

- Drew Kravin
- **Mon., June 1, 1998 • 4:00 p.m. - 8:00 p.m.**
- 4 training hours
- Location: Alameda County Office of Education
- Noncredit
- No fee, but REGISTRATION IS REQUIRED
- Registration deadline: May 29, 1998
  (Note: If you register by May 22, we will send handouts prior to the meeting)

What Do the Test Scores Mean? #8342

Target Audience: Grades K-12 teachers and school counselors

Students are taking the new California mandatory statewide norm-referenced test, the Stanford Achievement Test, 9th edition (SAT9) as part of the Standardized Testing and Reporting (STAR) program. According to the new law, scores will be posted on the Internet by June 30. Are you prepared to interpret and explain what these scores mean?

Jim Cox has been working with test scores for over 30 years. He has worked as a district testing coordinator, with a major test publisher, and is currently an independent consultant, educating and advising administrators. In this workshop, Dr. Cox will:

- Provide an in-depth look at the subtest norms for the SAT9 to help teachers interpret results.

- Explain what norm-referenced tests are, what they measure, and what they do not measure.

- Demonstrate how "raw scores" get translated into a variety of other scores and show how these translated scores are subject to misinterpretation.

- Describe the variables that affect test scores so they can be interpreted appropriately.

- Jim Cox
- **Wed., June 3, 1998 • 4:00 p.m. - 7:30 p.m.**
- 3.5 training hours
- Location: Alameda County Office of Education
- Noncredit
- No fee, but REGISTRATION IS REQUIRED
- Registration deadline: May 29, 1998
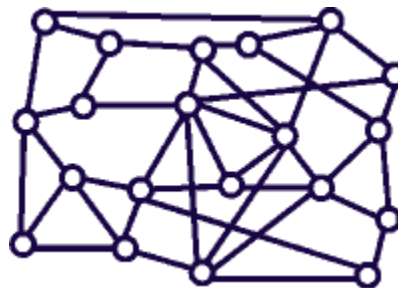
CUSTOMIZED STAFF DEVELOPMENT

CONTRACT SERVICES PROGRAM

Do you want personalized professional development services at your school site? At the district level?

Are you interested in providing a professional development program that is long-term and/or site-based?

Alameda County Office of Education's PDP introduces the "Contract Services" program. Contract Services offers districts and schools a creative, effective, and cost saving option to provide high quality professional development for educators in all grade levels and subject areas.

The PDP will assist schools/districts to organize local customized professional growth opportunities to meet identified school/district needs. Curriculum coordinators from Alameda County Office of Education will meet with district personnel to discuss desired goals, objectives, and outcomes. You may choose an existing course or you may wish to consult with us to design a course tailored to meet your specific need(s).

Benefits of the program are that:

• Teachers will collaborate with one another forming networks and study groups to expand learnings and implement effective teaching strategies.

• School/district learning communities can be enhanced.

• Professional growth will be systemic.

The PDP will handle all of the details! Call Ruth Coleman at (510) 670-4239 to arrange a course or series of courses designed to meet your school's/district's specified need(s).

School-to-Career Customized Trainings

The East Bay School-to-Career Partnership is committed to serving schools throughout Alameda and Contra Costa Counties that are developing K-Adult School-to-Career systems.

We will gladly help arrange trainings in areas that meet your current needs. The following list is a sample of professional development opportunities that can be arranged for K-12 and junior college teachers, counselors, administrators, community and business partners, parents, and others.

SYSTEM-BUILDING

• Building awareness of School-to-Career among the many constituency groups
• Building partnerships with community, business, and parents
• Whole school change strategies and processes
• Coordinating categorical programs for whole school change
• Resource re-allocation and scheduling
• Job shadowing and externships for educators
• Work-based learning
• Mentor programs
• Articulation with post-secondary institutions
• K-12 articulation
• Articulation with R.O.P.s
• Graduated K-12 career awareness
• Standards development
• Using standards to guide curriculum, instruction, and assessment
• Career pathway development
• Linking School-to-Career and digital high school plans
• Using data to drive decisions
• Program evaluation
• Serving ALL students
• Leveraging additional resources for school reform
• Networking opportunities for job-alike groups around the East Bay

CROSS-CURRICULAR INSTRUCTIONAL STRATEGIES

• Integrating academic and vocational curriculum
• Integrating SCANS competencies into the curriculum
• Integrating career awareness/exploration into the curriculum
• Project-based learning
• Service-learning
• Using principles of Total Quality Management (TQM) in the classroom
• Dimensions of Learning
• Connecting classroom learning with work-based learning
• Authentic assessment: senior projects, portfolios, etc.
• Using action research to inform change in the classroom

SUPPORT SERVICES

• Inclusion of special populations in School-to-Career systems
• Developing tutoring and mentoring programs
• Extended day programs
• AVID programs

CONTACT ROMAN STEARNS at (510) 670-4250 to discuss any of the above professional development opportunities. We will work to leverage resources from across the country and region to provide the broadest range of opportunities.

Upcoming in the Fall!
Conflict Resolution/ Diversity Training

✶ CONFLICT RESOLUTION/TEAM BUILDING
✶ DIVERSITY TRAINING

These courses are designed to meet the specific needs of your school and community through implementing a conflict resolution program with both the students and faculty and, ultimately, the parents. Contact Ruth Coleman at (510) 670-4239 for more information.

1998 UPCOMING CONFERENCES AND EVENTS

DATES	EVENT/CONFERENCE	CONTACT
June - August	Third Annual 1998 Educators Academy East Bay Regional Park District Environmental Education Summer Sessions	For Education Services brochure, (510) 635-0138 Ext. 2250
June 22 - July 22	Summer Workshops 1998 (Talleres de Verano 1998) California State University, San Marcos	(760) 750-4070
July 23-24	School-to-Career "Collaborating for Academic Excellence: Focus on the Classroom" Hyatt Regency, San Francisco, CA	Judie Piscitello (209) 525-5093
August 2-3	National Women's History Project "A Woman's Place is in the Curriculum" Doubletree Hotel, Rohnert Park, CA	(707) 838-6000
August 3-7	Avid Summer Institute Saratoga, CA	Diane Burke (510) 942-5349
August 10-12	School's In: State Superintendent's Symposium on Critical Issues for California Schools Sacramento Convention Center Sacramento, CA	(916) 323-2656
October 15-17	11th Annual California Agriculture in the Classroom Conference Hilton Hotel, Sacramento, CA	(916) 561-5625
October 19-21	IASA Western Regional Conference Portland, Oregon	(510) 670-4171
October 29-31	CUE Conference Santa Clara, CA	(510) 814-6630

AN EVENT FOR CHILDREN

Early November	54th Annual Rodeo, Horse, & Stock Show Special Wednesday Matinee for School Children Cow Palace, San Francisco, CA	Call Alvin T. Gutheriz for more information (415) 668-2212

PRESENTERS

Steve Bronson has conducted inservice programs in Marin County, Oakland Unified, and West Contra Costa School Districts. He has taught at Mills College Upward Bound and San Francisco State University. Steve has directed several large-scale, youth-created community mural projects. ["Workshops in Personal and Cultural Expression," p. 12]

Jim Cox has been working with test scores for over 30 years, as a district testing coordinator. He is currently an independent consultant educating and advising administrators. ["What Do the Test Scores Mean?" p. 13]

Patricia A. DeRosia, Ed.D., has 30 years of teaching experience in grades K through college. As a language arts coordinator at the district and regional levels, she developed curriculum, provided training for both administrators and teachers, and implemented and supervised programs. ["Language Links: Summer Reading Institute, Grades 4-8," p. 7]

Ann Diskin is an experienced classroom teacher, writer, lecturer, and consultant who has delighted thousands of appreciative teachers throughout the country with her lively, practical workshops. She currently trains student teachers at CSUH and also provides personalized literacy training for a variety of schools and districts. She has been a featured presenter for numerous organizations including the California Reading Association, the California Elementary Educators Association, and the California Kindergarten Association. ["The Powerful Reading-Writing Connection for Grades K-3," p. 5]

Elaine Geeting holds a B.S. and M.A. in Elementary Education. She has been a classroom teacher and Chapter I Reading Specialist. She was trained as a Reading Recovery Teacher in 1993-94 at CSU, San Bernardino, and as a Reading Recovery Teacher Leader at Saint Mary's College in 1995-96. ["Running Records: How to Take Them and How to Use Them (for Book Leveling, Authentic Assessment, and Guiding Instruction)," p. 7]

Sharon Gitchell ["Spelling Your Way through Literacy Centers," p. 8]

Verna Henderson teaches reading intervention to first graders in Oakland and serves as a support provider for beginning teachers through the Beginning Teacher Support and Assessment (BTSA) program. Verna is also a facilitator for the Standard English Proficiency (SEP) program in Oakland. ["Teaching Reading: How to Apply Explicit Skills Instruction," p. 8]

Drew Kravin is the mathematics and assessment specialist at the Alameda County Office of Education. He has worked on the writing teams for national, state, and local standards. Drew is currently pursuing discussions with William Schmidt (Executive Director of TIMSS) and other TIMSS staff about strategies to make TIMSS results more accessible and applicable to a content focus. ["Learning from the Third International Mathematics and Science Study (TIMSS)," p. 13]

Cynthia Lenners ["Reciprocal Teaching: Teaching Strategy That Makes a Difference," p. 5]

Olga Loya evokes Latin American folk tales, myth and legends, as well as her own personal stories, to lead participants in a process to share their own cultural and personal stories. ["Drummaking and Storytelling: Links to Literacy," p. 11]

Liz Ozol ["Creative Movement Across the Curriculum," p. 12]

Awele Makeba is an internationally known educator, staff developer, literature and language arts specialist, and professional storyteller. She paints pictures with words, breathes life into characters, and inspires through the power of story. Awele celebrates the value of joy, courage, and compassion in the face of adversity. ["Literature, Social Studies, and Storytelling," p 6; "Building Learning Communities Institute," p. 11; "Drummaking and Storytelling: Links to Literacy," p. 11]

María Norma Martínez is a Title VII administrator for San Jose Unified School District. She received a Masters Degree in International and Multicultural Education from the University of San Francisco and has a passion for cultural diversity issues, and parent and community involvement. María is presently the Region I Representative for the California Association for Bilingual Education. ["Sheltered Academy and CLAD Prepareation Combination," p. 9]

Julie Navarro teaches a multi-age K-1 bilingual class at Wilson Elementary School. She is a teacher leader for the emergent literacy institute. ["Creating and Managing Literacy Centers in the K-3 Classroom," p. 6]

Shelly Osborne, M.S., has been a teacher of grades 2-5 for 35 years and a literacy mentor. She has spoken at many conferences statewide and nationally. ["The Writing Process: Focusing on How Literature Helps Students Become Better Writers," and "High Classroom Literacy Support for At-Risk and Limited English-Speaking Students," p. 6]

Sylvia Sánchez ["Building Learning Communities Institute," p. 11]

Kelly Smith ["Reciprocal Teaching: Teaching Strategy that Makes a Difference," p. 5]

Roman Stearns is a curriculum coordinator at the Alameda County Office of Education, managing the East Bay School-to-Career Partnership. ["School-to-Career Customized Staff Development Opportunities," p. 14]

Dr. Terry Tafoya is a clinical psychologist and a storyteller of Cree and Warm Springs heritage. Under his guidance, participants will explore the storytelling traditions of various cultures. ["Drummaking and Storytelling: Links to Literacy," p. 11]

Constance Williams, Ph.D., is a well-known teacher trainer and curriculum developer recognized throughout California for her impeccably prepared, activity-packed workshops. ["Sheltered Academy and CLAD Preparation Combination," p. 9]

Sandy Williamson is a curriculum coordinator at the Alameda County Office of Education. As a previous teacher, reading specialist, and school principal, she has extensive experience in developing and delivering staff development activities in the areas of teacher support, meeting facilitation, event coordination, middle grade reform, English-language arts, and culturally relevant pedagogy. ["Building Learning Communities Institute," p. 11]

TECHNOLOGY CLASSES
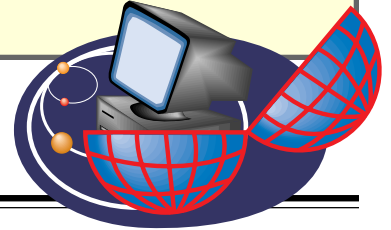
Internet Courses

Exploring the World Wide Web: TS9801
An Introductory Tour for Educators

Basic Macintosh skills required.

- *Instructor:* *Wanda Haight*
- *Date:* *June 30, 1998*
- *Time:* *9:00 a.m. - 12:00 noon*
- *Cost:* *$35*

This hands-on course for beginners will show you how to access the Internet. Participants will learn about and use on-line resources available through the World Wide Web via Netscape. The emphasis will be on professional use and on Internet resources and curriculum activities for the K-12 classroom.

Internet Search Strategies TS9802

Basic Macintosh & Internet skills required.

- *Instructor:* *Judy Matthew*
- *Date:* *July 13, 1998*
- *Time:* *9:00 a.m. - 12:00 noon*
- *Cost:* *$35*

After you have surfed the World Wide Web for awhile and wasted time fruitlessly searching for information, you're ready for Internet Search Strategies. There is lots of information on the Internet, the trick is to use the Net effectively to quickly find answers to your questions. Internet Search Strategies, a hands-on three-hour class, is designed to help Internet users develop skills for successful, focused information retrieval. The instructor will re-view net search tools and present specific search strategies. Students will practice formulating effective searches utilizing various search strategies and approaches.

Joining the Global Classroom: TS9803
Internet Projects for Your Students

Basic Macintosh skills required.

- *Instructor:* *Sara Armstrong*
- *Date:* *July 16, 1998*
- *Time:* *9:00 a.m. - 3:00 p.m.*
- *Cost:* *$65*
- *Credit:* *.5 quarter unit academic credit*

In this one day workshop you will explore a variety of projects and opportunities for teachers and students to learn together, including paths for connecting your classroom with others around the world using established, successful "clearing-houses" for Internet classroom activities. You will learn about criteria for assessing successful Internet classroom activities, and explore several web page evaluation rubrics. Issues of copyright, equitable access, and information literacy will be addressed.

Web Publishing with TS9804
Claris HomePage

Basic Macintosh and word processing skills required.

- *Instructor:* *Mary Fisher*
- *Dates:* *July 14 & 16, 1998*
- *Time:* *9:00 a.m. - 3:00 p.m.*
- *Cost:* *$95*
- *Credit:* *1 quarter unit academic credit*

Are you ready to create your own home page? If so, this is the class for you. We will also discuss capturing pages from the Web, and using HomePage assistants and templates as a base for our own pages. Then, we will practice adding text, tables, graphics, and links to other files or home pages. In ten short hours you will create your very own home page without learning any hypertext markup language (HTML).

Macintosh Courses

Mac for the
Beginning Beginner   TS9805

No computer experience is needed.

- Σ *Instructor:* *John Riley*
- Σ *Date:* *June 29, 1998*
- Σ *Time:* *9:00 a.m. - 3:00 p.m.*
- Σ *Cost:* *$65*
- Σ *Credit:* *.5 quarter unit academic credit*

If you have a Macintosh and are not sure how to use it, then this is the workshop for you! If you taught yourself how to use the Mac and some things aren't working just right, then sign up now! By the end of this five hour workshop, participants will be able to:

- turn the Mac on and off.
- understand how the Mac is a virtual office.
- learn about the components of the desktop.
- use the mouse like a pro.
- work with menus, icons, windows and folders.
- know the difference between files, folders and applications.

Taking Charge of the
Mac Desktop   TS9806

Beginning Macintosh skills required.

- • *Instructor:* *John Riley*
- • *Date:* *June 30, 1998*
- • *Time:* *9:00 a.m. - 12:00 noon*
- • *Cost:* *$35*

Do you have files all over your hard drive? Is your desktop littered with untitled folders? Are you having trouble finding your saved files? If you would like to make your Macintosh truly user-friendly, then sign up today! In this workshop, participants will learn how to:

- organize files and folders.
- save a document and then find it again.
- work with the Control Panel and customize the desktop.
- understand the difference between close and quit.
- use shortcuts and special items under the Apple Menu.

Introduction to ClarisWorks   TS9807

Basic Macintosh skills required.

- • *Instructor:* *Mary Fisher*
- • *Dates:* *July 1 & 2, 1998*
- • *Time:* *9:00 a.m. - 3:00 p.m.*
- • *Cost:* *$95*
- • *Credit:* *1 quarter unit academic credit*

ClarisWorks is an integrated program that provides a natural computing environment. The program integrates word processing, graphic development, database management, spreadsheet work, and telecommunications in one easy-to-use program with a common sense connection. In the workshop you will practice using your computer the same way you use a pencil and paper to add graphics and charts to a word processing document. We will customize letters with the merge feature and make mailing labels in an instant from the database. We will also spend time creating charts from our spreadsheets.

ClarisWorks Projects   TS9808

Basic Macintosh skills and ClarisWorks experience required.

- • *Instructor:* *Mary Fisher*
- • *Cost:* *$65 each/2 for $95*
- • *Credit:* *.5 - 2 quarter units academic credit*

Each ClarisWorks Project Workshop will focus on a different aspect of the program. In each workshop there will be a variety of projects for you to choose from including personal productivity, teacher utilities, or classroom activities. You may register for any one (1) or all four (4) projects. If you are interested in receiving college credit you must register for two (2) projects and sign up for credit during the first workshop. A ClarisWorks class or the equivalent program experience is required. This is not an introductory class. To receive maximum benefit from these projects you must have a working knowledge of ClarisWorks.

Database Projects   TS9808A

- *Date:*   *July 13, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*

In this workshop you will use the database environment of ClarisWorks to create a custom phone book, a custom report, labels and name tags, or a variety of curriculum activities, and manage student records.

Word Processing Projects   TS9808B

- *Date:*   *July 15, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*

In this workshop you will have the opportunity to focus on the word processing environment of ClarisWorks. You will have a choice of creating a newsletter, progress report, flyer, custom forms, or a variety of curriculum activities.

Graphics Projects   TS9808C

- *Date:*   *July 28, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*

In this workshop you will use the drawing and/or painting environments of ClarisWorks to create a newsletter, letterhead, certificate, mini-book, slide show, or a variety of curriculum activities.

Spreadsheet Projects   TS9808D

- *Date:*   *July 30, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*

In this workshop you will use the spreadsheet environment of ClarisWorks to create a grade book, a custom report, a budget with graphs, or a variety of curriculum activities.

FileMaker Pro: An Introduction   TS9809

Basic Macintosh skills required.

- *Instructor:*   *Donna Sieron*
- *Dates:*   *August 17 & 18, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*
- *Cost:*   *$95*
- *Credit:*   *1 quarter unit academic credit*

If you've been using the database in either ClarisWorks or Microsoft Works, and it no longer meets your needs, you need FileMaker Pro. FileMaker Pro is a powerful but easy-to-use database program. You will learn to create and manage lists, sort, merge your lists for letters and labels, and much more. You will be amazed at all this program can do. This is an introductory course, so no previous database experience is necessary.

Introduction to Excel   TS9810

Basic computer skills required; taught on both platforms.

- *Instructor:*   *Wanda Haight*
- *Dates:*   *August 19 & 20, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*
- *Cost:*   *$95*
- *Credit:*   *1 quarter unit academic credit*

During this introductory session, you'll learn how easy it is to use a spreadsheet program. Excel can make your life easier by calculating data and making a graphical representation of that data. During this class you'll learn sorting and database commands to find and extract information. You'll learn to name ranges, then use them in formulas. Finally, you'll be introduced to linking spreadsheets, macros and other tips which will enhance your work.

PageMaker   TS9811

Basic Macintosh and word processing skills required.

- *Instructor:*   *Jerome Burg*
- *Dates:*   *August 10, 12, & 14, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*
- *Cost:*   *$125*
- *Credit:*   *1.5 quarters unit academic credit*

This hands-on workshop will cover the basic concepts of desktop publishing using PageMaker 6.5. We will discuss basic page layout and design concepts. You will learn to use PageMaker's tools, rulers, palettes and guides. Using these tools participants will design flyers, brochures and newsletters.

Word Processing with Microsoft Word   TS9812

Basic computer skills required; taught on both platforms.

- *Instructor:*   *Wanda Haight*
- *Dates:*   *July 7 & 8, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*
- *Cost:*   *$95*
- *Credit:*   *1 quarter unit academic credit*

Microsoft Word is a lot more than just a word processor; it's a productivity package. You will leave this class with a working knowledge of how to effectively use Word's merge, table, and layout features.

Multimedia Publishing with HyperStudio   TS9813

Basic computer skills required; taught on both platforms.

- *Instructor:*   *Micheline LeBlanc*
- *Dates:*   *August 13 & 14, 1998*
- *Time:*   *9:00 a.m. - 3:00 p.m.*
- *Cost:*   *$95*
- *Credit:*   *1 quarter unit academic credit*

HyperStudio is the ultimate hypermedia authoring system. It allows you to combine color graphics, sounds, text and animation into one interactive, interconnected environment easy enough for a first grader to use and yet sophisticated enough for teachers to create lessons. HyperStudio even has built-in support for multimedia devices such as laserdiscs, scanners, video digitizers, and QuickTime. If you like HyperCard, but find it difficult to learn, you'll love HyperStudio.

PhotoShop   TS9815

Basic computer skills required

- *Instructor:* Bob Bronzan & Charlene Guthrie
- *Date:* June 25, 1998
- *Time:* 9:00 a.m. - 3:00 p.m.
- *Cost:* $65

Adobe Photoshop is one of the most feature rich image editors that exists. It has the largest market share of all similar products and is considered an industry standard. This hands-on workshop will introduce educators to the features of the software. Those completing the workshop should understand the steps needed to crop, color correct, adjust contrast and density, resize as well as prepare an image for inclusion in a document or use on the WWW. There will also be an opportunity to explore more advanced features such as layers, filters, and masks.

A Picture is Worth a Thousand Words!   TS9816

Basic Macintosh skills required.

- *Instructor:* Micheline LeBlanc
- *Dates:* July 9 & 10, 1998
- *Time:* 9:00 a.m. - 3:00 p.m.
- *Cost:* $95
- *Credit:* 1 quarter unit academic credit

This hands-on course will focus on techniques for grabbing and using graphics in different applications. Participants will use a scanner and a digital camera to capture photos. They will learn how to grab a frame from a video clip and download graphics from the Internet. Participants will then take these captured graphics and place them into various applications, such as word processing, multimedia stacks and web pages.

Windows Courses

Many Windows 95 and Macintosh applications have been designed to look and operate similiarly. Our Windows 95 courses are taught on Macintosh 6500s using PC cards. Therefore, we are able to offer application courses on both platforms at the same time. See descriptions for Word, Excel, and HyperStudio.

Windows 95 for Beginning Beginner   TS9814

No computer skills required.

- *Instructor:* Wanda Haight
- *Date:* July 2, 1998
- *Time:* 9:00 a.m. - 3:00 p.m.
- *Cost:* $65
- *Credit:* 1 quarter unit academic credit

If you have an IBM or compatible with Microsoft Windows 95 and you're not sure how to use it, then this is the class for you. If you are a first time or reluctant user, come and learn techniques that will help you overcome your fears. In this supportive, introductory class you will learn about menus, folders, and the file manager. Important topics like turning your computer on and off, saving your work, and using a mouse will be covered in-depth with plenty of time to practice what you have learned.

Introduction to ClarisWorks   TS9807

Basic computer skills required.

- *Instructor:* Mary Fisher
- *Dates:* July 1 & 2, 1998
- *Time:* 9:00 a.m. - 3:00 p.m.
- *Cost:* $95
- *Credit:* 1 quarter unit academic credit

ClarisWorks is an integrated program that provides a natural computing environment. The program integrates word processing, graphic development, database management, spreadsheet work, and telecommunications in one easy-to-use program with a common sense connection. In the workshop you will practice using your computer the same way you use a pencil and paper to add graphics and charts to a word processing document. We will customize letters with the merge feature and make mailing labels in an instant from the database. We will also spend time creating charts from our spreadsheets.

Introduction to Excel   TS9810

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Technology Course Registration Form

Mail this form along with a stamped, self-addressed envelope
and check/money order/purchase order to:

Alameda County Office of Education
Technology Courses
313 West Winton Avenue
Hayward, CA 94544-1198
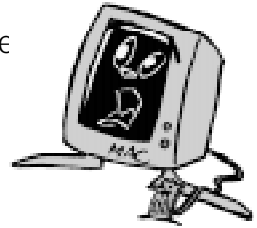
Course Code	Course Title	Date of First Class

Name_____ E-mail address_____

Home phone_____ Work phone_____

FAX_____

Home address_____

Social Security number_____

Place of employment (school) _____ (district)_____

Work address_____

Registration Information

- All classes are held in the computer labs at Alameda County Office of Education unless otherwise noted
- To expedite registration of technology courses, please indicate "Technology Course" on the outside of your envelope
- Send one registration form for each class (feel free to make as many duplicates as you need).
- If you need to send your registration form to the District Office of authorization or the issuance of a purchase order—please mail (or FAX) a copy to us to avoid delays and ensure your placement. Our FAX number is (510) 670-4161.
- For further information, contact Sandra Hart at (510) 670-4167 or e-mail to sandra_hart@alameda-coe.k12.ca.us.

WHAT'S INSIDE THIS ISSUE