**District Learning Day**

**January 2019**

**Session Information and Locations**

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# DLD Dates, Locations, and Times

| DLD Session | Date and Time | Location | Intended Audience | PLZ Course Code |
|---|---|---|---|---|
| K-12 Science | **January 3, 2019** 8:00am – 3:00pm | Craigmont High | K-12 Science Teachers | 16986 |
| K-12 Social Studies | **January 3, 2019** 8:00am – 3:00pm | Hickory Ridge Middle | K-12 Social Studies Teachers | 16987 |
| K-2 ELA | **January 3, 2019** 8:00am – 3:00pm | White Station Middle | K-2 ELA Teachers | 16988 |
| K-2 Skills Pilot | **January 3, 2019** 8:00am – 3:00pm | Germantown Elementary | K-2 ELA Teachers at Hawkins Mill, Cummings, Germantown ES, Riverview, Barret's Chapel, JP Freeman, Geeter, and Westside | 16989 |
| K-5 Math | **January 3, 2019** 8:00am – 3:00pm | Cordova High | K-5 Math Teachers | 16990 |
| 3-5 ELA | **January 3, 2019** 8:00am – 3:00pm | Southwind High School | 3-5 ELA Teachers | 16991 |
| 6-12 ELA | **January 3, 2019** 8:00am – 3:00pm | Wooddale High School | 6-12 ELA Teachers | 16992 |
| 6-12 Math | **January 3, 2019** 8:00am – 3:00pm | Melrose High School | 6-12 Math Teachers | 16993 |
| College, Career & Technical Education | **January 3, 2019** 8:00am – 3:00pm | Mitchell High | College, Career, and Technology Teachers | 16997 |
| DEC- BIC | **January 3, 2019** 8:00am – 3:00pm | Avon Lennox | BIC Teachers and Paraprofessionals | **Course Code:** 16998 <br><br> **Section:** 25849 |
| DEC- CLUE | **January 3, 2019** 8:00am – 3:00pm | Cordova Middle | CLUE Teachers | **Course Code:** 16998 <br><br> **Section:** 25850 |
| DEC- Day Treatment, Social Workers, & Teacher Assistants | **January 3, 2019** 8:00am – 3:00pm | Northeast Prep | Day Treatment Teachers, Social Workers, and Teacher Assistants | **Course Code:** 16998 <br><br> **Section:** 25851 |
| DEC- OT/PT | **January 3, 2019** 8:00am – 3:00pm | Rhodes College - Spencer Wilson Room | OP/PT | **Course Code:** 16998 <br><br> **Section:** 25852 |
| DEC- Resource/Inclusion/Co-Teachers | **January 3, 2019** 8:00am – 3:00pm | See Content Area | All resource and inclusion teachers should attend an appropriate ELA or Math | See Content Area |

| | | | session based on grade band. | |
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| DEC – Paraprofessionals | **January 3, 2019** 8:00am – 3:00pm | Base School | All SPED Paraprofessionals (not including BIC, DT, and STEP) will report to base school. | N/A |
| DEC- School Psychologists | **January 3, 2019** 8:00am – 3:00pm | Bond Bldg- 4th Floor | School Psychologists | **Course Code:** 16998 **Section:** 25853 |
| DEC- Self Contained--FS/AFS/Sped PS/Hearing/Vision | **January 3, 2019** 8:00am – 3:00pm | Manassas High | SPED Self-Contained Teachers; Vision Teachers, Hearing Teachers | **Course Code:** 16998 **Section:** 25854 |
| DEC-Speech/Language providers | **January 3, 2019** 8:00am – 3:00pm | M-SCEA Auditorium | Speech Therapists | **Course Code:** 16998 **Section:** 25855 |
| DEC- STEP | **January 3, 2019** 8:00am – 3:00pm | Airways Achievement | STEP Teachers and Paraprofessionals | **Course Code:** 16998 **Section:** 26104 |
| Division of Early Childhood - Pre-K Department | **January 2, 2019** 8:00am – 3:00pm | Memphis Cook Convention Center | Pre-K Teachers and Teacher Assistants | 16999 |
| ESL | **January 3, 2019** 8:00am – 3:00pm | Craigmont Middle | ESL Teachers | 17001 |
| Family and Community Engagement | **January 3, 2019** 8:00am – 3:00pm | LeBonheur Community Outreach at Methodist | Family Engagement Specialists | 17002 |
| HPELW | **January 3, 2019** 8:00am – 3:00pm | Ridgeway High | Required for all K-12 HPELW Teachers | 17003 |
| JROTC | **January 3, 2019** 8:00am – 3:00pm | Northwest Prep | JROTC Instructors | 17167 |
| Library Services | **January 3, 2019** 8:00am – 3:00pm | Kate Bond Middle | Library Information Specialists | 17004 |
| Office of Schools and Leadership (DDI) for Principals | **January 3, 2019** *Secondary Principals* 8:00am – 11:00am *Elementary Principals* 12:00pm – 3:00pm | W.H. Brewster | All Principals | **Course Code:** 16757 **Secondary Principal Section:** 25656 **Elementary Principal Section:** 25658 |

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| Optional Schools and Advanced Academics (AP Teacher) | **January 3, 2019** 8:00am – 3:00pm | Central High School | Advanced Placement Teachers | **Course Code:** 17005 **Section:** 25862 |
| Optional Schools and Advanced Academics (IB Teacher) | **January 3, 2019** 8:00am – 3:00pm | Germantown High School | International Baccalaureate Teachers | **Course Code:** 17005 **Section:** 25863 |
| Orff Music | **January 3, 2019** 8:00am – 3:00pm | Shelby Oaks Elementary | K-5 Orff Music Teachers | 17009 |
| Performing Arts | **January 3, 2019** 8:00am – 3:00pm | Overton High School | Performing Arts Teachers (Dance, Band, Choir, Theatre, Orchestra, Piano) | 17010 |
| Response to Instruction and Intervention | **January 3, 2019** 8:00am – 3:00pm | Colonial Middle | RTI Leads and Interventionists. Due to limited space, we are requesting the RTI Lead or designee and one Interventionist attend. | 17011 |
| School Counseling Services (K-8) | **January 3, 2019** 8:00am – 3:00pm | A. Maceo Walker Middle School | K-8 Counselors | **Course Code:** 17012 **Section:** 25874 |
| School Counseling Services- High School | **January 3, 2019** 8:00am – 3:00pm | University of Memphis University Center | High School Counselors | **Course Code:** 17012 **Section:** 25875 |
| Student Equity Enrollment & Discipline (SEED) | **January 3, 2019** 8:00am – 3:00pm | Central Office Grays Creek | TBD | 17017 |
| Teaching Lab | **January 3, 2019** 8:00am – 3:00pm | Teaching and Learning Academy | All 6-8 ELA teachers, SPED teachers, and Admin Leads at Oakhaven Middle, Cordova Middle, and Grandview Heights Middle | 16627 |
| Visual Art | **January 3, 2019** 8:00am – 3:00pm | Memphis College of Art | Visual Art Teachers | 17018 |
| World Language | **January 3, 2019** 8:00am – 3:00pm | White Station High | World Language Teachers | 17019 |

# K-12 Science

| Session Title | Session Overview |
|---|---|
| SEP: Constructing Explanations | Participants will:<br>Know<br>Best practices in instruction as it relates to engaging students in the Science and Engineering practice of Constructing Explanations.<br><br>Understand<br>The integration of Constructing Explanations as a Science and Engineering Practice will require shifts in both planning and instruction, to meet the demands of the three-dimensional TN Academic Science Standards and support highly effective classroom instruction.<br><br>Do<br>Navigate curricular resources during a lesson study in preparation for executing well-structured lessons that engage students in Constructing Explanations to make sense of phenomena, in support of the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned three-dimensional TN Academic Science Standards. |
| Textbook Sessions | Participants will have first-hand engagement using the adopted science material with McGraw-Hill, Pearson, and HMH. |

# K-12 Social Studies

## K-5 Sessions

| Session Title | Session Overview |
|---|---|
| Shifts in K-5 Social Studies | Participants will learn about the shifts occurring in K-5 social studies in Shelby County Schools as well as across Tennessee. |
| Social Studies Practices and the K-5 Instructional Walkthrough Tool | Participants will thoroughly review and analyze the Tennessee Social Studies Practices and the SCS K-5 Social Studies Instructional Walkthrough Tool in an effort to improve instruction and planning. |

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| Practice with Protocols and the Lesson Closures | Participants will perform tasks involving various protocols/strategies in an effort to improve content delivery and student retention of social studies content. |
| Quarter 3 Collaborative Planning | Participants will use curriculum maps, Social Studies Practices, EL Protocols, and the K-5 Social Studies Instructional Walkthrough Tool to collaboratively plan for Quarter 3 of their specific grade level. |

## 6-12 Sessions

| Session Title | Session Overview |
|---|---|
| Changes in the standards for 2019-2020 | Dr. Kadie Patterson from the TDOE will be conducting a half day training with 6-8 grade teachers from 8-11 a.m. discussing changes in the standards and providing assessment updates. |
| Curriculum Feedback | 6-8 grade teachers will provide feedback on curriculum for Q1 and Q2 from 12:30-1:45. |
| Collaborative Planning | 6-8 teachers will engage in collaborative planning activities for Q3 from 2:00-3:00 p.m. |
| Changes in the standards for 2019-2020 | Dr. Kadie Patterson from the TDOE will be conducting a half day training with high school US History teachers from 12:30-3:00p.m. discussing changes in the standards and providing assessment updates. |
| Curriculum Feedback | 9-12 grade teachers will provide feedback on curriculum for Q1 and Q2 from 8:00 a.m.-9:15 a.m. |
| Collaborative Planning | 9-`12 teachers will engage in collaborative planning activities for Q3 from 9:30 a.m. to 11:00 a.m. |

# K-2 ELA

| Session Title | Session Overview |
|---|---|
| Purposeful Practice: Implementing Highly Effective Literacy Workstations | K-2 Teachers will… <br><br> Know that literacy workstations are a critical component of the 60-minute foundational literacy block, as indicated by the SCS K-2 Instructional Framework, SCS Non-negotiables, and the IPG for Foundational Skills. <br><br> Understand the processes and protocols that facilitate effective implementation of the literacy workstations. <br><br> Be able to reflect on and make appropriate adjustments to current practices in order to provide students more meaningful opportunities to practice and apply skills. |
| Purposeful Practice: Implementing Highly Effective Literacy Workstations with Reading Horizons Discovery | K-2 Teachers will… <br><br> Know that literacy workstations are a critical component of the 60-minute foundational literacy block, as indicated by the SCS K-2 Instructional Framework, SCS Non-negotiables, and the IPG for Foundational Skills. <br><br> Understand the processes and protocols that facilitate effective implementation of the literacy workstations. <br><br> Be able to reflect on and make appropriate adjustments to current practices in order to provide students more meaningful opportunities to practice and apply skills. |
| Quarter 3 Unit Overview | Know <br><br> • Although barriers can impede pacing, understanding a module's components and their purpose will lead to lesson preparation and delivery that is thoroughly aligned to long-term learning targets and covers the range of standards that should be addressed over the course of a unit. <br><br> Understand <br><br> • When preparing students for the End of Unit assessment: addressing pacing barriers, developing a common understanding of the text and understanding how lessons are designed, will ensure students receive text-based, standards- aligned instruction. <br><br> Do: |

| | • Analyze a calendar mapping exemplar to forecast and solve pacing barriers.<br><br>• Engage in a Unit Planning protocol to increase understanding of how the embedded backwards design of the lessons build up to the Assessments. |
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# K-2 Skills Pilot

| Session Title | Session Overview |
|---|---|
| K-2 Skills Block Pilot Training | Because of this widely recognized need, EL Education has created the K-2 Reading Foundations Skills Block (K-2 Skills Block). The intent is to ensure that, by the end of Grade 2, students acquire the depth of skills they need in the Reading Foundations standards in order to be able to navigate grade-level text independently. The lessons and assessments explicitly address the CCSS Reading Foundations standards as well as some Language standards associated with spelling and letter formation. |

# K-5 Math

| Session Title | Session Overview |
|---|---|
| TNReady Aligned Instruction | Know:  Participants will know how to interpret grade-level standards to inform instructional decisions when preparing to teach Eureka lessons<br>Understand:  Participants will understand how Eureka lesson objectives are embedded within the TN math standards in preparation for upcoming lessons<br>Do:  Participants will engage in an in-depth study of TN math standards and its' correlation to Eureka lesson objectives using the Scope and Sequence framework within individual grade bands |
| Launch Eureka (For New Teachers Only) | Know:  Participants will know that the Eureka Curriculum is a resource that closely aligns with the Instructional shifts required of the TN State Standards.<br>Understand:  Participants will understand how "The Story of Units" is organized. Participants will also understand how to find lessons, resources and tools on the Great Minds website<br>Do:  Participants will engage in activities to become familiar with the components and resources of a lesson. |
| Adaptations for Learning Gaps | Know:  Participants will know how to adapt Eureka lessons to plan for gaps and misconceptions. |

| | Understand:  Participants will understand how the standards comparison documents and other resources assist with adapting Eureka lessons.<br>Do:  Participants will use foundational standards, topic overviews, and coherence maps to make intentional adaptations that are necessary within a Eureka lesson. |
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| K-5 Math Content Study | Know:  Participants will have a deep knowledge of Quarter 3 mathematics, including big ideas, models, and strategies.<br>Understand:  Teachers will understand the progression and sequencing of their mathematics for Q3.<br>Do:  Teachers will do the mathematics of Q3 and consider the need for explicit modeling within a math lesson. |
| K-5 Remediation Guides and Tools | Know:  Teachers will know how to navigate through remediation resources when planning targeted instruction for intervention<br><br>Understand:  Teachers will understand how to identify remedial standards necessary to master current grade level content.<br><br>Do:  Teachers will engage in an in-depth review of Remediation Guides and their correlation with intervention (small group instructional preparation). |

## 3-5 ELA

| Session Title | Session Overview |
|---|---|
| Quarter 3 Unit Overview | Know<br>• The barriers that can impede pacing<br><br>• The importance of understanding the unit's components and their purpose, so that lesson preparation can be more thoroughly aligned to unit outcomes<br><br>Understand<br>• How to plan ahead for pacing barriers in order to decrease pacing issues<br><br>• Comprehend how the purpose of each unit and engaging in backwards planning prior to delivery will allow teachers to make the best instructional decisions for all learners<br><br>Do<br>• Engage in a calendar mapping protocol to forecast lesson pacing issues due to scheduling asks |

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| | • Analyze how the module expectations develop over the course of the units to support students with building skills and content knowledge, to meet the college – and career – ready standards<br><br>• Engage in a backwards design protocol to increase understanding of how lessons build towards the End of Unit Assessment |
| Providing Students with Authentic Scaffolds | Know<br>• Effective, research-based, authentic scaffolds provide a temporary boost for students, allowing them to engage in the grade-level rigor of the standards and curricular tasks.<br>Understand<br>• While Shelby County School's ELA curriculum intentionally scaffolds learning over the course of lessons, including additional scaffolding strategies can redirect misconceptions/misunderstandings and help students reach the learning targets.<br>Do<br>• Analyze research on scaffolding to determine the most effective way to support student engagement with complex texts and tasks.<br>• Analyze a lesson for opportunities to develop and practice authentic scaffolding techniques to ensure students carry the cognitive load of the lesson<br>• Practice developing a sequence of scaffolded questions as well as using in-the-moment 'back pocket' questions to build student understanding to the grade-level rigor of the curricular tasks. |
| Grammar through Writing | Know<br>• EL Education's ELA Curriculum incorporates grammar in context of complex texts, a practice that is supported by multiple sources of educational research.<br>Understand<br>• Although the ELA curriculum contains lessons that attend to students' grammar needs, opportunities exist for teachers to create additional, research-based grammar practice that maintains the integrity of curricular materials.<br>Do<br>• Analyze grammar practices in the curriculum to inform instruction<br>• Analyze and practice grammar-focused practice opportunities using Language Dives (K-6) and/or Sentence Sculpting. |
| Closing Session with Dr. Donyale Dickey | Session Outcomes:<br>• Addressing Low Expectations<br>• The Power of Knowing the Standards and Aligned Instructional Materials<br>• Interpretation and Resource Guides for ELA, Math, Social<br>• Studies, and Science |

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| | • The Literacy Imperative<br>• School-Wide Instructional Practices<br>• Standards-Driven PLCS<br>• Classroom Walkthroughs, Targeted Teacher Feedback, and<br>• Targeted Teacher Support |

# 6-12 ELA

6-8 Sessions

| Session Title | Session Overview |
|---|---|
| Opening Session with Dr. Donyale Dickey | Session Outcomes:<br>• Addressing Low Expectations<br>• The Power of Knowing the Standards and Aligned Instructional Materials<br>• Interpretation and Resource Guides for ELA, Math, Social<br>• Studies, and Science<br>• The Literacy Imperative<br>• School-Wide Instructional Practices<br>• Standards-Driven PLCS<br>• Classroom Walkthroughs, Targeted Teacher Feedback, and<br>• Targeted Teacher Support |
| Quarter 3 Unit Overview | Know<br>• The barriers that can impede pacing<br><br>• The importance of understanding the unit's components and their purpose, so that lesson preparation can be more thoroughly aligned to unit outcomes<br><br>Understand<br>• How to plan ahead for pacing barriers in order to decrease pacing issues<br><br>• Comprehend how the purpose of each unit and engaging in backwards planning prior to delivery will allow teachers to make the best instructional decisions for all learners<br><br>Do<br>• Engage in a calendar mapping protocol to forecast lesson pacing issues due to scheduling asks<br><br>• Analyze how the module expectations develop over the course of the units to support students with building skills and content knowledge, to meet the college – and career – ready standards<br><br>• Engage in a backwards design protocol to increase understanding of how lessons build towards the End of Unit Assessment |

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| Grammar through Writing | **Know**<br>• EL Education's ELA Curriculum incorporates grammar in context of complex texts, a practice that is supported by multiple sources of educational research.<br>**Understand**<br>• Although the ELA curriculum contains lessons that attend to students' grammar needs, opportunities exist for teachers to create additional, research-based grammar practice that maintains the integrity of curricular materials.<br>**Do**<br>• Analyze grammar practices in the curriculum to inform instruction<br>• Analyze and practice grammar-focused practice opportunities using Language Dives (K-6) and/or Sentence Sculpting. |
| Providing Students with Authentic Scaffolds | **Know**<br>• Effective, research-based, authentic scaffolds provide a temporary boost for students, allowing them to engage in the grade-level rigor of the standards and curricular tasks.<br>**Understand**<br>• While Shelby County School's ELA curriculum intentionally scaffolds learning over the course of lessons, including additional scaffolding strategies can redirect misconceptions/misunderstandings and help students reach the learning targets.<br>**Do**<br>• Analyze research on scaffolding to determine the most effective way to support student engagement with complex texts and tasks.<br>• Analyze a lesson for opportunities to develop and practice authentic scaffolding techniques to ensure students carry the cognitive load of the lesson<br>• Practice developing a sequence of scaffolded questions as well as using in-the-moment 'back pocket' questions to build student understanding to the grade-level rigor of the curricular tasks. |

| Session Title | Session Overview |
|---|---|
| Opening Session with Dr. Donyale Dickey | Session Outcomes:<br>• Addressing Low Expectations<br>• The Power of Knowing the Standards and Aligned Instructional Materials<br>• Interpretation and Resource Guides for ELA, Math, Social<br>• Studies, and Science<br>• The Literacy Imperative<br>• School-Wide Instructional Practices<br>• Standards-Driven PLCS<br>• Classroom Walkthroughs, Targeted Teacher Feedback, and<br>• Targeted Teacher Support |
| Quarter 3 Unit Overview | Know<br>• Although barriers can impede pacing, understanding the unit's components and their purpose will lead to lesson preparation and delivery that is thoroughly aligned to unit outcomes and covers the range of standards that should be addressed over the course of a unit.<br>Understand<br>• When preparing students for the End of Unit assessment, addressing pacing barriers, developing a common understanding of the text and understanding how lessons are designed, will ensure students receive instruction that is grounded in the texts, shifts and is standards-aligned.<br>Do<br>• Analyze a calendar mapping exemplar to forecast and solve pacing barriers<br>• Analyze the text through the Text Talk protocol that will allow participants to engage as a learner while forecasting student misconceptions<br>• Engage in a unit planning protocol to increase understanding of how the embedded backwards design of lessons build towards the End of Unit Assessment |
| Grammar through Writing | Know<br>• Shelby County Schools' ELA curriculum incorporates grammar in context of complex texts, a practice that is supported by multiple sources of educational research.<br>Understand<br>• Although the ELA curriculum contains lessons that attend to students' grammar needs, opportunities exist for teachers to create additional, research-based, grammar practice that maintains the integrity of curricular materials.<br>Do |

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| | • Analyze grammar practices in the curriculum to inform instruction<br>• Practice and create additional grammar-focused practice opportunities using the Sentence Sculpting strategy<br>• |
| Providing Students with Authentic Scaffolds | Know<br>  • Effective, research-based, authentic scaffolds provide a temporary boost for students, allowing them to engage in the grade-level rigor of the standards and curricular tasks.<br>Understand<br>  • While Shelby County Schools' ELA curriculum intentionally scaffolds learning over the course of lessons, including additional scaffolding strategies can redirect misconceptions/misunderstandings and help students reach the learning targets.<br>Do<br>  • Analyze research on scaffolding to determine the most effective way to support student engagement with complex texts and tasks.<br>  • Analyze a lesson for opportunities to develop and practice authentic scaffolding techniques to ensure students carry the cognitive load of the lesson |

# 6-12 Math

| Session Title | Session Overview |
|---|---|
| Quarter Three Content Study (middle school session & high school session) | Know: Participants will have a deep knowledge of their subject's Quarter Three mathematics, including big ideas and common misconceptions.<br><br>Understand: Teachers will understand the progression and sequencing of their mathematics for Quarter Three.<br><br>Do: Teachers will do the mathematics of Quarter Three. |
| Beyond Algebra II: Preparing for Quarter Three | Know: Participants will have a deep knowledge of their subject's Quarter Three mathematics, including big ideas and common misconceptions.<br><br>Understand: Teachers will understand the progression and sequencing of their mathematics for Quarter Three.<br><br>Do: Teachers will do the mathematics of Quarter Three and consider deliberate checks for understanding aligned to anticipated misconceptions. |

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| Technology: DeltaMath & Desmos (Algebra 1 & above) | Participants will be introduced to DeltaMath and learn how to set up teacher and student accounts, assign skills to students, and use the data in your classroom for remediation. Along with DeltaMath participants will discuss classroom-ready lessons on Desmos and how to implement these lessons and build your own activities. Desmos can provide students with access to a FREE graphing calculator, build graphing fluency with MarbleSlides, build meaningful discussions with the snapshot tool, and so much more! |
| Instructional Strategies at Work in the Math Classroom | Know: Participants will know how to implement evidence-based mathematics instructional practices and effective classroom practices.<br><br>Understand: Participants will understand the process for selecting evidence-based mathematics practices and effective classroom practices.<br><br>Do: Participants will engage in some evidence based instructional practices. |
| Launch Eureka 2.0 (for new teachers) | Know: The background of Eureka Math and the basic structure of the curriculum necessary for effective implementation<br><br>Understand: How Eureka Math supports Shelby County Schools' Mathematical Framework<br><br>Do: Analyze the structure of the curriculum, focusing on the instructional shift of Rigor as it relates to the balance struck by the four components of each lesson in Grades 6-12. |
| Update and Ready Math Teacher Toolbox | Know: iReady has a new and enhanced dashboard for educators to put actionable data at their fingertips faster<br>The growth model for the i-Ready Diagnostic has been updated with new measures to track student progress for 2018-2019<br>SCS teachers have access to a supplementary math curriculum which is available through the Ready Math Teacher Toolbox<br><br>Understand: The layout of the new reports and educator controls<br>The difference between the measures of "typical growth" and "stretch growth" targets for students in the new growth model<br>The types of instructional materials found in Ready Math though the Teacher Toolbox<br><br>Do: Navigate in the new educator dashboard to locate i-Ready Diagnostic, Instructional, and Standards Mastery Data<br>Locate instructional resources in the Ready Math Teacher Toolbox |

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| Tech Tools for the Classroom | This session includes creative technology tools and resources available to broaden teachers' understanding of how to integrate available technology resources into classroom instruction. By participating in this session, teachers will be engaged in a valuable interactive learning experience that can be easily implemented into the classroom and support the district's learning goals. |
| How do you know if your students got it? Ways to Check for Understanding | Participants will have the opportunity to learn practical, efficient CFU strategies that can be utilized during daily instruction. Participants will be given time to review an upcoming lesson and determine ways in which to incorporate these strategies. |
| Co-teaching & the IEP | What exactly does co-teaching mean on the IEP and what are your legal responsibilities as a special education teacher and a general education teacher in the co-taught classroom? This session will be taught in the parallel teaching model and will cover such topics as compliance, IDEA, accommodations and modifications. It will also cover how to scaffold and differentiate the math curriculum in your classroom. |
| Co-teaching Strategies for the Secondary Math Classroom | How do you plan a dynamic lesson for the co-taught classroom? This session will be taught in the station teaching model and cover such topics as collaborative lesson planning and how to plan an effective lesson to meet all of your students' needs. We will also show some videos from some outstanding co-teachers and how they make it work in their classroom. |
| Using Casio Technology to Increase Students' Conceptual Understanding | Participants will engage with the Casio Prizm by doing a series of activities that will help math come to life for students |
| Using TI Technology to Increase Students' Conceptual Understanding | Participants will engage with the TI Nspire by doing a series of activities that will help math come to life for students. |
| Applying ESL Strategies to Math Instruction | Know: Participants will learn specific ESL strategies to apply in math instruction. Understand: Participants will understand how ESL strategies can enhance instruction in the mathematics classroom. Do: Participants will create language objectives and modifications for lessons to support the learning of all students, including but not limited to your English Language Learners. |

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| Leveraging TI-84 Calculator for ACT Success | Participants will know how to leverage the TI-84 calculator effectively to promote student success; understand the key content areas on the ACT and adjust math instruction accordingly; discuss ACT strategies and how to incorporate the strategies in the classroom. |
| Leveraging TI-Nspire Calculator for ACT Success | Participants will know how to leverage the TI-84 calculator effectively to promote student success; understand the key content areas on the ACT and adjust math instruction accordingly; discuss ACT strategies and how to incorporate the strategies in the classroom. |
| Understanding the Mathematical Practices | Know: Participants will know the eight Student Mathematical Practices and know teacher and student actions associated with each.<br><br>Understand: Participants will understand how the Eureka curriculum develops teacher's understanding of the Student Mathematical Practices.<br><br>Do: Participants will, after examination, recognize the Student Mathematical Practices within an observed math lesson and cite evidence that supports their findings. |
| Adaptations for Misconceptions and Learning Gaps | Know:  Participants will know how to adapt Eureka lessons to plan for gaps and misconceptions.<br><br>Understand:  Participants will understand how the standards comparison documents and other resources assist with adapting Eureka lessons.<br><br>Do:  Participants will use foundational standards, topic overviews, and coherence maps to decide where intentional adaptations are necessary within a Eureka lesson. |
| Analyzing Student Work through The Task on the Table | Know: Participants will know how to examine the "Task on the Table" and determine its alignment to the standard(s) and provide suggestions on aligning the "tasks".<br><br>Understand: Participants will understand how to use steps one, two, and five of the Student Work Analysis Protocol to ensure that the curriculum, task, and the standard equate.<br><br>Do: Apply the Student Work Analysis Protocol to analyze the "Task on the Table". |

| Meeting the Needs of All Learners | Know: Participants will know how various strategies for differentiation can be used in the math classroom to increase student understanding.<br><br>Understand: Participants will understand the role ESSA plays in ensuring all students have access to understanding grade level content.<br><br>Do: Participants will implement strategies learned in the session into an upcoming lesson. |
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| Understanding the IPG | Know: Participants will know the purpose and components of the Shelby County Schools Math Instructional Practice Guide.<br><br>Understand: Participants will understand how the Math IPG guides teaching practices.<br><br>Do: Participants will take a deep dive into the core actions. |

## College, Career & Technical Education

| Session Title | Session Overview |
|---|---|
| The Quality Check-QPI Portfolio Review | Participants will walk through the process of creating a high quality QPI Portfolio. |
| Taming The Tiger | Participants will engage in eTiger training including deadlines, how to utilize the data within this portal, and how to accurately input data for students. |
| Rigor in The Classroom | Is your classroom utilizing rigor and relevance within each lesson? This session will dig into high quality instruction techniques. |
| Advisory Council 101 | Is your Advisory Council working for you? Let's look at methods to increase the effectiveness of your Advisory Council meetings and how to engage your partners in working with you to build your program. |
| Getting to the Basics: OSHA 10 | Have you heard about the OSHA 10 Industry Certification? This session will provide you with the basic information about OSHA 10 and how you can certify your students. |
| Getting to the Basics: CompTIA | Have you heard about the CompTIA Industry Certification? This session will provide you with the basic information about CompTIA and how you can certify your students. |

| Session Title | Session Overview |
|---|---|
| Getting to the Basics: STEM Certifications | Have you heard about the STEM Industry Certification? This session will provide you with the basic information about STEM certifications and how you can certify your students. |
| The Nuts and Bolts of Work Based Learning | Are you interested in utilizing Work Based Learning with your CCTE program? This session will provide participants with all of the steps to implement WBL. |
| Creating Customized Pathways with Odysseyware | Participants will receive hands-on training on how to effectively use the Odysseyware learning management system, curriculum, and course materials to support program goals. |

## DEC- BIC

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| We have the data, now what? | Using data notebooks to support IEP development |
| Do you see what I see? | Looking at an IEP and determining if it passes the IAIEP test |

## DEC- CLUE

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| We have the data, now what? | CLUE teachers will receive information regarding IAIEP development, instruction and procedural updates |

# DEC- Day Treatment, Social Workers, & Teacher Assistants

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| We have the data, now what? | Using data notebooks to support IEP development |
| Do you see what I see? | Looking at an IEP and determining if it passes the IAIEP test |

# DEC- OT/PT

| Session Title | Session Overview |
|---|---|
| Pushing into the Classroom:  Practical Strategies for Pediatric Therapists <br> (4 hours) | Therapists will identify research evidence supporting push in of related services, develop strategies, and create an action plan. |
| Stewards of Children <br><br> (3 hours) | Therapists will identify signs of possible child sexual abuse and learn what they can do as individuals and as an organization to protect children. |

# DEC- School Psychologists

| Session Title | Session Overview |
|---|---|
| Procedures for School Psychologists | School Psychologists will spend the day discussing responsibilities and procedures.  This includes updates and assessment information |

# DEC- Self Contained-- FS/AFS/Sped PS/Hearing/Vision

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| Panel discussion | A panel of SPED teachers will share and discuss best practices and ways to support student with behavior concerns in the classroom and during transition |
| We have the data, now what? | Using data notebooks to support IEP development |
| Do you see what I see? | Looking at an IEP and determining if it passes the IAIEP test |

# DEC- Speech/Language Providers

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| Panel discussion | A panel of SPED teachers will share and discuss best practices and ways to support student with behavior concerns in the classroom and during transition |
| We have the data, now what? | Using data notebooks to support IEP development |
| Do you see what I see? | Looking at an IEP and determining if it passes the IAIEP test |

# DEC – STEP

| Session Title | Session Overview |
|---|---|
| DEC Compliance | SPED teachers will be informed on the latest compliance findings and ways to avoid these |
| We have the data, now what? | Using data notebooks to support IEP development |
| Do you see what I see? | Looking at an IEP and determining if it passes the IAIEP test |

## Division of Early Childhood - Pre-K Department

| Session Title | Session Overview |
|---|---|
| Social Emotional Health & Awareness - Momentous Institute | Participants will engage in training that will provide research-based strategies on social and emotional health in the classroom. |

## ESL

| Session Title | Session Overview |
|---|---|
| Welcome | • Introductions of ESL Team<br>• Agenda for the Day |
| WIDA ACCESS | • Administration of WIDA ACCESS<br>• Practice Tests for Students<br>• Technology Prep |
| ESL Updates | • Seal of Biliteracy<br>• January 25 U of M Collaboration<br>• TDOE Monitoring<br>• Letter home for WIDA ACCESS |

| Session Title | Session Overview |
|---|---|
| Monitoring Progress in ELD (K-8) | <ul><li>Qualifying for ELD</li><li>Designing lessons</li><li>RAZ resources for balanced literacy</li><li>Q & A</li></ul> |
| Monitoring Progress in ELD (9-12) | <ul><li>Qualifying for ELD</li><li>Designing lessons</li><li>Using Rosetta Stone for foundational resources & lessons</li><li>Q & A</li></ul> |
| Backwards Planning: Prioritizing Lessons for Maximum Effect | <ul><li>Prioritize lessons in EL by using the mid and end unit assessments as a guide</li><li>Modeling of effective planning</li><li>Collaboration of lesson planning</li><li>Q & A</li></ul> |
| Grading for Q3 | <ul><li>Review of grading rubrics</li><li>Share past assignments graded for each domain</li><li>Produce a list of upcoming assignments that incorporate the four domains of language</li></ul> |

## Family and Community Engagement

| Session Title | Session Overview |
|---|---|
| Destination 2025: Our Work-Our Impact | Participants will review the *Dual Capacity-Building Framework for Family-School Partnerships* and its intended impact on student achievement. |
| Panel Discussion: Effectively Engaging Families for Academic Achievement | Participants will engage in a question and answer session with parent leaders and community partners around methods and best practices in engaging families. |
| Concurrent Sessions | <ul><li>The And Then Some</li><li>Cultural Competence</li><li>Communicating with Families</li><li>10 Myths about Immigration</li><li>Engaging School Adopters</li><li>Family Literacy</li><li>McKinney-Vento Homeless Families and Students</li><li>Using School Data to Inform Family Engagement</li><li>Engaging Families with (Kindred Place)</li><li>Adverse Childhood Experiences Refresher</li></ul> |

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|---|---|
| | • Family Resources You Can Use<br>• Chronic Absenteeism |

# HPELW

| Session Title | Session Overview |
|---|---|
| Growing for the Gold, Alliance for Healthier Generations | Know: K-12 HPELW Teachers will know the variety of tools created by school health experts to help you achieve your specific health goals at your specific school.<br><br>Understand: K-12 HPELW Teachers understand the 6 step process to becoming a part of the program.<br><br>Do: K-12 HPELW Teachers will discuss the successes, challenges, and identify solutions to apply for the gold award through Alliance for Healthier Generations. |
| Standards Based Instruction and increasing MVPA | Know:  HPELW Teachers will review critical elements and instructional cues for motor skill development needed for invasion, net/wall, individual and team sports.<br><br>Understand: HPELW Teachers will understand the basic strategies and concepts across multiple sports.<br><br>Do: HPELW Teachers will analyze what skills are needed to be successful in multiple sports addressed in the curriculum. |
| Family Life | Know: Best practices and strategies to be implemented for Michigan Model (Family Life Education).<br><br>Understand: Methods to enhance positive outcomes for challenging lessons during MM implementation.<br><br>Do: Participants will discuss and review MM, FLE implementation with peers. |
| Portfolio Guidance and Implementation, TN Dept. of Education | Know: Criteria needed for collecting a purposeful sampling in each perform collection.<br><br>Understand: The key portfolio components and portfolio process.<br><br>Do: Engage in group discussion on accessing support and using the new platform. |

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|---|---|
| Technology in PE | Know: how technology can assist in enhancement of the affective, psychomotor and cognitive domains through implementing opportunities for students to work together, display sportsmanship, provide peer support, and develop ways to enhance the health and physical education experiences.<br>Understand: how technology is reshaping the health and gym class model.<br><br>Do: participate in activities to integrate technology into health and physical education. |
| EVER FI -Wellness | Know: critical wellness issues facing students and the tools they need to make healthy lifestyle decision.<br><br>Understand: how to drive transformative impact around prevention and reducing high-risk drinking behavior, and broader wellness through our evidence-based online programs, data and advisory services. |
| In-School Hockey | Know: Nashville Predators Fitness Challenge for grades 1st – 5th grade for physical education classes.<br><br>Understand: how to help elementary schools be active, make healthy choices in life and provide a basic introduction to the game of street hockey.<br><br>Do: Participate in skill development activities and review the curricula for street hockey. |
| Coordinated School Health | Know: the importance of the CSH model and Healthy School Teams.<br><br>Understand: how to complete and document all State mandated requirements.<br><br>Do: Review the CSH calendar and review materials and resources to do yearly closeouts in CSH components. |
| PRAXIS | Know: General purpose regarding the PE Praxis II Content and Design exam (5095).<br><br>Understand: Implementation of selected resources to better prepare for Praxis and Comprehend specific content for each main category.<br><br>Do: List the main categories of the exam and develop a study and test anxiety plan. |
| Cardio Drum | Know: best practices for organization of equipment and students to maximize student learning time. In addition, know that cardio drumming correlates to achieving SEL objectives, which result in positive behavior growth in students.<br><br>Understand: How to develop warm-ups, skill development progressions for grade-band including cool- |

| | downs as well as share ideas to accommodate the needs of all students using various resources for cardio drumming.<br><br>Do: Plan and design to extend cardio drumming physical fitness routines and activities to support classroom learning. Identify state learning outcomes accompanying a sample cardio drumming session. |
|---|---|
| Marathon Kids | Know: the importance of improving the health of children by providing them the tools, motivation and support to live happier, healthier lives.<br><br>Understand: enabling us to create the following framework pillars on which we base everything: Goal -Setting, Group Tracking, Social Support, Modeling, Celebrating and Rewarding.<br><br>Do: participate in discussion and goal- setting to establish the school's run club. |

## Library Services

| Session Title | Session Overview |
|---|---|
| STEM in the Library | Know:<br>• The value of engaging students in STEM activities as a part of the library program<br>Understand:<br>• How to meaningfully integrate STEM into the library program, where to find resources and materials, how to promote student critical thinking, use STEM to incorporate research strategies through meaningful tasks, and teach students to succeed by learning through failure.<br>Do:<br>• Find resources and projects relevant to your students' needs; explore funding sources; use different manipulatives to further knowledge of STEM practices; critically think<br>through task; persevere through failure |
| Words in Motion-Making Picture Books and Poems Interactive | Know:<br>• At the conclusion of this workshop, elementary librarians will know how to make story times and read-alouds interactive<br>   when they apply (1) call-and-response (2) dramatization<br>   (3)        song/dance and (4) short answer questions.<br>Understand:<br>• Librarians should understand that this workshop will give them reading techniques and activities they can apply to a variety of picture books and poems during story times and read-aloud presentations.<br>Do: |

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| | To make story times interactive, librarians will dramatize a variety of poems and picture books written by Eloise Greenfield, Chris Raschka, Jon Klassen and Alice Faye Duncan. |
| Library RaP (Routines and Procedures) | Know:<br>• Impact that sound routines and procedures have on promoting ownership and literacy in the library setting<br>Understand:<br>• How effective routines and procedures lead to fewer discipline problems and maximization of valuable class time<br>Do:<br>• Review and encourage questions about library routines and procedures<br>• Participate in a group discussion of daily library management that maximizes scholar success |
| Moving Up-Moving Beyond the Middle School Curriculum | Know:<br>• Aspects of the middle school curriculum<br>• How to effectively use the middle school curriculum for high school library instruction<br>• How to locate and view the New AASL Standards<br>• Importance of the curriculum to prepare students to become skilled users of information, resources, and technology<br>Understand:<br>• How to use the middle school curriculum as a guide to direct library media teaching and student learning at the high school level<br>• Key elements of middle school curriculum<br>Do:<br>• Review and ask/answer questions about the curriculum and transition to high school instruction<br>• Participate in a group activity of high school resources that align with the middle school curriculum |
| Incorporating the Elementary Library Curriculum into Library Lesson Plans | Know: Participants will Know:<br>• How to develop library lesson plans that are aligned to AASL Standards and TN ELA Academic Standards using the new LIS Elementary Curriculum.<br>• How to plan and structure effective lessons that support general education instruction<br>Understand:<br>• How to develop effective lesson plans which incorporate the LIS curriculum<br>• How to identify the AASL Standards in alignment to the TN ELA Academic Standards<br>Do:<br>• LIS will participate in small group discussions how to integrate the LIS curriculum, the new AASL standards and indicators, and TN ELA Academic Standards in order to create effective instruction<br>• Participants will develop a lesson plan which incorporates the LIS curriculum. |

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| TEM and Your Library Environment | Know:<br>• The importance of providing a well maintained and welcoming library environment<br>Understand:<br>• How to establish routines and procedures to maximize the use of library resources<br>Do:<br>• Create a plan to ensure the library is inviting for all patrons |
| The 3 D's of Data-Driven Instruction @ Your Library: Discover, Disaggregate and Develop | Know:<br>• How to use data to drive library instruction<br>• Possible sources of data that can be used including relevant district, state, and national data sources.<br>Understand:<br>• How to use relevant data to design lessons and programming to improve student achievement<br>Do:<br>• Disaggregate data and develop lessons and programs to meet the needs of their patrons and school |
| Using Book Trailers to Enhance Book Talks for Destination 2025 | Know:<br>• Impact sound librarianship/library usage has on the promotion of literacy<br>Understand:<br>• How Book Talks and Book Trailers can increase student interest in books<br>Do:<br>• Research Book Trailers<br>• Customize a list of Book Trailers to utilize in your library. |
| Weeding Your Library…It's Not an Option…It's a Necessity | Know:<br>• Every librarian has the capacity to impact literacy through providing current and useful materials throughout the libraries of Shelby County Schools.<br>• State and SCS standards for conducting a weed<br>• Reasons to weed your library<br>• Weeding procedures<br>• Importance of weeding regularly<br>Understand:<br>• Weeding is a continuous process.<br>• Weeding is key to improving the library's resources.<br>Do:<br>• Create and implement a plan for weeding your library.<br>• Equip library information specialists with the essential knowledge needed to evaluate, weed, and replenish the library collection to promote literacy. |

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| Microsoft Innovative Educator Tools: Using Office 365 Accounts in the Library Program | Know:<br>• What tools are available inside the District Office 365 Account<br>Understand:<br>• How various Office 365 tools can facilitate and enrich the library program<br>Do:<br>• Practice navigating and using Office 365 tools |
| Implementing the Middle School Library Curriculum | Know:<br>• The specifics of the Library Middle School Curriculum and where to find it.<br>Understand:<br>• How to use the curriculum to create lesson plans that support student and school academic achievement<br>Do:<br>• Create a lesson plan for your library |

## Office of Schools and Leadership (DDI) for Principals

| Session Title | Session Overview |
|---|---|
| Data Driven Instructional Cycle Professional Learning | • Build capacity to support principals in enhancing their skills as instructional leaders and ability to lead high-performing instructional leadership teams<br><br>• Effectively integrate multiple forms of data, at both the school and system level, to inform coaching, district professional development plans, and the sustainability action plan<br><br>• Balance roles as coach and evaluator to provide consistent feedback and support to school leaders<br><br>• Develop a strong community of practice that builds collective capacity with the group and across the district<br><br>• Develop a common understanding of effective instructional leadership and the actions school leaders can take to improve instruction |

## Optional Schools and Advanced Academics (AP Teachers)

| Session Title | Session Overview |
|---|---|
| AP Course Sessions | Exam preparation and teacher modeling /feedback on key skills specific to the content area.<br>• AP World History<br>• AP U.S. History<br>• AP Human Geography<br>• AP Language and Composition<br>• AP Literature and Composition<br>• AP Chemistry<br>• AP Biology<br>• AP Calculus<br>• AP Govt. and Politics<br>• AP Physics<br>• AP Psychology<br>• AP Computer Science |

## Optional Schools and Advanced Academics (IB Teachers)

| Session Title | Session Overview |
|---|---|
| Hearing from the Stakeholders: What IB Means to Me | Debriefing and discussion as a large group of ways to motivate students. |
| Internal Assessments: Preparing, Assessing, Calendar | • IB English<br>• IB Psychology<br>• IB Math<br>• IB Languages<br>• IB Sciences<br>• IB Arts<br>• IB History of the Americas<br>• Theory of Knowledge |

# Orff Music

| Session Title | Session Overview |
| --- | --- |
| Purposeful Pathways 1 | This session is a teacher training session with facilitator, Beth Ann Hepburn, on how to use the Curriculum resource book, Purposeful Pathways, Book 1. Teachers will be able to use the activities in the book to plan and deliver purposeful lessons for curriculum implementation. |
| Purposeful Pathways 2 | This session is a teacher training session with facilitator, Beth Ann Hepburn, on how to use the Curriculum resource book, Purposeful Pathways, Book 2. Teachers will be able to use the activities in the book to plan and deliver purposeful lessons for curriculum implementation. |

# Performing Arts

| Session Title | Session Overview |
| --- | --- |
| Nurturing Creativity and a Places of Belonging for All Learners using the Revised Standards | In this session, teachers will be guided to implement the new TN standards in a way that nurtures creativity and belonging. |
| Selecting High Yield Rehearsal Materials | In this session, teachers will collaborate to unpack the new standards to set rigorous learning targets that align to grade appropriate rigorous materials. |

| Session Title | Session Overview |
|---|---|
| Developing Strong Program Support Systems | In this session, arts teachers will participate in a professional learning community designed to highlight program needs such as student recruitment, fund raising, marketing, parent support, and community performances. |
| Instrument Repair for the Busy Band Director | In this session, directors will learn the new process for SCS instrument repair, and also learn proven tips for making fast repairs. |

## Response to Instruction and Intervention

| Session Title | Session Overview |
|---|---|
| Effective Small Group Math Instruction for Elementary Schools | Participants will KNOW the components of an effective intervention block.<br><br>Participants will UNDERSTAND the process of implementing high quality small group instruction.<br><br>Participants will view (Do) an exemplar lesson, analyze the lesson, and develop a plan of action to execute within their intervention block at his/her assigned school. |
| Effective Small Group Math Instruction for Secondary Schools | Participants will KNOW the components of an effective intervention block.<br><br>Participants will UNDERSTAND the process of implementing high quality small group instruction.<br><br>Participants will view (Do) an exemplar lesson, analyze the lesson, and develop a plan of action to execute within their intervention block at his/her assigned school. |
| RTI$^2$ Escape Room - The World is Counting on You!<br>*You don't need superpowers to save the world.* | Participants will KNOW the importance of utilizing multiple tools to implement effective RTI$^2$ structures. |

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| *You just need great teamwork, good communication, and plenty of brainpower.* | Participants will UNDERSTAND solving the challenge requires teamwork and support.<br><br>Participants will solve (DO) a series of puzzles, riddles and obstacles using clues, hints, and strategies to complete the objectives in a set time limit and unlock the RTI$^2$ code. |
| Navigating the RTI$^2$ Math Resource Guide | Participants will KNOW how to use the Math Guide as a resources to support instruction<br><br>Participants will UNDERSTAND how important it is to incorporate strategies utilizing supplemental resources to engage student's multi-sensory needs that support applied learning.<br><br>Participants will engage (DO) in small group activities and share best practices that will support implementation of small group instruction. |
| Increasing math fluency through discourse | Participants will KNOW the importance of fluency in math.<br><br>Participants will UNDERSTAND how discourse increases fluency in math.<br><br>Participants will (DO) learn strategies to help struggling students become fluent in math. |
| General Session | Participants will KNOW the importance of sustaining effective RTI$^2$ implementation to impact student success.<br><br>Participants will UNDERSTAND the key steps for continuing and enhancing quality implementation, to move beyond a culture of compliance.<br><br>Participants will DEVELOP a SWOT analysis to determine strengths, weaknesses, opportunities, and threats to successful implementation of RTI$^2$. |
| What does it take to implement RTI$^2$ successfully? (Elementary School) | Participants will KNOW the importance of developing a system of accountability among staff in the implementation of RTI$^2$.<br><br>Participants will UNDERSTAND common areas of success and growth opportunities in elementary schools.<br><br>Participants will identify (DO) 2-3 best practices to enhance their implementation of RTI at their assigned school. |
| What does it take to implement RTI$^2$ successfully? (Middle School) | Participants will KNOW the importance of developing a system of accountability among staff in the implementation of RTI$^2$.<br><br>Participants will UNDERSTAND common areas of success and growth opportunities in middle schools. |

| | Participants will identify (DO) 2-3 best practices to enhance their implementation of RTI at their assigned school. |
|---|---|
| Making Middle School Intervention Work | Participants will KNOW how to establish a system of accountability among staff in the implementation of $RTI^2$.<br><br>Participants will UNDERSTAND common areas of success and areas for growth in their RTI programs.<br><br>Participants will determine (DO) how $RTI^2$ students will be placed for intervention, who will teach the intervention, and what will be taught during the intervention period. |
| What does it take to implement $RTI^2$ successfully? (High School) | Participants will KNOW the importance of developing a system of accountability among staff in the implementation of $RTI^2$.<br><br>Participants will UNDERSTAND common areas of success and growth opportunities in high schools.<br><br>Participants will identify (DO) 2-3 best practices to implement in order to improve their implementation of RTI at their assigned school. |
| **i**-Ready Math and the Teacher Toolbox for $RTI^2$ | Participants will KNOW the components of Ready Math to use for face-to-face instruction for $RTI^2$.<br><br>Participants will UNDERSTAND how to read i-Ready reports to make instructional decisions.<br><br>Participants will be able to plan (DO) face-to-face instruction for RTI using i-Ready reports and resources from the Teacher Toolbox. |
| Introducing Ready Writing for $RTI^2$ | Participants will KNOW the components of Ready Writing available to teachers through the Teacher Toolbox.<br><br>Participants will UNDERSTAND the parts of a Ready Writing lesson and how the parts support students as the write, revise and publish assignments.<br><br>Participants will be able to navigate (DO) the Teacher Toolbox to locate the Ready Writing resources. |
| Planning for the Second Hour of ESL | Participants will KNOW the purpose of ELD and review how students qualify for the additional service<br><br>Participants will UNDERSTAND the language components that should be present in every ELD lesson and how to balance literacy between foundations and meaning. |

| | Participants will be able to identify (DO) resources within the Tier 1 curriculum and monitoring programs to ensure that ELD is being delivered with fidelity |
|---|---|
| EdPlan RTI Key Information Session | Participants will KNOW the basics of creating RTI plans, scheduling intervention calendar appointments, and entering intervention logs in EdPlan.<br><br>Participants will UNDERSTAND the purpose of the planning and logging components within the broader umbrella of RTI practices, as well as understand the resources available to them for more in-depth help.<br><br>Participants will DO a fantastic job of being active listeners and asking thoughtful questions. |
| Getting Started with Achieve Boost | Participants will KNOW about the LevelSet assessment and how to use them to set goals for student growth.<br><br>Participants will UNDERSTAND that Achieve Boost places students into the solution for differentiated instruction and how students navigate the 5 Step Literacy Routine.<br><br>Participants will access (Do) 1-2 reports to monitor student performance in the program. |
| Getting Started with Smarty Ants | Participants will KNOW how to identify students for placement into Smarty Ants.<br><br>Participants will UNDERSTAND how Smarty Ants places students in the scope and sequence of instruction and provides direction, instruction, and practice in individual skills.<br><br>Participants will access (DO) overview data and instructional resources for face-to-face instruction. |
| RTI$^2$-Behavior: SCS Implementation Progress Report | Learners will KNOW the purpose and time-line for training and implementing RTI$^2$-Behavior.<br><br>Participants will UNDERSTAND core differences in PBIS and RTI$^2$-Behavior.<br><br>Participants will use (DO) a Talking Point document to initiate discussions regarding expectations for all staff at each school. |

# School Counseling Services (K-8)

| Session Title | Session Overview |
|---|---|
| K-8 Quarter Updates and Expectations | Participants will know quarter practices and expectations for the remainder of the academic school year |
| Solving Ethical Dilemmas in School Counseling | Participants will discuss and practice an ethical decision-making model during a brief case study |
| Sharpening Individual Counseling Skills | Participants will establish or refine existing techniques to respond to immediate needs of students |
| Professional Learning Zones | Participants will engage in reflective practices, meaningful dialogue and collaborative planning to support student's career exploration and four-year planning. |
| Office of Civil Rights and Section 504 Compliance | Participants will review and know how to update requirements for documentation and compliance including: <br>*the SRT spreadsheet recently sent to 504 Coordinators, <br>*a review of meeting minutes-minimum requirements, and <br>*how to upload supporting documents, (SRT, IHP, BIP, and medical/psychological, teacher observation forms, etc.). |

# School Counseling Services- High School

| Session Title | Session Overview |
|---|---|
| SEL Best Practices | PSC's will know and understand the social emotional learning framework. PSC's will also be able to implement best practices in this domain. |
| Transcript Activity | PSC's will know and understand graduation requirements and course substitutions. PSC's will be able to analyze a transcript and create a focus plan of study. |
| School Counselors and Juvenile Court: Collaborating to Save Lives | PSC's will know the roles of juvenile court and understand the signs of suicide ideation. PSC's will be able to respond to crisis in a school and provide preventative measures. |
| ESL Course Practices | PSC's will know how to utilize ESL courses to satisfy graduation requirements in English. PSC's will understand WIDA scores determines coursework. PSC's will also be able to build 4-year plans for EL students who have taken ESL course work. |
| HPELW Course Practices | PSC's will know the HPELW graduation requirements. PSC's will understand how PE elective courses can be used as an elective focus. PSC's will be able to identify eligible students for the PE elective focus. |

# Student Equity Enrollment & Discipline (SEED)

| Session Title | Session Overview |
|---|---|
| Perspectives, Discipline and Restoration | Know: Participants will know how to interpret the Student Code of Conduct and other discipline related TCA laws when being exposed to student behaviors that impact instruction. <br> Understand: participants will understand various challenges, perspectives, contexts and district expectations when determining discipline consequences <br> Do: participants will review scenarios involving complex discipline issues and actively utilize the code of conduct to determine appropriate responses to challenging behavior as they attempt to utilize the perspectives of other positions. |
| ACEs Training | Know: Participants will know to recognize students who have experienced Adverse Childhood Experiences <br> Understand: Participants will understand why it is necessary to address the social emotional needs of students in order to cultivate safe and productive learning environments <br> Do: participants will participate in strategies and activities that are designed to equip educators with identifying and addressing students with aggressive behaviors that are due to ACEs. |

# Teaching Lab

| Session Title | Session Overview |
|---|---|
| Teaching Lab Cycles of Inquiry | Teachers will engage with 4 Cycles of Inquiry throughout the school year to deepen their instructional practice and familiarity with EL Education's 6-8 ELA curriculum. See Day 1 Cycles for information on the content of each Cycle. |

# Visual Art

| Session Title | Session Overview |
|---|---|
| Who is the Artist? Creativity and the New State Standards | Teachers will gain understanding of how they can better allow students more creativity through implementing new visual art state standards. |
| Art of ED PRO Online Professional Development Training | Teachers will be provided with a tutorial for accessing a new professional development platform through Art of Education. |
| 10th Annual ArtsFest | Teachers will be provided with expectations for submitting student artwork for the 10th annual ArtsFest |
| Curriculum Support Breakout Sessions | Teachers will choose a breakout session tailored to their specific needs in order to support new curriculum. |

# World Language

| Session Title | Session Overview |
|---|---|
| Intercultural Competence: What Is It? | Teachers will what ICC is and how it aligns with the new ML Standards |
| The Cultural Cornerstone of the New ML Standards | Teachers will work with their language/level groups to develop cultural can do statements |
| Proficiency 101- Mandatory session for new teachers hired after August 15 | Teachers will learn about proficiency and portfolio |
| Middle School for Credit – Mandatory Session | Level 1 for credit teachers will learn about changes to EOC and STAMP assessments |
| Tech Tips for the WL Classroom | Teacher will demonstrate how she uses weebly in the classroom to motivate students |
| Practice What You Teach | Teachers will learn strategies to give effective feedback to increase proficiency levels of their students |
| Using Card Talks and Movie Talks | Teachers will learn new strategies to use in their classrooms to increase student engagement and motivation |
| Cooperative Learning in the WL Classroom | Teachers will see demonstrations and strategies of learning groups and centers |
| Digital Cultural Storytelling | Teachers will learn how to use digital storytelling to increase student engagement and strategies and techniques to create effective digital stories. |