PROFESSIONAL LEARNING GUIDE

SPRING 2019

Table of Contents

Overview

Teaching expertise is one of the most important factors in school effectiveness; schools cannot be more successful than their teachers. We know that teacher expertise is intellectually demanding, professional work – it takes study, practice, and critical feedback to develop into an expert teacher (Pimental & Weiner, 2017). To build teacher expertise we have to build the capacity of both teachers and leaders, driving change by creating and developing a shared vision of what excellent instruction looks like at the district, school, and classroom level.

Teachers deserve both materials and professional learning experiences that address the decisions they are making with their students in the context of the actual materials they are using and with guidance and support on how to meet the needs of their unique learners. In Shelby County, we are committed to providing teachers and leaders with research based, practical, and relevant professional learning experiences across content areas.

Our Approach

To meet our ambitious Destination 2025 goals, the Department of Professional Development and Support has developed a three-pronged approach to district professional development:

Build Teacher Capacity: Ensuring teachers understand the purpose and structure of the standards and how to effectively prepare for and implement standards-aligned curriculum. Ultimately providing teachers with the knowledge and skills they need to be able to meet the needs of all of their students. For grades K-2, this includes an emphasis on understanding and implementing standards-aligned foundational skills instruction.

Build ILT Capacity: Setting a clear vision of what standards aligned instruction looks like and an understanding of how to use data (student performance data, informal observations, etc.) to build responsive cycles of professional learning.

Registering for Courses

This catalog includes learning opportunities for teachers, leaders, and other school-based staff. The document is organized by department and includes pertinent course information. Searching by the course number in PLZ will allow you to view the dates, times, and locations for all relevant sessions for that title. **Please note, most courses have a cap on the number of participants that can attend, and it is important to register promptly in PLZ and verify course date and location prior to attending as courses are subject to change.**

DESTINATION 2025

SCS Shelby County Schools — Excellence since 1867
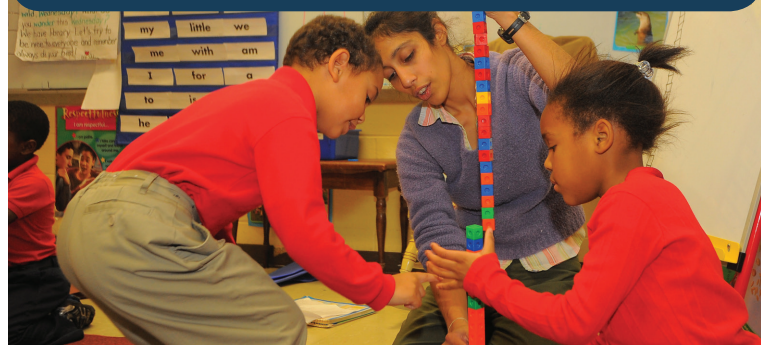
We're elevating the quality of public education in Shelby County. We're creating a more knowledgeable and productive workforce that can impact our entire community in a profound way for years to come.

By the year 2025,

80 percent of seniors will be prepared for post-secondary education or the workforce.

90 percent of students will earn their high school diploma on time.

100 percent of our college- and career-ready graduates will be learning in a college classroom or prepared to start their career straight out of high school.

THE DEPARTMENT OF PROFESSIONAL DEVELOPMENT & SUPPORT

Dear Educators,

We know teaching expertise is one of the most important factors in school effectiveness; schools cannot be more successful than their teachers. We know that teacher expertise is intellectually demanding, professional work – it takes study, practice, and critical feedback to develop into an expert teacher (Pimental & Weiner, 2017). To build teacher expertise we have to build the capacity of both teachers and leaders, driving change by creating and developing a shared vision of what excellent instruction looks like at the district, school, and classroom level.

We are excited to offer new and exciting sessions in the Spring 2019 catalog! Included this semester are Arts Integration sessions offered through a partnership between the Orpheum Theatre and the Kennedy Center. We are also now including sessions for School Counselors and Librarians. We are most elated to introduce a full section devoted to our offerings that are geared toward strengthening our corps of new teachers! You will find general induction related session as well as content-specific sessions that will support you in finishing strong!

We encourage you to sit down with a warm cup of tea or hot chocolate this winter and take a look at all of the professional learning opportunities you have access to in SCS and sign up for a couple that interest you. We look forward to continuing this important work with you.

If you have any recommendations on what we should include next, please reach out to Arby Martin at goodenam@scsk12.org.

All the best,

Professional Development and Support

Courses

ARTS INTEGRATION

The Arts are fundamental to a well-rounded education and are essential to the academic, social, emotional, and intellectual development of every student. Innovative, relevant, and inspiring arts instruction empowers students to use their minds more creatively, in addition to improving their overall academic performance and behavior. Access to the arts through the combination of rigorous arts curricula, arts partnerships, and arts-integration is proven to be one of the strongest academic interventions provided to students in order to achieve District goals.

With Arts-Integration, the arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both. For example, students meet objectives in theater (characterization, stage composition, action, expression) and in social studies. The experience is mutually reinforcing—creating a dramatization provides an authentic context for students to learn more about the social studies content and as students delve deeper into the social studies content their growing understandings impact their dramatizations. For Arts-Integrated Curriculum to result in deep student understanding in both the art form and the other curriculum area, it requires that teachers engage in professional development to learn about arts standards and how to connect the arts to the curriculum they teach.

Recommended Session Sequence

For all Kennedy Center Arts Integration Workshops held at the Orpheum's Halloran Centre, the recommended prerequisite course is "Defining Arts Integration", offered at multiple times throughout the year. Teachers who have attended this pre-requisite course will receive priority registration for other courses.

Key Resources Available

The Kennedy Center: https://artsedge.kennedy-center.org/educators.aspx
The Orpheum Theatre Group: https://orpheum-memphis.com/learn-engage/teacher-professional-development/teacher-professional-development/

Arts Integration

Course Title: **Laying a Foundation: Defining Arts Integration (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Arts Integration
Grade Band: K-12
Audience: All K-12 Teachers and Administrators
Course Outcomes: What is arts integration? This session unpacks the definition developed by the Kennedy Center and gives participants the opportunity to uncover the characteristics of quality arts integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice. Laying a Foundation: Defining Arts Integration should be taken as a prerequisite for other workshops.

Course Title: **A Playful Approach to Writing (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Arts Integration
Grade Band: 1-6
Audience: All teachers in grades 1-6, all contents
Course Outcomes: Playwriting offers a powerful way to interest students in writing or pre-writing processes. Participants examine ways to help students learn how to think like play wrights and to develop a script that draws on their improvisations of characters and ideas. Workshop activities are drawn from Marcus Pfister's The Rainbow Fish. This workshop is offered in conjunction with Student Matinee performances of The Rainbow Fish in March 2009.

Course Title: **Standing in a Character's Shoes: Deeper Meaning Through Monologues (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Arts Integration
Grade Band: 6-12
Audience: All teachers in grades 6-12, all contents
Course Outcomes: Helping students develop understanding of the emotions and motivations of literary characters and historical figures is often challenging. In this workshop, participants explore ways to help students imagine, improvise, and write monologues that reveal the emotions beneath a character's/person's words and change.

Course Title: **Telling Your Story Through the Beat of Jazz (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Arts Integration
Grade Band: 3-6
Audience: All teachers in grades 3-6, all contents
Course Outcomes: In this interactive workshop, teachers learn to immerse their students in the rich history of jazz as they trace its roots and influences through African traditional chants, work songs, spirituals, ragtime, and the blues. Participants explore strategies that are aligned with Writer's Workshop to engage students in writing their own blues song that expresses their emotions.

EARLY CHILDHOOD – ELA

Primary Audience ServedPre Kindergarten and Kindergarten English Language Arts Teachers
Key Departmental Priorities

The early grades TEAM Portfolios include two English language arts (ELA) collections representing a reading literature/writing narrative collection and reading informational text/writing explanatory collection. The ELA model weaves standards together in a way that helps students understand that mastery of foundational skills leads to proficient reading and writing and that these do not happen in isolation but occur in an integrated way. The purposeful layering of standards is designed to build conceptual knowledge in students and is aligned with Tennessee's literacy instruction framework. The scoring rubrics provide a measurement criteria that tie the standards together in an integrated way to assess the performance level of student work as it relates to the standards for each option. As teachers and leaders continue to implement the elements of the portfolio process, within their professional learning communities (PLC) and other collaborative groups, we will support their work with instructional knowledge and resources.

Recommended Session Sequence

Portfolio Training - During the first semester a series of Professional Development were held to address the Portfolio process, including the changes made to for the 2018-19 school year. Teachers were also introduced to the new, web-based platform Portfolium.

Portfolio Collaboration - During the second semester, sessions are collaborative work sessions, not a presentation. Teachers will bring their student work and assessments to share and discuss. Collaboration with others will assist teachers in the development of their portfolio collections. Teachers will analyze their student work through the foundational, reading comprehension and writing lens to determine student performance levels at Point A and Point B.

New Teacher/Staff Sessions
English Language Arts Portfolio Collaborative

Key Resources Available

TEAM Portfolio resource Guide Early Grades 2018-19
2018-19 TEAM Portfolio Guidebook for Administrators and Teachers
English Language Arts and Math Scoring Rubrics
www.team-tn.org

Early Childhood – ELA

Course Title: **Kindergarten ELA Portfolio Collaborative**
Course Number: 26063
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **Kindergarten ELA Portfolio Collaborative**
Course Number: 26064
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **PreKindergarten ELA Portfolio Collaborative**
Course Number: 26065
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **Kindergarten ELA Portfolio Collaborative**
Course Number: 26066
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **Kindergarten ELA Portfolio Collaborative**
Course Number: 26067
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **PreKindergarten ELA Portfolio Collaborative**
Course Number: 26068
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **PreKindergarten ELA Portfolio Collaborative**
Course Number: 26069
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

Course Title: **Kindergarten ELA Portfolio Collaborative**
Course Number: 26070
Department: Division of Early Childhood
Grade Band: PreK-2
Audience: PreK and K English Language Arts Teachers
Course Outcomes: Teachers will analyze student work produced for the Tennessee Growth Measure Portfolio to determine students' performance level.

EARLY CHILDHOOD (PRE-K)

Pre-K teachers and teacher assistants

Key Departmental Priorities

1. Eighty percent of Pre-K students will demonstrate proficiency by averaging Tier I on the final iStation Literacy assessment in May 2019.

2. Early literacy outcomes will increase by 25 percent per domain from initial Brigance assessment in the fall to final benchmark in the spring.

3. Students will show an average of six months age equivalency growth from fall assessment to spring Peabody Picture Vocabulary (PPVT) assessment.

Recommended Session Sequence

New Teacher Mondays will occur once a month on Mondays every month.
Training Tuesdays will occur once a month on Tuesdays every month.
Teachstone Thursdays will occur once a month on Thursdays every month.

New Teacher/Staff Sessions

- New Teacher Mondays: 4:00 - 5:30 pm at 628 Alice Avenue Memphis
    o Dates: January 14, February 11, March 18, April 8, and May 13

- Training Tuesdays: 4:00 - 5:30 pm at 628 Alice Avenue Memphis
    o Dates: January 8, February 5, March 5, April 2, and May 5

- Teachstone Thursdays: 3:45 - 4:45 pm at 628 Alice Avenue Memphis
    o Dates: January 24, February 28, March 28, and April 25

Early Childhood – Pre-K

Course Title: **A Deeper Dive into TEM and CLASS (New Teacher Mondays)**
Course Number: 16195
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title: **Training Tuesdays**
Course Number: 16765
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: An opportunity for Pre-K staff to learning new strategies and receive new tools for achieving high-quality instruction and high student gains.

Course Title: **Teachstone Thursdays**
Course Number: 16462
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: An opportunity for Pre-K staff to deepen their Teachstone CLASS knowledge and receive tools for effective interactions

Course Title: **Higher-Order Questioning and Strategies (New Teacher Mondays)**
Course Number: 16985
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title: **Designing Appropriately Challenging Work (New Teacher Mondays)**
Course Number: 16985
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title: **Closing Out the School Year (New Teacher Mondays)**
Course Number: 16985
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title: **Reflective Practice/ Goals for the 2019-2020 School Year (New Teacher Mondays)**
Course Number: 16985
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Early Literacy

K-2 Teachers of Literacy

Key Departmental Priorities

The Early Literacy Team is a cross-functional team of District Literacy Advisors with extensive knowledge of foundational skills instruction and strategies. Assembled to thwart the literacy deficits in the early grades, the team provides ongoing, consistent support that focuses on enhancing teachers' ability to implement high quality foundational skills instruction that ultimately propels students to high levels of literacy achievement.

The primary work of the Early Literacy Team regards the following:

- Design and facilitate high quality professional learning experiences for school leaders, Foundational Literacy Laureates, K-2 Teachers, and Senior Reading Advisors.

- Participate in Foundational Literacy Quality Reviews (audits) as members of the Early Learning Task Force.

- Design, recommend, and disseminate quality resources to improve foundational skills instruction and pedagogy

Recommended Session Sequence

Kindergarten

* Module 4: Phonics & Word Recognition (Part 1)
* Module 5: Phonics & Word Recognition (Part 2)
* Module 6: Word Composition
* Module 7: Fluency

Grade 1

* Module 4: Phonics (Part 2)
* Module 5: Word Recognition (Part 2)
* Module 6: Word Composition
* Module 7: Fluency

Grade 2

* Module 3: Word Recognition (Part 1)
* Module 4: Word Recognition (Part 2) AND Module 5: Fluency
* Module 6: Word Composition (Part 1)
* Module 7: Word Composition (Part 2)

New Teacher/Staff Sessions

These sessions are designed for all K-2 Teachers of Literacy.

Early Literacy

Course Title: **K-2 Teacher Foundational Skills Module Series**
Course Number: 16876
Department: Early Literacy
Grade Band: K-2
Audience: All K-2 Teachers of Literacy
Course Outcomes: Teachers will know the importance of explicit, systematic foundational skills instruction for students learning to read and comprehend texts. Teachers will understand how to engage students in strategies and activities that foster a strong foundation for early literacy and reading development. Teachers will be able to implement high-quality foundational skills instruction in their classrooms. (This professional learning experience is part of a 7-Module series.)

Course Title: **The Laureate Exchang**e
Course Number: 16896
Department: Early Literacy
Grade Band: K-2
Audience: Foundational Literacy Laureates ONLY
Course Outcomes: Laureates will engage in discussion regarding topics essential to their roles in improving foundational skills instruction. Laureates will understand how their success will be measured. Laureates will be able to submit video captures to a designated platform.

Course Title: **Senior Reading Advisor Training Series: Reading Horizons Elevate**
Course Number: 16925
Department: Early Literacy
Grade Band: 6-8, 9-12
Audience: Senior Reading Advisors ONLY
Course Outcomes: SRAs will know their role in providing specialized literacy support to students, teachers, and leaders in order to achieve high levels of academic improvement in Reading. SRAs will understand how to analyze student performance data to identify key objectives and skills to prioritize for individual and/or small group intervention and re-teaching. SRAs will be able to identify, select, and modify instructional materials and practices to meet the diverse needs of struggling older readers.

Employee Performance and Support (EPS)

Primary Audience Served SCS Teachers

Key Departmental Priorities

The Employee Performance & Support (EPS) team manages evaluation tools, resources, and processes for both Instructional and Non-Instructional employee types to support and enhance employee performance.

The EPS department believes that having a strong performance management system in which employees receive regular, ongoing feedback on their strengths and development areas will increase employee effectiveness and satisfaction and lead to growth opportunities resulting in more effective employees.

Recommended Session Sequence

Sessions will run from January through April, providing teachers an opportunity to attend in person, or register for webinar sessions from any location at their convenience.

New Teacher/Staff Sessions

TEM for Teacher Series: TEM and Professionalism

Key Resources Available

TEM Rubric (Available on the Resources tab in PLZ)

Employee Performance and Support

Course Title: **TEM for Teachers Series: TEM and Professionalism**
Course Number: 17108
Department: Employee Performance and Support
Grade Band: K-2, 3-5, 6-8, 9-12
Audience: SCS Teachers
Course Outcomes: Teachers will gain valuable understanding of the professionalism rubric portion of the evaluation process. New teachers and any teacher needing a refresher or clarification should attend. Face-to-Face and webinar sessions are available.

English as a Second Language (ESL)

Primary Audience Served ESL Teachers and General Education Teachers who teach English Learners

Key Departmental Priorities

- Appropriate Placement of English Learners in ESL Courses
- ESL Teacher Training on ESL Curriculum (Priority 3b)
- Gen ED Teacher Training on WIDA Standards (Priority 3b)
- WIDA Standards Implementation within Gen Ed Classrooms (Priority 3f)
- Align ESL & ELA Curriculum/ Add ESL supports to ELA (Priority 2c)
- Families Connect Project with FACE: Participants (Priority 3b)
- Families Connect Project with FACE: Staff Training (Priority 5a)
- Transcript Support (Priority 4b)
- Appropriate Placement in ELD vs. RTI (Priority 2c)
- Seal of Biliteracy for SCS

New Teacher/Staff Sessions

Making It Easier Makes It Harder
Co-Teaching in ESL (Those new to co-teaching and to the teaching profession, as well)
ESL High School PLC

Key Resources Available

SCS ESL Resources (SharePoint)
SCS ESL Curriculum Companion Guides and Planning Guide

English as a Second Language

Course Title: **ESL Monthly Meetings (required for all ESL teachers)**
Course Number: 16233
Department: ESL
Grade Band: K-12
Audience: ESL Teachers
Course Outcomes: ESL teachers will understand how to implement TN Policy 3.207 and ESL Program Guides within their schools and classrooms. ESL teachers will follow ESL guidelines in order to deliver grade-level appropriate instruction that is within compliance guidelines.

Course Title: **ESL Teacher Collaborative**
Course Number: 16046
Department: ESL
Grade Band: K-8
Audience: ESL Teachers
Course Outcomes: These sessions will be focused on supporting scaffolds for productive language development for Els. Teachers will work collaboratively to both scaffold for language and extend language opportunities to encourage growth in speaking and writing. Each session will utilize ACCESS rubrics to drive discussion and supports for ELs.

Course Title: **Making It Easier Makes It Harder**
Course Number: 17032
Department: ESL
Grade Band: K-8
Audience: ESL Teachers
Course Outcomes: This session will address Meeting Students' Needs through teaching grammar in context This session will explore why reducing Lexile and dropping rigor makes learning English and Academic Language harder for Els and striving readers. Participants will learn how to make complex texts comprehensible for all learners and develop activities to teacher language structure (grammar) and vocabulary within the existing curriculum through using and creating language dives.

Course Title: **Co-Teaching in ESL**
Course Number: 17031
Department: ESL
Grade Band: K-8
Audience: ESL & Gen-Ed Teachers
Course Outcomes: Participants will develop a deeper understanding of how to create an inclusive, collaborative approach to servicing K-8 ELs in a co-teaching setting through an understanding of the roles each teacher plays. Teachers will explore how to best respond to ELs' academic, linguistic, and social needs through collaborative practices. Teachers will examine their existing lesson plans to look for opportunities to create language opportunities that support all learners in a co-teach setting.

Course Title: Expanding Your and Your Students' Horizon
Course Number: 17029
Department: ESL
Grade Band: K-8
Audience: ESL Teachers
Course Outcomes: Participants will know and understand how to involve oneself into the community of his/her students. It will include some ideas of what to do to break the ice, involve as many parents as possible and tie everything back into the classroom, WIDA and achievement. Additionally, there will be a discussion about how and when to advocate for students in terms of instruction.

Course Title: **Leaving the Nest**
Course Number: 17035
Department: ESL
Grade Band: 9-12
Audience: High School Teachers
Course Outcomes: Participants will learn how to assist their ESL students in the transition of leaving high school. Information from outside organizations will be provided that will help students know about scholarship and career opportunities. Additionally, there will be discussion on interactions with the family during this process.

Course Title: **ESL Waiver Students: How to Help Them**
Course Number: 17039
Department: ESL
Grade Band: K-8
Audience: K-8 General Education Teachers
Course Outcomes: Participants will know and understand what to do to help students whose parents have waived their rights to ESL services. Teachers will be able to ask specific questions about their students who are in this categorization. Additionally, teachers will know where to find resources to assist them.

Course Title: **ESL High School Curriculum and Updating ILPs**
Course Number: 17042
Department: ESL
Grade Band: 9-12
Audience: High School ESL Teachers
Course Outcomes: Active participants will unpack three types of writing assessments for Q3 ESL Curriculum; 1) Objective Summaries, 2) Rhetorical Analysis Essay and 3) Research Project – Multi-Media Presentation.

Course Title: **ESL High School Reflection & Goals**
Course Number: 17043
Department: ESL
Grade Band: 9-12
Audience: High School ESL Teachers
Course Outcomes: Active participants will share challenges and communicate opportunities within grades 9-12 for continuous improvement of ESL program.

Course Title: **ESL High School PLC**
Course Number: 17044
Department: ESL
Grade Band: 9-12
Audience: New High School ESL Teachers
Course Outcomes: Active participants will review end of the year procedures and protocols for high school ESL.

Course Title: **ESL High School PLC**
Course Number: 17045
Department: ESL
Grade Band: 9-12
Audience: New High School ESL Teachers
Course Outcomes: Participants will review end of the year procedures and protocols for high school ESL. This is a make-up session if participant did not attend March 5th session

Course Title: **ESL High School PLC**
Course Number: 17046
Department: ESL
Grade Band: 9-12
Audience: High School ESL Teachers
Course Outcomes: Active participants will meet for a final gathering to celebrate successes.

Course Title: **Scheduling ESL Courses for High School Students (Open Lab)**
Course Number: 17066
Department: ESL
Grade Band: 9-12
Audience: High School Counselors
Course Outcomes: Participants will understand the minimum compliance requirements for secondary students identified as English Learners. Participants will understand how to appropriately assign courses/ course codes as well as group students who will receive ESL Services next school year.

English Language Arts (ELA), K-8

Primary Audience Served ELA Teachers, ELA Admin Leads

Key Departmental Priorities

EL Education's ELA curriculum, while one of the strongest and best-reviewed products on the market, is complex and requires skill and understanding at the district, school, and teacher level to implement well. Our department has identified strong implementation support as a critical lever, with a particular focus on building teacher capacity and school-based, decision-making and empowerment of Instructional Leadership Teams (ILTs). For our purposes, we have organized the elements of effective curriculum implementation into three key priorities: teacher fluency, meeting students' needs, and student responses. Professional Development is organized around these three instructional priorities, with leader support, providing ILTs with the instructional knowledge and resources they need to support effective implementation embedded throughout. Content specific professional development in grades K-8 ELA will align expected outcomes to these three priorities.

1. Teacher fluency: Understanding the requirements and expectations of the TN state standards, and the shifts in instruction required to meet the demands and all curricular documents, module internalization and orientation, deep preparation of lesson openings, and making connections

2. Meeting students' needs: Scaffolds, modifications, and small group instruction

3. Student responses: Student discussion and responses, student work analysis and assessments

Recommended Course Sequence

I. Teacher Fluency
   - TNReady and EL
   - Module Overview
   - Unit Overview

II. Meeting Students' Needs
   - Authentic Scaffolds
   - Authentic Reading Scaffolds
   - Authentic Writing Scaffolds
   - Planning for Small Group Instruction

III. Student Responses
   - Authentic Extensions to Improve Student Responses
   - Authentic Student Work Analysis

New Teacher/Staff Sessions

- TNReady and EL
- Authentic Scaffolds
- Module Overview
- Unit Overview

Key Resources Available

- EL Implementation Guide
- ELA Standards Decoded

English Language Arts

Course Title: **ELA Curriculum Quarterly Review Q3**
Course Number: 16216
Department: Department of Curriculum and Instruction
Grade Band: K-2
Audience: K-2 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 3 curriculum materials.

Course Title: **ELA Curriculum Quarterly Review Q3**
Course Number: 16217
Department: Department of Curriculum and Instruction
Grade Band: 3-5
Audience: 3-5 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 3 curriculum materials.

Course Title: **ELA Curriculum Quarterly Review Q3**
Course Number: 16220
Department: Department of Curriculum and Instruction
Grade Band: 6-8
Audience: 6-8 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 3 curriculum materials.

Course Title: **ELA Curriculum Quarterly Review Q3**
Course Number: 16222
Department: Department of Curriculum and Instruction
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 3 curriculum materials.

Course Title: **ELA Curriculum Quarterly Review Q4**
Course Number: 16216
Department: Department of Curriculum and Instruction
Grade Band: K-2
Audience: K-2 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 4 curriculum materials.

Course Title: **ELA Curriculum Quarterly Review Q4**
Course Number: 16217
Department: Department of Curriculum and Instruction
Grade Band: 3-5
Audience: 3-5 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 4 curriculum materials.

Course Title: ELA Curriculum Quarterly Review Q4
Course Number: 16220
Department: Department of Curriculum and Instruction
Grade Band: 6-8
Audience: 6-8 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 4 curriculum materials.

Course Title: ELA Curriculum Quarterly Review Q4
Course Number: 16222
Department: Department of Curriculum and Instruction
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 4 curriculum materials.

Course Title: Task Prioritization and High Impact Questioning
Course Number: 17135
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will increase knowledge about methods used to scaffold tasks that are directly aligned to the End-of-Unit assessment, ensuring that all students will be able to access content. They will also gain an understanding of the cycles of practice within the curriculum and how to prioritize time with tasks that closely align with the End-of-Unit assessments. Participants will engage with the texts and questions from the curriculum and create questions that will allow students to develop responses that meet the demands of the lesson standards.

Course Title: High School: Unpacking the Standards and Shifts
Course Number: 15877
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will understand the depth of the standards and the implication of the shifts on instructional practice as it relates to specific grade level curriculum and content.

Course Title: 9th, 10th, 11th, 12th Grade: Unit 4 Overview
Course Number: 16299
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will gain an understanding of the unit goals, analyze the text to forecast student misconceptions and engage as a learner. Participants will also participate in a backwards design process to increase understanding and knowledge of how lessons build towards the End of Unit Assessment.

Course Title: **High School ELA: PCG Pilot Focus**
Course Number: 16303
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will understand the framework of the Paths to College and Career curriculum, along with the expectations for instruction and student response. Participants will engage in lesson preparation that will ensure students are able to have success on embedded assessments.

Course Title: **Complex Texts and Preparing Students for Assessments**
Course Number: 17137
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will know why it is important to continue to expose students to complex texts in preparation for state assessments and understand that engaging in certain test preparation practices will not effectively prepare students for TNReady assessments. Participants will engage with the high school curriculum and its complex texts, analyzing lessons for opportunities to expose students to questions that align to the state assessments.

Course Title: **Authentic Writing Scaffolds**
Course Number: 17131
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will understand the design logic of high school curriculum lessons and how students are provided multiple ways to engage with texts and represent their understanding through writing. Participants will practice utilizing curriculum resources to prepare lessons that will meet the needs of their students as they produce high-quality writing. Specific guidance will be provided on additional ways teachers can scaffold writing instruction to meet the needs of all students, without sacrificing standards alignment and learning expectations.

Course Title: **Authentic Extensions to Improve Student Responses**
Course Number: 17130
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will understand the grade level expectations of the Tennessee State standards for their grade band and how high quality student responses look and sound. Participants will examine research-based practices and resources from the high school curriculum and the State of Tennessee that will support students as they move beyond grade-level when ready. Participants will practice designing curriculum-based extensions for students who have displayed mastery in order to support the creation of high quality work and improve student responses.

Course Title: ELA Curriculum Quarterly Review Q4
Course Number: 16222
Department: Department of Curriculum and Instruction
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will have an opportunity to provide feedback regarding quarter 4 curriculum materials.

Course Title: TNReady and EL (K-8)
Course Number: 16317
Department: Department of Professional Development and Support
Grade Band: K-2, 3-5, 6-8
Audience: K-8 ELA Teachers
Course Outcomes: Participants will understand the design of EL modules and how the ELA standards are strategically mapped throughout the year, with a specific emphasis on what standards mastery looks like and sounds like. In addition, we will practice making strategic formatting adjustments to tasks without sacrificing the integrity of the curriculum. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title: Authentic Reading Scaffolds (K-8)
Course Number: 17113
Department: Department of Professional Development and Support
Grade Band: K-8
Audience: K-8 ELA Teachers
Course Outcomes: Participants will understand the design logic of EL lessons and how students are provided multiple ways to engage with text and represent their understanding. We will practice utilizing EL resources to prepare lessons that will meet the needs of their students in regard to accessing complex text. Specific guidance will be provided on additional ways teachers can scaffold instruction to help all students access the demands of complex texts, without sacrificing the standards alignment and learning expectations. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title: Authentic Wiring Scaffolds (6-8)
Course Number: 17114
Department: Department of Professional Development and Support
Grade Band: K-8
Audience: K-8 ELA Teachers
Course Outcomes: Participants will understand the design logic of EL lessons and how students are provided multiple ways to engage with text and represent their understanding through writing. Participants will practice utilizing EL resources to prepare lessons that will meet the needs of their students in producing high-quality writing. Specific guidance will be provided on additional ways teachers can scaffold writing instruction to meet the needs of all their students, without sacrificing the standards alignment and learning expectations. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**Assessment and Student Work Analysis (K-8)**
Course Number:	17115
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the embedded backwards design of EL Education's ELA curriculum, and how this design prepares students to master the standards-aligned assessments found in each Module. Participants will practice identifying tasks which will be used to collect relevant student performance data based on the cycles of practices found within their modules. Participants will practice creating plans for reteaching and intervention based on student performance and the progression of standards within the curriculum. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**Planning for Small Group Instruction**
Course Number:	17116
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the research, importance, and appropriate time for small group instruction in the Tier 1 classroom. Participants will examine the practices and philosophies of EL Education that support the implementation of small group instruction for differentiation, remediation, and reteaching within a Tier 1 classroom. Participants will practice designing small group learning opportunities while maintaining the integrity of the curricular materials, as well as identifying students based on relevant data to participate in small group learning. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**Planning for Small Group Instruction (K-8)**
Course Number:	17117
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the research, importance, and appropriate time for small group instruction in the Tier 1 classroom. Participants will examine the practices and philosophies of EL Education that support the implementation of small group instruction for differentiation, remediation, and reteaching within a Tier 1 classroom. Participants will practice designing small group learning opportunities while maintaining the integrity of the curricular materials, as well as identifying students based on relevant data to participate in small group learning. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**Authentic Extensions to Improve Student Responses (K-8)**
Course Number:	17118
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the grade level expectations of the Tennessee State standards for their grade level and how high-quality student responses look and sound. Participants will examine resources from EL Education, the State of Tennessee, and other research-based practices to support moving students beyond grade level when ready. Participants will practice designing curriculum-based extensions for students who have displayed mastery in order to support the creation of high-quality work and improve student responses. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Exceptional Children and Health Services

Primary Audience Served All special education teachers and special education paraprofessionals

Key Departmental Priorities

1. Develop IEPs in IAIEP format

2. Maintain compliance by conducting and finalizing IEPs, evaluations and re-evaluations by the expiration date to avoid red stop signs

3. Serve students in the Least Restrictive Environment

4. Make sure students have appropriate transition plans in place

5. Reduce suspensions and expulsions of SWD

6. Provide SWD standards based instruction in general education and skills based intervention

Recommended Session Sequence

Attend sessions based on compliance need and designated teaching assignment.

New Teacher/Staff Sessions

New Teacher Mentor sessions. For additional support, contact Lenora Morris.

Key Resources Available

Special Education Advisors are assigned to each school.
DEC has provided EL and Expeditionary Learning training and/or materials to resource teachers.

Exceptional Children and Health Services

Course Title: **Alternate Academic Diploma**
Course Number: 22838
Department: Exceptional Children and Health Services
Grade Band: 7-12
Audience: Middle School and High School FS/AFS/BIC Teachers
Course Outcomes: Teachers will understand the requirements and benefits of the Alternate Academic Diploma. Teacher will learn how to implement the alternate academic standards and/or alternate academic diploma modified course requirements.

Course Title: **IEP Training: From Assessment to PLEP to Goal**
Course Number: 22873
Department: Exceptional Children and Health Services
Grade Band: All grades
Audience: Instructional Resource Teachers
Course Outcomes: Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title: **IEP Training: From Assessment to PLEP to Goal**
Course Number: 22886
Department: Exceptional Children and Health Services
Grade Band: All grades
Audience: Functional Skills teachers
Course Outcomes: Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title: **DEC-Preparing Students for Transitioning from School to Work**
Course Number: 22897
Department: Exceptional Children and Health Services
Grade Band: 6-12
Audience: SPED teachers
Course Outcomes: Teachers will know how to design academic and transition assessment rich classroom that provide opportunities to write instructionally appropriate IEPS. Teachers will understand that IEPS must be written to meet standards required by federal and state laws. Priorities 1, 2 ,4

Course Title: **DEC-SPED Graduation Requirements**
Course Number: 22918
Department: Exceptional Children and Health Services
Grade Band: 6-12
Audience: SPED teachers
Course Outcomes: Review of Diplomas and transcripts to support Post-Secondary Readiness for 2025.

Course Title:	**IAIEP**
Course Number:	22865
Department:	Exceptional Children and Health Services
Grade Band:	PreK-12
Audience:	SPED Teachers
Course Outcomes:	Teachers will learn the process of creating an Instructionally Appropriate Individual Educational Plan (IAIEP). Teachers will also learn how to collect data, document progress and use this information to make educational decisions, which will in turn have a positive impact on their educational achievement towards the districts 2025 initiatives.

Course Title:	**Autism Spectrum Disorder**
Course Number:	22906
Department:	Exceptional Children and Health Services
Grade Band:	All grades
Audience:	Speech Therapists
Course Outcomes:	SLPs will learn how to adequately assess and treat students with Autism Spectrum Disorders (ASD). SLPs will understand the importance of administering the appropriate evaluation tools and implementing evidence-based practices in the assessment and treatment of students with ASD. They will use the knowledge gained to use the most appropriate tests and provide high quality therapy to students with ASD thus improving the students' ability to participate in the general education curriculum and improved reading and language arts skills.

Course Title:	**Compliance**
Course Number:	22955
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	VI Teachers
Course Outcomes:	Vision Teachers will receive current district directives and initiatives. Vision Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title:	**SPED PK**
Course Number:	22973
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	SPED Teachers
Course Outcomes:	SPED PK teachers will receive and understand current district directives and initiatives. SPED PK teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives

Course Title:	**Compliance**
Course Number:	22938
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	HIP Teachers
Course Outcomes:	Hearing Teachers will receive current district directives and initiatives. Hearing Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title: **Exceptional Children Re-Evaluation Professional Development**
Course Number: 22941
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: 1st year Special Education Teachers
Course Outcomes: First year special education teachers will learn the process and steps for completing the 3-year re-evaluation process for students with disabilities. They will also learn how the re-evaluation process and RTI2 are a part of the re-evaluation process for students with specific learning disabilities.

Course Title: **Exceptional Children Re-Evaluation Professional Development**
Course Number: 22942
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: 1st year Special Education Teachers
Course Outcomes: First year special education teachers will learn the process and steps for completing the 3-year re-evaluation process for students with disabilities. They will also learn how the re-evaluation process and RTI2 are a part of the re-evaluation process for students with specific learning disabilities.

Course Title: **Exceptional Children Expeditionary Learning**
Course Number: 22961
Department: Exceptional Children and Health Services
Grade Band: K-8
Audience: Special Education Teachers
Course Outcomes: This professional development will help teachers envision and implement key instructional routines and adopt strategies that allow all types of learners, including special education students to access the material.

Course Title: **Co-Teach/ Inclusion Best Practices**
Course Number: 23035
Department: Exceptional Children and Health Services
Grade Band: K-8
Audience: Special Education Teachers
Course Outcomes: In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities

Course Title: **Eureka Math**
Course Number: 23017
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education Teachers
Course Outcomes: In order to support Destination 2025, we will increase teacher effectiveness of implementation of the new curriculum and ensure special education student growth.

Course Title: **PCM Everyday Behavior Tools**
Course Number: 22978
Department: Exceptional Children and Health Services
Grade Band: All Grades
Audience: Special Education Teachers and educational assistants or administrators
Course Outcomes: In support of Destination 2025, participants will identify behaviors/replacement behaviors and demonstrate how to use verbal de-escalation, positive behavior supports, reinforce replacement behaviors, and how to avoid power struggles. Participants will utilize verbal interventions to apply strategies to real life situations in the school setting.

Course Title: **DEC-Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number: 23003
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and demonstrate the use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal strategies to apply interventions to real life situations with students in the school setting.

Course Title: **DEC-Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number: 23002
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and demonstrate the use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal strategies to apply interventions to real life situations with students in the school setting.

Course Title: **DEC-Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number: 23010
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and demonstrate the use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal strategies to apply interventions to real life situations with students in the school setting.

Course Title: **DEC-Professional Crisis Management (PCM Initial)**
Course Number: 23059
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, assistants and administrators
Course Outcomes: In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **DEC - Professional Crisis Management (PCM) Refresher**
Course Number: 23116
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, educational assistants and administrators
Course Outcomes: In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **Functional Behavior Assessment & Behavior Intervention Plan Training (Initial)**
Course Number: 23029
Department: Exceptional Children and Health Services
Grade Band: All Grades
Audience: Special Education Teachers, Professional School Counselors
Course Outcomes: To support Destination 2025 Priority #3, participants will be able to lead IEP teams in developing effective FBA/BIPs in the school setting. Participants will learn how to implement the components of a Functional Behavior Assessment and Behavior Intervention Plan including effective data collection, analysis of data and interventions based on the function of the behavior.

Course Title: **DEC - Professional Crisis Management (PCM) Refresher**
Course Number: 23139
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, educational assistants and administrators
Course Outcomes: In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number: 23176
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, educational assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **Alternate Academic Diploma**
Course Number: 22838
Department: Exceptional Children and Health Services
Grade Band: 7-12 grades
Audience: Middle School and High School FS/AFS/BIC Teachers
Course Outcomes: Teachers will understand the requirements and benefits of the Alternate Academic Diploma. Teacher will learn how to implement the alternate academic standards and/or alternate academic diploma modified course requirements.

Course Title: **IEP Training: From Assessment to PLEP to Goal**
Course Number: 22875
Department: Exceptional Children and Health Services
Grade Band: All grades
Audience: Instructional Resource Teachers
Course Outcomes: Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title: **IEP Training: From Assessment to PLEP to Goal**
Course Number: 22886
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Functional Skills Teachers
Course Outcomes: Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title: **RTI Training for Special Education Teachers**
Course Number: 23202
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education Teachers
Course Outcomes: This training focuses on expanding knowledge of the RTI process as it relates to the Special Education teacher. The participants will review basic RTI guidelines, demonstrate how to analyze data and select appropriate interventions.
The participants will improve student outcomes by implementing the RTI process in the school setting.

Course Title: **Alternate Academic Diploma**
Course Number: 22839
Department: Exceptional Children and Health Services
Grade Band: 6-12 grades
Audience: Middle School and High School FS/AFS/BIC Teachers
Course Outcomes: Teachers will understand the requirements and benefits of the Alternate Academic Diploma. Teacher will learn how to implement the alternate academic standards and/or alternate academic diploma modified course requirements.

Course Title: **DEC-Preparing Students for Transitioning from School to Work**
Course Number: 22899
Department: Exceptional Children and Health Services
Grade Band: 6-12 grades
Audience: SPED teachers
Course Outcomes: Teachers will know how to design academic and transition assessment rich classroom that provide opportunities to write instructionally appropriate IEPS. Teachers will understand that IEPS must be written to meet standards required by federal and state laws. Priorities 1, 2 ,4

Course Title: **DEC-SPED Graduation Requirements**
Course Number: 22919
Department: Exceptional Children and Health Services
Grade Band: 6-12 grades
Audience: SPED teachers
Course Outcomes: Review of Diplomas and transcripts to support Post-Secondary Readiness for 2025.

Course Title: **IAIEP**
Course Number: 22866
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: SPED Teachers
Course Outcomes: Teachers will learn the process of creating an Instructionally Appropriate Individual Educational Plan (IAIEP). Teachers will also learn how to collect data, document progress and use this information to make educational decisions, which will in turn have a positive impact on their educational achievement towards the districts 2025 initiatives.

Course Title: **IAIEP**
Course Number: 22868
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: SPED Teachers
Course Outcomes: Teachers will learn the process of creating an Instructionally Appropriate Individual Educational Plan (IAIEP). Teachers will also learn how to collect data, document progress and use this information to make educational decisions, which will in turn have a positive impact on their educational achievement towards the districts 2025 initiatives.

Course Title:	**IAIEP**
Course Number:	22871
Department:	Exceptional Children and Health Services
Grade Band:	PreK-12
Audience:	SPED Teachers
Course Outcomes:	Teachers will learn the process of creating an Instructionally Appropriate Individual Educational Plan (IAIEP). Teachers will also learn how to collect data, document progress and use this information to make educational decisions, which will in turn have a positive impact on their educational achievement towards the districts 2025 initiatives.

Course Title:	**Apraxia**
Course Number:	22908
Department:	Exceptional Children and Health Services
Grade Band:	
Audience:	Speech Therapists
Course Outcomes:	SLPs will learn what Apraxia is, how to diagnosis it, and specific treatment strategies. SLPs will understand how Apraxia assessment and treatment approaches differ from typical Articulation deficits and will use the appropriate evaluation tools to diagnose Apraxia and implement therapeutic strategies and techniques to improve intelligibility for students with Apraxia. The improved communication skills will positively impact the student's phonic skills and decoding for reading.

Course Title:	**Compliance**
Course Number:	22957
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	VI Teachers
Course Outcomes:	Vision Teachers will receive current district directives and initiatives. Vision Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title:	**SPED PK**
Course Number:	22975
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	SPED teachers
Course Outcomes:	SPED PK teachers will receive and understand current district directives and initiatives. SPED PK teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title:	**Compliance**
Course Number:	22937
Department:	Exceptional Children and Health Services
Grade Band:	Pre K-12
Audience:	HIP Teachers
Course Outcomes:	Hearing Teachers will receive current district directives and initiatives. Hearing Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title: **Exceptional Children Re-Evaluation Professional Development**
Course Number: 22943
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: 1st year Special Education Teachers
Course Outcomes: First year special education teachers will learn the process and steps for completing the 3-year re-evaluation process for students with disabilities. They will also learn how the re-evaluation process and RTI2 are a part of the re-evaluation process for students with specific learning disabilities.

Course Title: **Exceptional Children Re-Evaluation Professional Development**
Course Number: 22944
Department: Exceptional Children and Health Services
Grade Band: PreK-12
Audience: 1st year Special Education Teachers
Course Outcomes: First year special education teachers will learn the process and steps for completing the 3-year re-evaluation process for students with disabilities. They will also learn how the re-evaluation process and RTI2 are a part of the re-evaluation process for students with specific learning disabilities.

Course Title: **Exceptional Children New Teacher Meetings**
Course Number: 22951
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: 1st year Special Education Teachers
Course Outcomes: To provide training and support to novice 1st year special education teachers regarding compliance, instructional strategies, classroom and behavior management, developing IAIEPs and transition plans, graduation requirements and post-secondary options for SWDs.

Course Title: **Exceptional Children Expeditionary Learning**
Course Number: 22963
Department: Exceptional Children and Health Services
Grade Band: K-8
Audience: Special Education Teachers
Course Outcomes: This professional development will help teachers envision and implement key instructional routines and adopt strategies that allow all types of learners, including special education students to access the material.

Course Title: **Exceptional Children Expeditionary Learning**
Course Number: 22968
Department: Exceptional Children and Health Services
Grade Band: K-8
Audience: Special Education Teachers
Course Outcomes: This professional development will help teachers envision and implement key instructional routines and adopt strategies that allow all types of learners, including special education students to access the material.

Course Title:	**Co-Teach/ Inclusion Best Practices**
Course Number:	23036
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teacher
Course Outcomes:	In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities.

Course Title:	**Co-Teach/ Inclusion Best Practice**s
Course Number:	23040
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities.

Course Title:	**Co-Teach/ Inclusion Best Practices**
Course Number:	23041
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities.

Course Title:	**Eureka Math**
Course Number:	23027
Department:	Exceptional Children and Health Services
Grade Band:	K- 12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, we will increase teacher effectiveness of implementation of the new curriculum and ensure special education student growth.

Course Title:	**Eureka Math**
Course Number:	23030
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, we will increase teacher effectiveness of implementation of the new curriculum and ensure special education student growth.

Course Title:	**Co-Teach/Inclusion Best Practices**
Course Number:	23041
Department:	Exceptional Children and Health Services
Grade Band:	K -12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities.

Course Title:	**PCM Everyday Behavior Tools**
Course Number:	22981
Department:	Exceptional Children and Health Services
Grade Band:	All Grades
Audience:	Special Education Teachers and educational assistants or administrators
Course Outcomes:	In support of Destination 2025, participants will identify behaviors/replacement behaviors and demonstrate how to use verbal de-escalation, positive behavior supports, reinforce replacement behaviors, and how to avoid power struggles. Participants will utilize verbal interventions to apply strategies to real life situations in the school setting.

Course Title:	**DEC-Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number:	23011
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and demonstrate the use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal strategies to apply interventions to real life situations with students in the school setting.

Course Title:	**Functional Behavior Assessment & Behavior Intervention Plan Training (Initial)**
Course Number:	23031
Department:	Exceptional Children and Health Services
Grade Band:	All Grades
Audience:	Special Education Teachers, Professional School Counselors
Course Outcomes:	To support Destination 2025 Priority #3, participants will be able to lead IEP teams in developing effective FBA/BIPs in the school setting. Participants will learn how to implement the components of a Functional Behavior Assessment and Behavior Intervention Plan including effective data collection, analysis of data and interventions based on the function of the behavior.

Course Title:	**DEC-Professional Crisis Management (PCM Refresher)**
Course Number:	23117
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**Verbal Intervention - Non-Violent Crisis Intervention**
Course Number:	23161
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, participants will identify and demonstrate verbal de-escalation, and positive behavior supports to decrease disruptive behavior and increase appropriate behavior in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number:	23011
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC – Professional Crisis Management (PCM) Initial)**
Course Number:	23049
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Professional Crisis Management (PCM) Refresher**
Course Number:	23144
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23071
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23179
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23181
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**RTI Training for Special Education Teachers**
Course Number:	23204
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	This training focuses on expanding knowledge of the RTI process as it relates to the Special Education teacher. The participants will review basic RTI guidelines, demonstrate how to analyze data and select appropriate interventions. The participants will improve student outcomes by implementing the RTI process in the school setting.

Course Title:	**RTI Basic Training for Special Education Teachers**
Course Number:	23214
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	This training focuses on the RTI process as it relates to the Special Education teacher. The participants will learn the basic implementation guidelines such as Universal Screener, Benchmarking, Interventions, Progress Monitoring, and Fidelity Checks. The participants will improve student outcomes by using the RTI process in the school setting.

Course Title:	**IEP Training: From Assessment to PLEP to Goal**
Course Number:	22875
Department:	Exceptional Children and Health Services
Grade Band:	All grades
Audience:	Instructional Resource Teachers
Course Outcomes:	Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title:	**IEP Training: From Assessment to PLEP to Goal**
Course Number:	22887
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title:	**RTI Basic Training for Special Education Teachers**
Course Number:	23288
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	This training focuses on the RTI process as it relates to the Special Education teacher. The participants will learn the basic implementation guidelines such as Universal Screener, Benchmarking, Interventions, Progress Monitoring, and Fidelity Checks. The participants will improve student outcomes by using the RTI process in the school setting.

Course Title:	**Sped Monthly Training**
Course Number:	22857
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	To support the District in meeting 2025 goals of developing teachers, the DEC will train special education teachers in compliance and instructional issues. Teachers will implement the training with follow up from Sped Advisor.

Course Title:	**IAIEP**
Course Number:	22874
Department:	Exceptional Children and Health Services
Grade Band:	PreK-12
Audience:	SPED Teachers
Course Outcomes:	Teachers will learn the process of creating an Instructionally Appropriate Individual Educational Plan (IAIEP). Teachers will also learn how to collect data, document progress and use this information to make educational decisions, which will in turn have a positive impact on their educational achievement towards the districts 2025 initiatives.

Course Title: **Selective Mutism**
Course Number: 22910
Department: Exceptional Children and Health Services
Grade Band:
Audience: Speech Therapists
Course Outcomes: SLPs will learn what Selective Mutism is and the role of the school SLP in the diagnosis and treatment of this deficit. SLPs will understand the importance of identifying the correct disability and treatment for students with Selective Mutism and use the information they have learned to make the differential diagnosis between a Language Impairment vs. Selective Mutism. Proper identification of Selective Mutism will lead to appropriate treatment and allow students with this disability to use increased oral expression in the school setting which will improve reading and language arts skills and improve college and career readiness.

Course Title: **Compliance**
Course Number:
Department: Exceptional Children and Health Services
Grade Band: Pre K-12
Audience: VI Teachers
Course Outcomes: Vision Teachers will receive current district directives and initiatives. Vision Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title: **SPED PK**
Course Number: 22975
Department: Exceptional Children and Health Services
Grade Band: Pre K-12
Audience: SPED Teachers
Course Outcomes: SPED PK teachers will receive and understand current district directives and initiatives. SPED PK teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title: **Compliance**
Course Number: 22940
Department: Exceptional Children and Health Services
Grade Band: Pre K-12
Audience: HIP Teachers
Course Outcomes: Hearing Teachers will receive current district directives and initiatives. Hearing Teachers will integrate district directives and initiatives by utilizing practice to ultimately make a positive impact upon the achievement of the district's 2025 initiatives.

Course Title: **Exceptional Children Expeditionary Learning**
Course Number: 22964
Department: Exceptional Children and Health Services
Grade Band: K-8
Audience: Special Education Teachers
Course Outcomes: This professional development will help teachers envision and implement key instructional routines and adopt strategies that allow all types of learners, including special education students to access the material.

Course Title:	**Co-Teach/ Inclusion Best Practices**
Course Number:	23037
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teacher
Course Outcomes:	In order to support Destination 2025, the co-teaching sessions will increase access to the general curriculum for students with disabilities.

Course Title:	**Eureka Math**
Course Number:	23019
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education Teachers
Course Outcomes:	In order to support Destination 2025, we will increase teacher effectiveness of implementation of the new curriculum and ensure special education student growth.

Course Title:	**DEC-Professional Crisis Management (PCM Initial)**
Course Number:	23061
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Professional Crisis Management (PCM) Refresher**
Course Number:	23146
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**PCM Everyday Behavior Tools**
Course Number:	22991
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, participants will identify behaviors/replacement behaviors and demonstrate how to use verbal de-escalation, positive behavior supports, reinforce replacement behaviors, and how to avoid power struggles. Participants will utilize verbal interventions to apply strategies to real life situations in the school setting.

Course Title: **DEC - Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number: 23005
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, educational assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number: 23184
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education teachers, educational assistants and administrators
Course Outcomes: In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title: **RTI Training for Special Education Teachers**
Course Number: 23206
Department: Exceptional Children and Health Services
Grade Band: K-12
Audience: Special Education Teachers
Course Outcomes: This training focuses on expanding knowledge of the RTI process as it relates to the Special Education teacher. The participants will review basic RTI guidelines, demonstrate how to analyze data and select appropriate interventions. The participants will improve student outcomes by implementing the RTI process in the school setting.

Course Title: **Alternate Academic Diploma**
Course Number: 22841
Department: Exceptional Children and Health Services
Grade Band: 7-12 grades
Audience: Middle School and High School FS/AFS/BIC Teachers
Course Outcomes: Teachers will understand the requirements and benefits of the Alternate Academic Diploma. Teacher will learn how to implement the alternate academic standards and/or alternate academic diploma modified course requirements.

Course Title: **IEP Training: From Assessment to PLEP to Goal**
Course Number: 22889
Department: Exceptional Children and Health Services
Grade Band: All grades
Audience: Functional Skills Teachers
Course Outcomes: Teachers will understand how to use district formative assessments to report present levels of educational performance. They will use the data from the assessments to develop the PLEP for the IAIEP.

Course Title:	**DEC-Professional Crisis Management (PCM Initial)**
Course Number:	23063
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**IR Services under LI**
Course Number:	22911
Department:	Exceptional Children and Health Services
Grade Band:	
Audience:	Speech Therapists
Course Outcomes:	SLPs will know if a student can receive Instructional Resource (IR) services under a Language Impairment Diagnosis and the parameters for creation of IR goals. SLPS will understand how to tie IR goals to the Language Impairment and use the knowledge gained to assist IR Teachers in writing IAIEP goals that are directly linked to the Language Impairment and are tied to the data from progress monitoring. Implementation of appropriate IEP goals will help these students to achieve improved gains in reading and language arts.

Course Title:	**Exceptional Children New Teacher Meetings**
Course Number:	22952
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	1st year Special Education Teachers
Course Outcomes:	To provide training and support to novice 1st year special education teachers regarding compliance, instructional strategies, classroom and behavior management, developing IAIEPs and transition plans, graduation requirements and post-secondary options for SWDs.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23072
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Avon-Lenox Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**Alternate Academic Diploma**
Course Number:	22842
Department:	Exceptional Children and Health Services
Grade Band:	7-12 grades
Audience:	Middle School and High School FS/AFS/BIC Teachers
Course Outcomes:	Teachers will understand the requirements and benefits of the Alternate Academic Diploma. Teacher will learn how to implement the alternate academic standards and/or alternate academic diploma modified course requirements.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23073
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Avon-Lenox Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC-Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number:	23012
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and demonstrate the use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal strategies to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC-Professional Crisis Management (PCM Refresher)**
Course Number:	23149
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23189
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (CPI) (Initial)**
Course Number:	23006
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC – Professional Crisis Management (PCM) (Initial)**
Course Number:	23065
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, PCM participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Course Title:	**DEC - Nonviolent Crisis Intervention (Refresher)**
Course Number:	23186
Department:	Exceptional Children and Health Services
Grade Band:	K-12
Audience:	Special Education teachers, educational assistants and administrators
Course Outcomes:	In support of Destination 2025, CPI participants will identify and perform how to use verbal de-escalation, positive behavior supports and physical intervention strategies to support students with an individualized education program (IEP). Participants will utilize the physical and verbal knowledge to apply interventions to real life situations with students in the school setting.

Federal Programs Grants and Compliance

Primary Audience Served Professional Learning Community Coaches

Department Mission

The purpose of Federal Programs, Grants and Compliance is to provide support for the acceleration of academic performance of all students while maintaining compliance with federal, state, local, and district requirements.

Key Priorities

- Ensure all Title I schools' School Improvement Plans (SIPs) and budgets are based on needs assessment data, meet compliance requirements, and support the districts 80/90/100% plan as evidenced by SIP analysis and monitoring.

- Collaborate with other departments and divisions to align services to meet the needs of schools as evidenced by support of District initiatives and on-going communication.

- Ensure all work is aligned with the District's Strategic Plan

New PLC Coach Sessions

- Intent and Purpose of Title I Programs

- Managing schoolwide Title I Budgets

- Supporting Parent and Family Engagement

Key Resources Available

- Federal Programs Advisor assigned to each Title I school

- One-on-one support with school improvement plan implementation, evaluation, and revisions

- Access to file hosting, sharing, and collaboration via Office365

- Quick Reference Guide

Federal Programs, Grants, and Compliance

Course Title: **Extended Learning Programs/ Semi-Annual Certification**
Course Number: 16063
Department: Federal Programs
Grade Band: K-12
Audience: PLC Coaches, Instructional Facilitators
Course Outcomes: Participants will receive support with developing and managing Title I school-school based extended learning programs

Course Title: **Parent & Family Engagement**
Course Number: 16971
Department: Federal Programs
Grade Band: K-12
Audience: PLC Coaches, Instructional Facilitators
Course Outcomes: Participants will receive guidance in strengthening school-based parent and family engagement activities.

Course Title: **Milestone Visits**
Course Number: 16972
Department: Federal Programs
Grade Band: K-12
Audience: PLC Coaches, Instructional Facilitators
Course Outcomes: Participants will receive guidance with organizing and preparing for annual milestone school visits

Course Title: **End-of-Year Closeout Procedures/ Summer Extended Learning Programs**
Course Number: 16973
Department: Federal Programs
Grade Band: K-12
Audience: PLC Coaches, Instructional Facilitators
Course Outcomes: Participants will receive guidance with developing and implementing extended learning programs to meet students' academic needs

Instructional Technology

Primary Audience ServedEducators and Central Office Staff

Key Departmental Priorities

By providing and implementing a quality instructional technology professional development training program, teachers will be empowered to integrate technology tools and resources to create a personalized, learner-centered, digital learning environment designed to address the needs of a diverse student population while advocating technology integration that promotes engaged learning and increases student achievement for all grade levels.

Recommended Session Sequence

- SMART Interactive Panels for the Beginner > SMART Interactive Panels for the Intermediate (Using Notebook 17)

- Microsoft Excel for the Beginner > Microsoft Excel for the Intermediate

New Teacher/Staff Sessions

SMART Interactive Panels for the Beginner

Microsoft Presentation Tools: PowerPoint and Sway

Promethean Interactive Panels for the Beginner

Microsoft Office 365 Overview

ClassFlow Interactive Software

Instructional Technology

Course Title: **ClassFlow Interactive Software**
Course Number: 16230
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers
Course Outcomes: The Instructional Technology Department is providing an educational training session on Promethean's interactive software, ClassFlow, to broaden educators' understanding of this interactive resource. By participating in this training session, the participants will have an interactive learning experience that can be easily implemented into the classroom and support the district's learning goals. By the end of each session, participants will: Know: Be able to identify ways this resource can be utilized to enhance student learning. Understand: How this website's features and functions can be used during classroom instruction to create an engaging learning environment. How to navigate through the features and functions of ClassFlow for use with interactive whiteboards and/or student devices. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title: **Contribute School Webpage Design**
Course Number: 16194
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: Know: Contribute is a web page editor available from Adobe/Macromedia. This training session will explain how to use the Contribute CS3 software to update content on your school website. Understand: Contribute makes it easier for authorized individuals to rapidly publish and change content on the website. Do: Use Contribute software to manage the school's website, adding and editing information as needed. **NOTE: Each school has one person designated as the web master, and this training is for those individuals. The district is moving to another website provider for 2019-2020 school year. Laptops are useful for all trainings at the TTC.**

Course Title: **iSafe (Offered as Webinar Only)**
Course Number: 16240
Department: Instructional Technology
Grade Band: K-12
Audience: Librarians/Media Specialists
Course Outcomes: This course will explain how I-SAFE is dedicated to educating and empowering the youth of America to safely and responsibly take control of their online experiences. Understand: How to deliver web-based lessons to student populations in accordance with District Policy for Internet Safety Student-6031. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance delivery of the iSafe curriculum.WEBINAR: Links will be emailed to registered participants before close of business the day before trainings. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Collaboration Tools (including Teams and Class Notebook)**
Course Number:	16202
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This training session will expose educators to the functionality of Microsoft's Collaborative Tool, Teams and Class Notebook. Participants will learn how Teams can be used to make instructional practices more efficient and effective as well as digital binder functions in Class Notebook. *Know: This interactive learning experience will provide digital tools that can be easily implemented into the classroom and support the district's learning goals. *Understand The functionality of the components within the Notebook program and how it supports teachers in their instructional practices. *Do Use Microsoft's Class Notebook program to implement a digital binder in their classroom. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Collaboration Tools (including Teams and One Note)**
Course Number:	16201
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	Participants of this session will experience this online space for collaborating with other educators through the Microsoft application Teams as well as One Note, a digital binder that can be housed within Teams. Know: Participants will learn ways the Microsoft applications Teams and OneNote can enhance collaboration and provide one stop storage and access to files. Understand: The Microsoft Teams and One Note functions and features that can be used on a daily basis to enhance communication and organization in a school or central office setting. Do: Learners will have an opportunity to set up a Team that meets their individual needs in an open lab type setting at the end of training. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Excel for the Beginner**
Course Number:	16203
Department:	Instructional Technology
Grade Band:	K-12
Audience:	School-Based Administrators, Central Office Staff
Course Outcomes:	Know This beginner course will explore the ways Microsoft Excel can be utilized to enhance productivity and organization. Understand The participant will learn to navigate the Excel user interface, perform simple calculations, and effectively format and print a worksheet. Do Integrate and replicate the methods demonstrated during the session to streamline planning and preparation. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Excel for the Intermediate**
Course Number:	
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	School-Based Administrators, Central Office Staff
Course Outcomes:	Know This intermediate course will explore the ways Microsoft Excel can be utilized to leverage the power of data analysis and presentation. Understand The participant will learn to work with lists, functions and formulas and analyze data with charts. Do Integrate and replicate the methods demonstrated during the session. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Office 365 Overview**
Course Number:	16218
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	Know: This interactive learning experience on Microsoft Office 365 will provide tools that can be easily implemented into the classroom to support district learning goals. Understand: The Office 365 functions and features that can be used on a daily basis to enhance communication and organization in a school setting will be modeled in this interactive course. The ways Office 365 can be utilized to enhance classroom productivity. Do: Navigate the Office 365 system efficiently. Integrate and replicate the methods demonstrated during the session to streamline planning and preparation. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Presentation Tools: PowerPoint and Sway**
Course Number:	16226
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This training introduces the presentation tools within Microsoft Office 365: Sway and PowerPoint. Know: The ways Office 365 presentation tools can be utilized to enhance classroom productivity and create engaging projects for students. Understand: The Office 365 presentation applications' functions and features that can be used on a daily basis to enhance communication and organization. Navigate the Office 365 system presentation tools confidently. Do: Integrate and replicate the methods demonstrated during the session to streamline planning and preparation. Laptops are useful for all trainings at the TTC.

Course Title:	**Promethean Interactive Panels for the Beginner**
Course Number:	16227
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This training session on Promethean Interactive Whiteboard's ActivConnect Tools will broaden teachers' understanding of available resources to support the integration of technology into classroom instruction. By the end of each session, participants will: Know: Be able to identify ways this resource can be utilized to enhance student learning through interactive strategies. Understand: How to navigate through the features and functions of the Promethean's ActivConnect Software. How Promethean's ActivConnect features and functions can be used during classroom instruction to create an engaging learning environment. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title:	**Skype for Business**
Course Number:	16234
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	Know: Identify ways the Microsoft Office 365 app Skype for Business can be utilized to enhance productivity and increase collaboration between adults and classrooms. Understand: how Microsoft's Skype features and functions can be used for face-to-face meetings and learning opportunities. How to navigate through the features and functions of the Skype Application. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance collaboration and instructional practices. Laptops are useful for all trainings at the TTC.

Course Title:	**SMART Interactive Panels for the Beginner**
Course Number:	16235
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This course introduces educators to the onboard tools for SMART interactive panels. Know: Be able to identify ways interactive whiteboards can be utilized to enhance student learning through interactive features such as the saving functions of the whiteboard, SMART Exchange resources, and desktop tools. Understand: How the SMART Board's features and functions can be used during classroom instruction to create an engaging learning environment and how to navigate through the features and functions of the SMART panel alone and in conjunction with Smart Notebook 17 software. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title:	**SMART Interactive Panels for the Intermediate (Using Notebook 17)**
Course Number:	16237
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	During this training participants will learn how to integrate SMART Notebook 17 software into their classroom. Know: Be able to identify ways SMART Notebook 17 can be utilized to enhance student learning. Understand: How SMART Notebook features and functions can be used during classroom instruction to create an engaging, interactive learning environment. During this simulation training, learners will practice tools in the Notebook 17 software. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Note: Notebook 17 software and activated licence required. Downloads can be completed through Footprints ticket. Laptops are useful for all trainings at the TTC.

Library Services

Librarians

Key Departmental Priorities

The Library Services Department works continuously to provide professional development opportunities that support library instruction through the use of the library curriculum, while connecting with the core curriculum. Additional professional development is provided to support the use of Atriuum, the Automated Library Management System. It is the goal of Library Services to ensure that librarians have access to library support and professional development through multiple sources which include but is not limited to the following:

- Onsite training for new librarians and those who require assistance

- After school PD on suggested library topics at school sites

- Atriuum training on various levels at the TTC (Technology Training Center)

- Weekly updates that provide current information on diverse topics

- Library weebly which provides information pertinent to librarians

- Mediasite (provides step-by-step instructions showing specific Atriuum functions)

Library Services

Course Title: **Making Your Library Pop-Library Displays (with Pam Rumage & Stephanie Carr)**
Course Number: 17033
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: How would you like to make your library POP with color and excitement? Would you like to make your library more inviting? Well, if the answer is yes, come ot this workshop. Door prizes and handouts!

Course Title: **Cataloging in Atriuum (with April Frase & Nevenia Hill)**
Course Number: 17034
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: The LIS will learn the cataloging standards used by the District and will have hands-on practice adding materials to their school's database using the cataloging tools in Atriuum.

Course Title: **Using Advanced Features in Atriuum (with April Frase & Nevenia Hill)**
Course Number: 17036
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: Participants will learn advanced applications in Atriuum. This session will include consolidating records, using the bulk reclassify feature, advanced filtering, further customization of OPAC, as well as crating and printing study program labels.

Course Title: **Free Yourself from the Circulation Desk (with Jennifer Jackson)**
Course Number: 17037
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: This session will cover using the Atriuum Mobile Interface app. Participants will learn about the features of the app, which scanner to use, and classroom management strategies that will make your circulation easier during classes and free the librarian from the circulation desk. Please bring an iPad or Android tablet to the session along with your library's username and password to logon to Atriuum. If you have a Bluetooth scanner, please bring it to the session.

Course Title: **Inventory in Atriuum (with April Frase & Nevenia Hill)**
Course Number: 17038
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: Participants will learn the steps to perform inventory in Atriuum. These steps will include tips for organization before beginning inventory, (including reclassifying items in Atriuum-Undefined Items), starting inventory and creating a filter, entering barcodes by scanning or manually adding and finalizing inventory. Finally, learn to create and print the required end-of-the-year reports. The proper completion of the Library Materials Inventory Form will be discussed in detail.

Course Title: **What Every Librarian Needs to Know for the End of the Year (with Pam Rumage & Stephanie Carr)**
Course Number: 17040
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: It's not too early to start thinking about next school year. How the library is closed this year can make next year's opening a breeze. Participants will find out ideas on how to organize and close your library for the year. Fun, handouts and door prizes!

Course Title: **Inventory in Atriuum (with April Frase & Nevenia Hill)**
Course Number: 17041
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: Participants will learn the steps to perform inventory in Atriuum. These steps will include tips for organization before beginning inventory, (including reclassifying items in Atriuum-Undefined Items), starting inventory and creating a filter, entering barcodes by scanning or manually adding and finalizing inventory. Finally, learn to create and print the required end-of-the-year reports. The proper completion of the Library Materials Inventory Form will be discussed in detail.

Mathematics, K-12

Primary Audience Served: Mathematics Teachers, Mathematics Content Leads, Mathematics Administrative Leads

Key Departmental Priorities

The Eureka Math curriculum is complex and requires skill and understanding at the district, school, and teacher level to implement well. Our department has identified strong implementation support as a critical lever, with a particular focus on building teacher capacity and school-based, decision-making and empowerment of Instructional Leadership Teams (ILTs). For our purposes, we have organized the elements of effective curriculum implementation into three key priorities: teacher fluency, meeting students' needs, and student responses. Professional Development is organized around these three instructional priorities, with leader support, providing ILTs with the instructional knowledge and resources they need to support effective implementation embedded throughout. Content specific professional development in grades K-8 Math will align expected outcomes to these three priorities.

1. Teacher fluency: Understanding the requirements and expectations of the TN state standards, and the shifts in instruction required to meet the demands and all curricular documents, module internalization and orientation, deep preparation of lesson openings, and making connections

2. Meeting students' needs: Scaffolds, modifications, and small group instruction

3. Student responses: Student discussion and responses, student work analysis and assessments

Meeting Students' Needs

- Intentional Checks for Understanding in the Math Classroom

- Planning for Gaps

- Instructional Strategies at Work in the Math Classroom

Student Responses

- Quick Wins: Mastering the TN Ready Assessment

- Student Work Analysis

- Looking at Student Work Using the Student Work Analysis Protocol

New Teacher/Staff Sessions

- Launch Eureka

- Preparation and Customization of a Module

- Preparation and Customization of a Lesson

- Unpacking Standards

Key Resources Available

- Math Standards Decoded

- Eureka Math Pacing and Preparation Guide

Mathematics

Course Title: **Content Study: K-5 Mathematics**
Course Number: 17074
Department: Professional Development and Support
Grade Band: K-5
Audience: Teachers, School Administrators
Course Outcomes: Participants will have a deep knowledge of their subject's mathematics, including big ideas and common misconceptions. Participants will understand the progression and sequencing of their mathematics for the current module. Participants will do the mathematics of the module and consider deliberate checks for understanding aligned to anticipated misconceptions.

Course Title: **Content Study: 6-8**
Course Number: 17073
Department: Professional Development and Support
Grade Band: 6-8
Audience: Teachers, School Administrators
Course Outcomes: Participants will have a deep knowledge of their subject's mathematics, including big ideas and common misconceptions. Participants will understand the progression and sequencing of their mathematics for the current module. Participants will do the mathematics of the module and consider deliberate checks for understanding aligned to anticipated misconceptions.

Course Title: **Content Study: 9-12**
Course Number: 17076
Department: Professional Development and Support
Grade Band: 9-12
Audience: Teachers, School Administrators
Course Outcomes: Participants will have a deep knowledge of their subject's mathematics, including big ideas and common misconceptions. Participants will understand the progression and sequencing of their mathematics for their current module/unit. Participants will do the mathematics of the models/ units and consider deliberate checks for understanding aligned to anticipated misconceptions.

Course Title: **Unpacking Standards**
Course Number: 16332
Department: Professional Development and Support
Grade Band: 6-12
Audience: Teachers, School Administrators
Course Outcomes: Participants will unpack math standards to determine the rigor of the standard, what students should know, and what students should be able to do. Participants will understand how to use "The Common Core Mathematics Companion: The Standards Decoded", "Common Core State Standards Deconstructed for Classroom Impact", Louisiana Believes Guide to Rigor, and Standards Comparison Document to unpack standards. Participants will unpack standards for current and upcoming units using The Common Core Mathematics Companion: The Standards Decoded" and "Common Core State Standards Deconstructed for Classroom Impact," Louisiana Believes Guide to Rigor, and Standards Comparison Document.

Course Title: **Understanding Major Work of the Grade Band**
Course Number: 16322
Department: Professional Development and Support
Grade Band: 6-8
Audience: Teachers, School Administrators
Course Outcomes: Participants study the mathematical progression that forms the major work of their grade band.

Course Title: **Understanding Major Work of the Grade Band**
Course Number: 17080
Department: Professional Development and Support
Grade Band: K-2
Audience: Teachers, School Administrators
Course Outcomes: Participants study the mathematical progression that forms the major work of their grade band.

Course Title: **Understanding Major Work of the Grade Band**
Course Number: 17081
Department: Professional Development and Support
Grade Band: 3-5
Audience: Teachers, School Administrators
Course Outcomes: Participants study the mathematical progression that forms the major work of their grade band.

Course Title: **Preparation & Customization of a Lesson**
Course Number: 16360
Department: Professional Development and Support
Grade Band: K-5
Audience: Teachers, School Administrators
Course Outcomes: Participants will know how to customize and deliver Eureka Math lessons.

Course Title: **Preparation & Customization of a Lesson**
Course Number: 16318
Department: Professional Development and Support
Grade Band: 6-9
Audience: Teachers, School Administrators
Course Outcomes: Participants will learn a step-by-step process to customize and deliver Eureka Math lessons.

Course Title: **Preparation & Customization of a Module**
Course Number: 16319
Department: Professional Development and Support
Grade Band: 6-9
Audience: Teachers, School Administrators
Course Outcomes: Participants will learn a step-by-step process to customize and deliver Eureka Math modules.

Course Title:	**Quick Wins: Mastering the TN Ready Assessment**
Course Number:	17100
Department:	Professional Development and Support
Grade Band:	2 - 5
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will know how to prioritize standards for review and look for evidence of standards-based instruction. Participants will understand the importance of teachers knowing the standards and using the standards to drive instruction and student achievement. Participants will use knowledge of the standards to identify instruction that leads to effective use of instructional time, content mastery, and achievement on TN Ready.

Course Title:	**Quick Wins: Mastering the TN Ready Assessment**
Course Number:	17101
Department:	Professional Development and Support
Grade Band:	6 - 8
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will know how to prioritize standards for review and look for evidence of standards-based instruction. Participants will understand the importance of teachers knowing the standards and using the standards to drive instruction and student achievement. Participants will use knowledge of the standards to identify instruction that leads to effective use of instructional time, content mastery, and achievement on TN Ready.

Course Title:	**Quick Wins: Mastering the TN Ready Assessment**
Course Number:	17102
Department:	Professional Development and Support
Grade Band:	9 - 12
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will know how to prioritize standards for review and look for evidence of standards-based instruction. Participants will understand the importance of teachers knowing the standards and using the standards to drive instruction and student' achievement. Participants will use knowledge of the standards to identify instruction that leads to effective use of instructional time, content mastery, and achievement on TN Ready.

Course Title:	**Understanding the Mathematical Practices**
Course Number:	16832
Department:	Professional Development and Support
Grade Band:	6 - 8
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will engage in an in-depth study of the Student Mathematical Practices and experience what each one looks like in a Eureka Math lesson.

Course Title:	**Understanding the Mathematical Practices**
Course Number:	16832
Department:	Professional Development and Support
Grade Band:	9 - 12
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will engage in an in-depth study of the Student Mathematical Practices and experience what each one looks like in a Eureka Math lesson.

Course Title: **Intentional Checks for Understanding in the Math Classroom**
Course Number: 17104
Department: Professional Development and Support
Grade Band: K - 5
Audience: Teachers, School Administrators
Course Outcomes: Participants will have the opportunity to learn practical, efficient check for understanding strategies that can be utilized during daily instruction. Intentional checks for understanding during the math lesson will allow for teachers to make real time adjustments within the lesson and immediately address student needs.

Course Title: **Intentional Checks for Understanding in the Math Classroom**
Course Number: 17104
Department: Professional Development and Support
Grade Band: 6 - 8
Audience: Teachers, School Administrators
Course Outcomes: Participants will have the opportunity to learn practical, efficient check for understanding strategies that can be utilized during daily instruction. Intentional checks for understanding during the math lesson will allow for teachers to make real time adjustments within the lesson and immediately address student needs.

Course Title: **Intentional Checks for Understanding in the Math Classroom**
Course Number: 17104
Department: Professional Development and Support
Grade Band: 9 - 12
Audience: Teachers, School Administrators
Course Outcomes: Participants will have the opportunity to learn practical, efficient check for understanding strategies that can be utilized during daily instruction. Intentional checks for understanding during the math lesson will allow for teachers to make real time adjustments within the lesson and immediately address student needs.

Course Title: **Instructional Strategies at Work in the Math Classroom**
Course Number: 16329
Department: Professional Development and Support
Grade Band: 6 - 8
Audience: Teachers, School Administrators
Course Outcomes: Participants will know how to implement evidence-based mathematics instructional practices and effective classroom practices.

Course Title: **Instructional Strategies at Work in the Math Classroom**
Course Number: 16343
Department: Professional Development and Support
Grade Band: 9 - 12
Audience: Teachers, School Administrators
Course Outcomes: Participants will know how to implement evidence-based mathematics instructional practices and effective classroom practices.

Course Title:	**Student Work Analysis**
Course Number:	17106
Department:	Professional Development and Support
Grade Band:	6 - 8
Audience:	Teachers, School Administrators
Course Outcomes:	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". 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. Apply the Student Work Analysis Protocol to analyze the "Task on the Table".

Course Title:	**Student Work Analysis**
Course Number:	17106
Department:	Professional Development and Support
Grade Band:	9 - 12
Audience:	Teachers, School Administrators
Course Outcomes:	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". 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. Apply the Student Work Analysis Protocol to analyze the "Task on the Table".

Course Title:	**Looking at Student Work Using the Student Work Analysis Protocol**
Course Number:	17107
Department:	Professional Development and Support
Grade Band:	6 - 8
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will know how to examine student work by engaging in Step 3: Analyze Individual Student Work and Step 4: Analyze the Collection of Student Work of the Shelby County Schools Student Work Analysis Protocol.

Course Title:	**Looking at Student Work Using the Student Work Analysis Protocol**
Course Number:	17107
Department:	Professional Development and Support
Grade Band:	9 - 12
Audience:	Teachers, School Administrators
Course Outcomes:	Participants will know how to examine student work by engaging in Step 3: Analyze Individual Student Work and Step 4: Analyze the Collection of Student Work of the Shelby County Schools Student Work Analysis Protocol.

New Teachers

Primary Audience Served New Teachers, K-12 All Subjects

Key Departmental Priorities

New Teacher Induction is dedicated to training novice teachers across subjects and grade levels with the knowledge and skills to deliver effective instruction to a diverse group of students. It is our belief that novice teachers must be able to count on strong support, especially in their beginning years, to enhance their craft and improve in areas of weakness. New Teacher Supports are offered to Year 1, Year 2, Year 3, alternatively certified and teachers new to Shelby County Schools.

The Professional Development Advisors in collaboration with district and school personnel provides three distinct support components, orientation, mentoring, and professional development, for beginning educators to develop positive, successful classrooms for students.

New Teachers

Department: **New Teacher Induction**
Course Title: New Teacher Induction Series
Course Number: 16567
Department: Professional Development and Support
Grade Band: K-12
Audience: New Teachers, All Grades and Subjects
Course Outcomes: Participants will understand how a positive learning environment and classroom culture empowers students to become accountable for their own learning. Participants will learn research-based strategies from Teach Like a Champion to support their work.

New Teachers will engage in the following monthly sessions to strengthen their instructional practices:
January: "Survival of the Fittest"
February: Analyzing Student Work
March: Gaining and Keeping Students Attention
April: Professionalism and Self-Reflection
May: Celebrating Successes

Course Title: **Mentor Teacher Forum**
Course Number: 16887
Department: Professional Development and Support
Grade Band: K-12
Audience: New Teacher Mentors, All Grades and Subjects
Course Outcomes: Participants will understand how to plan for their role as a new teacher mentor in effort to strengthen novice teachers' content knowledge and classroom environment. Participants will develop goals and coaching cycles to support new teachers as they examine subject matter and grade level standards.

New Teacher Mentors will engage in the following monthly sessions to grow in their role:
January: Enhancing Mentor Knowledge using the IPG
February: Taking Charge of Their Learning: The Power of Student Data Conversations
March: Sit and Get Won't Grow Dendrites
April: Using Technology in the Classrooms
May: Celebrating Successes

Course Title: **A Deeper Dive into TEM and CLASS (New Teacher Mondays)**
Course Number: 16195
Department: Early Childhood
Grade Band: Pre-K
Audience: Pre-K teachers and teacher assistants
Course Outcomes: Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title:	**Higher-Order Questioning and Strategies (New Teacher Mondays)**
Course Number:	16985
Department:	Early Childhood
Grade Band:	Pre-K
Audience:	Pre-K teachers and teacher assistants
Course Outcomes:	Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title:	**Designing Appropriately Challenging Work (New Teacher Mondays)**
Course Number:	16985
Department:	Early Childhood
Grade Band:	Pre-K
Audience:	Pre-K teachers and teacher assistants
Course Outcomes:	Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title:	**Closing Out the School Year (New Teacher Mondays)**
Course Number:	16985
Department:	Early Childhood
Grade Band:	Pre-K
Audience:	Pre-K teachers and teacher assistants
Course Outcomes:	Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title:	**Reflective Practice/ Goals for the 2019-2020 School Year (New Teacher Mondays)**
Course Number:	16985
Department:	Early Childhood
Grade Band:	Pre-K
Audience:	Pre-K teachers and teacher assistants
Course Outcomes:	Professional development, coaching, and modeling designed to increase high-quality instruction and support all 1st and 2nd year Pre-K teachers.

Course Title:	**TEM for Teachers Series: TEM and Professionalism**
Course Number:	17108
Department:	Employee Performance and Support
Grade Band:	K-2, 3-5, 6-8, 9-12
Audience:	SCS Teachers
Course Outcomes:	Teachers will gain valuable understanding of the professionalism rubric portion of the evaluation process. New teachers and any teacher needing a refresher or clarification should attend. Face-to-Face and webinar sessions are available.

Course Title:	**Making It Easier Makes It Harder**
Course Number:	17032
Department:	ESL
Grade Band:	K-8
Audience:	ESL Teachers
Course Outcomes:	This session will address Meeting Students' Needs through teaching grammar in context. This session will explore why reducing Lexile and dropping rigor makes learning English and Academic Language harder for Els and striving readers. Participants will learn how to make complex texts comprehensible for all learners and develop activities to teacher language structure (grammar) and vocabulary within the existing curriculum through using and creating language dives.

Course Title: **Co-Teaching in ESL**
Course Number: 17031
Department: ESL
Grade Band: K-8
Audience: ESL & Gen-Ed Teachers
Course Outcomes: Participants will develop a deeper understanding of how to create an inclusive, collaborative approach to servicing K-8 ELs in a co-teaching setting through an understanding of the roles each teacher plays. Teachers will explore how to best respond to ELs' academic, linguistic, and social needs through collaborative practices. Teachers will examine their existing lesson plans to look for opportunities to create language opportunities that support all learners in a co-teach setting.

Course Title: **ESL High School PLC**
Course Number: 17044
Department: ESL
Grade Band: 9-12
Audience: New High School ESL Teachers
Course Outcomes: Active participants will review end of the year procedures and protocols for high school ESL.

Course Title: **ESL High School PLC**
Course Number: 17045
Department: ESL
Grade Band: 9-12
Audience: New High School ESL Teachers
Course Outcomes: Participants will review end of the year procedures and protocols for high school ESL. This is a make-up session if participant did not attend March 5th session

Course Title: **TNReady and EL (K-8)**
Course Number: 16317
Department: Department of Professional Development and Support
Grade Band: K-2, 3-5, 6-8
Audience: K-8 ELA Teachers
Course Outcomes: Participants will understand the design of EL modules and how the ELA standards are strategically mapped throughout the year, with a specific emphasis on what standards mastery looks like and sounds like. In addition, we will practice making strategic formatting adjustments to tasks without sacrificing the integrity of the curriculum. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title: **Authentic Writing Scaffolds**
Course Number: 17131
Department: Department of Professional Development and Support
Grade Band: 9-12
Audience: 9-12 Teachers
Course Outcomes: Participants will understand the design logic of high school curriculum lessons and how students are provided multiple ways to engage with texts and represent their understanding through writing. Participants will practice utilizing curriculum resources to prepare lessons that will meet the needs of their students as they produce high-quality writing. Specific guidance will be provided on additional ways teachers can scaffold writing instruction to meet the needs of all students, without sacrificing standards alignment and learning expectations.

Course Title:	**Authentic Reading Scaffolds (K-8)**
Course Number:	17113
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the design logic of EL lessons and how students are provided multiple ways to engage with text and represent their understanding. We will practice utilizing EL resources to prepare lessons that will meet the needs of their students in regard to accessing complex text. Specific guidance will be provided on additional ways teachers can scaffold instruction to help all students access the demands of complex texts, without sacrificing the standards alignment and learning expectations. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**Authentic Writing Scaffolds (6-8)**
Course Number:	17114
Department:	Department of Professional Development and Support
Grade Band:	K-8
Audience:	K-8 ELA Teachers
Course Outcomes:	Participants will understand the design logic of EL lessons and how students are provided multiple ways to engage with text and represent their understanding through writing. Participants will practice utilizing EL resources to prepare lessons that will meet the needs of their students in producing high-quality writing. Specific guidance will be provided on additional ways teachers can scaffold writing instruction to meet the needs of all their students, without sacrificing the standards alignment and learning expectations. There will be grade-band specific courses for K-2, 3-5, and 6-8.

Course Title:	**9th, 10th, 11th, 12th Grade: Unit 4 Overview**
Course Number:	16299
Department:	Department of Professional Development and Support
Grade Band:	9-12
Audience:	9-12 Teachers
Course Outcomes:	Participants will gain an understanding of the unit goals, analyze the text to forecast student misconceptions and engage as a learner. Participants will also participate in a backwards design process to increase understanding and knowledge of how lessons build towards the End of Unit Assessment.

Course Title:	**ClassFlow Interactive Software**
Course Number:	16230
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers
Course Outcomes:	The Instructional Technology Department is providing an educational training session on Promethean's interactive software, ClassFlow, to broaden educators' understanding of this interactive resource. By participating in this training session, the participants will have an interactive learning experience that can be easily implemented into the classroom and support the district's learning goals. By the end of each session, participants will: Know: Be able to identify ways this resource can be utilized to enhance student learning. Understand: How this website's features and functions can be used during classroom instruction to create an engaging learning environment. How to navigate through the features and functions of ClassFlow

for use with interactive whiteboards and/or student devices. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title:	**Microsoft Presentation Tools: PowerPoint and Sway**
Course Number:	16226
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This training introduces the presentation tools within Microsoft Office 365: Sway and PowerPoint. Know:The ways Office 365 presentation tools can be utilized to enhance classroom productivity and create engaging projects for students. Understand: The Office 365 presentation applications' functions and features that can be used on a daily basis to enhance communication and organization. Navigate the Office 365 system presentation tools confidently. Do: Integrate and replicate the methods demonstrated during the session to streamline planning and preparation. Laptops are useful for all trainings at the TTC.

Course Title:	**Promethean Interactive Panels for the Beginner**
Course Number:	16227
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This training session on Promethean Interactive Whiteboard's ActivConnect Tools will broaden teachers' understanding of available resources to support the integration of technology into classroom instruction. By the end of each session, participants will: Know: Be able to identify ways this resource can be utilized to enhance student learning through interactive strategies. Understand: How to navigate through the features and functions of the Promethean's ActivConnect Software. How Promethean's ActivConnect features and functions can be used during classroom instruction to create an engaging learning environment. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title:	**SMART Interactive Panels for the Beginner**
Course Number:	16235
Department:	Instructional Technology
Grade Band:	K-12, Exceptional Children
Audience:	K-12 Teachers, School-Based Administrators
Course Outcomes:	This course introduces educators to the onboard tools for SMART interactive panels. Know: Be able to identify ways interactive whiteboards can be utilized to enhance student learning through interactive features such as the saving functions of the whiteboard, SMART Exchange resources, and desktop tools. Understand: How the SMART Board's features and functions can be used during classroom instruction to create an engaging learning environment and how to navigate through the features and functions of the SMART panel alone and in conjunction with Smart Notebook 17 software. Do: Integrate and replicate the methods demonstrated in the training simulation to efficiently enhance instructional practices in the classroom. Laptops are useful for all trainings at the TTC.

Course Title: **Cataloging in Atriuum (with April Frase & Nevenia Hill)**
Course Number: 17034
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: The LIS will learn the cataloging standards used by the District and will have hands-on practice adding materials to their school's database using the cataloging tools in Atriuum.

Course Title: **What Every Librarian Needs to Know for the End of the Year (with Pam Rumage & Stephanie Carr)**
Course Number: 17040
Department: Library Services
Grade Band: All Grades
Audience: Librarians
Course Outcomes: It's not too early to start thinking about next school year. How the library is closed this year can make next year's opening a breeze. Participants will find out ideas on how to organize and close your library for the year. Fun, handouts and door prizes!

Course Title: **Unpacking Standards**
Course Number: 16332
Department: Professional Development and Support
Grade Band: 6-12
Audience: Teachers, School Administrators
Course Outcomes: Participants will unpack math standards to determine the rigor of the standard, what students should know, and what students should be able to do. Participants will understand how to use "The Common Core Mathematics Companion: The Standards Decoded", "Common Core State Standards Deconstructed for Classroom Impact", Louisiana Believes Guide to Rigor, and Standards Comparison Document to unpack standards. Participants will unpack standards for current and upcoming units using The Common Core Mathematics Companion: The Standards Decoded" and "Common Core State Standards Deconstructed for Classroom Impact," Louisiana Believes Guide to Rigor, and Standards Comparison Document.

Course Title: **Preparation & Customization of a Lesson**
Course Number: 16360
Department: Professional Development and Support
Grade Band: K-5
Audience: Teachers, School Administrators
Course Outcomes: Participants will know how to customize and deliver Eureka Math lessons.

Course Title: **Preparation & Customization of a Lesson**
Course Number: 16318
Department: Professional Development and Support
Grade Band: 6-9
Audience: Teachers, School Administrators
Course Outcomes: Participants will learn a step-by-step process to customize and deliver Eureka Math lessons.

Course Title: **Preparation & Customization of a Module**
Course Number: 16319
Department: Professional Development and Support
Grade Band: 6-9
Audience: Teachers, School Administrators
Course Outcomes: Participants will learn a step-by-step process to customize and deliver Eureka Math modules.

Course Title: **Orff Music New Teacher Boot Camp**
Course Number: 16365
Section Number: 26015 New Teacher Boot Camp #5: Orff Music Strategies, TEM, and Portfolio
Section Number: 26016 New Teacher Boot Camp #6: Orff Music Strategies, TEM, and Portfolio
Section Number: 26017 New Teacher Boot Camp #7: Orff Music Strategies, TEM, and Portfolio
Section Number: 26018 New Teacher Boot Camp #8: Orff Music Strategies, TEM, and Portfolio

Department: **Orff Music**
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: New Orff Music teachers will receive strategies for fostering a well-managed, organized, collaborative, creative Orff music classroom community for all students. New Orff Music teachers will receive strategies for planning, documenting, and organizing student artifacts for use in the Tennessee Fine Arts Student Growth Portfolio, as part of the elementary music Teacher Evaluation Measure (TEM).

Course Title: **Performing Arts: New Teacher Support Session**
Course Number: 17054
Section Number: 25960
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, new teachers will participate in PLC Development

Course Title: **Performing Arts New Teacher Support Session**
Course Number: 17082
Section Number: 26011
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: New teachers will know the domains and foundations of the revised standards, and compare them with previous versions of the standards, understand the instructional shifts expected in the revised standards, and how their learning targets will need to adjust to meet the raised expectations, and be able to do as a result of this presentation identify and explain the fundamental changes in the revised fine arts standards, recognize best practices that support the new standards, and create arts learning lessons aligned to the revised standards.

Course Title: **Performing Arts New Teacher Support Session**
Course Number: 17082
Section Number: 26012
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, teachers will participate in professional learning communities and have best practices shared in order to have a successful first year with the district.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number: 17016
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in developing and using models 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.

Course Title:	**MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number:	17016
Department:	Science
Grade Band:	6-8
Audience:	All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in developing and using models 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.

Course Title:	**MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number:	17016
Department:	Science
Grade Band:	9-12
Audience:	All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in developing and using models 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.

Course Title:	**Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number:	17020
Department:	Science
Grade Band:	K-5
Audience:	All K-5 Science Teachers, Content Leads, Science Administration Leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title:	**Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number:	17020
Department:	Science
Grade Band:	6-8
Audience:	All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title:	**Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number:	17020
Department:	Science
Grade Band:	9-12
Audience:	All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title:	**Social Studies: Collaborative Planning Session**
Course Number:	17154
Department:	Social Studies
Grade Band:	K -12
Audience:	Teachers and Administrators
Course Outcomes:	Join us in planning for upcoming lessons! Teachers will work collaboratively with fellow grade level teachers to plan futures lessons, pinpoint areas of challenge, and receive and offer suggestions of best practices when teaching specific content.

Course Title:	**New Teacher Bootcamp #3: ArtsFest and Portfolio Support**
Course Number:	17122
Department:	Visual Art
Grade Band:	K-12
Audience:	Visual Art Teachers
Course Outcomes:	New art teachers will receive strategies for collecting and documenting evidence for use in the Tennessee Fine Arts Student Growth Portfolio, as part of the visual art Teacher Evaluation Measure (TEM).

Course Title: **New Teacher Bootcamp #4: Portfolio Feedback Session**
Course Number: 17122
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: New art teachers will receive feedback on in-progress portfolio collections for the Tennessee Fine Arts Student Growth Portfolio, as part of the visual art Teacher Evaluation Measure (TEM).

Course Title: **Cycles of Learning for New World Language Teachers: Feedback**
Course Number: 17103
Section Number: 26059
Department: C&I World Languages
Grade Band: K-12
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. In this particular session, teachers will become familiar with feedback strategies and engagement strategies.

Course Title: **Cycles of Learning for New World Language Teachers: Learning Walks**
Course Number: 17103
Section Number: 26060
Department: C&I World Languages
Grade Band: K-12
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. IN this particular session, teachers will observe multiple language teachers in the morning. In the afternoon, as a group they will reflect on their observations and share observed strategies that they will use in their classrooms.

Course Title: **Cycles of Learning for New World Language Teachers: Rating Student Work for Portfolio**
Course Number: 17103
Section Number: 26061
Department: C&I World Languages
Grade Band: K-12 Spanish and French Teachers only
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. In this session, teachers will rate their student work in preparation of portfolio submission.

Optional Schools and Advanced Academics

Advanced Placement, Dual Enrollment, Honors, Optional, and Statewide Dual Credit teachers/administrators

Key Departmental Priorities

Optional Schools and Advanced Academics provides Optional Schools with strategic planning and support as well as specialized teachers and teacher training, materials and supplies aligned to program content, and funding for integral field trips and competitions. The Division is responsible for the continual marketing and advertising of the Optional programs. The Division coordinates the Optional application process, ensuring the integrity of the Optional programs. Advanced Academics provides specialized support to schools to enable them to offer highly rigorous courses through Honors, Advanced Placement, International Baccalaureate, Dual Enrollment, and Statewide Dual Credit programs, preparing students for college and career success. The Division provides support to school leaders to help develop their Advanced Academic offerings, provides professional development for teachers, coordinates all Dual Enrollment/Statewide Dual Credit, and provides enrichment and academic preparatory activities to students. Optional Schools and Advanced Academics works very closely with college and university partners to increase the depth and breadth of offerings to ensure programmatic alignment with postsecondary goals.

www.scsk12.org/optional

Optional Schools

Department: **Optional Schools and Advanced Academics**
Course Title: A. P. Coordinator's Workshop
Course Number: 17112
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: A.P. Coordinators
Course Outcomes: A.P. Coordinators will review College Board guidelines and discuss best practices to effectively prepare for the administration of AP exams.

Course Title: **Honors Policy Compliance Training**
Course Number: 17098
Department: Optional Schools and Advanced Academics
Grade Band: 6-8, 9-12
Audience: Honors teachers, Honors Program administrators
Course Outcomes: Participants will review the state/district guidelines for honors courses, discuss ways to extend the content, and learn how to document compliance.

Course Title: **Optional Schools Application/Renewal Process Training**
Course Number: 17110
Department: Optional Schools and Advanced Academics
Grade Band: K-5, 6-8, 9-12
Audience: Optional Program Coordinators/Administrators
Course Outcomes: Participants will learn the revised procedures for processing Renewals and New Optional Applications in the PowerSchool database.

Orff Music

Primary Audience Served K-5 Orff Music Teachers

Key Departmental Priorities

The Arts are fundamental to a well-rounded education and are essential to the academic, social, emotional, and intellectual development of every student. Innovative, relevant, and inspiring arts instruction empowers students to use their minds more creatively, in addition to improving their overall academic performance and behavior. Access to the arts through the combination of rigorous arts curricula, arts partnerships, and arts-integration is proven to be one of the strongest academic interventions provided to students in order to achieve District goals. As the Shelby County Schools Orff Music Program, we believe that all young children have the capacities for music learning. Thus, each has the right to a musical childhood that includes play-based, developmentally appropriate musical engagement that responsive to gender, ability, and culture, and provided by a professional Orff music educator. Our professional development goals for Orff music will focus on:

* High Yield Orff Music Strategies (Complex Tasks and Materials)
* (Developing) Program Support Systems
* Setting Standards-Based Growth Targets
* Arts Integration Strategies

Recommended Session Sequence

[The only prerequisite session is the Defining Arts Integration session for Kennedy Center Arts Integration]

1. **Orff Music DLD: Purposeful Pathways [January 3, 2019]**

2. **Kennedy Center Arts Integration**
    a. Laying a Foundation: Defining Arts Integration (Prerequisite Session) [January 9, 2019]
    b. A Playful Approach to Writing [January 28, 2019]
    c. Standing in a Character's Shoes [January 29, 2019]
    d. Telling Your Story Through the Beat of Jazz [March 26, 2019]
    e. Kennedy Center Arts Integration: 2019 Teacher Summer Institute at the Halloran Centre
        [June 10-14, 2019]

3. **MCAOSA Workshop Series**
    a. Chapter Share [January 12, 2019]
    b. Charlie Tighe [February 9, 2019]
    4. New Teacher Boot Camps
    a. January 17, 2019
    b. February 21, 2019
    c. March 21, 2019
    d. April 18, 2019

5. **WTGMEA Festival Chorus [February 15, 2019]**

6. **Class Piano All-City**
   a. Rehearsals [March 4-6, 2019]
   b. Concert [March 7, 2019]

7. **Orff Teacher Talk**
   a. Curriculum Chat #3 [March 19, 2019]
   b. Curriculum Chat #4 [May 14, 2019]

8. **Orff Music All-City**
   a. Rehearsal [April 3-4, 2019]
   b. Concert [April 4, 2019]

9. **TnMEA Conference [April 10-13, 2019]**

10. **Tennessee Arts Academy [July 14-19, 2019]**

11. **Summer Orff Institute at the University of Memphis [July 8-19, 2019]**
    a. Level I
    b. Level II
    c. Level III

New Teacher/Staff Sessions

1. New Teacher Boot Camp #5

2. New Teacher Boot Camp #6

3. New Teacher Boot Camp #7

4. New Teacher Boot Camp #8

Key Resources Available SCS Orff Music Curriculum Maps

Orff Classroom Equipment/Instruments
Textbooks and Textbook Materials
Curriculum Materials and Resources

Orff Music

Course Title: January 2019 DLD: Orff Music
Course Number: 17009
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: Participants will be actively involved in Orff music lesson demonstrations using speaking, singing, instrument playing, and movement that align with curriculum implementation. Nationally known clinician/facilitator and author, Beth Ann Hepburn, will present Purposeful Pathways, Books 1 & 2, as resources to the K-5 Orff Music Curriculum. She will share instructional strategies through the Orff approach for implementing the activities within the two books into lesson planning and the process and sequencing of instructional delivery.

Course Title: WTGMEA Festival Chorus
Course Number: 17084
Department: Orff Music
Grade Band: 3-5, 6-8
Audience: Elementary Music Teachers and Middle School Choir Teachers
Course Outcomes: Participants will observe rehearsals led by highly effective choral directors in preparation for a choral performance of selected music by auditioned 4th-6th grade elementary and middle school students from West Tennessee area schools. Strategies will be demonstrated and shared for good teaching of singing skills for young students and rehearsal techniques for choral ensembles. A culminating concert will be performed at the end of the day that is open to the public. The West Tennessee Festival Chorus is open to 4th, 5th, and 6th grade students with unchanged voices. Each music director may invite up to 10 students. The basis for selection is singing ability (intonation, vocal range, tone quality) and, most importantly, good behavior. All choral selections must be memorized for this event. Participating music educators must be members of NAfME and WTGMEA.

Course Title: MCAOSA Saturday Workshop Series
Course Number: 17085
Section Number: 26022 MCAOSA Saturday Workshop Series (Orff Music): Chapter Share
Section Number: 26024 MCAOSA Saturday Workshop Series (Orff Music): Charlie Tighe
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: Through active participation facilitated by session facilitators, workshop participants will receive Orff music lesson ideas, activities, resources, and strategies for implementation in the classroom. Workshop admission is free for all members. Non-members can pay the $50 workshop fee on the day of the event. Unless otherwise noted, all workshops are held from 9am - 1pm at Campus School on the camps of the University of Memphis.

Course Title: **Orff All-City 2019: Cascades of Harmony**
Course Number: 17089
Section Number: 26030 All-City 2019 Rehearsal Day One: Cascades of Harmony
Section Number: 26031 All-City 2019 Rehearsal Day Two: Cascades of Harmony
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: Orff Music All-City 2019 is a culminating collaboration of Orff music teachers and students across the district's elementary schools and demonstrates high levels of student musical achievement as a result of rigorous music instruction. The music selected and presented for Orff Music All-City 2019, and the strategies necessary to prepare students successfully for their performance, are appropriately challenging for the participating students. Participating teachers will be able to effectively teach each All-City 2019 musical selection and prepare the participating students at sufficient levels of success to be able to perform each piece at high levels of achievement.

Course Title: **Orff All-City 2019 Concert: Cascades of Harmony**
Course Number: 17136
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: Orff Music All-City 2019 is a culminating collaboration of Orff music teachers and students across the district's elementary schools and demonstrates high levels of student musical achievement as a result of rigorous music instruction. The music selected and presented for Orff Music All-City 2019, and the strategies necessary to prepare students successfully for their performance, are appropriately challenging for the participating students. Participating teachers will be able to effectively teach each All-City 2019 musical selection and prepare the participating students at sufficient levels of success to be able to perform each piece at high levels of achievement.

Course Title: **Orff Music New Teacher Boot Camp**
Course Number: 16365
Section Number: 26015 New Teacher Boot Camp #5: Orff Music Strategies, TEM, and Portfolio
Section Number: 26016 New Teacher Boot Camp #6: Orff Music Strategies, TEM, and Portfolio
Section Number: 26017 New Teacher Boot Camp #7: Orff Music Strategies, TEM, and Portfolio
Section Number: 26018 New Teacher Boot Camp #8: Orff Music Strategies, TEM, and Portfolio
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: New Orff Music teachers will receive strategies for fostering a well-managed, organized, collaborative, creative Orff music classroom community for all students. New Orff Music teachers will receive strategies for planning, documenting, and organizing student artifacts for use in the Tennessee Fine Arts Student Growth Portfolio, as part of the elementary music Teacher Evaluation Measure (TEM).

Course Title:	**Orff Teacher Talk: Curriculum Feedback Session**
Course Number:	16370
Section Number:	26019 Orff Teacher Talk: Curriculum Feedback Session (Quarter 3)
Section Number:	26020 Orff Teacher Talk: Curriculum Feedback Session (Quarter 4)
Department:	Orff Music
Grade Band:	K-2, 3-5
Audience:	Orff Music Teachers
Course Outcomes:	Teachers will collaborate by providing feedback, lesson examples, and resources for Orff Music curriculum map updates and revisions.

Course Title:	**Kennedy Center Arts Integration Workshops**
Course Number:	17079
Section Number:	25996 Laying a Foundation: Defining Arts Integration with Jamin Carter (prerequisite for subsequent Arts Integration) - What is arts integration? This session unpacks the definition developed by the Kennedy Center and gives participants the opportunity to uncover the characteristics of quality arts integration.)
Section Number:	26002 A Playful Approach to Writing with Mary Hall Surface - Playwriting offers a powerful way to interest students in writing or pre-writing processes. Participants examine ways to help students learn how to think like playwrights and to develop a script that draws on their improvisations of characters and ideas.
Section Number:	26003 Standing in a Character's Shoes with Mary Hall - Helping students develop understanding of the emotions and motivations of literary characters and historical figures is often challenging. In this workshop, participants explore ways to help students imagine, improvise, and write monologues that reveal the emotions beneath a character's/person's words and how those emotions change.
Section Number:	26006 Telling Your Story Through the Beat of Jazz with Imani Gonzalez - In this interactive workshop, teachers learn to immerse their students in the rich history of jazz as they trace its roots and influences through African traditional chants, work songs, spirituals, ragtime, and the blues. Participants explore strategies that are aligned with Writer's Workshop to engage students in writing their own blues songs that express their emotions.

Department:	**Orff Music**
Grade Band:	K-12
Audience:	All Teacher, All Administrators
Course Outcomes:	These sessions unpacks the definition developed by the Kennedy Center and gives participants the opportunity to uncover the characteristics of quality arts integration. In Arts-Integrated Curriculum, the arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both. For example, students meet objectives in theater (characterization, stage composition, action, expression) and in social studies. The experience is mutually reinforcing—creating a dramatization provides an authentic context for students to learn more about the social studies content and as students delve deeper into the social studies content their growing understandings impact their dramatizations. For Arts-Integrated Curriculum to result in deep student understanding in both the art form and the other curriculum area, it requires that teachers engage in professional development to learn about arts standards and how to connect the arts to the curriculum they teach.

Course Title: **University of Memphis Orff Levels Courses**
Course Number: 17088
Section Number: 26026 Orff Level I Course
Section Number: 26027 Orff Level II Course
Section Number: 26028 Orff Level III Course
Department: Orff Music
Grade Band: K-2, 3-5
Audience: Orff Music Teachers
Course Outcomes: The University of Memphis will offer three levels of Orff teacher training courses that are AOSA approved. The courses meet AOSA criteria and follow the AOSA Teacher Education Curriculum. This comprehensive three-level curriculum comprised of pedagogy, recorder, and movement is designed to develop the musicianship, creativity, and teaching strategies of the adult learner. A Certificate of Completion is awarded to those who have successfully completed an AOSA approved Level III course.

Course Title: **Tennessee Music Education Association State Conference**
Course Number: 17077
Department: Orff Music & Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: All-State Conference sessions focus on empowering High Yield Strategies (Complex Tasks and Materials), developing Program Support Systems, Setting Standards-Based Growth Targets, and developing Arts Integration Strategies.

Course Title: **Tennessee Arts Academy – Belmont University**
Course Number: 17078
Department: Orff Music & Arts Education
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre, & K-5 Orff Music
Audience: Performing Arts Teachers
Course Outcomes: The Tennessee Arts Academy is the nation's premier professional development institute for arts education. A program of the Tennessee Department of Education, the Academy has been held annually since 1986 on the campus of Belmont University in Nashville, Tennessee.

Performing Arts (Band, Choir, Dance, Orchestra, Piano, & Theatre

Primary Audience Served Performing Arts Teachers and Administrators

Key Departmental Priorities

The Arts are fundamental to a well-rounded education and are essential to the academic, social, emotional, and intellectual development of every student. Innovative, relevant, and inspiring arts instruction empowers students to use their minds more creatively, in addition to improving their overall academic performance and behavior. Access to the arts through the combination of rigorous arts curricula, arts partnerships, and arts-integration is proven to be one of the strongest academic interventions provided to students in order to achieve District goals. Professional Development priorities for the Performing Arts focuses on empowering High Yield Strategies (Complex Tasks and Materials), developing Program Support Systems, Setting Standards-Based Growth Targets, and developing Arts Integration Strategies.

Recommended Session Sequence

For all Kennedy Center Arts Integration Workshops held at the Orpheum's Halloran Centre, the prerequisite course is "Defining Arts Integration" offered at multiple times throughout the year.

New Teacher/Staff Sessions

January 3rd (DLD)- Overton High School (8:00-3:00PM)
January 30th – Kate Bond MS (4:30-6:00PM)
February 14th -Cook Convention Center (WTSBOA Clinic) 8:00 PM
March 27th- Amro Music (4:30-6:00PM)

Key Resources Available

In additional to curricular materials, all Performing Arts Teachers have access to equipment, equipment repair, and student transportation funding. Please see below for logistics.

Instrument Repair Link: https://goo.gl/forms/6EJWozmDflMeBQYv2
Equipment Request Link: https://goo.gl/forms/pPbf84ZH8ct5oi2C3
Transportation Support Link: https://goo.gl/forms/nJwovRn6UxWzzbfR2

Performing Arts (Band, Choir, Dance, Strings, Theatre)

Course Title: **Performing Arts: Metropolitan Opera Live in Schools Teacher Training**
Course Number: 17053
Section Number: 25957
Department: C&I Performing Arts
Grade Band: K12
Audience: Metropolitan Opera Live in Schools Program Participants
Course Outcomes: In this session, teachers will learn about the resources developed by the Metropolitan Opera for integrated classroom learning.

Course Title: **Performing Arts: New Teacher Support Session**
Course Number: 17054
Section Number: 25960
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, new teachers will participate in PLC Development

Course Title: **Performing Arts: District Learning Day**
Course Number: NA
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, participants will learn about the revised TDOE Arts Education Standards and provide focus group feedback regarding the SCS Revised Curriculum Maps to be implemented during the 2018-2019 school year.

Course Title: **Defining Arts Integration- What is arts integration? With Jamin Carter (prerequisite for subsequent Arts Integration Sessions)**
Course Number: 17079
Section Number: 25996
Department: C&I Performing Arts
Grade Band: K-12
Audience: All Teacher, All Administrators
Course Outcomes: This session unpacks the definition developed by the Kennedy Center and gives participants the opportunity to uncover the characteristics of quality arts integration.

Course Title: **All West Band and Jazz Band Audition Director Session**
Course Number: 17055
Section Number: 25963
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, participants will learn how to select literature for assessment so that student learning is maximized while highlighting student strengths.

Course Title: **Choral Music All State Octet Assessment Director Session**
Course Number: 17075
Section Number: 25972
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, participants will learn how to select literature for assessment so that student learning is maximized while highlighting student strengths.

Course Title: **A Playful Approach to Writing with Mary Hall Surface.**
Course Number: 17079
Section Number: 26002
Department: C&I Performing Arts
Grade Band: K-12
Audience: All Teacher, All Administrators
Course Outcomes: Playwriting offers a powerful way to interest students in writing or pre-writing processes. Participants examine ways to help students learn how to think like playwrights and to develop a script that draws on their improvisations of characters and ideas.

Course Title: **Standing in a Character's Shoes with Mary Hall**
Course Number: 17079
Section Number: 26003
Department: C&I Performing Arts
Grade Band: K-12
Audience: All Teacher, All Administrators
Course Outcomes: Helping students develop understanding of the emotions and motivations of literary characters and historical figures is often challenging. In this workshop, participants explore ways to help students imagine, improvise, and write monologues that reveal the emotions beneath a character's/person's words and how those emotions change.

Course Title: **Performing Arts New Teacher Support Session**
Course Number: 17082
Section Number: 26011
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: New teachers will know the domains and foundations of the revised standards, and compare them with previous versions of the standards, understand the instructional shifts expected in the revised standards, and how their learning targets will need to adjust to meet the raised expectations, and be able to do as a result of this presentation identify and explain the fundamental changes in the revised fine arts standards, recognize best practices that support the new standards, and create arts learning lessons aligned to the revised standards.

Course Title: **West Tennessee School Band and Orchestra Association Conference**
Course Number: 17097
Section Number: 26049
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: All-West Conference sessions focus on empowering High Yield Strategies (Complex Tasks and Materials), developing Program Support Systems, Setting Standards-Based Growth Targets, and developing Arts Integration Strategies.

Course Title: **West Tennessee School Band and Orchestra Association Director Session**
Course Number: 17096
Section Number: 26048
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, participants will learn how to select literature for assessment so that student learning is maximized while highlighting student strengths

Course Title: **Performing Arts New Teacher Support Session**
Course Number: 17082
Section Number: 26012
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, teachers will participate in professional learning communities and have best practices shared in order to have a successful first year with the district.

Course Title: **ASBDA Young Band Director's Symposium**
Course Number: 17095
Section Number: 26047
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: In this session, participants will learn how basic concepts in directing bands in schools.

Course Title: **Tennessee Music Education Association State Conference, April 10-13th**
Course Number: 17077
Section Number: 25983
Department: C&I Performing Arts & Orff Music
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: All-State Conference sessions focus on empowering High Yield Strategies (Complex Tasks and Materials), developing Program Support Systems, Setting Standards-Based Growth Targets, and developing Arts Integration Strategies.

Course Title: **Tennessee Bandmaster's Association Workshop**
Course Number: 17094
Section Number: 26045
Department: C&I Performing Arts
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: Participants will learn how to select the best literature for concert festival so they maximize student learning while highlighting ensemble strengths.

Course Title: **Tennessee Arts Academy – Belmont University**
Course Number: 17078
Section Number: 25986
Department: C&I Arts Education
Grade Band: 6-12 Band, Choir, Orchestra; K-12 Dance, Theatre
Audience: Performing Arts Teachers
Course Outcomes: The Tennessee Arts Academy is the nation's premier professional development institute for arts education. A program of the Tennessee Department of Education, the Academy has been held annually since 1986 on the campus of Belmont University in Nashville, Tennessee.

Response to Instruction and Intervention (RTI2)

Primary Audience Served School Leaders, RTI2 Leads, Intervention Providers

Key Department Priorities

Response to Instruction and Intervention (RTI2) is a problem solving approach that integrates assessment and accountability to address the needs of at-risk students. Professional Learning Opportunities as it relates to RTI2 are divided into three categories: Compliance, High Quality Instruction, and Building Capacity. The sessions are designed specifically to increase the knowledge of teacher leaders regarding the RTI2
Framework and provide instructional strategies and best practices to enhance district-wide implementation.

1. Compliance: Professional development opportunities are designed to support school administrators and teacher leaders in addressing the needs of all students while meeting the State and District requirements for RTI2.
2. High Quality: Professional development opportunities are designed to provide resources and promote best practices for high quality instruction and intervention.
3. Building Capacity: Professional development opportunities are designed to increase skills and knowledge to better support school administrators and teacher leaders.

Recommended Course Sequence

I. Compliance
- RTI2 Overview
- Effective Data Teams
- Universal Screening
- Characteristics of Dyslexia
- Written Expression

II. High Quality Instruction
- Every Learner Achieves (E.L.A.) Academy
- Math Academy
- Written Expression
- District-provided Interventions
  o Achieve3000
  o i-Ready
  o EasyCBM

III. Building Capacity
- Navigating through EdPlan Secodary Communtieis of Practice (SCOPe)
- RTI2 Quarterly Lead Meetings
- Achieve3000 and i-Ready

Key Resources Available

District Implementation Guide (DIG)
Written Expression Training Protocol
Characteristics of Dyslexia Training Protocol
EasyCBM/EdPlan Quick Reference Guides
Exemplar Lesson Plans
RTI2 Walkthrough Forms
Virtual Courses
RTI2 Boot Camp Guidebook (Small Group Resources)

Response to Instruction and Intervention (RTI2)

Course Title: Secondary Communities of Practice (SCOPe)
Course Number: 16133
Department: Curriculum & Instruction- RTI2
Grade Band: 6-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will gain (KNOW) an understanding of the significance of developing a col laboration amongst secondary schools. Participants will UNDERSTAND the importance of collaborating feeder schools, reflect on current practices, and know how to use data to best meet the needs all students. Participants will identify (DO) next steps and close out procedures in preparation for the end of the year.

Course Title: RTI2: Open Lab
Course Number: 16151
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW key RTI2 updates. Participants will UNDERSTAND how to access EdPlan and EasyCBM. Participants will apply (DO) what they have learned to enhance the overall implementation at their individual schools.

Course Title: RTI2: Navigating Through EdPlan
Course Number: 17049
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW how to access Edplan. Participants will UNDERSTAND how to navigate Edplan. Participants will follow (DO) along using the hands-on guide.

Course Title: RTI2: Supporting Written Expression Intervention
Course Number: 17051
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW the stages of writing to support writing development within written expression focused RTI2. Participants will UNDERSTAND the tools and strategies aligned with the various stages of writing. Participants will DEVELOP (DO) an instructional plan to support students with written expression skill deficits.

Course Title: RTI2: Every Learner Achieves Academy
Course Number: 16731
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW the importance of foundational literacy. Participants will understand the difference in phonological awareness, phonemic awareness, and phonics. Participants will UNDERSTAND how fluency is connected to decoding and comprehension and know how fluency is connected to comprehension. Participants will UNDERSTAND strategies to teach comprehension. Participants will engage (DO) in activities that can be used to support literacy intervention.

Course Title: **RTI2 Math Academy: Connecting Math and Literacy**
Course Number: 16649
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW how literacy and math are connected. Participants will UNDERSTAND how literacy is embedded in math. Participants will engage (DO) activities that they can use in their intervention classrooms.

Course Title: It's Not How You Start, It's How you Finish (RTI2 Quarterly Lead Meeting)
Course Number: 17056/17057
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads and Principals
Course Outcomes: Participants will KNOW the end-of-year closeout procedures, UNDERSTAND how to submit and store required documents needed to support the continuation of effective intervention for at-risk students during the 2018-19 school year, and complete (DO) a checklist to ensure the continuation of effective intervention for at-risk students during the 2018-19 school year.

Course Title: **EdPlan RTI2 Refresher Training-All Users (Vendor Led)**
Course Number: 17058
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: Data Team members with existing experience using EdPlan RTI
Course Outcomes: Participants will KNOW what system improvements have been recently or will soon be made to EdPlan, how to update students' RTI records, how to schedule and log intervention sessions, how to document fidelity checks in the system, and how to locate resources for additional help. Participants will UNDERSTAND: 1) how to integrate each update into school RTI processes, 2) how the system enhancements will strengthen RTI2 processes, 3) how to work more efficiently with basic EdPlan RTI processes of planning, logging, conducting fidelity checks, and 4) How to enhance your school's management of RTI processes Participants will DO follow along using the hands-on guide, learn and practice together, as well as plan for how you will increase your comfort level and knowledge using EdPlan RTI to continue to meet expectations

Course Title: **EdPlan RTI2 SPED Teacher Training (Vendor Led)**
Course Number: 16155
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: New RTI Data Team members who are SPED users (intended for principals, APs, SPED leads, etc. who serve on school data teams) and who have no or limited experience using the RTI module in EdPlan
Course Outcomes: Participants will KNOW what EdPlan RTI is and how to use it as an RTI Tracker, how to make changes to students' RTI records, and how access resources for getting additional help. Participants will UNDERSTAND how EdPlan RTI supports State of Tennessee requirements, how to use the tool in a way that integrates into current SCS processes to facilitate data meetings and documentation as well as the expectations for using the system for managing RTI processes. Participant will (DO) follow along using the Hands-On Guide, learn and practice together as well as plan for how you will increase your comfort level and knowledge using EdPlan RTI to meet expectations

Course Title: **EdPlan RTI2 New School Master User Training –Beginners (Vendor Led)**
Course Number: 16153
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: New RTI2 Data Team members who are not SPED users (intended for principals, APs, PLC coaches, interventionists, etc. who serve on school data teams) and who have no or limited experience using EdPlan RTI
Course Outcomes: Participants will KNOW what EdPlan RTI is and how to use it as an RTI Tracker, how to make changes to students' RTI records, and how to locate resources for additional support. Participants will understand how EdPlan RTI supports State of Tennessee requirements, how to use the tool in a way that integrates into current SCS processes to facilitate data meetings and documentation as well as the expectations for using the system for managing RTI2 processes. Participants will follow along using the Hands-On Guide, learn and practice together, and plan for how you will increase your comfort level and knowledge using EdPlan RTI to meet expectations

Course Title: **EdPlan RTI2 Data Analysis Trainings for Advanced Reporting (Vendor Led)**
Course Number: 16152
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: School administrators and RTI Data Team leaders needing to acquire and review RTI 2reporting data from the EdPlan system
Course Outcomes: Participants will KNOW: 1) how to access the EdPlan RTI2 Advanced Reporting Tool, 2) how to run reports, adjust query filters and interpret report results. Participants will UNDERSTAND the purpose of each standard RTI report, and how to run, filter, and accurately interpret the report data. Participants will (DO) follow along using the Hands-On Guide, practice running reports and understanding the data output for users' respective schools, and think through a plan of when and how to utilize the reports on a school level

Course Title: **New Teacher i-Ready and Teacher Toolbox Introduction for RTI (Vendor Led)**
Course Number: 17059
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will KNOW i-Ready has a new and enhanced dashboard for educators to put actionable data at their fingertips faster, how SCS schools incorporate i-Ready Math and Reading as part of their RTI2 plan, and how to access supplementary math, reading, and writing curriculum which is available through the Ready Teacher Toolbox. Participants will UNDERSTAND the layout of the new reports and educator controls and the types of instructional materials found in the Teacher Toolbox. Participants will (DO) navigate in the new educator dashboard to locate i-Ready Diagnostic and Instructional data and locate instructional resources for face-to-face intervention in the Ready Teacher Toolbox

Course Title: **i-Ready: Using Your Data to Help All Learners Succeed for RTI (Vendor Led)**
Course Number: 17060
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will UNDERSTAND how to use iReady data to help all learners succeed and guides teachers in using a data-driven mindset to analyze data from the second Diagnostic with the goal of immediately applying it to enhance student learning. Participants will KNOW how to apply the expanded Data Analysis Protocol to answer key questions about class and student diagnostic data and develop an actionable differentiated instruction plan for an individual student or small group. Participants will explore (DO) strategies for monitoring student progress and growth in i-Ready to make their data picture dynamic and define the best next steps for Online Instruction, teacher-led instruction, intervention, and student engagement.

Course Title: **i-Ready: Supporting Classroom Impact: Standards Mastery for CFAs, Student Data Chats, Teacher Toolbox (Vendor Led)**
Course Number: 17061
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will KNOW how to use the results from the Standards Mastery CFAs to drive student learning, learn what materials are available in the Ready Teacher Toolbox and when to use them. Participants will UNDERSTAND how to teach small group lessons with the materials from the Teacher Toolbox for intervention. Participants plan (DO) for data chats with students to support data-driven instruction and how to get students and families invested in the importance of student data chats for s upporting student growth.

Course Title: **Achieve 3000: Getting Started with Achieve Boost (Vendor Led)**
Course Number: 17062/17063
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Know – Participants will learn about the LevelSet assessment and how to use them to set goals for student growth. Understand – how Achieve Boost places students into the solution for differentiated instruction and how students navigate the 5 Step Literacy Routine. Do – Access data and instructional resources for small group instruction.

Course Title: **Achieve 3000: Deepening Practice with Boost: Accelerate Literacy Skills For Students in need of Intervention (Vendor Led)**
Course Number: 17064
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will KNOW best practices for implementing effective close-reading techniques. Participants will UNDERSTAND how to establish expectations to help students develop competence and confidence in reading text independently. Participants will explore (DO) Achieve3000 supports to accelerate student literacy achievements in one academic year.

Course Title: **Achieve Boost: Using NWEA MAP Data To Drive Instructional Decisions and Using**
Data **to Drive Instructional Decisions with the Skills Report (Vendor Led)**
Course Number: 17065
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Using NWEA MAP Data, Participants will KNOW key performance reports and take action with their MAP data and will review the Skills Progression Instructional Recommendations. Participants will UNDERSTAND how to provide targeted, differentiated instruction using students' results by RIT ranges and Achieve3000's in formed Learning Paths along with how to determine the best supports for each students. Participants will assign (DO) lessons that address skills, strengths and weaknesses and use data to determine learning gaps and implement instructional decisions that address them.

Course Title: **AchieveBoost: Cultivating and Sustaining Student Literacy Engagement**
(Vendor Led)
Course Number: 17068
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will KNOW how to utilize Lexile measurements to establish goals. Participants will UNDERSTAND how literacy performance data can cultivate and sustain student motivation and increase engagement. Participants will access (DO) goal-setting, data analysis, and other tools and resources in AchieveBoost.

Course Title: **Smarty Ants: Getting Started with Smarty Ants (Vendor Led)**
Course Number: 17069/17070
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will KNOW how to identify students for placement into Smarty Ants. Participants will UNDERSTAND how Smarty Ants places students in the scope and sequence of instruction and provides direction, instruction, and practice in individual skills. Participants will access (DO) data and instructional resources for a blended learning experience.

Course Title: **Smarty Ants Using Data to Drive Instructional Decisions and Taking Action with**
Mid- **Year Assessment Data (Vendor Led)**
Course Number: 17071
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Using Data to Drive Instructional Decisions, Participants will learn how to support fidelity with Smarty Ants by monitoring student usage and know how to interpret mid-year assessment data. Participants will understand how to interpret student performance data and how to determine if students need more remediation are properly placed or should accelerate beyond the last level they completed and be placed into a more advanced lesson. Participants will develop instructional goals utilizing a variety of tools and reports and develop plans to identify students who might be ready to transition to KidBizBoost, TeenBizBoost, or Empower®.

Course Title: **Smarty Ants: End of Year Reflection and Planning (Vendor Led)**
Course Number: 17072
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will know participants will interpret end-of-year data. Participants will UNDERSTAND how gains were made in Smarty Ants throughout the year. Participants will create (DO) goals for their next implementation based on current outcomes.

Course Title: **Achieve 3000 Alignment to TDOE Dyslexia Checklist (Vendor Led)**
Course Number: 16150
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention Providers
Course Outcomes: Participants will review the components of the Orton-Gillingham checklist that support reading acquisition for learners who display the characteristics of dyslexia. Participants will UNDERSTAND how the AchieveBoost and Smarty Ants solutions have features that meet the needs of learners who display the characteristics of dyslexia. Participants will access (DO) solutions and experience both programs to illustrate alignments between the checklist components and program features.

School Counseling Services

Primary Audience Served K-12 School Counselors

Key Departmental Priorities:

- Implementation of the Comprehensive School Counseling Program Based on the TN School Counseling Model and Standards
- Implementation of a balanced delivery of direct and student support services
- Delivery of the TN School Counseling Standards (Academic Development, Social-Emotional Development, and College and Career Readiness)

Recommended Session Sequence:

Our Professional Development Sessions are planned around meeting School Counselors' current learning needs and District/State expectations related to the delivery of school counseling programs and services.

New Teacher/Staff Sessions

New Counselor Professional Development Sessions are offered once a quarter and Open Lab Sessions monthly for specific components of the delivery system (SRT, TEM, Transcripts Analysis etc.)

Key Resources Available

- TN School Counseling Model and Standards Policy 5.103
- TN Comprehensive School Counseling Model Implementation Guide
- ASCA National Model: A Framework for School Counseling Programs
- ASCA National Model Implementation Guide
- TEM Professional School Counselor Rubric and Framework

School Counseling Services

Course Title: **K-8 School Counselors Quarter IV Meeting**
Course Number: 17025
Department: Student Support/School Counseling Services
Grade Band: K-8
Audience: Elementary and Middle School Counselors
Course Outcomes: School Counselors will know and understand the end of year expectations for school counseling program reports, audits, and Summer School. School Counselors will be able to prepare at least one (1) program results report/analysis to guide program evaluation and improvement (i.e. core curriculum, small group, closing-the-gap).

Course Title: **Quarter IV High School Counselors Meeting**
Course Number: 16945
Department: Student Support/School Counseling Services
Grade Band: 9-12
Audience: High School Counselors
Course Outcomes: High School Counselors will know the proper procedures for registering students for summer school. High School Counselors will understand the World Languages and Fine Arts course offerings. High School Counselors will be able to analyze an out of state transcript.

School Operations (Office of Academic Operations and School Support)

Primary Audience Served ALL Principals (Principals, Vice-Principals & Assistant Principals)

Key Departmental Priorities

1) Utilize district polices, local, state and federal law, research best practice and other resources to update and refine the AOSS Protocol and Procedures Manual.
2) Resolve parent and community concerns, generated through the Parent Welcome Center via Walk-ins, Call Center phone calls, school and community referrals and the SCS Help Desk emails.
3) Provide Professional Development for Principals regarding school compliance and policies

Recommended Session Sequence:

• Banning Parents
• Working with Difficult Parents

Key Resources Available

SCS AOSS Protocol and Procedures Manual

School Operations

Course Title: **School Operations: What All Principals Need to Know (Banning Parents & How to Work with Difficult Parents)**
Course Number: 17093
Department: School Operations
Grade Band: K-12
Audience: All Principals
Course Outcomes: Our outcome is that all Principals gain strategies and knowledge on Banning Parents and How to work with Difficult Parents.

Office of Schools and Leadership

Primary Audience Served Principals, Vice-Principals, Assistant Principals, PLC Coaches/Instructional Facilitators

Key Departmental Priorities

Our Mission

Leadership Development in Shelby County Schools incites well-developed participants into action and encourages engagement in the academic, social, political, and managerial aspects of leadership, as well as community partnerships. Actively participating in impactful, leadership development thus creates a cadre of well-equipped, diverse leaders who are knowledgeable, visionary, empathetic, courageous, judicious, and efficacious.

Vision

To serve and advance Shelby County Schools and the citizens of Memphis by being the State of Tennessee's premier knowledge, research, and development epicenter for Transformational and Turn-Around Leaders.

Outcomes of Leadership Development

- Develop Great Visionary Talent
- Great Visionary Talent Transforms Schools
- Transformed Schools lead to well-educated students
- Well educated students lead to a stronger workforce
- Stronger workforce lead to a vibrant and healthy economy
- A vibrant and healthy economy leads to lower crime rates
- A vibrant and healthy economy along with lower crime rates leads to a Better Memphis
- A Better Memphis makes a Better Tennessee

Priorities

In Service

- Leadership Development Week
- Principals
- Asst. Principals
- PLC Coaches
- ILT/Zone Meetings

Support Service

- Leaders to Learn From
- Principals
- ILDs
- Consultants

Recommended Session Sequence

Leadership Development Week
DDI Cycle Seminars
Zone Meeting
Leaders to Learn From Sessions
SCS- District-wide Book Study

New Teacher/Staff Sessions

Leadership Development Week (February and May-Closeout)
DDI Cycle Seminars (January and March)
Zone Meeting (January and March)
Leaders to Learn From Sessions
SCS- District-wide Book Study (All Spring)

Key Resources Available

Principals
Leadership Development 2.0
Assistant Principals
Principal Influence
PLC Coaches and Instructional Facilitators
The Art of Coaching

Schools and Leadership

Course Title: **Attendance Clerical Training: Addressing Attendance Issues**
Course Number: 16760
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School Attendance Clerical
Course Outcomes: The purpose of this training is to review the importance of documenting daily attendance, and the proper procedures to document and verify daily attendance. Participants will have the opportunity to review the new attendance codes, state rules governing attendance, and how to run and use attendance searches and reports. This session can be a refresher course for the experienced attendance clerical or training for new attendance clerical.

Course Title: **Adverse Childhood Experiences (ACEs) Awareness Training**
Course Number: 16264
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: This session will increase participants' understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the likelihood that he or she will experience developmental delays and health problems in the future. Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways.

Course Title: **Open Lab: Responding Appropriately to Bullying & Harassment**
Course Number: 16807
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: Participants will know and understand the state and federal requirements for responding appropriately to bullying and harassment claims.

Course Title: **Open Lab: Discipline Implementation and Restorative Practices**
Course Number: 16808
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: Participants will know and understand the appropriate procedures and policies necessary for implementing the Student Code of Conduct and the best methods for implementing restorative practices.

Course Title: **504 Training**
Course Number: 16265
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: 504 Coordinators and Case Managers
Course Outcomes: Participants will know and understand the 504 referral process, continued development and overall school response.

Course Title: **Open Lab: Custody and Schools**
Course Number: 16809
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School Administration, Teachers, Clerical Staff
Course Outcomes: Participants will know and understand the school policies, procedures and state laws that pertain to student custody. Processes for implementing these policies within the context of the school environment will be explored.

Course Title: **Open Lab: 504 Guidelines and Adverse Childhood Experiences (ACEs)**
Course Number: 16810
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School Administration, Teachers, Coaches, 504 Clerical Staff
Course Outcomes: Participants will know and understand the 504 referral process, continued development and overall school response. Participants will have the opportunity to increase their awareness of ACEs in children and how this helps to determine the appropriate support for students.

Science K-12

Primary Audience Served Science Teachers, Science ILTs and Administrators

Key Departmental Priorities

The TN Academic Standards for Science are complex and require skill and understanding at the district, school, and teacher level to effectively implement. Our team has identified strong implementation support as a critical lever, with a particular focus on building teacher capacity and school-based decision making and empowerment of Instructional Leadership Teams (ILTs). For our purposes, we have identified teacher fluency, in terms of gaining and transforming an in-depth understanding of the TN Academic Standards for Science and the Shelby County Schools science curriculum into successful classroom practice, as the highest leverage priority for the 2018-2019 school year. Professional Development is organized around this instructional priority with leader support, providing ILTs with the instructional knowledge and resources they need to support effective implementation embedded throughout the sessions. Professional development sessions during the 2018-2019 school year will focus on these identified priorities.

1. Teacher fluency, with specific emphasis placed on providing teachers with the knowledge and skills they need to understand the requirements and expectations of the TN standards, the shifts in instruction required to meet the demands of three dimensional science instruction, and designing well-structured lessons, focused on engaging students in building both scientific knowledge and skills in the context of their application to understanding the real world.
2. Leader Support- Providing ILTs with the instructional knowledge and resources they need to support effective implementation of the TN Academic Standards for Science.

   I. Investigating Practices
      - Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking
      - How to Effectively Engage Students in Defining Problems and Designing Solutions

   II. Sensemaking Practices
      - MacGyverism- How to Effectively Engage Students in Developing and Using Models

   III. Critiquing Practices
      - Who Are You? How to Effectively Engage Students in Obtaining, Evaluating and Communicating Information

Stand and Deliver: TNReady Updates for Science

New Teacher/Staff Sessions

- Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking
- MacGyverism- How to Effectively Engage Students in Developing and Using Models
- Stand and Deliver: TNReady Updates for Science

Key Resources Available

- SCS K-12 Scope and Sequence
- SCS K-12 Curriculum Maps

Science

Course Title: **Who Are You? How to Effectively Engage Students in Obtaining, Evaluating and Communicating Information**
Course Number: 17014
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Obtaining, Evaluating and Communicating Information. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in obtaining, evaluating and communicating Information 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.

Course Title: **Who Are You? How to Effectively Engage Students in Obtaining, Evaluating and Communicating Information**
Course Number: 17014
Department: Science
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Obtaining, Evaluating and Communicating Information. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in obtaining, evaluating and communicating Information 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.

Course Title: **Who Are You? How to Effectively Engage Students in Obtaining, Evaluating and Communicating Information**
Course Number: 17014
Department: Science
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Obtaining, Evaluating and Communicating Information. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in obtaining, evaluating and communicating Information 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.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **Stand and Deliver: TNReady Updates for Science**
Course Number: 17015
Department: Science
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will receive information and updates relevant to the upcoming TNReady assessment.

Course Title: **MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number: 17016
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in developing and using models 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.

Course Title: **MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number: 17016
Department: Science
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular

resources in preparation for executing well-structured lessons that engage students in developing and using models 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.

Course Title: **MacGyverism- How to Effectively Engage Students in Developing and Using Models**
Course Number: 17016
Department: Science
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in developing and using models to make sense of phenomena, in support of the acquisition and development of scientific skills and knowledge that meet the demand of curriculum-aligned three-dimensional TN Academic Science standards.

Course Title: **Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number: 17020
Department: Science
Grade Band: K-5
Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title: **Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number: 17020
Department: Science
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title:	**Put Your Einstein Hat On- How to Effectively Engage Students in Using Mathematics and Computational Thinking**
Course Number:	17020
Department:	Science
Grade Band:	9-12
Audience:	All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with the Science and Engineering Practice of Using Mathematics and Computational Thinking. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in using mathematics and computational thinking 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.

Course Title:	**How to Effectively Engage Students in Defining Problems and Designing Solutions**
Course Number:	17021
Department:	Science
Grade Band:	K-5
Audience:	All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with two skillsets: Defining Problems and Designing Solutions. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in defining problems and designing solutions 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.

Course Title:	**How to Effectively Engage Students in Defining Problems and Designing Solutions**
Course Number:	17021
Department:	Science
Grade Band:	6-8
Audience:	All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes:	In this course, participants will deepen their understanding of the best practices associated with two skillsets: Defining Problems and Designing Solutions. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in defining problems and designing solutions 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.

Course Title: **How to Effectively Engage Students in Defining Problems and Designing Solutions**
Course Number: 17021
Department: Science
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: In this course, participants will deepen their understanding of the best practices associated with two skillsets: Defining Problems and Designing Solutions. Participants will engage in a lesson overview in conjunction with curricular resources in preparation for executing well-structured lessons that engage students in defining problems and designing solutions 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.

Course Title: **Understanding the Tennessee Academic Standards for Science (Grades 6-8)**
Course Number: 17047, Section Numbers: 25930, 25931, 25932
Department: Science - Curriculum & Instruction
Grade Band: 6-8
Audience: Science Teachers, Science ILT Members
Course Outcomes: Participants will know how to navigate and unpack the Tennessee Academic Standards for Science and make planning decisions that lead to effective instruction.

Course Title: **How Slow Can You Go?**
Course Number: 17091
Department: Science - Curriculum & Instruction
Grade Band: 3-5
Audience: Science ILT members and Science Teachers
Course Outcomes: In this session teachers in grades 3-5 will:
- Know how to develop engaging opportunities from a phenomena
- Participants will understand that 3D learning involves students making sense of a phenomenon through the lenses of a Disciplinary Core Idea.
- Participants will engage in an activity that will emerge them in a lesson driven by the Disciplinary Core Idea Forces in Motion to make sense of the phenomenon.

Course Title: **Your Genes & Jeans**
Course Number: 17092
Department: Science - Curriculum & Instruction
Grade Band: 9-12
Audience: Biology teachers and high school teachers
Course Outcomes: Participants will know how to create a 3D lesson for grades 9-12 using the Disciplinary Core Idea Genetics.Participants will understand the components needed in a 3D lesson based on phenomena. Participants will engage in a 3D lesson from the lens of Genetics.

Social Studies

Primary Audience Served K-12 Social Studies Teachers and Administrators

Key Departmental Priorities

- Provide teachers with training on instructional shifts to support the planning and delivery of social studies content in the classroom.
- Orient and expose teachers and leaders to the 2019-2020 Tennessee Social Studies Standards.
- Orient and expose teachers and leaders to the 2019-2020 Social Studies Practices.
- Receive high quality feedback from teachers on curriculum maps.

Recommended Session Sequence

Social Studies: Collaborative Planning Session
Social Studies: Curriculum Feedback Session Quarter 3
Social Studies: Curriculum Feedback Session Quarter 4
Social Studies: 2019-2020 Social Studies Standards Training

Social Studies

Course Title: **Social Studies: Curriculum Feedback Session for Quarter 3**
Course Number: 17152
Department: Social Studies
Grade Band: K -12
Audience: Teachers and Administrators
Course Outcomes: Make your voices heard! Curriculum feedback sessions are your chance to let us know about what worked well and what needs improvement in current and future curriculum maps. Teachers will have a chance to share their experiences with the maps with advisors for improvement.

Course Title: **Social Studies: Curriculum Feedback Session for Quarter 4**
Course Number: 17153
Department: Social Studies
Grade Band: K -12
Audience: Teachers and Administrators
Course Outcomes: Make your voices heard! Curriculum feedback sessions are your chance to let us know about what worked well and what needs improvement in current and future curriculum maps. Teachers will have a chance to share their experiences with the maps with advisors for improvement.

Course Title: **Social Studies: Collaborative Planning Session**
Course Number: 17154
Department: Social Studies
Grade Band: K -12
Audience: Teachers and Administrators
Course Outcomes: Join us in planning for upcoming lessons! Teachers will work collaboratively with fellow grade level teachers to plan futures lessons, pinpoint areas of challenge, and receive and offer suggestions of best practices when teaching specific content.

Course Title: **Social Studies: 2019-2020 Standards Training (Virtual)**
Course Number: 17155
Department: Social Studies
Grade Band: K -12
Audience: Teachers and Administrators
Course Outcomes: Participate in the virtual training of the 2019-2020 Social Studies Standards. This session will highlight grade specific content shifts teachers will encounter at the start of the 2019-202 school-year.

Student Equity, Enrollment and Discipline

Primary Audience Served Central Office, School Administration, Teachers, and Clerical Staff

Key Departmental Priorities

The Office of Student Equity, Enrollment and Discipline (S.E.E.D.) strives to empower principals, support parents and enrich students everyday, while ensuring that federal funding continues as a result of compliance with the Office of Civil Rights (OCR). Our office cultivates positive climates to ensure that school environments are conducive for instruction. Our key priorities focus on the following areas:

- Social emotional learning, adverse childhood experiences (ACEs) awareness, and trauma-informed schools
- Discipline implementation and restorative practices
- Student equity and compliance including Section 504
- Student registration, enrollment, and attendance
- School choice for students seeking innovative academic offerings and enriched learning opportunities

New Teacher/Staff Sessions

New Administrator Discipline Training
New Teacher Orientation Classroom Management Training
New Enrollment Clerical Training
New Attendance Clerical Training
PowerSchool Registration Training for New Secretaries

Key Resources Available

Student Code of Conduct
Bullying, Cyber-Bullying, Harassment and Intimidation Manual
Cultivating High Expectations for Student Success (C.H.E.S.S.) Manual
Attendance Clerical Manual

Student Equity, Enrollment, and Discipline (SEED)

Course Title: **Attendance Clerical Training: Addressing Attendance Issues**
Course Number: 16760
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School Attendance Clerical
Course Outcomes: The purpose of this training is to review the importance of documenting daily attendance, and the proper procedures to document and verify daily attendance. Participants will have the opportunity to review the new attendance codes, state rules governing attendance, and how to run and use attendance searches and reports. This session can be a refresher course for the experienced attendance clerical or training for new attendance clerical.

Course Title: **Adverse Childhood Experiences (ACEs) Awareness Training**
Course Number: 16264
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: This session will increase participants' understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the likelihood that he or she will experience developmental delays and health problems in the future. Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways.

Course Title: **Open Lab: Responding Appropriately to Bullying & Harassment**
Course Number: 16807
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: Participants will know and understand the state and federal requirements for responding appropriately to bullying and harassment claims.

Course Title: **Open Lab: Discipline Implementation and Restorative Practices**
Course Number: 16808
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: Central Office, School Staff
Course Outcomes: Participants will know and understand the appropriate procedures and policies necessary for implementing the Student Code of Conduct and the best methods for implementing restorative practices.

Course Title: **504 Training**
Course Number: 16265
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: 504 Coordinators and Case Managers
Course Outcomes: Participants will know and understand the 504 referral process, continued development and overall school response.

Course Title: **Open Lab: Custody and Schools**
Course Number: 16809
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School administration, teachers, clerical staff
Course Outcomes: Participants will know and understand the school policies, procedures and state laws that pertain to student custody. Processes for implementing these policies within the context of the school environment will be explored.

Course Title: **Open Lab: 504 Guidelines and Adverse Childhood Experiences (ACEs)**
Course Number: 16810
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School administration, teachers, coaches, 504 clerical staff
Course Outcomes: Participants will know and understand the 504 referral process, continued development and overall school response. Participants will have the opportunity to increase their awareness of ACEs in children and how this helps to determine the appropriate support for students.

Course Title: **PowerSchool Registration Training**
Course Number: 17173
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: All
Audience: School registration teams; clerical, administrators, GOS
Course Outcomes: This training will help ensure school staff has the necessary information to successfully manage registration and enrollment. Participants will receive training on registration and enrollment using the PowerSchool and PowerSchool Registration systems. Attendees must have completed PowerSchool training to enroll in this session.

Course Title: **PowerSchool Registration Training**
Course Number:
Department: Student Equity, Enrollment, and Discipline (Attendance & Discipline)
Grade Band: Central Office
Audience: ESL, SSLA Team Parent Liaison, Welcome Center and other Central Office staff
Course Outcomes: This training will help ensure Central Office staff has the necessary information to successfully manage registration and enrollment. Participants will receive training on registration and enrollment using the PowerSchool and PowerSchool Registration systems.

Visual Art

Primary Audience Served K-12 Visual Art Teachers

Key Departmental Priorities

The Arts are fundamental to a well-rounded education and are essential to the academic, social, emotional, and intellectual development of every student. Innovative, relevant, and inspiring arts instruction empowers students to use their minds more creatively, in addition to improving their overall academic performance and behavior. Access to the arts through the combination of rigorous arts curricula, arts partnerships, and arts-integration is proven to be one of the strongest academic interventions provided to students in order to achieve District goals.

Recommended Session Sequence

For all Kennedy Center Arts Integration Workshops held at the Orpheum's Halloran Centre, the recommended prerequisite course is "Defining Arts Integration", offered at multiple times throughout the year.

Key Resources Available

Visual Art Weebly: https://scsartmatters.weebly.com/
Teach Like a Pirate by Dave Burgess
Studio Thinking 2 by Hetland, Winner, Veenema and Sheridan

Visual Art

Course Title: Visual Art Book Study: Teach Like a Pirate
Course Number: 16276
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Through this book study, teachers will learn to tap into their passions in order to develop creative presentations that capture students' interests and foster camaraderie in the classroom.

Course Title: Creating with Air-Dry Clay
Course Number: 17120
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Teachers will learn how to plan for, instruct on techniques and processes, and store student artwork using air-dry clay. Strategies for incorporating CREATE, PRESENT, CONNECT, and RESPOND standards into a clay sculptural unit will be provided.

Course Title: Dixon Teacher Workshop #2: Zine Workshop with Artists Corkey Sinks and Jesse Butcher of Walls Divide Press
Course Number: 17121
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: "Zines" (short for magazine or fanzine) are typically self-published or small-run booklets or pamphlets. Corkey Sinks and Jesse Butcher (Walls Divide Press) will lead a hands-on zine workshop for teachers. Participants will use collage, drawing, and a photocopier to produce single-sheet and/or 8-12 page folio zines. FREE for teachers; Reservations required; Call (901) 761-5250.

Course Title: New Teacher Bootcamp #3: ArtsFest and Portfolio Support
Course Number: 17122
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: New art teachers will receive strategies for collecting and documenting evidence for use in the Tennessee Fine Arts Student Growth Portfolio, as part of the visual art Teacher Evaluation Measure (TEM).

Course Title: Ceramics Series Workshop #3: Advanced Hand-building Techniques & Intro to Glazing
Course Number: 17123
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Belltower Artisans will provide strategies for beginner ceramics instruction in the K-12 visual art classroom. Strategies will include how to use and care for a kiln, ordering supplies, storing clay and ceramics projects, and lesson examples. (By invitation only)

Course Title: **Laying a Foundation: Defining Arts Integration (Kennedy Center Arts Integration Workshop)**
Course Number: 16429
Department: Fine Arts
Grade Band: K-12
Audience: All K-12 Teachers and Administrators
Course Outcomes: What is arts integration? This session unpacks the definition developed by the Kennedy Center and gives participants the opportunity to uncover the characteristics of quality arts integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice. Laying a Foundation: Defining Arts Integration should be taken as a prerequisite for other workshops.

Course Title: **Art Teacher Talk: Q3 Curriculum Feedback Session**
Course Number: 17124
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Teachers will collaborate by providing feedback, lesson examples, and resources for implementing Quarter 3 Visual Art curriculum.

Course Title: **New Teacher Bootcamp #4: Portfolio Feedback Session**
Course Number: 17122
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: New art teachers will receive feedback on in-progress portfolio collections for the Tennessee Fine Arts Student Growth Portfolio, as part of the visual art Teacher Evaluation Measure (TEM).

Course Title: **A Playful Approach to Writing (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Fine Arts
Grade Band: 1-6
Audience: All teachers in grades 1-6, all contents
Course Outcomes: Playwriting offers a powerful way to interest students in writing or pre-writing processes. Participants examine ways to help students learn how to think like playwrights and to develop a script that draws on their improvisations of characters and ideas. Workshop activities are drawn from Marcus Pfister's The Rainbow Fish. This workshop is offered in conjunction with Student Matinee performances of The Rainbow Fish in March 2009.

Course Title: **Standing in a Character's Shoes: Deeper Meaning Through Monologues (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Fine Arts
Grade Band: 6-12
Audience: All teachers in grades 6-12, all contents
Course Outcomes: Helping students develop understanding of the emotions and motivations of literary characters and historical figures is often challenging. In this workshop, participants explore ways to help students imagine, improvise, and write monologues that reveal the emotions beneath a character's/person's words and change.

Course Title: **Ceramics Series Workshop #4: Decorative Techniques & Materials, Tools/Equip-ment, and Reclaim or Disposal of Clay**
Course Number: 17123
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Belltower Artisans will provide strategies for beginner ceramics instruction in the K-12 visual art classroom. Strategies will include how to use and care for a kiln, ordering supplies, storing clay and ceramics projects, and lesson examples. (By invitation only)

Course Title: **2019 National Art Education Association Conference**
Course Number: 17125
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: The NAEA National Convention is an annual event providing substantive professional development services that include the advancement of knowledge in all sessions, events, and activities for the purpose of improving visual arts instruction in American schools. As such, it is the world's largest art education convention.

Course Title: **Art Teacher Talk: Q4 Curriculum Feedback Session**
Course Number: 17124
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Teachers will collaborate by providing feedback, lesson examples, and resources for implementing Quarter 4 Visual Art curriculum.

Course Title: **Telling Your Story Through the Beat of Jazz (Kennedy Center Arts Integration Workshop)**
Course Number: 17079
Department: Fine Arts
Grade Band: 3-6
Audience: All teachers in grades 3-6, all contents
Course Outcomes: In this interactive workshop, teachers learn to immerse their students in the rich history of jazz as they trace its roots and influences through African traditional chants, work songs, spirituals, ragtime, and the blues. Participants explore strategies that are aligned with Writer's Workshop to engage students in writing their own blues song that expresses their emotions.

Course Title: **Help Session for Visual Art Student Growth Portfolios**
Course Number: 17126
Department: C&I / Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Attendees will receive feedback on student growth evidence collections in progress. Technical assistance for the Portfolium platform will also be provided.

World Languages

Primary Audience Served World Languages Teachers

Key Departmental Priorities

- Solicit and incorporate teacher feedback to improve curriculum.
- Structure opportunities to increase collaboration among World Languages teachers.
- Increase TL language proficiency.

New Teacher/Staff Sessions

Cycles of Learning for New World Languages Teachers

World Languages

Course Title: **World Language Curriculum PLC: Quarter 2**
Course Number: 17099
Section Number: 26055 and 26056
Department: C&I World Languages
Grade Band: K12
Audience: All World Language Teachers
Course Outcomes: In these two sessions, teachers will work collaboratively to give feedback on Quarter 2 curriculum and offer suggestions for changes to improve curriculum. Teachers will also share activities and tasks that they have successfully used to enhance their instruction.

Course Title: **Cycles of Learning for New World Language Teachers: Feedback**
Course Number: 17103
Section Number: 26059
Department: C&I World Languages
Grade Band: K-12
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. In this particular session, teachers will become familiar with feedback strategies and engagement strategies.

Course Title: **Cycles of Learning for New World Language Teachers: Learning Walks**
Course Number: 17103
Section Number: 26060
Department: C&I World Languages
Grade Band: K-12
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. IN this particular session, teachers will observe multiple language teachers in the morning. In the afternoon, as a group they will reflect on their observations and share observed strategies that they will use in their classrooms.

Course Title: **Cycles of Learning for New World Language Teachers: Rating Student Work for Portfolio**
Course Number: 17103
Section Number: 26061
Department: C&I World Languages
Grade Band: K-12 Spanish and French Teachers only
Audience: New World Language Teachers (Struggling teachers may attend with principal request)
Course Outcomes: During monthly meetings, teachers will learn classroom strategies and best practices for language instruction. This will lead to increased TL language proficiency. In this session, teachers will rate their student work in preparation of portfolio submission.

Course Title: **World Language Curriculum PLC: Quarter 3**
Course Number: 17099
Section Number: 26057 and 26058
Department: C&I World Languages
Grade Band: K12
Audience: All World Language Teachers
Course Outcomes: In these two sessions, teachers will work collaboratively to give feedback on Quarter 3 curriculum and offer suggestions for changes to improve curriculum. Teachers will also share activities and tasks that they have successfully used to enhance their instruction

Course Title: **Power Planning for World Language Teachers**
Course Number: 17105
Section Number: 26062
Department: C&I World Languages
Grade Band: K-12
Audience: World Language Teachers
Course Outcomes: Teachers will work collaboratively (smarter, not harder) to develop activities, resources, and lesson plans for quarter 4

Course Title: **World Language Round Tables: La Mesa Española/La Table Français**
Course Number: 17142
Section Number: 26089 –January 24
26090 – February 28
26092 – March 28
26093 – April 25

Department: **C&I World Languages**
Grade Band: K-12
Audience: World Language Teachers
Course Outcomes: In these monthly sessions, teachers will meet to keep their language skills at a high level, which will ultimately lead to students attaining a higher proficiency level.

Notes

Notes

WE TEACH 901

PROFESSIONAL LEARNING