

Summer Professional Learning Catalog 2019-2020



Table of Contents

Overview	3
Destination 2025	4
Courses	
College, Career and Technical Education (CCTE)	6
Early Literacy	9
English Language Arts (ELA)	11
English as a Second Language (ESL)	14
Exceptional Children	17
Federal Programs	22
Instructional Technology.....	24
Mathematics	30
New Teachers	33
Optional Schools and Advanced Academics	42
Orff Music	45
Performing Arts	47
Response to Instruction and Intervention (RTI2).....	49
School Counseling Services	53
School Operations.....	55
Science	57
Social Studies	62
Student Equity, Enrollment, and Discipline (S.E.E.D.)	64
Visual Arts.....	68
World Languages	70
Community Partners.....	72

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.**





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

Greetings Educators,

We know summer is for reflection and rejuvenation and we hope you are able to take time this summer to do both. Reflect on the work you have done with our students this school year and focus on the successes – what worked really well, where were there particularly compelling bright spots, and how can the brightness spread next year? And rejuvenate. Spend time with family and friends, read a great book, enjoy what our wonderful city has to offer.

We also hope you spend some time with us! We have reached out to partners across the county to connect you with the wealth of knowledge in our local community. We are also excited to present training for those who will mentor our incoming corps of new teachers. In addition, many departments are offering multi-day institutes to get you ready to start the 2019-2020 school year on the right foot! We are truly excited to share this summer's catalog with you and hope you find sessions within that will leave you inspired for this upcoming school year.

In the spirit of reflection, we would be remiss not to thank all of you. To everyone who attended sessions this year, who provided valuable feedback, and for those teachers and leaders who shared their expertise with us – thank you! Without your participation, feedback, and support this work would not be possible.

As you enjoy a well-deserved break, we encourage you to devote a little time to reviewing 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.

Wishing you an enjoyable summer,

Professional Development and Support



Courses

COLLEGE, CAREER AND TECHNICAL EDUCATION

Primary Audience Served CCTE Teachers and Counselors

Key Departmental Priorities

CCTE is in the midst of a shift in how we prepare learners for success beyond high school. Teachers are working towards the following overall goals: classroom management, emerging technologies, content specific cluster meetings, coaching, curriculum integration, serving Special Populations, and ACT Prep. Likewise, counselors with CCTE programs in their schools are working to engage in PD opportunities which promote CTE programs of study that clearly show CTE and academic course alignment. For our purposes, we have organized the elements of effective CCTE goal shift into the following four buckets: building rigor and relevance with the CCTE curriculum, increasing ACT scores, increased completion of dual enrollment courses, and increased Industry Certifications. Professional Development is organized around these four CCTE priorities, with counselor support. CCTE specific professional development will align expected outcomes to these four priorities.

1. Building Rigor and Relevance in the CCTE curriculum: Continuous learning cycle for educators that will result in improved, standards-based lessons that result in a more supportive learning environment, culture, and structure for students.
2. Increase industry certification or stackable credentials: Presenting students with an opportunity to earn industry recognized credentials to be marketable in high-wage, labor demanded jobs.
3. Increase ACT Composite Score for CTE concentrators: Understanding the bridge between ACT scores and CTE concentrators this goal identifies and trains teachers to monitor ACT Prep course participation through SCS's Virtual School online tracking system, Odysseyware, or ACT 101 in their schools.
4. Increase the successful completions of a dual enrollment course aligned with a career pathway: Understanding the need to increase overall awareness of CTE Programs of Study and career pathways.

Recommended Session Sequence

I. Rigor and Relevance	II. Industry Certifications	III. Increase ACT Scores	IV. Dual Enrollment/Career
• Using SWIVL to Increase Classroom Mastery	• Certification Station (Vendor training sessions)	ACT Training Session	Pathway
• Curriculum Corral	o CompTIA		Dual Enrollment
- The Together Teacher	o ASE		Session
	o NCCER		
	o AutoDesk		
	o Adobe		
	o CNA		

New Teacher/Staff Sessions

- TDOE Standards
- TDOE Certifications

Key Resources Available

- TDOE Standards
- TDOE Certifications
- ACT Prep

Course Title: Using SWIVL to Increase Classroom Mastery
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers, Coaches, Administrators
Course Outcomes: Know-How SWIVL can effectively increase overall mastery within the classroom. Understand-Participants will understand how to utilize the data from SWIVL video observations. Do-Practice incorporating the program into a daily lesson.

Course Title: Curriculum Corral
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers
Course Outcomes: Know-Teachers will utilize research based methods to organize their classroom environment. Understand-Participants will understand the importance of maintaining an organized environment in order to effectively and efficiently maintain their classroom. Do-Teachers will utilize the book, The Together Teacher, to practice research based methods for classroom organization and time management.

Course Title: ACT and Me
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers and Counselors
Course Outcomes: Know- How to utilize various strategies to increase ACT scores for CTE concentrators. Understand-Participants will understand how to work with their CTE students to increase overall ACT scores. Do-Utilize strategies to increase ACT scores in the CTE classroom.

Course Title: Dual Enrollment/Career Pathways
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers and Counselors
Course Outcomes: Know-Participants will know how to identify Dual Enrollment and Career Pathways for their students. Understand- Participants will understand how Southwest Community College plays an integral role in the CTE Dual Enrollment/Career Pathways areas. Do-Identify Dual Enrollment and Career Pathways areas for CCTE students.

Course Title: Certification Station
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers and Administrators
Course Outcomes: Know-How to prepare and administer the following Industry Certifications: OSHA, CompTIA, ASE, NCCER, Auto desk, Adobe, and the CNA. Understand-Participants will understand how to manage their time and resources in order to successfully prepare students for Industry Certifications.Do-Create a working plan for Certification execution.

Course Title: Let's Go to the Head of the Class
Course Number: 17547
Department: CCTE
Grade Band: 9-12
Audience: Teachers
Course Outcomes: Know-How to increase rigor and engagement in the classroom. Understand-How to utilize strategies to increase rigor and engagement in the classroom. Do-Using the principals from The Ron Clark Academy, teachers will create and utilize methods to increase rigor and engagement in the classroom.

Course Title: So You Wanna Be an Online Teacher?
Course Number: 17547
Department: CCTE
Grade Band: 7-12
Audience: Teachers
Course Outcomes: Know-The steps to becoming an online teacher utilizing Memphis Virtual School. Understand-The courses offerings for CCTE students and teachers in the online arena. Do-Discover the dual enrollment and college credit courses that are offered in the online teaching portal as well as CCTE courses.

EARLY LITERACY

Primary Audience Served Foundational Literacy Laureates, K-2 Teachers of Literacy

Key Departmental Priorities

The Early Literacy Department is 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 Literacy Task Force.
- Design, recommend, and disseminate quality resources to improve foundational skills instruction and pedagogy.

Recommended Session Sequence

****NEW**** Foundational Literacy Laureates Foundational Skills Module Series

- | | |
|------------------------------------|-------------------------|
| • Module 1: Print Concepts | Senior Reading Advisors |
| • Module 2: Phonological Awareness | |
| • Module 3: Phonics (Part 1) | • Summer Summit: Day 1 |
| • Module 4: Phonics (Part 2) | • Summer Summit: Day 2 |
| • Module 5: Word Recognition | |
| • Module 6: Word Composition | |
| • Module 7: Fluency | |

New Laureate Sessions

- Foundational Literacy Laureate Training Series: Modules 1-7

Course Title: Laureate Summer Learning Experience
Course Number: COURSE #17463, Section #27306
Department: Early Literacy
Grade Band: K-2
Audience: **NEW** Foundational Literacy Laureates
Course Outcomes: Incoming Foundational Literacy Laureates (FLLs) will know the importance of explicit, systematic foundational skills instruction for students learning to read and comprehend texts. Laureates will understand how to engage students in strategies and activities that foster a strong foundation for early literacy and reading development. Laureates will be able to support K-2 colleagues with implementing high-quality foundational skills instruction in their classrooms. (This professional learning experience is part of a 7-Module series.)

Course Title: SRA Summer Summit
Course Number: COURSE #17461, Section #27301 (Day 1) and Section #27304 (Day 2)
Department: Early Literacy
Grade Band: 6-12
Audience: Senior Reading Advisors
Course Outcomes: Senior Reading Advisors (SRAs) will know the importance of foundational skills in supporting fragile learners in middle and high schools. SRAs will understand how to provide instruction for students learning to read and comprehend texts. SRAs will be able to engage students in strategies and activities that foster a strong foundation for early literacy and reading development.

English Language Arts (ELA), K-12

Primary Audience Served ELA Teachers, ELA Admin Leads

Key Departmental Priorities

SCS K-12 ELA 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-12 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 Session Sequence

I. Teacher Fluency

- K-8 Intro to EL (K-5, 6-8)
- 9-12 Introduction to Learn Zillion Guidebooks
- Take a Look, It's in a book: Quarter I Text Study (3rd-8th grade)

II. Meeting Students' Needs

- K-8 Fostering Character in the Collaborative Classroom (K-5, 6-8)
- 9-12 Fostering Character in the Collaborative Classroom

III. Student Responses

- Writing and the Guidebooks 9-12

New Teacher/Staff Sessions

- K-8 Intro to EL (K-5, 6-8)
- 9-12 Introduction to LearnZillion Guidebooks

Key Resources Available

- EL Implementation Guide
- ELA Standards Decoded
- EL Curriculum (K-8)
- SCS High School Curriculum (9-12)
- EL Protocol Appendix

Course Title: **Take a Look, It's in a Book: Quarter 1 Text Study (3rd-8th Grade)**
Course Number: 17533
Department: English Language Arts (PD & Support)
Grade Band: 3-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of how the standards for the module live within the anchor text and how the supplemental texts contribute to knowledge building. By gaining an understanding of the anchor text's central idea and where to identify evidence that supports it, participants will be able to plan effectively for student engagement with the text.

Course Title: **Take a Look, It's in a Book: Quarter 1 Text Study (9th-12th Grade)**
Course Number: 17538
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of how the standards for the unit live within the anchor text and how the supplemental texts contribute to knowledge building. By gaining an understanding of the anchor text's central idea and where to identify evidence that supports it, participants will be able to plan effectively for student engagement with the text.

Course Title: **K-8 Intro to EL**
Course Number: 17534
Department: English Language Arts (PD & Support)
Grade Band: K-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Teachers will understand how the curriculum uses the standards and high-quality text to support meaning-based instruction. Teachers will gain understanding of the principals behind the curriculum, the instructional logic of the modules and units, and explore ways the curriculum meets the needs of diverse learners.

Course Title: **9-12 Introduction to LearnZillion Guidebooks (Recommended for New Teachers)**
Course Number: 17536
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Course Outcomes: Participants will gain an understanding of the Guidebooks' purpose, design, and structure. Participants will engage in a model Guidebooks lesson to experience the instructional strategies that can be used to build students' comprehension of complex texts. Next, they will explore the structure and design of Guidebooks on the LearnZillion site, with a focus on understanding core principles of backwards design, taking a closer look at how the lessons in a Guidebooks unit prepare students to be successful on unit assessments, specifically the culminating task. Finally, participants will learn about the power of teaching notes and how to customize them to meet the needs of their students.

Course Title: **K-8 Fostering Character in the Collaborative Classroom**
Course Number: 17535
Department: English Language Arts (PD & Support)
Grade Band: K-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of Management in the Active Classroom practices and protocols for promoting a respectful, active, collaborative, and growth-oriented classroom. Participants will also gain an understanding of how to set up successful classrooms, establish norms for learning and collaboration, enhance teacher presence, use character language to support student behavior and examine where Habits of Character live in the ELA classroom.

Course Title: **9-12 Fostering Character in the Collaborative Classroom**
Course Number: 17537
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of Management in the Active Classroom practices and protocols for promoting a respectful, active, collaborative, and growth-oriented classroom. Participants will also gain an understanding of how to set up successful classrooms, establish norms for learning and collaboration, enhance teacher presence, use character language to support student behavior and examine where Habits of Character live in the ELA classroom.

Course Title: **Writing and the Guidebooks 9-12 (Recommended for Returning Teachers Only)**
Course Number: 17596
Department: Professional Development and Support
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will review the Guidebook approach to writing and experience how Guidebook lessons develop students' writing and language skills.

English as a Second Language (ESL)

Primary Audience Served SCS Teachers

ESL Teachers, Gen-Ed teachers serving ELs

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)
- Transcript Support (Priority 4b)
- Appropriate Placement in ELD vs. RTI (Priority 2c)

New Teacher/Staff Sessions

Co-Teaching in ESL (Those new to co-teaching and to the teaching profession, as well)
Newcomer supports in Tier 1 Curriculum
Balanced Literacy in K-8

Key Resources Available

SCS ESL Resources (SharePoint)
SCS ESL Curriculum Companion Guides and Planning Guides
Course Code document
WIDA Summary reports

Course Title: Social Studies ELL Cohort
Course Number: 17513
Department: Social Studies/ESL
Grade Band: K-12
Audience: Social Studies and ESL teachers in High Population ESL schools
Course Outcomes: By the end of the session, teachers will understand the ESL demographics of their schools, will be provided resources to support their ELs, as well as be able to incorporate high leverage strategies that support RLs in mastering Social Studies content.

Course Title: ESL Course Scheduling-Open Lab
Course Number: 17504
Section Numbers: Middle School: 27431
Section for Elementary: 27433
Section for High School: 27434
Department: ESL
Grade Band: K-12
Audience: ESL teachers and administrators
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.

Course Title: ESL Peer Coaching Institute (by invitation only)
Course Number: 17509
Department: ESL
Grade Band: K-12
Audience: ESL Peer Coaches
Course Outcomes: By the end of this two-day session, ESL Peer Coaches will be able to plan for and implement coaching cycles that develop both content and language. Coaches will be able plan for difficult coaching conversations and provide all teachers who work with ESL students focused instructional support that supports ESL students

Course Title: Supporting Your Recently Arrived (RAELS) in ELA
Course Number: 17512
Department: ESL
Grade Band: 3-8
Audience: ESL and ELA teachers who have ESL students within their first two years in a US school
Course Outcomes: By the end of this session teachers will know how to use the Newcomer Guides for Middle School EL to create standards-based instruction for their Recently Arrived ESL students. Teachers will work in collaboration to create lessons that attend to all four language domains while engaging their RAELS in the curriculum texts and tasks.

Course Title: WIDA Data Analysis
Course Number: 17515
Section Numbers: K-8: 27439
K-8: 27440
9-12: 27441
Department: ESL
Grade Band: K-12
Audience: ESL Teachers and Administrators
Course Outcomes: By the end of this session, teachers will have analyzed the results from WIDA access in order to plan for adjustments to instruction, schedule students in appropriate classes, and plan for activities that intentionally address both language and content.

Course Title: Creating Balanced Literacy Lessons in the ESL Foundational Skills Block
Course Number: 17516
Department: ESL
Grade Band: K-2
Audience: K-2 ESL teachers
Course Outcomes: By the end of the session teachers will have reviewed how to incorporate all four language domains in the foundational skills block. Teachers will work collaboratively to design lessons that incorporate the Tier 1 foundational skills as well as a text to support language development.

Course Title: Creating Balanced Literacy Lessons in the ESL Meaning Based Block
Course Number: 17517
Department: ESL
Grade Band: 3-12
Audience: 3-12 ESL teachers
Course Outcomes: By the end of the session teachers will have reviewed how to incorporate all four language domains in the EL block. Teachers will work collaboratively to design lessons that incorporate appropriate scaffolds and language development activities into the EL portion of the literacy block.

Course Title: Integrating Content and Language Instruction for ELLs through Collaborative Instructional Strategies: Responding to Diverse Student Needs through Coteaching
Course Number: 17544
Department: ESL
Grade Band: K-8
Audience: ESL and Gen Ed teachers who co-teach in ELA, Math, Science, or Social Studies, any grade level should attend together
Course Outcomes: The goal of the PD is twofold: (1) to help participating educators engage in critical conversations, reflections, and action planning around collaborative practices for ELLs,

Exceptional Children

Primary Audience Served Special Education Teachers and Special Education Paraprofessionals

Key Departmental Priorities

Compliance – IEPs and Eligibility
General Education Content – Eureka Math and Expeditionary Learning
Data Collection for PLEP
Recommended Course Sequence

Recommended Sessions

New SPED teachers:
Easy IEP, CBI

All resource/inclusion teachers

Co-teaching
Eureka for SPED teachers
Expeditionary Learning for SPED teachers
IAIEP
RTI for SPED

All self-contained teachers

IAIEP
RTI for SPED
Data Collection

Key Resources Available

Managers and advisors assigned to each school for support

Course Title: Handwriting Without Tears – SPED PRE-K
Course Number: 17484
Department: DEC
Grade Band: SPED PreK
Audience: Teachers and Assistants
Course Outcomes: Learn to use Handwriting Without Tears materials using the Pre-K center approach.

Course Title: Handwriting Without Tears – Functional Skills
Course Number: 17485
Department: DEC
Grade Band: Functional Skills
Audience: Teachers and Assistants
Course Outcomes: Learn to use Handwriting Without Tears curriculum

Course Title: Empowering Learning Communities: Building Executive Function Practices
Course Number: 17478
Department: DEC
Grade Band: PreK-3
Audience: Teachers and Assistants
Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

Course Title: Empowering Learning Communities: Building Executive Function Practices
Course Number: 17480
Department: DEC
Grade Band: PreK-3
Audience: Teachers and Assistants
Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

Course Title: Empowering Learning Communities: Building Executive Function Practices
Course Number: 17481
Department: DEC
Grade Band: PreK-3
Audience: Teachers and Assistants
Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

Course Title: Data Collection in PreK
Course Number: 17482
Department: DEC
Grade Band: PreK
Audience: Teachers and Assistants
Course Outcomes: Teachers will be provided examples of data collection sheets and will work to identify data collection tools that will work for Preschool IEP Goals.

(2) to review, evaluate, and adapt the collaborative instructional cycle as well as the seven coteaching models (Honigsfeld & Dove, 2010; 2015); (Dove & Honigsfeld,

Course Title: **Completing Indicator 6 Early Childhood Outcomes and Indicator 7 Early Childhood Environments**
Course Number: 17483
Department: DEC
Grade Band: PreK-1
Audience: Special Education Teachers
Course Outcomes: Teachers will learn how to complete the Early Childhood Environments and Early Childhood Outcomes data on the EasyIEP platform.

Course Title: **IAIEP**
Course Number: 17476
Department: DEC
Grade Band: PreK-12
Audience: Special Education 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: **DEC Community Based Instruction**
Department: DEC
Grade Band: K-5
Audience: AFS, BIC, FS, and STEP/Day Treatment Teachers
Course Outcomes: Participants will KNOW how to design lesson plans with pre-teaching strategies to generate career awareness; UNDERSTAND CBI program procedures, required documents, and data collection practices; PREPARE draft CBI forms A & B.

Course Title: **DEC Community Based Instruction**
Department: DEC
Grade Band: 6-12
Audience: AFS, BIC, FS, and STEP/Day Treatment Teachers
Course Outcomes: Participants will KNOW how to design lesson plans with pre-teaching strategies to generate career awareness and interests; UNDERSTAND CBI program procedures, required documents, and data collection practices; PREPARE draft CBI forms A & B.

Course Title: **DEC Community Based Instruction**
Department: DEC
Grade Band: K-5
Audience: AFS, BIC, FS, and STEP/Day Treatment Teachers
Course Outcomes: Participants will KNOW how to design lesson plans with pre-teaching strategies to generate career awareness; UNDERSTAND CBI program procedures, required documents, and data collection practices; PREPARE draft CBI forms A & B.

Course Title: **DEC Community Based Instruction**
Department: DEC
Grade Band: 6-12
Audience: AFS, BIC, FS, and STEP/Day Treatment Teachers
Course Outcomes: Participants will KNOW how to design lesson plans with pre-teaching strategies to generate career awareness and interests; UNDERSTAND CBI program procedures, required documents, and data collection practices; PREPARE draft CBI forms A & B.

Course Title: RTI Training for Special Education Teachers: Starting the School Year off Right (Part I)
Department: DEC
Grade Band: All Grades
Audience: Special Education Teachers
Course Outcomes: Teachers will know the essential components of RTI² as related to special education including (1) Administering Benchmark Assessments, (2) Determining Tier Level, Lowest-Deficit Area, and Instructional Levels and (3) Progress Monitoring Do's and Don'ts.

Course Title: RTI Training for Special Education Teachers: Starting the School Year off Right (Part 1)
Department: DEC
Grade Band: All Grades
Audience: Special Education Teachers
Course Outcomes: Teachers will know the essential components of RTI² as related to special education including (1) Administering Benchmark Assessments, (2) Determining Tier Level, Lowest-Deficit Area, and Instructional Levels and (3) Progress Monitoring Do's and Don'ts.

Course Title: RTI Training for Special Education Teachers: Starting the School Year off Right (Part 2)
Department: DEC
Grade Band: All Grades
Audience: Special Education Teachers
Course Outcomes: Teachers will utilize their laptops to explore online RTI² resources as related to special education including (1) Easy CBM portal, (2) DEC Guide to RTI² and Re-Evaluation, (3) RTI² Resources Folder on C & I Website, and (4) RTI Explorer in Ed Plan.

Course Title: RTI Training for Special Education Teachers: Starting the School Year off Right (Part 2)
Department: DEC
Grade Band: All Grades
Audience: Special Education Teachers
Course Outcomes: Teachers will utilize their laptops to explore online RTI² resources as related to special education including (1) Easy CBM portal, (2) DEC Guide to RTI² and Re-Evaluation, (3) RTI² Resources Folder on C & I Website, and (4) RTI Explorer in Ed Plan.

Course Title: Principles of Transition Intro to Self-Determination
Department: DEC
Grade Band: 7-12
Audience: Resource and FS Teachers
Course Outcomes: Teachers will be able to equip students with the knowledge concerning their legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.

Course Title: Principles of Transition Intro to Self-Determination
Department: DEC
Grade Band: 7-12
Audience: Resource and FS Teachers
Course Outcomes: Teachers will be able to equip students with the knowledge concerning their legal rights of individuals with a disability and how to advocate for themselves in their school and community settings.

Course Title: Eureka Math
Department: DEC
Grade Band: K -8
Audience: SPED 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
Department: DEC
Grade Band: K -8
Audience: SPED 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.

Federal Programs Grants and Compliance

Primary Audience Served Professional Learning Community (PLC) 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 and Teams
- Quick Reference Guide

Course Title: School Improvement Leadership Team Work Sessions
Course Number: 17501
Department: Federal Programs
Grade Band: K-12
Audience: K-12 PLC Coaches
Course Outcomes: Participants will work, in school improvement teams, to develop a cohesive School Improvement Plan that meets the needs of the school and is aligned to the District Strategic Plan. Additionally, attendees will receive guidance with identifying and organizing strategies and resources to support school and District goals.

Course Title: PLC Summer Institute
Course Number: 17503
Department: Federal Programs
Grade Band: K-12
Audience: K-12 PLC Coaches
Course Outcomes: Participants will receive training and information with navigating of Title I programs and resources to strengthen academic programs.

Instructional Technology (PD & Support)

Primary Audience Served Educators 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
Navigating District Resources

Course Title: **Class Flow 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, Class Flow, 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 Class Flow 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 Collaboration Tools (including Teams and Class Notebook)**

Course Number: 16201

Department: Instructional Technology

Grade Band: K-12, Exceptional Children

Audience: K-12 Teachers

Course Outcomes: This training builds on Microsoft Teams Introduction to offer a deeper dive into the tools embedded in this application. This training focuses on utilizing Teams in conjunction with a digital binder Class Notebook. Know: This interactive learning experience will explore setting up and using Teams for implementation with students to support the district's learning goals. Understand: The functionality of the components within the Class Notebook application 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. ***Participants should be familiar with the functionality in Teams before enrolling in this course.*

Course Title: **Microsoft Collaboration Tools (including Teams and Staff Notebook)**

Course Number: 16201

Department: Instructional Technology

Grade Band: K-12, Exceptional Children

Audience: School-Based Administrators, Central Office Staff

Course Outcomes: This training builds on Microsoft Teams Introduction to offer a deeper dive into the tools embedded in this application. This training focuses on utilizing Teams in conjunction with a Staff Notebook digital binder. Know: Participants will learn ways the Microsoft applications Teams and Staff Notebook can enhance collaboration and provide one stop storage and access to files. Understand: The Microsoft Teams and Staff Notebook functions and features that can be used on a daily basis to enhance communication and organization in a school or central office setting where users have individual binders for collecting/sharing information. Do: Learners will have the ability to set up a Team that meets their individual needs. Laptops are useful for all trainings at the TTC. ***Participants should be familiar with the functionality in Teams before enrolling in this course.*

Course Title: Microsoft Teams Introduction
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/central office staff through the Microsoft application Teams as well as One Note, a digital binder housed within Teams. Know: Participants will learn ways the Microsoft applications Teams and OneNote can enhance collaboration and provide one stop storage, video conferencing, and access to shared 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 be able to set up and utilize a Team that meets their individual needs by 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: 17185
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: Navigating District Resources for New Teachers
Course Number: 15802
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize many of the resources of SCS including how to submit online work orders to the IT department, how to sign up for professional development courses, how to access their Employee Portal, and where to find other valuable online resources.

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: Promethean Panels for the New Teacher
Course Number: 16227
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize a Promethean interactive panel from its basic operations and utilizing the onboard tools for instruction. 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, Central Office Staff
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. 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 built in tools. Understand: How the SMART Board's features and functions can be used during classroom instruction to create an engaging learning environment through the onboard features and functions of the SMART panel and 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: 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 license required. Downloads can be completed through Footprints ticket. Laptops are useful for all trainings at the TTC.

Course Title: SMART Interactive Panels for New Teachers
Course Number: 16235
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize a SMART panel from its basic operations, its onboard tools, and the basics of SMART Notebook 17. 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: Tech Tools for the Classroom
Course Number: 16239
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: Know: This training session introduces educators to creative technology tools and resources available to increase integration of available technology resources into classroom instruction. Understand: available online tools that make teaching and learning more effective and efficient to support the district's learning goals. 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.

Mathematics, K-12

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

Key Departmental Priorities

The Eureka Math and secondary 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-12 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

Recommended Session Sequence

I. Teacher Fluency

- K-1st Eureka 101
- 2nd -5th Eureka 101
- 6th -9th Eureka 101
- 10th-12th Beyond Eureka: Planning for High School Mathematics

II. Meeting Students' Needs

- K-5th The Progression of Models in Eureka Math
- 6th - 9th Progression sin 6th -9th Grade Eureka Math
- 10th-12th Blending the Textbook with Eureka Math

III. Student Responses

New Teacher/Staff Sessions

- K-1 Eureka 101
- 2-5 Eureka 101
- 6-9 Eureka 101
- 10th-12th Beyond Eureka: Planning for High School Mathematics

Key Resources Available

- Understanding by Design Templates
- Eureka Math Curriculum
- High School Math Textbooks

Course Title: 6 – 9 Eureka 101 (New Teachers Only)
Course Number: 17523
Department: Mathematics (Professional Development & Support)
Grade Band: 6 - 9
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: K-1 Eureka 101 (New Teachers Only)
Course Number: 17524
Department: Mathematics (Professional Development & Support)
Grade Band: K-1
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: 2-5 Eureka 101 (New Teachers Only)
Course Number: 17530
Department: Mathematics (Professional Development & Support)
Grade Band: 2-5
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: 6 - 9: The Progression of 6th - 9th Grade Eureka Mathematics
Course Number: 17528
Department: Mathematics (Professional Development & Support)
Grade Band: 6 – 9
Audience: Teachers, Principals
Course Outcomes: This session is designed to support teachers in their understanding of the Eureka Math mathematical progressions found in grades 6 – 9.

Course Title: K-5 Progression of Models in Eureka Math
Course Number: 17522
Department: Mathematics (Professional Development & Support)
Grade Band: K-5
Audience: Teachers, Principals
Course Outcomes: This session is designed to support teachers in their understanding of the Eureka Math mathematical progressions found in grades K-5.

Course Title: 10th-12th Beyond Eureka: Planning for High School Mathematics for New Teachers
Course Number: 17525
Department: Mathematics (Professional Development & Support)
Grade Band: 10th - 12th
Audience: New Teachers, Principals
Course Outcomes: In this course, teachers will use Understanding by Design to prepare units for Geometry and Algebra II lessons.

Course Title: 10th 12th Math: Blending the Textbook with Eureka Math
Course Number: 17529
Department: Mathematics (Professional Development & Support)
Grade Band: 10th - 12th
Audience: Teachers, Principals
Course Outcomes: In this course, teachers will Eureka math curriculum resources along with the adopted textbooks to prepare lessons that meet the demand and rigor of the Tennessee Academic Mathematics Course.

New Teachers

Primary Audience Served K-12 New Teachers and New Teacher Mentors

Key Departmental Priorities

The New Teacher Induction Team shares extensive knowledge of skills, instructional experience, and strategies to support Pre-service, Novice Teachers, and New to the District Teachers. Assembled to support and equip Teacher Mentors and novice teachers with the skills and knowledge need to increase teacher effectiveness & student achievement in the district. The team provides ongoing, consistent support that focuses on enhancing pre-service and novice teachers' ability to implement foundational classroom practices and high quality instructional that ultimately propels students to high levels of academic achievement.

The primary work of the New Teacher Induction Team consists of the following:

- Design and facilitate high quality professional learning experiences that create a cadre of talented educators who have the content expertise & skills to support novice teachers within their school and district.
- Design and facilitate high quality professional learning experiences for novice teachers, new to the district teachers, and those with less than three years leading to teacher retention and increase in student achievement.
- Collaborate with HR Partners in New Teacher Retention & Quality Reviews (audits) as members of the Induction Team.
- Design, recommend, and disseminate quality resources and training to improve mentor coaching, as well as, novice teachers practice, instruction, and pedagogy

Recommended Session Sequence

Clinical Mentors

Committing to Mentoring
Looking at the 90 day Plan
Instant Immersion into Mentorship

New Teacher Mentors

Committing to Mentoring 1.0
Building Capacity in Mentors –
Looking at the 90 day Plan 1.0
Instant Immersion into
Mentorship

Returning New Teacher Mentors

Mentor Training Specialized
Building Capacity in Mentors –
Looking at the 90 day Plan 2.0
Instant Immersion into Mentorship

New Teacher/Staff Sessions

These sessions are designed for all K-12 New Teacher Mentors and Clinical Mentors.

Key Resources Available

Mentor Resource Binder
Get Better Faster by Paul Bambrick-Santoyo

Course Title: Mentor Training Specialized

Course Number: 17542

Department: New Teacher Induction (PD & Support)

Grade Band: K-12 Teacher Mentors

Course Outcomes:

- Revisit the overall purpose and role of New Teacher Mentor
- Analyze current goals, objectives, and scope and sequence of 2019-2020 Mentor training.
- Develop a plan of action for the year of school support (Phase I-Get Better Faster)
- Make connections between the Mentor training provided by the District and their current practice in developing teacher effectiveness.

Course Title: Building Capacity

Course Number: 17541

Department: New Teacher Induction (PD & Support)

Grade Band: K-12 Teacher Mentors

Course Outcomes:

- Understand the overall purpose and role of a Coach and the Coaching Cycle as it relates to Mentorship
- Utilize the Phase I approach in Get Better Faster mentors will develop and strengthen their current skills in coaching to develop a plan of support for teachers.

Course Title: Committing to Mentoring

Course Number: 17539

Department: New Teacher Induction (PD & Support)

Grade Band: K-12 Teacher Mentors

Course Outcomes:

- Understand the overall purpose and role of Teacher Mentor
- Understand the goals, objectives, and scope and sequence of 2019-2020 Mentor training.
- Make connections between the Mentor training provided by the District and their own mentor teacher training.

Course Title: **Take a Look, It's in a Book: Quarter 1 Text Study (3rd-8th Grade)**
Course Number: 17533
Department: English Language Arts (PD & Support)
Grade Band: 3-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of how the standards for the module live within the anchor text and how the supplemental texts contribute to knowledge building. By gaining an understanding of the anchor text's central idea and where to identify evidence that supports it, participants will be able to plan effectively for student engagement with the text.

Course Title: **Take a Look, It's in a Book: Quarter 1 Text Study (9th-12th Grade)**
Course Number: 17538
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of how the standards for the unit live within the anchor text and how the supplemental texts contribute to knowledge building. By gaining an understanding of the anchor text's central idea and where to identify evidence that supports it, participants will be able to plan effectively for student engagement with the text.

Course Title: **K-8 Intro to EL**
Course Number: 17534
Department: English Language Arts (PD & Support)
Grade Band: K-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Teachers will understand how the curriculum uses the standards and high-quality text to support meaning-based instruction. Teachers will gain understanding of the principals behind the curriculum, the instructional logic of the modules and units, and explore ways the curriculum meets the needs of diverse learners.

Course Title: **9-12 Introduction to LearnZillion Guidebooks (Recommended for New Teachers)**
Course Number: 17536
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of the Guidebooks' purpose, design, and structure. Participants will engage in a model Guidebooks lesson to experience the instructional strategies that can be used to build students' comprehension of complex texts. Next, they will explore the structure and design of Guidebooks on the LearnZillion site, with a focus on understanding core principles of backwards design, taking a closer look at how the lessons in a Guidebooks unit prepare students to be successful on unit assessments, specifically the culminating task. Finally, participants will learn about the power of teaching notes and how to customize them to meet the needs of their students.

Course Title: **K-8 Fostering Character in the Collaborative Classroom**
Course Number: 17535
Department: English Language Arts (PD & Support)
Grade Band: K-5, 6-8
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of Management in the Active Classroom practices and protocols for promoting a respectful, active, collaborative, and growth-oriented classroom. Participants will also gain an understanding of how to set up successful classrooms, establish norms for learning and collaboration, enhance teacher presence, use character language to support student behavior and examine where Habits of Character live in the ELA classroom.

Course Title: **9-12 Fostering Character in the Collaborative Classroom**
Course Number: 17537
Department: English Language Arts (PD & Support)
Grade Band: 9-12
Audience: ELA Teachers, ELA Admin Leaders, ELA Content Leads
Course Outcomes: Participants will gain an understanding of Management in the Active Classroom practices and protocols for promoting a respectful, active, collaborative, and growth-oriented classroom. Participants will also gain an understanding of how to set up successful classrooms, establish norms for learning and collaboration, enhance teacher presence, use character language to support student behavior and examine where Habits of Character live in the ELA classroom.

Course Title: **Creating Balanced Literacy Lessons in the ESL Foundational Skills Block**
Course Number: 17516
Department: ESL
Grade Band: K-2
Audience: K-2 ESL teachers
Course Outcomes: By the end of the session teachers will have reviewed how to incorporate all four language domains in the foundational skills block. Teachers will work collaboratively to design lessons that incorporate the Tier 1 foundational skills as well as a text to support language development.

Course Title: **Creating Balanced Literacy Lessons in the ESL Meaning Based Block**
Course Number: 17517
Department: ESL
Grade Band: 3-12
Audience: 3-12 ESL teachers
Course Outcomes: By the end of the session teachers will have reviewed how to incorporate all four language domains in the EL block. Teachers will work collaboratively to design lessons that incorporate appropriate scaffolds and language development activities into the EL portion of the literacy block.

Course Title: **Integrating Content and Language Instruction for ELLs through Collaborative Instructional Strategies:** Responding to Diverse Student Needs through Coteaching
Course Number: 17544
Department: ESL
Grade Band: K-8
Audience: ESL and Gen Ed teachers who co-teach in ELA, Math, Science, or Social Studies, any grade level should attend together
Course Outcomes: The goal of the PD is twofold: (1) to help participating educators engage in critical conversations, reflections, and action planning around collaborative practices for ELLs, (2) to review, evaluate, and adapt the collaborative instructional cycle as well as the seven coteaching models (Honigsfeld & Dove, 2010; 2015); (Dove & Honigsfeld, 2018) that promote an integrated service delivery in K-12 instructional settings.

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: **Navigating District Resources for New Teachers**
Course Number: 15802
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize many of the resources of SCS including how to submit online work orders to the IT department, how to sign up for professional development courses, how to access their Employee Portal, and where to find other valuable online resources.

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: **Promethean Panels for the New Teacher**
Course Number: 16227
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize a Promethean interactive panel from its basic operations and utilizing the onboard tools for instruction. 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 built in tools. Understand: How the SMART Board's features and functions can be used during classroom instruction to create an engaging learning environment through the onboard features and functions of the SMART panel and 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 New Teachers**
Course Number: 16235
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: New teachers will learn how to utilize a SMART panel from its basic operations, its onboard tools, and the basics of SMART Notebook 17. 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: **Tech Tools for the Classroom**
Course Number: 16239
Department: Instructional Technology
Grade Band: K-12, Exceptional Children
Audience: K-12 Teachers, School-Based Administrators
Course Outcomes: Know: This training session introduces educators to creative technology tools and resources available to increase integration of available technology resources into classroom instruction. Understand: available online tools that make teaching and learning more effective and efficient to support the district's learning goals. 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: **6 – 9 Eureka 101 (New Teachers Only)**
Course Number: 17523
Department: Mathematics (Professional Development & Support)
Grade Band: 6 - 9
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: **K-1 Eureka 101 (New Teachers Only)**
Course Number: 17524
Department: Mathematics (Professional Development & Support)
Grade Band: K-1
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: **2-5 Eureka 101 (New Teachers Only)**
Course Number: 17530
Department: Mathematics (Professional Development & Support)
Grade Band: 2-5
Audience: New Teachers
Course Outcomes: This session is designed to prepare new teachers to implement Eureka Math successfully and to empower teachers to customize lessons in response to their students' needs.

Course Title: **10th-12th Beyond Eureka: Planning for High School Mathematics for New Teachers**
Course Number: 17525
Department: Mathematics (Professional Development & Support)
Grade Band: 10th - 12th
Audience: New Teachers, Principals
Course Outcomes: In this course, teachers will use Understanding by Design to prepare units for Geometry and Algebra II lessons.

Course Title: RTI2: Overview of RTI2
Course Number: 17498
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW their roles and responsibilities, the essential components of RTI2, recent TDOE updates, and the purpose of determining instructional levels to enhance fidelity of RTI2 Intervention. Participants will UNDERSTAND that RTI2 is a multi-tiered approach that integrates assessment, intervention, and accountability to improve the learning outcomes for all students. Participants will identify (DO) best practices that support effective implementation of RTI2 at school level.

Course Title: Three Dimensional Science 101
Course Number: 17473
Department: Science (PD & Support)
Grade Band: K-5
Audience: For New K-5 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

Course Title: Three Dimensional Science 101
Course Number: 17473
Department: Science (PD & Support)
Grade Band: 6-8
Audience: For New 6-8 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

Course Title: **Three Dimensional Science 101**
Course Number: 17473
Department: Science (PD & Support)
Grade Band: 9-12
Audience: For New 9-12 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

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

Course Title: **Social Studies K-5 2019-2020 Revised Standards Training (In-person)**
Course Number: 17514
Department: Social Studies (C&I)
Grade Band: K-5
Audience: Teachers
Course Outcomes: Participants will learn more about the grade specific revised Social Studies standards and Social Studies practices for 2019-2020. Participants will explore the demands of the standards and tasks that can be used in the classroom.

Course Title: **SEED Classroom Management**
Course Number: 17552
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers and administrators
Course Outcomes: This course presented by the Office of Student Equity, Enrollment and Discipline will provide clarity regarding discipline processes, policies and expectations for teachers when dealing with student behavioral challenges. Teachers will discuss strategies and learn to implement general classroom management techniques that will serve to reduce misbehavior within the instructional environment.

Optional Schools and Advanced Academics

Primary Audience Served 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.

Key Resources Available

www.scsk12.org/optional
www.collegeboard.org

Course Title: **Advanced Placement Summer Institute – A.P. World History**
Course Number: 27499
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: Social Studies teachers
Course Outcomes: AP Summer Institutes provide new and experienced AP teachers with 30 hours or more of content-rich training designed to strengthen how they teach their AP courses. Participants will be guided through resources such as course outlines; content-specific handouts; and student samples, scoring guidelines, and commentary from the most recent AP Exams.

Course Title: **Advanced Placement Summer Institute – AP Art**
Course Number: 27500
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: Art teachers
Course Outcome: AP Summer Institutes provide new and experienced AP teachers with 30 hours or more of content-rich training designed to strengthen how they teach their AP courses. Participants will be guided through resources such as course outlines; content-specific handouts; and student samples, scoring guidelines, and commentary from the most recent AP Exams.

Course Title: **Pre-AP Training – Social Studies**
Course Number: 27501
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: Social Studies teachers
Course Outcomes: Pre-AP workshops emphasize best practices and strategies to increase rigor in the classroom in order to build the capacity of teachers to employ successful strategies for helping students develop the foundational knowledge and skills necessary in a Pre-AP and AP classroom.

Course Title: **Pre-AP Training – Science**
Course Number: 27502
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: Science teachers
Course Outcomes: Pre-AP workshops emphasize best practices and strategies to increase rigor in the classroom in order to build the capacity of teachers to employ successful strategies for helping students develop the foundational knowledge and skills necessary in a Pre-AP and AP classroom.

Course Title: Pre-AP Training – Math
Course Number: 27503
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: Math teachers
Course Outcomes: Pre-AP workshops emphasize best practices and strategies to increase rigor in the classroom in order to build the capacity of teachers to employ successful strategies for helping students develop the foundational knowledge and skills necessary in a Pre-AP and AP classroom.

Course Title: Pre-AP Training – English
Course Number: 27504
Department: Optional Schools and Advanced Academics
Grade Band: 9-12
Audience: English teachers
Course Outcomes: Pre-AP workshops emphasize best practices and strategies to increase rigor in the classroom in order to build the capacity of teachers to employ successful strategies for helping students develop the foundational knowledge and skills necessary in a Pre-AP and AP classroom.

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

Key Resources Available

SCS Orff Music Curriculum Maps
Orff Classroom Equipment/Instruments
Textbooks and Textbook Materials
Curriculum Materials and Resources

Course Title: University of Memphis Summer Orff Institute Levels I-III
Course Number: 17088
Course Title: University of Memphis Orff-Schulwerk Masterclass 2019
Course Number: 17521
Department: Orff Music
Grade Band: K-5
Audience: K-5 Orff Music Teachers
Course Outcomes: KNOW: The Orff approach is a system of instructional strategies for music education that are elemental and spiral in nature from simple to complex skills where children learn through exploration, imitation, improvisation, and creation in an active participation learning environment of singing, moving and instrument playing. UNDERSTAND: How to identify and use appropriate Orff process instructional strategies at an age appropriate developmental level for learners to be successful in mastery of music literacy skills and tasks. Be Able To DO: Create lessons and implement instruction using the Orff process to increase student achievement and growth in musical knowledge and skills.

Course Title: Artie & Denise: Makin' Music in Memphis
Course Number: 17502
Department: Orff Music
Grade Band: K-5
Audience: K-5 Orff Music Teachers
Course Outcomes: KNOW: Music for elementary students should be experienced through movement/dance instruction, singing, playing instruments, and improvisation. UNDERSTAND: Teaching movement/dance, singing, playing instruments, and improvisation reinforces musical concepts/skills/literacy Be Able to DO: Design and deliver instruction to reinforce musical concepts/skills/literacy through movement/dance singing, playing instruments, and improvisation.

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.

In addition 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/6EJWozmDfIMeBQYv2>

Equipment Request Link: <https://goo.gl/forms/pPbf84ZH8ct5oi2C3>

Transportation Support Link: <https://goo.gl/forms/nJwovRn6UxWzzbfR2>

Course Title: 2019 Kennedy Center Summer Institute
Course Number: 17467
Department: Fine Arts
Grade Band: K-12
Audience: K-12 Arts Teachers
Course Outcomes: Participants will learn about arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Participants will engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

Course Title: Arts Education: Tennessee Arts Academy
Course Number: 17078
Department: Fine Arts
Grade Band: K-12
Audience: K-12 Arts Educators
Course Outcomes: The Tennessee Arts Academy 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: 26045
Department: Performing Arts
Grade Band: 6-12
Audience: Band Directors
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
Course Number: 25986
Department: Arts Education
Grade Band: K-12
Audience: Arts Teachers, All Administrators
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.

Course Title: Tennessee Association of Dance Summit
Course Number: 27093
Department: Dance
Grade Band: K-12
Audience: Dance Educators
Course Outcomes: Participants will learn current research and practice to maximize student learning while highlighting program strengths.

Curriculum & Instruction-Response to Instruction and Intervention (RTI2)

Primary Audience Served Interventionists, Intervention Providers, RTI2 leads, School Administrators

Key Departmental 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. Participants will **KNOW** the essential components of RTI2 and the importance of structuring quality instructional models for the classroom.
2. **High Quality:** Professional development opportunities are designed to provide resources and promote best practices for high quality instruction and intervention. Participants will **UNDERSTAND** how response to intervention can be implemented in providing multi-tiered supports and how all stakeholders can be accountable to improve learning outcomes for all students.
3. **Building Capacity:** Professional development opportunities are designed to increase skills and knowledge to better support school administrators, RTI2 Leads, teacher leaders, and intervention providers. Participants will know the roles of data team members and the RTI2 Lead as it relates to their responsibility for being accountable in monitoring effective school-wide implementation practices.

Recommended Session Sequence

1. Compliance - RTI2 Overview
Written Expression
Screening for Characteristics of Dyslexia
2. High Quality Instruction
Managing a RTI2 Small Group/Computer Group
3. Building Capacity
Navigating through EdPlan
Getting Started as an RTI2 Lead

New Teacher/Staff Sessions

RTI2 Overview with Roles and Responsibilities Targeted Skill-Based Support

Managing a RTI2 Small Group/Computer Group

Navigating through EdPlan

- Creating/Updating Intervention Plans
- Intervention Logging

Key Resources Available

District Implementation Guide (DIG)

Written Expression Training Protocol

Characteristics of Dyslexia Training Protocol

Exemplar Lesson Plans

RTI2 Walkthrough Forms

Virtual Courses

RTI2 Resource Guides (ELA and Math)

Course Title: RTi2 University
Course Number: 17499
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers, School administrators
Course Outcomes:

Participants will KNOW:

- What is high-quality instruction and how does it look in the intervention classroom
- The essential components of successful RTI2 Implementation
- How to navigate through EdPlan using the program and its functions
- Know the importance of sustaining an effective RTI2 implementation to impact student success

Participants will UNDERSTAND:

- The purpose of small group instruction and how we teach in the small group
- How to administer survey level assessments for reading and Math
- The need to collaborate with staff to meet the needs of all learners
- The importance of using multiple sources of data for decision making purposes
- Various components within EdPlan to successfully manage student intervention plans
- The need for continuing and enhancing quality implementation through compliance

Participants will be able to (DO):

- Implement small group instruction effectively in the intervention classroom
- Use RTI2 resources to support intervention providers at his/her assigned school
- Encourage collective responsibility and develop strong RTI2 teams that are well-equipped to support student success
- Manipulate the EdPlan platform to explore various capabilities, functions, and strengthen the understanding of EdPlan reports
- Analyze the RTI2 SOAR (Standards of Accountability Rubric) tool to reflect on current RTI2 implementation practice

New intervention provider will KNOW:

- What is high-quality instruction and how does it look in the intervention classroom
- The essential components of successful RTI2 Implementation
- The purpose of determining instructional levels for fidelity of RTI2 intervention

New intervention provider will UNDERSTAND:

- The purpose of small group instruction and effective strategies to implement in the intervention classroom
- That RTI2 is a multi-tiered approach that integrates assessment, intervention, and accountability to improve the learning outcomes for all students
- The purpose of benchmarking and progress monitoring and the need to monitor student progress

New intervention provider will (DO):

- Implement effective strategies for small group instruction in the intervention classroom

- Identify best practices that support effective implementation of RTI2 at school level
- Identify key components of small-group instruction to impact student progress

Course Title: RTI2: Written Expression
Course Number: 17496
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW the district’s screening process for potential concerns in the area of written expression. Participants will UNDERSTAND the stages of writing development and different teaching strategies to support learners at various stages of writing proficiency. Participants will (DO) CREATE a writing-focused intervention lesson plan.

Course Title: RTI2: Screening for Characteristics of Dyslexia
Course Number: 17497
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW the key components of the “Say Dyslexia” Bill (Public Chapter No. 1058 of the Acts of 2016) and UNDERSTAND the procedures for screening target students for characteristics of dyslexia. Participants will identify (DO) small group strategies aligned to dyslexia specific instruction and intervention.

Course Title: RTI2: Overview of RTI2
Course Number: 17498
Department: Curriculum & Instruction- RTI2
Grade Band: K-12
Audience: RTI2 Leads, Interventionists, Intervention providers
Course Outcomes: Participants will KNOW their roles and responsibilities, the essential components of RTI2, recent TDOE updates, and the purpose of determining instructional levels to enhance fidelity of RTI2 Intervention. Participants will UNDERSTAND that RTI2 is a multi-tiered approach that integrates assessment, intervention, and accountability to improve the learning outcomes for all students. Participants will identify (DO) best practices that support effective implementation of RTI2 at school level.

Course Title: RTI2: Getting Started as an RTI2 Lead
Course Number: 17519
Department: Curriculum & Instruction – RTI2
Grade Band: K-12
Audience: RTI2 Leads
Course Outcomes: Participants will KNOW the essential components of RTI2 and the importance of structuring quality instructional models for the classroom. Participants will KNOW the roles of the data team and RTI2 Lead as it relates to their responsibility for being accountable in monitoring effective school-wide implementation practices. Participants will UNDERSTAND how response to intervention can be implemented in providing multi-tiered supports and how all stakeholders can be accountable to improve learning outcomes for all students. Participants will develop (DO) action steps that can assist them as they analyze their current implementation of RTI2 at school level and create steps to spread enthusiasm for the promotion of RTI2 with all stakeholders.

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)

New Counselor Professional Development Sessions are offered in the Summer and once a quarter during the school year. Also, Open Lab Sessions are offered monthly on specific program components (SRT, TEM, Transcripts Analysis etc.)

- 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

Course Title: The Comprehensive School Counseling Program: What Does It Look like in Elementary, Middle and High School

Course Number: 17526

Department: School Counseling Services

Grade Band: K-12

Audience: School Counselors

Course Outcomes: School Counselors will:
Know the Tennessee School Counseling Model and Standards Policy 5.103.
Understand the components of a comprehensive school counseling program.
Be able to implement a balanced delivery of direct and student support services at each school level (Elementary, Middle and High).

School Operations

Primary Audience Served Principals (All Principals, Vice Principals and 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. Utilize Footprints data to provide targeted support to high incident school and decrease the number of constituent concerns in those schools.
4. Increase on-time school level compliance with all federal, state and local policies and laws.

Key Resources Available

SCS Protocol and Procedures Manual

Course Title: "Dealing with Difficult Parents"
Course Number:
Department: School Operations and School Support
Grade Band: K- 12
Audience: Principals (All Principals, VP' and AP's)
Course Outcomes: Audience will learn several strategies that they can use when dealing with difficult parents.

Course Title: **SCS Principal's Protocol and Procedures Manual Review/Updates**
Course Number:
Department: School Operations and School Support
Grade Band: K-12
Audience: Principals (All Principals, VP's and AP's)
Course Outcomes: This course offering will serve as the initial kick-off sessions in a series of ongoing professional development and training opportunities for new administrators and school leaders. Designed as a collaborative endeavor, relevant departments will team with Academic Operations to present on specific topics included in the Principal's Protocol and Procedures Manual.

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.

Recommended Session Sequence

- | | |
|--|--|
| <p>II. Sensemaking Practices</p> <ul style="list-style-type: none">• Follow the Yellow Brick Road: Outlining a Roadmap to Effectively Plan for Three-Dimensional Instruction | <p>III. Critiquing Practices</p> <ul style="list-style-type: none">• The Maze Runner: Mapping out a Plan for Effective Three-Dimensional Instruction |
|--|--|

New Teacher/Staff Sessions

- Three Dimensional Science 101
- Follow the Yellow Brick Road: Outlining a Roadmap to Effectively Plan for Three-Dimensional Instruction
- The Maze Runner: Mapping out a Plan for Effective Three-Dimensional Instruction

Key Resources Available

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

Course Title: Follow the Yellow Brick Road: Outlining a Roadmap to Effectively Plan for Three-Dimensional Instruction

Course Number: 17470

Department: Science (PD & Support)

Grade Band: K-5

Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.

Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources and addressing potential areas of challenge, in order to prepare cohesive learning opportunities that engage students in Developing and Using Models to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: Follow the Yellow Brick Road: Outlining a Roadmap to Effectively Plan for Three-Dimensional Instruction

Course Number: 17470

Department: Science (PD & Support)

Grade Band: 6-8

Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.

Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources and addressing potential areas of challenge, in order to prepare cohesive learning opportunities that engage students in Developing and Using Models to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: Follow the Yellow Brick Road: Outlining a Roadmap to Effectively Plan for Three-Dimensional Instruction

Course Number: 17470

Department: Science (PD & Support)

Grade Band: 9-12

Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.

Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Developing and Using Models. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources and addressing potential areas of challenge, in order to prepare cohesive learning opportunities that engage students in Developing and Using Models to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: The Maze Runner: Mapping out a Plan for Effective Three-Dimensional Instruction

Course Number: 17471

Department: Science (PD & Support)

Grade Band: K-5

Audience: All K-5 Science Teachers, Content Leads, Science Administration leads and ILT representatives.

Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Obtaining, Evaluating, and Communicating Information. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources in order to prepare cohesive learning opportunities that engage students in Obtaining, Evaluating, and Communicating Information to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: **The Maze Runner: Mapping out a Plan for Effective Three-Dimensional Instruction**
Course Number: 17471
Department: Science (PD & Support)
Grade Band: 6-8
Audience: All 6-8 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Obtaining, Evaluating, and Communicating Information. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources in order to prepare cohesive learning opportunities that engage students in Obtaining, Evaluating, and Communicating Information to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: **The Maze Runner: Mapping out a Plan for Effective Three-Dimensional Instruction**
Course Number: 17471
Department: Science (PD & Support)
Grade Band: 9-12
Audience: All 9-12 Science Teachers, Content Leads, Science Administration leads and ILT representatives.
Course Outcomes: This course will provide teachers with training on the instructional shifts that are necessary, to support the acquisition and development of scientific skills and knowledge that meet the demands of curriculum-aligned, three-dimensional TN Academic Science Standards. Participants will understand the research supporting evidence-based practices, importance of, and strategic planning considerations associated with the Science and Engineering Practice of Obtaining, Evaluating, and Communicating Information. Participants will engage as learners in a lesson overview and receive strategic planning support in navigating curricular resources in order to prepare cohesive learning opportunities that engage students in Obtaining, Evaluating, and Communicating Information to make sense of phenomena. This session will provide participants with the opportunity to collaborate and as such, we strongly encourage participants to bring laptops and curricular materials to the sessions.

Course Title: **Three Dimensional Science 101**
Course Number: 17473
Department: Science (PD & Support)
Grade Band: K-5
Audience: For New K-5 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science

Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

Course Title: **Three Dimensional Science 101**
Course Number: 17473
Department: Science (PD & Support)
Grade Band: 6-8
Audience: For New 6-8 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

Course Title: **Three Dimensional Science 101**
Course Number: 17473
Department: Science (PD & Support)
Grade Band: 9-12
Audience: For New 9-12 Science Teachers only
Course Outcomes: This session will focus on training new science teachers to effectively facilitate three dimensional science instruction to all students. Specific emphasis will be placed on providing new science teachers with the knowledge and skills that are needed to understand the requirements and expectations of the TN Academic Science Standards and the necessary instructional shifts. In conjunction with district curricular resources, the session will support new science teachers in designing well-structured lessons, that engage students in building both scientific knowledge and skills in the context of their application to understanding the real world. As a result of having attended this session, new science teachers will be better equipped to make powerful decisions towards successful curriculum-aligned classroom implementation of the TN Academic Science Standards.

Social Studies (Curriculum and Instruction)

Primary Audience Served K-12 Social Studies Teachers and Administrators

Key Departmental Priorities

The Tennessee Academic Standards for social studies provide a common set of expectations for what students will know and be able to do at the end of each grade or course. Our state's standards are rooted in the knowledge and skills students need to succeed in their postsecondary studies and/or careers. The 2019-2020 school year will mark the start of the implementation of new social studies standards and practices for all K-12 social studies teachers of Tennessee. It is our department's goal to support all social studies teachers as they transition to implementing the new standards. With our summer professional development opportunities, our main priorities are to:

- 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.

Recommended Session Sequence

- Social Studies ELL Cohort (Select Teachers)
- Social Studies: 2019-2020 Standards Training (Virtual)
- Social Studies: K-5 2019-2020 Revised Standards Training (In-Person)

New Teacher/Staff Sessions

- Social Studies: 2019-2020 Standards Training (Virtual)
- Social Studies: K-5 2019-2020 Revised Standards Training (In-Person)

Course Title: **Social Studies ELL Cohort**
Course Number: 17513
Department: Social Studies (C&I)
Grade Band: K-12
Audience: Members of the Social Studies ELL Cohort for 2019-2020 school year
Course Outcomes: Participants in the program will learn the expectations of the Social Studies ELL cohort program, understand their role in modeling best practices in teaching ELLs, and prepare to redeliver PD to their colleagues. The Social Studies ELL Cohort is a teacher leadership opportunity. Teachers will be selected through an application process. Please reach out to your social studies advisor if you would like to apply to the position prior to the application's closing date.

Elementary: Chunmeka Wayne (waynecc@scsk12.org)
Middle: Suznne Shovlin (shovlins@scsk12.org)
High: Brian Davis (davisbc@scsk12.org)

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

Course Title: **Social Studies K-5 2019-2020 Revised Standards Training (In-person)**
Course Number: 17514
Department: Social Studies (C&I)
Grade Band: K-5
Audience: Teachers
Course Outcomes: Participants will learn more about the grade specific revised Social Studies standards and Social Studies practices for 2019-2020. Participants will explore the demands of the standards and tasks that can be used in the classroom.

Student Equity, Enrollment and Discipline (S.E.E.D.)

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 and enrollment
- Attendance and chronic absenteeism
- School choice for students seeking innovative academic offerings and enriched learning opportunities

Recommended Session Sequence

Discipline and Restorative Practices Sequence
Classroom Management
Introduction to Restorative Practices
Using Circles Effectively
Restorative Conferencing

New Teacher/Staff Sessions

New Administrator Discipline Training
New Teacher Orientation Classroom Management Training
Adverse Childhood Experiences (ACEs) Awareness Training (New Staff)
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
Social Emotional Learning (SEL) Curriculum
TDOE Social and Personal Competencies Resource Guide

Course Title: **Adverse Childhood Experiences (ACEs) Awareness Training**
Course Number: 17464
Department: Student Equity, Enrollment, and 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: **Responding Appropriately to Bullying & Harassment**
Course Number: 16807
Department: Student Equity, Enrollment, and 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: **SEED Classroom Management**
Course Number: 17552
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers and administrators
Course Outcomes: This course presented by the Office of Student Equity, Enrollment and Discipline will provide clarity regarding discipline processes, policies and expectations for teachers when dealing with student behavioral challenges. Teachers will discuss strategies and learn to implement general classroom management techniques that will serve to reduce misbehavior within the instructional environment.

Course Title: **Introduction to Restorative Practices**
Course Number: 16897
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: District and school level administrators
Course Outcomes: Restorative practices have been proven effective in reducing misbehavior, bullying, violence, and crime among students while improving the overall climate for learning in schools. Participants in this session will explore the basics of restorative practices including how to use classroom circles as a way to ensure a safe and positive learning environment. This training is recommended for district- and school-level administrators responsible for school discipline policies and practices.

Course Title: Restorative Circles
Course Number: 16930
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Administrators, teachers, psychologists, social workers, behavioral interventionists
Course Outcomes: In this 2-hour session, participants will understand how implementation of Restorative Circles can reduce unwanted student behaviors while meeting RTI2A, RTI2B and SEL benchmarks.

Course Title: 504 Process and Compliance
Course Number: 17753
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: 504 Coordinators, Case Managers, School administrators
Course Outcomes: Participants will review the 504 referral process, including continued development and overall school response. The session will explore Section 504 law, civil rights protection under 504, Student Review Team (SRT) process, 504 compliance, and management of 504 caseloads.

Course Title: PowerSchool Registration Training
Course Number: 17174
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: School staff
Course Outcomes: This session will help ensure school registration teams, clerical staff, GOS, and administrators have 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 prior to this course.

Course Title: PowerSchool Registration Training – Central Office
Course Number: 17173
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Central Office staff
Course Outcomes: This session will provide Central Office staff with the necessary information to successfully manage registration and enrollment. Participants will receive training on registration and enrollment using the PowerSchool and PowerSchool Registration systems. Staff members from ESL, FACE, SSLA, Welcome Center and other central office departments that work with registration and enrollment are asked to attend.

Course Title: **Culturally Responsive Teaching & Learning**
Course Number: 17549
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers, Administrators, Counselors, Coaches
Course Outcomes: How do you reach students who are culturally and racially different from you? To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. In this session, participants will explore the importance of culturally responsive teaching and learning (CRLT), and learn practical strategies that will help them address the needs of diverse student populations.

Course Title: **Writing Effective Behavior Intervention Plans**
Course Number: 17554
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers, Administrators, Counselors, Coaches
Course Outcomes: In this session, participants will review the process for writing effective functional behavior assessments and behavior intervention plans. Participants will know how to operationally define a behavior, determine its function, then develop, implement, and monitor a functional assessment-based intervention plan.

Course Title: **Social and Emotional Learning (SEL) Foundations**
Course Number: 17555
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers, Administrators, Counselors, Coaches
Course Outcomes: In this session, participants will understand the role that social and emotional core competencies play in creating safe, engaging and personalized learning experiences for students and adults. These competencies include self-awareness, self-management, social awareness, responsible decision-making and relationship skills. Participants will explore strategies for strengthening and developing these core competencies and learn evidence-based practices that increase student engagement with learning and foster caring, effective discipline.

Course Title: **Adult Self Care**
Course Number: 17556
Department: Student Equity, Enrollment, and Discipline
Grade Band: All
Audience: Teachers
Course Outcomes: Disregulated teachers cannot regulate disregulated students. Teacher burnout, toxic stress, and trauma can lead to disregulation in the classroom and ineffective instruction. Meeting the social emotional needs of adults helps in meeting the social emotional needs of students. In this session, teachers will learn how to practice self-care using strategies that lead to self-regulation and restoration.

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.

Visual Art Weebly: <https://scsartmatters.weebly.com/>

Studio Thinking 2 by Hetland, Winner, Veenema and Sheridan

Art of Ed PRO: <https://theartofeducation.edu/pro/>

Course Title: 2019 Art of Ed PRO
Course Number: 17468
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: Teachers will access differentiated PD opportunities through a district subscription to Art of Ed PRO. Through each course, participants will gain management strategies, curriculum and instruction support, and/or resources for visual arts instruction in the K-12 classroom.

Course Title: Arts Education: Tennessee Arts Academy
Course Number: 17078
Department: Fine Arts
Grade Band: K-12
Audience: Visual and Performing Arts Teachers
Course Outcomes: The Tennessee Arts Academy 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: Studio Thinking Book Study
Course Number: 17545
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: A study of Studio Thinking 2 will help advocates explain art education to policymakers, help art teachers develop and refine their teaching and assessment practices, and assist educators in other disciplines to learn from existing practices in arts education.

Course Title: Summer 2019 Belltower Artisans Pottery Class
Course Number: 17546
Department: Visual Art
Grade Band: K-12
Audience: Visual Art Teachers
Course Outcomes: This class will focus on the whole process of creating functional pottery. Start with a lump of clay and practice all of the steps from throwing, trimming, attaching handles, finishing, and glazing. You will leave class with a number of unique mugs, bowls, plates, or whatever other items you can think up! You will also get a crash course in reclaiming clay, mixing glazes, and firing the kiln. This is a great option for beginners who want to practice the entire process or intermediate potters who want to refine their skills.

Course Title: 2019 Kennedy Center Summer Institute
Course Number: 17467
Department: Fine Arts
Grade Band: K-12
Audience: All Teachers
Course Outcomes: Participants will learn about arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Participants will engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

World Languages (Curriculum and Instruction)

Primary Audience Served World Language teachers

Key Departmental Priorities

1. The World Language Program is focused on language proficiency, and the expectation of the program is 90%+ target language use by both the teacher and the students. 90% target language use will enable students to reach the proficiency target for their level of language study. These proficiency targets are aligned with the American Council of the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines.
2. Our curriculum is a proficiency-based curriculum that allows students to show what they can do with the language that they are learning. With the expectation of 90%+ target language use, students create with the language, which is the highest level of Bloom's. The expectation is that students use the language daily to communicate in pairs and small groups with their peers in their language class.

Recommended Session Sequence

1. Enhancing Language Acquisition in the World Language Classroom
2. World Language Summer Institute – 3 days

New Tennessee State Standards for World Languages
ACTFL Proficiency Guidelines
ACTFL/NCCSFL Can-Do Statements

Books:

In Search of Proficiency by John DeMado
Languages and Learners: Making the Match by Dr. Helena Curtain

Course Title: World Language-Enhancing Language Acquisition in the World Language Classroom
Course Number: 17442
Department: World Languages (C&I)
Grade Band: K-12
Audience: World Language Teachers
Course Outcomes: Teachers will have a deeper understanding of second language acquisition and how it influences the proficiency of the world language students.

Course Title: World Language Summer Institute
Course Number: 17443
Department: World Languages (C&I)
Grade Band: K-12
Audience: World Language Teachers
Course Outcomes: Teachers will learn about and develop rigorous strategies and activities to ensure that both the teacher and the students meet the goal of 90%+ target language use in the classroom.

COMMUNITY PARTNERS

AGRICENTER INTERNATIONAL

Session Title:	Package or Seed Tour
Session Description:	Our Package or Seed Tour explores the fruits and vegetables at the Farmer's Market. We discuss what parts we eat: the package, which is the outside; seeds, which are usually on the inside but not always; or both. We talk about the different sizes, shapes, and colors of the fruits and vegetables. The students enjoy a story in the lower barn. If weather permits, we will take you for a ride on the farm.
Targeted Audience:	Pre-K – 2nd grade
Session Date(s):	Available May through October
Session Time(s):	Upon request
Session Location:	The Farmers Market
Associated Costs, if any:	None / Bus Scholarships are available
Contact Person:	Tim Roberts or Melisa Knirr
Registration Information:	http://www.agricenter.org/k12classes sign up online

Session Title:	Cowboy Up
Session Description:	Howdy, buckaroos! Come learn about what tools cowboys use every day. See a demonstration of a rodeo event, get your picture taken in a saddle and compete in a Barrel Race on one of our hobby horses.
Targeted Audience:	Pre K – 2nd grade
Session Date(s):	Offered year round
Session Time(s):	Upon request
Session Location:	Showplace Arena
Associated Costs, if any:	None / Bus Scholarships are available
Contact Person:	Tim Roberts or Melisa Knirr
Registration Information:	http://www.agricenter.org/k12classes sign up online

Session Title:	Plant Exploration
Session Description:	Come explore and learn about the crops grown on the farm. These might include corn, soybeans, and/or cotton. We will focus on the roots, leaves, and reproduction of these important plants. The students will enjoy a couple of hands-on activities. If the crops are mature, the students may get a souvenir to take home. This program is suitable for 3rd, 4th, 5th, and 6th grade students.
Targeted Audience:	3rd, 4th, 5th and 6th grades
Session Date(s):	Offered Year round
Session Time(s):	Upon Request
Session Location:	Agricenter International
Associated Costs, if any:	None / Bus Scholarships are available
Contact Person:	Tim Roberts or Melisa Knirr
Registration Information:	http://www.agricenter.org/k12classes sign up online

Session Title: **Cotton Exploration**
Session Description: Come explore and learn about cotton from the farm fields. We will focus on the roots, leaves, and reproduction of these important plants. The students will enjoy activities such as picking the seeds from the cotton and learning about boll weevil eradication.
Targeted Audience: This program is suitable for 3rd, 4th, 5th, and 6th grade students.
Session Date(s): Offered Year round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available.
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

Session Title: **Discover the Forest**
Session Description: There are many amazing things in the forest for students to discover. Students are asked to reach in our Mystery Box and see if they can identify items by using their sense of touch. We discuss each item and how it relates to the forest. The students also learn about the parts of a tree and the important functions of each. Activities include a Journey as a Water Molecule and Competing for Life as a tree.
Targeted Audience: **3 – 6 grades**
Session Date(s): Offered Year Round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available.
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

Session Title: **Water Festival**
Session Description: Our Water Festival is all about water. The students will rotate through each station where they will play various games like Water Jeopardy, just like the game on TV. “The Tragic Story of Freddie the Fish” will take students on an imaginary trip down a stream to identify possible sources of pollution that affect fish population and other wildlife. Others activities are H2Olympics, Incredible Journey, and the Enviroscape.
Targeted Audience: 3 – 6 grade
Session Date(s): Offered Year Round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

Session Title: **Nature Hike**
Session Description: The guided tour will go to the Wolf River and through the forest. We will stop to look at different types of plants and talk about their characteristics, growth, and even some history of the plants. The students will learn about exotic plants, how they came to the United States, how they affect us, and what we can do about them. Animals are all over the area and can be spotted occasionally. Approximately 2 hours.
Targeted Audience: 7 – 12 grades

Session Date(s): Offered Year Round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

Session Title: **Solar Tour**
Session Description: Your students will learn about how electricity is generated by the sun. The program starts with a presentation in a classroom and then goes to Agricenter International's one megawatt (1 MW) solar farm for additional discussion. Approximately 2 hours.

Targeted Audience: 3 – 12 grades
Session Date(s): Offered Year Round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

Session Title: **Soil Makes My Day**
Session Description: Bring your students out to the Farm to learn about the science of soil. They will be introduced to what is Soil, what makes up Soil, what is the value of Soil and how Soil affects them in everything they do. They will learn the difference between dirt and soil as well as develop a clearer understand of Decomposers.

Targeted Audience: 3 – 8 grade
Session Date(s): Offered Year Round
Session Time(s): Upon Request
Session Location: Agricenter International
Associated Costs, if any: None / Bus Scholarships are available
Contact Person: Tim Roberts or Melisa Knirr
Registration Information: <http://www.agricenter.org/k12classes> sign up online

BROOKS MUSEUM OF ART

Session Title:	West Tennessee Regional One-Day Conference
Session Description:	West Tennessee Art Educators are invited to spend a fantastic day of professional development and networking with peers at the West Tennessee Regional One-Day Conference. Join us at the Memphis Brooks Museum of Art for a variety of art-making sessions that can be adapted for the classroom, as well as time in the museum's newest exhibition, "Bouguereau & America." Lunch is included in your conference registration. Teachers receive 5.5 hours of professional development credit.
Targeted Audience:	K-12 art educators
Session Date(s):	Thursday, June 27, 2019
Session Time(s):	8am to 3pm
Session Location:	Memphis Brooks Museum of Art; 1934 Poplar Ave; Overton Park
Associated Costs, if any:	\$45 for TAEA members; \$55 for non-members; \$30 for preservice teachers
Contact Person:	Molly Brown; brownm5@scsk12.org
Registration Information:	Teachers can register online at http://www.tnarteducation.org/westtennessee beginning on April 15.

FACING HISTORY AND OURSELVES

Session Title:	Race and Membership in American History: The Eugenics Movement
Session Description:	This seminar will explore how Americans defined citizenship and membership in the early part of the 20th century and the echoes and legacies of this movement today.
Targeted Audience:	6-12 Grade educators (U.S. History, W. History, Contemporary Issues, African American History, African American Literature, Psychology, Sociology, English, Facing History and Ourselves Elective/Exploratory teachers)
Session Date(s):	June 4-6
Session Time(s):	8:00 a.m. - 4:00 p.m.
Session Location:	Facing History Office, 115 Huling Avenue, Memphis, TN 38103
Associated Costs, if any:	\$30 Registration Fee \$400 Event Fee (Limited scholarships available)
Contact Person:	River Park at river_park@facinghistory.org (901)452-1776 ext. 221
Registration Information:	https://www.facinghistory.org/calendar/s2019tn2-race-and-membership-american-history-eugenicsmovement

Session Title:	Holocaust and Human Behavior
Session Description:	In today's world, questions of how to best build and maintain democratic societies that are pluralistic, open, and resilient to violence are more relevant than ever. Studying the Holocaust using Facing History's approach allows students to wrestle with profound moral questions raised by this history.
Targeted Audience:	6-12 Grade educators (U.S. History, W. History, Contemporary Issues, Psychology, Sociology, English, Facing History and Ourselves Elective/Exploratory teachers)
Session Date(s):	July 16 - July 18
Session Time(s):	8:00 a.m. - 4:00 p.m.
Session Location:	Facing History Office, 115 Huling Avenue, Memphis, TN 38103
Associated Costs, if any:	\$30 Registration Fee \$400 Event Fee (Limited scholarships available)

Contact Person: River Park at river_park@facinghistory.org (901)452-1776 ext. 221
Registration Information: <https://www.facinghistory.org/calendar/s2019tn1-holocaust-and-human-behavior>

Session Title: **Teaching To Kill a Mockingbird**
Session Description: This seminar introduces educators to Facing History's resource, Teaching Mockingbird, which incorporates civic education, ethical reflection, and historical context into a literary exploration of Harper Lee's beloved novel. Additionally, explore the roles of race, class and gender in the Jim Crow era south during 1930's.
Targeted Audience: Grade 6-12 (English, US History, Literature, Creative Writing, CLUE, 8th grade and 9th grade teachers)
Session Date(s): June 18 - June 20
Session Time(s): 8:00 a.m. - 4:00 p.m.
Session Location: Chattanooga, TN
Associated Costs, if any: call for details
Contact Person: river_park@facinghistory.org (901)452-1776 ext. 221
Registration Information: <https://www.facinghistory.org/calendar/s2019tn3-new-approach-teaching-kill-mockingbird>

Session Title: **Memphis Exploratory 6th Grade Workshop**
Session Description: This workshop (for sixth grade educators) will provide activities, materials, and assessments. This will guide students through an examination of the factors that make them who they are as individuals, as members of groups, and as part of a larger community. This inquiry, which adapts lessons from the Facing History units Identity & Community and My Part of the Story and includes materials to support R. J. Palacio's Wonder and Jacqueline Woodson's memoir Brown Girl Dreaming, sparks dialogue and challenges students to consider how they can work together to create the kind of community in their school that feels inclusive and inviting for all.
Targeted Audience: Grade 6 teachers
Session Date(s): July 9, 2019
Session Time(s): 8:00 a.m. - 3:00 p.m.
Session Location: Facing History Office (115 Huling Ave, Memphis, TN 38103)
Associated Costs, if any: \$10 Registration Fee
Contact Person: river_park@facinghistory.org (901)452-1776 ext. 221

Session Title: **Memphis Exploratory 7th Grade Workshop**
Session Description: This workshop (for seventh grade educators) will provide an instructional pathway for seventh-grade educators to teach an 18-week Facing History course examining the catastrophic period in the twentieth century when Nazi Germany murdered 6 million Jews and millions of other civilians, in the midst of the most destructive war in human history. The 7th grade Exploratory Course content is based on the following resources: 1) Unit: Teaching Holocaust and Human Behavior and 2) Memoir: Somewhere There Is Still a Sun.

Targeted Audience: Grade 7 teachers
Session Date(s): July 10, 2019
Session Time(s): 8:00 a.m. - 3:00 p.m.
Session Location: Facing History Office (115 Huling Ave, Memphis, TN 38103)
Associated Costs, if any: \$10 Registration Fee
Contact Person: river_park@facinghistory.org (901)452-1776 ext. 221

Session Title: Memphis Exploratory 8th Grade Workshop
Session Description: This workshop will provide an instructional pathway for eighth-grade educators to teach an 18-week Facing History course exploring questions of identity, membership and belonging, and the power of their individual and collective choices. After considering how identity can shape the choices people make about themselves and others, they explore issues of membership and belonging by briefly tracing the history of segregation in the United States and its social, legal, and political consequences. Students then dive into a case study of the efforts to desegregate Central High School in Little Rock, Arkansas, in the late 1950s. In the final unit of the course, students move from the 1950s to the present day as they apply what they have learned about identity, belonging, and choices to the topic of immigration. The 8th grade Exploratory Course content is based on the following resources: 1) Unit: Choices in Little Rock, 2) Memoir: Warriors Don't Cry, 3) Unit: My Part of the Story, and 4) Nonfiction Book: Enrique's Journey.

Targeted Audience: Grade 7 Teachers
Session Date(s): July 11, 2019
Session Time(s): 8:00 a.m. - 3:00 p.m.
Session Location: Facing History Office (115 Huling Ave, Memphis, TN 38103)
Associated Costs, if any: \$10 Registration Fee
Contact Person: river_park@facinghistory.org (901)452-1776 ext. 221

MEEMAN-SHELBY FOREST STATE PARK

Session Title: Guided Interpretive Hikes
Session Description: A 1-mile hike on the Woodland Trail, led by a Naturalist/Ranger, discussing native flora and fauna, local history, resource management and conservation issues, and other interesting information about the area.

Targeted Audience: Everyone
Session Date(s): Every Saturday, Memorial Day Weekend through Labor Day Weekend
Session Time(s): 10am
Session Location: Meet at the Visitor Center, 910 Riddick Road, Millington, TN 38053
Associated Costs, if any: none
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: Guided Pontoon Boat Tours
Session Description: Fee-based program where a guide takes a group around Poplar Tree Lake, the 135-acre lake by the Nature Center, on a pontoon boat and discusses the history, flora, and fauna of the area.
Targeted Audience: Everyone

Session Date(s): Memorial Day Weekend (start Sat May 25, 2019)through Labor Day Weekend
Session Time(s): Fridays 1pm, 3pm; Saturdays 1pm, 5pm; Sundays 10am, 2pm
Session Location: Nature Center, Poplar Tree Lake, 361 Grassy Lake Road, Millington, TN 38053
Associated Costs, if any: \$5 per person, age 7 and under free, limit 12 people per trip
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: **Guided Cypress Swamp Canoe Floats**
Session Description: Fee-based program where people paddle canoes provided by the park, guided by a naturalist, around Eagle Lake, an oxbow lake and Bald Cypress swamp area on the park. Often seen are unique fish such as gar and buffalo carp, Bald Eagles, beaver, and other critters and vegetation less often encountered at other locations on the park.
Targeted Audience: Everyone. Younger ages less than 90lbs can ride in the middle of canoe, no charge, up to two children.
Session Date(s): Memorial Day Weekend to Labor Day Weekend
Session Time(s): Saturdays 8am, Sundays 9am, 1pm
Session Location: Meet at Visitor Center 910 Riddick Road, Millington, TN 38053 to caravan 5 miles to launch site.
Associated Costs, if any: \$10 per seat or \$20 per canoe. Up to 2 children under 90lbs can sit in middle of canoe for no charge.
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: **Live Raptor Program**
Session Description: Meeman hosts a variety of education wildlife species at our Nature Center. The Raptor programs include hawks and owls of various types. These programs teach the biology of these animals, behaviors, human/wildlife interactions and relationships, resource management concerns of the species, pests and invasive species, or whatever criteria suits the audience best based on interests, age range, and learning principles requested.
Targeted Audience: Everyone
Session Date(s): Memorial Day Weekend to Labor Day Weekend
Session Time(s): Saturdays 3pm, Sundays 3pm
Session Location: Nature Center, Poplar Tree Lake, 361 Grassy Lake Road, Millington, TN 38053
Associated Costs, if any: none
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: **Live Reptile Program**
Session Description: Meeman hosts a variety of education wildlife species at our Nature Center. In the Reptile program we present several reptiles (turtles, lizards, and snakes). These programs teach the biology of these animals, behaviors, human/wildlife interactions and relationships, resource management concerns of the species, pests and invasive species, or whatever criteria suits the audience best based on interests, age range, and learning principles requested.
Targeted Audience: Everyone
Session Date(s): Memorial Day Weekend to Labor Day Weekend
Session Time(s): Saturdays 3:30pm, Sundays 3:30pm
Session Location: Nature Center, Poplar Tree Lake, 361 Grassy Lake Road, Millington, TN 38053
Associated Costs, if any: none
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: **3rd Saturday Volunteer Day**
Session Description: Every third Saturday of the month a volunteer effort is hosted, depending on current needs or projects. Tasks may include trash and debris pick-up, trail maintenance, tree-clearing, invasive plant removal, simple project structure construction, facility renovation improvements such as painting, etc.
Targeted Audience: Everyone, students, scholarships, community service hours
Session Date(s): Every 3rd Saturday of the month, year-round
Session Time(s): To be determined one to two months prior
Session Location: To be determined one to two months prior
Associated Costs, if any: none
Contact Person: Visitor Center 901-876-5215
Registration Information: Visitor Center or online at <https://tnstateparks.com/parks/events/meeman-shelby/#/?park=meeman-shelby>

Session Title: **Project Learning Tree, Project WILD, Project WET Activities AND Hiking with Plants (Lunch Provided)**
Session Description: Hands-on, standards-based learning activities; hike featuring content about local ecosystem/flora/fauna
Targeted Audience: 3rd-8th grade educators; limit 24
Session Date(s): July 18th, 2019
Session Time(s): 8:30am-11:30am (3 hours)
Session Location: Meeman-Shelby Forest State Park
Associated Costs, if any: FREE
Contact Person: Samantha Cox
Registration Information: https://tnstateparks.com/parks/event_details/Meeman-Shelby/#/?event=teacher-pd-session1

Session Title: Canoeing/Kayaking AND Project Learning Tree, Project WILD, Project WET Activities (Lunch Provided)

Session Description: Intro to canoeing and kayaking basics, lake ecology, water resources; Hands-on, standards-based learning activities

Targeted Audience: 3rd-8th grade educators; limit 24

Session Date(s): July, 18th

Session Time(s): 12:30pm-3:30pm (3 hours)

Session Location: Meeman-Shelby Forest State Park

Associated Costs, if any: FREE

Contact Person: Samantha Cox

Registration Information: https://tnstateparks.com/parks/event_details/Meeman-Shelby/#/?event=teacher-pd-session2

PINK PALACE

Session Title: 2019 Fall Teacher Orientation

Session Description: Teachers and a guest are invited to visit the Pink Palace Museum to learn about Preschool-8th field trip and outreach programming available through the museum.

Targeted Audience: All teachers preschool-12th grade

Session Date(s): September 17, 2019

Session Time(s): 3:30 pm – 7:30pm

Session Location: Pink Palace Museum

Associated Costs, if any: Free

Contact Person: Alex Eilers 901-636-2387 or Heather Kubitz 901-636-2389

Registration Information: Go to www.brownpapertickets.com and search under fall2019pinkpalace-teacherorientation

Session Title: 2020 Spring Teacher Orientation

Session Description: Teachers and a guest are invited to visit the Pink Palace Museum to learn about Preschool-8th field trip and outreach programming available through the museum.

Targeted Audience: All teachers preschool-12th grade

Session Date(s): January 28, 2020

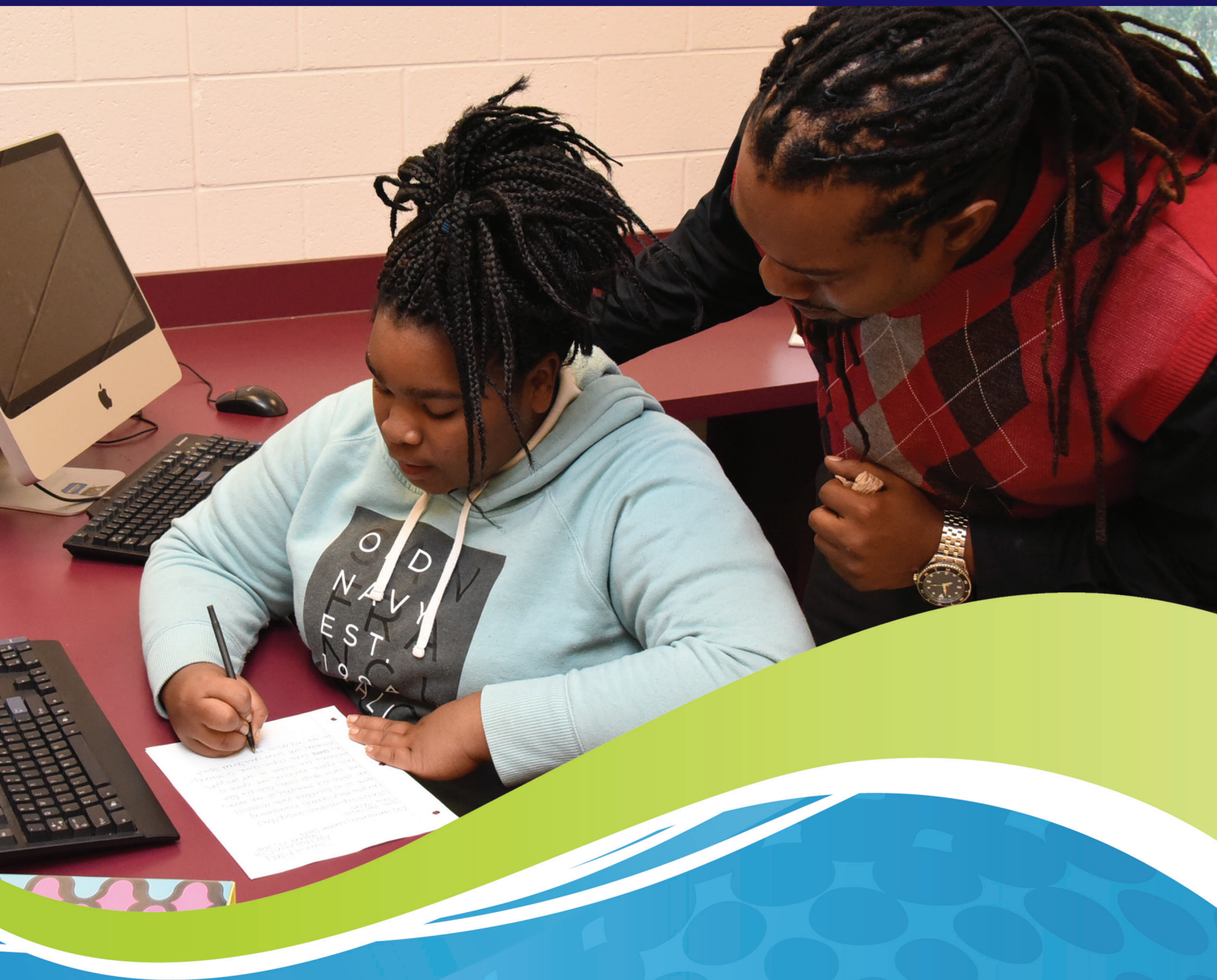
Session Time(s): 3:30pm – 7:30pm

Session Location: Pink Palace Museum

Associated Costs, if any: Free

Contact Person: Alex Eilers 901-636-2387 or Heather Kubitz 901-636-2389

Registration Information: Go to www.brownpapertickets.com and search under spring2020pinkpalaceteacherorientation



Shante K. Avant, Chair
Stephanie Love, Vice Chair
Miska Clay Bibbs
Joyce Dorse Coleman
Althea Greene
Michelle Robinson McKissack
Scott McCormick
William "Billy" Orgel
Kevin D. Woods

Dr. Joris M. Ray, Superintendent



Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.