



Summer 2020

CANVAS TERM





Professional Learning Summer 2020

Greetings Educators,

We would like to open by honoring your resilience as we responded to the COVID-19 pandemic. You stood in the face of uncertainty and did what was necessary to finish the 2019-2020 school year strong. For that we thank you and acknowledge your hard work during these times!

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 and how you can continue to build on those successes. And rejuvenate. Spend time getting some much needed rest and hopefully enjoying some sunny days.

We also hope you spend some time connecting with us! 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. We also want to thank you for going along with us as we took a different approach to your professional learning this past school year. We have taken your feedback along with our lessons learned and made adjustments to our plans.

Summer 2020 kicks off your opportunities to earn professional learning hours that will count towards your 64-hour requirement for the 2020-2021 school year! **Up to 9 hours of summer learning** can be credited towards your requirement. However, all summer courses are optional; nothing is required.

As we continue to act in response to our current state of affairs, many summer learning opportunities will be offered via live webinars in TEAMS and virtually through Canvas. Maintaining structures in the interest of your safety is our priority.

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 Learning and Support



CANVAS SELF-ENROLLMENT

CANVAS COURSES ARE AVAILABLE THIS SUMMER!

To self-enroll in courses, you will register through PLZ using the steps outlined below.

- Open PLZ.
- Go to the Courses tab.
- Open Advanced Search.
- In the Course Number space, select "Contains".
- Type the CADRE number (ex. CADRE201)
- Click Search button.
- The course appears.
- Register for the course.

**SELF-ENROLLMENT IS AVAILABLE
MAY 25 - JULY 10.**

**COURSES ARE AVAILABLE FOR
COMPLETION JUNE 8 - JULY 24.**

SCS
PROFESSIONAL LEARNING

CANVAS COURSES

Summer Canvas Term Information

- Summer Canvas Courses will run June 8 – July 24, 2020.
- All courses are self-enroll. Self-enrollment is available in PLZ May 25 – July 10, 2020.
- Course credits will populate on the PLZ transcript on August 1, 2020.
- All Summer Canvas Courses are optional.

Summer Canvas Term Course Listing

Course Title: Understanding DCI Progression in Science K-12

Course Number: CADRE480

Department: Science

Course Outcomes: The participants will know what a DCI is, where it is located within the curriculum map, and how it progresses throughout the grade levels. Participants will understand how applying this knowledge can aid in planning and preparing students for the next grade or subject. Teacher learners will show their understanding by answering specific questions related to the course.

Course Title: DEC: IEP Transition Planning

Course Number: CADRE493

Department: Exceptional Children

Course Outcomes: Know: IEP (Individualized Education Plan) transition planning is a coordinated set of activities designed within a results-oriented process that improves the academic and functional skills of the student. It promotes a student's movement from high school to postsecondary education or employment and independent living. Understand: Federal Law around transition; Do: Identify and use assessments to develop appropriate IEP

Course Title: Honors Policy Compliance Training - ELA

Course Number: CADRE494

Department: Advanced Academics

Course Outcomes: Know requirements for honors courses; Understand how to document compliance; Be able to articulate how you plan to differentiate for honors students

Course Title: Honors Policy Compliance Training - Math

Course Number: CADRE495

Department: Advanced Academics

Course Outcomes: Know requirements for honors courses; Understand how to document compliance; Be able to articulate how you plan to differentiate for honors students

Course Title: Honors Policy Compliance Training - Science

Course Number: CADRE496

Department: Advanced Academics

Course Outcomes: Know requirements for honors courses; Understand how to document compliance; Be able to articulate how you plan to differentiate for honors students

Course Title: Honors Policy Compliance Training – Social Studies

Course Number: CADRE497

Department: Advanced Academics

Course Outcomes: Know requirements for honors courses; Understand how to document compliance; Be able to articulate how you plan to differentiate for honors students

Course Title: What's Shifting in Science? Science 101 (K-5)

Course Number: CADRE502

Department: Science

Course Outcomes:

Know In order to meet the demands of the standards, teachers must determine how the three- dimensional shifts support students' sense-making in science.

Understand Knowledge of the curriculum, the shifts in science instruction and best practices lead to effective three-dimensional science instruction.

Do

1. Explore curricular resources to plan for effective three-dimensional science instruction.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

Course Title: What's Shifting in Science? Science 101 (6-8)

Course Number: CADRE503

Department: Science

Course Outcomes:

Know In order to meet the demands of the standards, teachers must determine how the three- dimensional shifts support students' sense-making in science.

Understand Knowledge of the curriculum, the shifts in science instruction and best practices lead to effective three-dimensional science instruction.

Do

1. Explore curricular resources to plan for effective three-dimensional science instruction.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

Course Title: What's Shifting in Science? Science 101 (9-12)

Course Number: CADRE504

Department: Science

Course Outcomes:

Know In order to meet the demands of the standards, teachers must determine how the three- dimensional shifts support students' sense-making in science.

Understand Knowledge of the curriculum, the shifts in science instruction and best practices lead to effective three-dimensional science instruction.

Do

1. Explore curricular resources to plan for effective three-dimensional science instruction.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

Course Title: Eliciting Student Ideas: Question Formulation Technique (K-5)

Course Number: CADRE505

Department: Science

Course Outcomes:

Know: Teachers will know the best practices in instruction as it relates to engaging students in the Science and Engineering Practice of Asking Questions (for science) and Defining Problems (for engineering).

Understand: Teachers will understand the shifts in instruction required to meet the demands of curriculum-aligned three-dimensional TN Academic Science Standards.

Do: Teachers will prepare to execute well-structured grade-band specific lessons that engage students in the observable features of Asking Questions and Defining Problems to make sense of phenomena.

Course Title: Eliciting Student Ideas: Question Formulation Technique (6-8)

Course Number: CADRE506

Department: Science

Course Outcomes:

Know: Teachers will know the best practices in instruction as it relates to engaging students in the Science and Engineering Practice of Asking Questions (for science) and Defining Problems (for engineering).

Understand: Teachers will understand the shifts in instruction required to meet the demands of curriculum-aligned three-dimensional TN Academic Science Standards.

Do: Teachers will prepare to execute well-structured grade-band specific lessons that engage students in the observable features of Asking Questions and Defining Problems to make sense of phenomena.

Course Title: Eliciting Student Ideas: Question Formulation Technique (9-12)

Course Number: CADRE507

Department: Science

Course Outcomes:

Know: Teachers will know the best practices in instruction as it relates to engaging students in the Science and Engineering Practice of Asking Questions (for science) and Defining Problems (for engineering).

Understand: Teachers will understand the shifts in instruction required to meet the demands of curriculum-aligned three-dimensional TN Academic Science Standards.

Do: Teachers will prepare to execute well-structured grade-band specific lessons that engage students in the observable features of Asking Questions and Defining Problems to make sense of phenomena.

Course Title: Make Thinking Visible in the Classroom with Modeling (K-5)

Course Number: CADRE508

Department: Science

Course Outcomes:

Know:

Effectively engaging students in the Science and Engineering Practice of Developing and Using Models demands that teachers utilize the best practices in order to facilitate students in creating, evaluating and revising models.

Understand:

Integrating scientific ideas with engagement as students develop and use models promotes sense-making. This understanding supports returning teachers in making the necessary shifts in planning and instruction in order to meet the demands of the three-dimensional TN Academic Standards for Science.

Do:

Complete course assignments that allow participants to utilize the best-practice strategies learned to create, evaluate, and revise a model in order to prepare teachers to execute well-structured grade-band specific lessons.

Course Title: Make Thinking Visible in the Classroom with Modeling (6-8)

Course Number: CADRE509

Department: Science

Course Outcomes:

Know:

Effectively engaging students in the Science and Engineering Practice of Developing and Using Models demands that teachers utilize the best practices in order to facilitate students in creating, evaluating and revising models.

Understand:

Integrating scientific ideas with engagement as students develop and use models promotes sense-making. This understanding supports returning teachers in making the necessary shifts in planning and instruction in order to meet the demands of the three-dimensional TN Academic Standards for Science.

Do:

Complete course assignments that allow participants to utilize the best-practice strategies learned to create, evaluate, and revise a model in order to prepare teachers to execute well-structured grade-band specific lessons.

Course Title: Make Thinking Visible in the Classroom with Modeling (9-12)

Course Number: CADRE510

Department: Science

Course Outcomes:

Know:

Effectively engaging students in the Science and Engineering Practice of Developing and Using Models demands that teachers utilize the best practices in order to facilitate students in creating, evaluating and revising models.

Understand:

Integrating scientific ideas with engagement as students develop and use models promotes sense-making. This understanding supports returning teachers in making the necessary shifts in planning and instruction in order to meet the demands of the three-dimensional TN Academic Standards for Science.

Do:

Complete course assignments that allow participants to utilize the best-practice strategies learned to create, evaluate, and revise a model in order to prepare teachers to execute well-structured grade-band specific lessons.

Course Title: What I See, What it Means and the Science Behind it All (K-5)

Course Number: CADRE511

Department: Science

Course Outcomes:

Know:

In order to provide access to standards-aligned grade-level content, teachers must determine when to implement practice specific instructional strategies to support the needs of students.

Understanding:

Supporting students with shifting the cognitive load from teacher to student requires a process allowing students to organize, interpret, and identify relationships related to the Disciplinary Core Idea.

Do:

Enhance understanding by engaging in the Practice-specific strategy to determine standard alignment and examine how the implementation of the practice shifts the cognitive load to students through modular checks for understanding, quizzes, and a culminating task.

Course Title: What I See, What it Means and the Science Behind it All (6-8)

Course Number: CADRE512

Department: Science

Course Outcomes:

Know:

In order to provide access to standards-aligned grade-level content, teachers must determine when to implement practice specific instructional strategies to support the needs of students.

Understanding:

Supporting students with shifting the cognitive load from teacher to student requires a process allowing students to organize, interpret, and identify relationships related to the Disciplinary Core Idea.

Do:

Enhance understanding by engaging in the Practice-specific strategy to determine standard alignment and examine how the implementation of the practice shifts the cognitive load to students through modular checks for understanding, quizzes, and a culminating task.

Course Title: What I See, What it Means and the Science Behind it All (9-12)

Course Number: CADRE513

Department: Science

Course Outcomes:

Know:

In order to provide access to standards-aligned grade-level content, teachers must determine when to implement practice specific instructional strategies to support the needs of students.

Understanding:

Supporting students with shifting the cognitive load from teacher to student requires a process allowing students to organize, interpret, and identify relationships related to the Disciplinary Core Idea.

Do:

Enhance understanding by engaging in the Practice-specific strategy to determine standard alignment and examine how the implementation of the practice shifts the cognitive load to students through modular checks for understanding, quizzes, and a culminating task.

Course Title: Writing for Understanding, K-5

Course Number: CADRE529

Department: ELA

Course Outcomes: Participants will learn how complex texts build knowledge and support students with synthesizing information in written expression.

Course Title: Writing for Understanding, 6-8

Course Number: CADRE530

Department: ELA

Course Outcomes: Participants will learn how complex texts build knowledge and support students with synthesizing information in written expression.

Course Title: Writing for Understanding, 9-12

Course Number: CADRE531

Department: ELA

Course Outcomes: Participants will learn how complex texts build knowledge and support students with synthesizing information in written expression.

Course Title: Grammar through Writing, K-5

Course Number: CADRE532

Department: ELA

Course Outcomes: Participants will learn how to address language conventions within the context of complex text and student writing.

Course Title: Grammar through Writing, 6-8

Course Number: CADRE533

Department: ELA

Course Outcomes: Participants will learn how to address language conventions within the context of complex text and student writing.

Course Title: Grammar through Writing, 9-12

Course Number: CADRE534

Department: ELA

Course Outcomes: Participants will learn how to address language conventions within the context of complex text and student writing.

Course Title: Addressing Trends in Writing, K-5

Course Number: CADRE535

Department: ELA

Course Outcomes: Participants will learn to use student work samples to address writing trends.

Course Title: Addressing Trends in Writing, 6-8

Course Number: CADRE536

Department: ELA

Course Outcomes: Participants will learn to use student work samples to address writing trends.

Course Title: Addressing Trends in Writing, 9-12

Course Number: CADRE537

Department: ELA

Course Outcomes: Participants will learn to use student work samples to address writing trends.

Course Title: K-5 Math Teaching Practices

Course Number: CADRE538

Department: Mathematics

Course Outcomes: Know – Participants will know that the Math Teaching Practices provide a framework for strengthening mathematics instruction.

Understand – Participants will understand how the Math Teaching Practices support teachers in planning and implementing effective instruction.

Do – Participants will plan and implement a lesson using the Math Teaching Practices and reflect on how intentional focus on the practices will strengthen their instruction

Course Title: 6-8 Math Teaching Practices

Course Number: CADRE544

Department: Mathematics

Course Outcomes: Know – Participants will know that the Math Teaching Practices provide a framework for strengthening mathematics instruction.

Understand – Participants will understand how the Math Teaching Practices support teachers in planning and implementing effective instruction.

Do – Participants will plan and implement a lesson using the Math Teaching Practices and reflect on how intentional focus on the practices will strengthen their instruction

Course Title: 9-12 Math Teaching Practices

Course Number: CADRE547

Department: Mathematics

Course Outcomes: Know – Participants will know that the Math Teaching Practices provide a framework for strengthening mathematics instruction.

Understand – Participants will understand how the Math Teaching Practices support teachers in planning and implementing effective instruction.

Do – Participants will plan and implement a lesson using the Math Teaching Practices and reflect on how intentional focus on the practices will strengthen their instruction

Course Title: K-5 Curriculum Mechanics

Course Number: CADRE541

Department: Mathematics

Course Outcomes: Know-Variety fluency practices within the Eureka Curriculum and how they may be used to support students in meeting the demands of grade-level standards.

Understand-Coherent links between fluency activities in grades K – 5 and how those activities may be used to build conceptual understanding, close learning gaps and increase accuracy.

Do-Analyze fluency activities within the Eureka Curriculum to determine their purpose for providing better support for varying academic needs of students.

Course Title: K-2 Vertical Coherence

Course Number: CADRE539

Department: Mathematics

Course Outcomes: Know-Participants will know the meaning of vertical coherence and its importance for ensuring student success with meeting the demand of grade-level standards as they progress through foundational grades.

Understand-Participants will understand how to access and manipulate tools that identify vertical coherence between standards and how use of tools supports meeting the demands of grade-level standards.

Do-Participants will engage in grade-level content and respond to classroom scenarios to identify appropriate coherence tools to ensure that students have the opportunity to access grade-level content.

Course Title: 3-5 Vertical Coherence

Course Number: CADRE540

Department: Mathematics

Course Outcomes: Know-Participants will know the meaning of vertical coherence and its importance for ensuring student success with meeting the demand of grade-level standards as they progress through foundational grades.

Understand-Participants will understand how to access and manipulate tools that identify vertical coherence between standards and how use of tools supports meeting the demands of grade-level standards.

Do-Participants will engage in grade-level content and respond to classroom scenarios to identify appropriate coherence tools to ensure that students have the opportunity to access grade-level content.

Course Title: 6-8 Vertical Coherence

Course Number: CADRE543

Department: Mathematics

Course Outcomes: Know-Participants will know the meaning of vertical coherence and its importance for ensuring student success with meeting the demand of grade-level standards as they progress through foundational grades.

Understand-Participants will understand how to access and manipulate tools that identify vertical coherence between standards and how use of tools supports meeting the demands of grade-level standards.

Do-Participants will engage in grade-level content and respond to classroom scenarios to identify appropriate coherence tools to ensure that students have the opportunity to access grade-level content.

Course Title: 6-8 Intro to CFU and Lesson Closure

Course Number: CADRE542

Department: Mathematics

Course Outcomes: Know- Participants will know how checks for understanding and closure support teachers in meeting students' needs in real time.

Understand- Participants will understand that checks for understanding and closure provide the teacher the opportunity to improve learning based on student responses throughout the teaching and learning process.

Do- Participants will analyze a lesson for appropriate checks for understanding and identify segmented closure points throughout the lesson.

Course Title: 9-12 Corrective Instruction

Course Number: CADRE545

Department: Mathematics

Course Outcomes: Know-Participants will know what corrective instruction is and how it is used in the classroom.

Understand-Participants will understand the differences between re-teaching and corrective instruction and how they relate to Mastery Learning.

Do- Participants will participate in a corrective instruction cycle.

Course Title: 9-12 The 5 Practices for Orchestrating Mathematical Discussions

Course Number: CADRE546

Department: Mathematics

Course Outcomes: Know: Participants will know the 5 Practices for Orchestrating Productive Mathematics Discussion and how to implement them in a lesson.

Understand: Participants will understand how the 5 Practices for Orchestrating Productive Mathematics Discussion help teachers prepare for math discourse in a lesson.

Do: Participants will be able to identify the importance of lesson planning and how it plays a critical role in orchestrating effective mathematical discussions in the classroom.

Course Name: Library Planning: The Key to a Successful School Year

Course Number: CADRE551

Department: Library Services

Course Outcomes: Know: A library plan should be created each school year to enable the LIS to stay organized and to clearly identify the purpose and goals of the library program. Understand: Creating a library plan for the school year enables the LIS to provide services to the students, faculty and community in an organized, impactful manner. Do: Create a library plan for the 2020-2021 school year.
