



**In-Service Week Day**

**August 2019**

**Session Information and Locations**

# Table of Contents

In-service Week .....	4
Overview .....	4
School-Based Professional Development .....	4
Mastery Connect Training August 7 <sup>th</sup> and 8 <sup>th</sup> .....	5
Socioemotional (SEL) Training .....	6
August 2019 DLD Dates, Locations, and Times .....	7
K-12 Science .....	11
K-12 Social Studies.....	12
K-2 Skills Pilot.....	14
K-5 ELA.....	14
K-5 Math.....	17
6-12 ELA .....	18
6-12 Math.....	20
College, Career & Technical Education .....	22
DEC- BIC.....	23
DEC- CLUE.....	24
DEC- Day Treatment .....	24
DEC- Hearing .....	24
DEC- OT/PT .....	25
DEC- Preschool .....	26
DEC- School Psychologists .....	26
DEC- Self Contained .....	26
DEC- Speech/Language Providers .....	27
DEC – STEP .....	27
DEC - Vision.....	27
Division of Early Childhood - Pre-K Department .....	28
ESL .....	28
HPELW .....	30
JROTC .....	31
Library Services .....	32

Optional Schools and Advanced Academics (AP and IB Teachers) .....	36
Orff Music.....	37
Performing Arts .....	37
Response to Instruction and Intervention .....	38
School Counseling Services (K-8).....	41
Visual Art & Theatre .....	42
World Language.....	42

## In-service Week

### Overview

Date	Session	Intended Audience	Notes
August 5, 2019	School-Based Professional Development	All school level staff	Link to Template <a href="http://bit.ly/SCSPDAug5">http://bit.ly/SCSPDAug5</a>
August 7, 2019	Mastery Connect Training	Two designated representatives that did not attend training in July	Please register in PLZ.
August 7, 2019	SEL Training	All school level staff in non-trauma informed schools	Please register in PLZ.
August 7, 2019	School-Based Professional Development	All school level staff	Link to Template <a href="http://bit.ly/SCSPDAug7">http://bit.ly/SCSPDAug7</a>
August 8, 2019	Mastery Connect Training	Two designated representatives that did not attend training in July	Please register in PLZ.
August 8, 2019	District Learning Day	School and designated district level staff	Please register in PLZ. .

### **School-Based Professional Development**

August 5<sup>th</sup> has been designated as a half day administrative day, and half day professional development. Principals have the autonomy to choose which half of the day they would like to do PD, and which half of the day will be administrative. We are asking that you submit your plans, including your agenda, to the following link: <http://bit.ly/SCSPDAug5>.

On August 7<sup>th</sup>, most schools will spend half the day attending SEL Training and half the day doing school level professional development. We are asking that you submit your plans, including your agenda, for the half day of school-based professional learning to the following link: <http://bit.ly/SCSPDAug7>. Details regarding the SEL training are outlined in the [Socioemotional \(SEL\) Training](#) section of this document.

Trauma informed schools will have the full day for school-based professional development on August 7<sup>th</sup>. We are asking that you submit your plans including your agenda to the following link: <http://bit.ly/SCSPDAug7>.

The list of trauma informed schools is outlined below:

- A. Maceo Walker MS
- Adolescent Parenting
- Airways K-8
- Bethel Grove ES
- Cummings K-8
- Douglass K-8
- Douglass HS
- Geeter K-8
- Georgian Hills MS
- Gordon K-8
- Grandview Heights MS
- G.W. Carver HS
- Hamilton K-8
- Hawkins Mill ES
- Kingsbury ES
- Kingsbury MS
- Lowrance K-8
- Lucy ES
- Newcomers International
- Oakhaven ES
- Oakhaven MS
- Ridgeway MS
- Riverview K-8
- Ross ES
- Treadwell ES
- All iZone Schools

If your school is on this list, you are responsible for submitting your plan, including your agenda, to the links mentioned above for a full day of school-based professional development. If your school is not on the list, your staff will spend half the day at your school, and half the day at SEL Training. You are responsible for submitting your plan, including your agenda, to the links mentioned above for a half day of school-based professional development.

**Mastery Connect Training August 7<sup>th</sup> and 8<sup>th</sup>**

The district will be implementing a new formative assessment tool, MasteryConnect, in the upcoming school year. To prepare for implementation, the vendor is offering professional development sessions in July and August at the TLA. These are full day sessions that will train school representatives on administering district-created interim assessments, creating and administering school-level assessments, and other essential features of the tool such as creating trackers and accessing test results. If a school sent only one representative to a July session, then the school will be required to send a second representative to the August sessions. If a school did not send a representative to a July session, then the school will be required to send two representatives to the August sessions. The school's designated Building Testing Coordinator must be one of the school's two representatives. The school may determine who the second representative will be.

The August session will be available in PLZ (<https://shelby.truenorthlogic.com>). All sessions are from 8:30 AM to 3:30 PM at the Teaching and Learning Academy.

**Socioemotional (SEL) Training**

This session is for all non-trauma informed schools.

The following schools will **not** need to attend:

- A. Maceo Walker MS
- Adolescent Parenting
- Airways K-8
- Bethel Grove ES
- Cummings K-8
- Douglass K-8
- Douglass HS
- Geeter K-8
- Georgian Hills MS
- Gordon K-8
- Grandview Heights MS
- G.W. Carver HS
- Hamilton K-8
- Hawkins Mill ES
- Kingsbury ES
- Kingsbury MS
- Lowrance K-8
- Lucy ES
- Newcomers International
- Oakhaven ES
- Oakhaven MS
- Ridgeway MS
- Riverview K-8
- Ross ES
- Treadwell ES
- All iZone Schools

Teachers that have already attended ACE’s training will **not** have to attend. These teachers should report to their schools for the entire day. Teachers that have attended ACE’s training will need to confirm attendance using their transcripts in PLZ.

Session Title	Session Overview	PLZ Registration Information
Adverse Childhood Experiences (ACEs) Awareness Training	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.	<p><b>PLZ Course Code: 17825</b></p> <p><b>Session 1:</b> 8:00am – 10:00am  <b>Kate Bond Middle</b>  <b>Hickory Ridge Middle</b>            Schools will be assigned to designated locations.</p> <p><b>Session 2:</b> 10:30am – 12:30pm  <b>Kate Bond Middle</b>  <b>Hickory Ridge Middle</b>            Schools will be assigned to designated locations.</p> <p><b>Session 3:</b> 1:30pm – 3:30pm  <b>Kate Bond Middle</b>  <b>Hickory Ridge Middle</b>            Schools will be assigned to designated locations.</p>

## August 2019 DLD Dates, Locations, and Times

DLD Session	Date and Time	Location	Intended Audience	PLZ Course Code
K-12 Science	<b>August 8, 2019</b> 8:30am – 3:30pm	Craigmont High	K-12 Science Teachers	17806
K-12 Social Studies	<b>August 8, 2019</b> 8:30am – 3:30pm	Hickory Ridge Middle	K-12 Social Studies Teachers	<b>Course Code:</b> 17807 <b>Sections</b> <b>K:</b> 28521 <b>1<sup>st</sup> Grade:</b> 28522 <b>2<sup>nd</sup> Grade:</b> 28523 <b>3<sup>rd</sup> Grade:</b> 28524 <b>4<sup>th</sup> Grade:</b> 28525 <b>5<sup>th</sup> Grade:</b> 28526 <b>6-8:</b> 28527 <b>9-12:</b> 28528
K-2 Skills Pilot	<b>August 8, 2019</b> 8:30am – 3:30pm	Southwind High School	K-2 ELA Teachers at Hawkins Mill, Cummings, Germantown ES, Riverview, Barret’s Chapel, JP Freeman, Geeter, and Westside	<b>Course Code:</b> 17808 <b>Section:</b> 28529
K-5 ELA	<b>August 8, 2019</b> 8:30am – 3:30pm	Southwind High School	K-5 ELA Teachers	<b>Course Code:</b> 17808 <b>Sections</b> <b>K-2 ELA:</b> 28530 <b>3-5 ELA:</b> 28532
K-5 Math	<b>August 8, 2019</b> 8:30am – 3:30pm	Cordova High	K-5 Math Teachers	17809
6-12 ELA	<b>August 8, 2019</b> 8:30am – 3:30pm	Kirby High School	6-12 ELA Teachers, Senior Reading Advisors	<b>Course Code:</b> 17810 <b>Sections</b> <b>6-8:</b> 28534 <b>9-12:</b> 28535 <b>SRA:</b> 28536
6-12 Math	<b>August 8, 2019</b> 8:30am – 3:30pm	Melrose High School	6-12 Math	<b>Course Code:</b> 17811 <b>Sections</b> <b>6-8:</b> 28537 <b>9-12:</b> 28538
College, Career & Technical Education	<b>August 8, 2019</b> 8:30am – 3:30pm	<i>Southwest Tennessee Community College</i> Union Campus 737 Union Ave, Memphis, TN 38103	College, Career, and Technology Teachers	17812
DEC- BIC	<b>August 8, 2019</b> 8:30am – 3:30pm	Colonial Middle School	BIC Teachers	17813

DEC- CLUE	<b>August 8, 2019</b> 8:30am – 3:30pm	Grahamwood Elementary	CLUE Teachers	17814
DEC- Day Treatment	<b>August 8, 2019</b> 8:30am – 3:30pm	Northeast Prep	Day Treatment Staff	17815
DEC - Hearing	<b>August 8, 2019</b> 8:30am – 3:30pm	Manassas High School	DEC Hearing Staff	17816
DEC- OT/PT	<b>August 8, 2019</b> 8:30am – 3:30pm	Douglas High School	OP/PT	17817
DEC- Resource/Inclusion/Co-Teachers	<b>August 8, 2019</b> 8:30am – 3:30pm	<b>AM Session</b> Manassas High School  <b>PM Session</b> See Content Area	All resource and inclusion teachers should report to Manassas High School in the morning, then report to the appropriate content area or other designated session in the afternoon by 12:30pm.	17818
DEC- Preschool	<b>August 7,2019</b> 8:30am – 3:30pm  <b>August 8, 2019</b> 8:30am – 3:30pm	<b>August 7,2019</b> MSCEA  <b>August 8, 2019</b> Manassas High School	SPED Preschool Teachers: The intended audience for each day will be communicated by Dr. Keith.	<b>Course Code:</b> 17819  <b>August 7<sup>th</sup> Section:</b> 28558  <b>August 8<sup>th</sup> Section:</b> 28559
DEC- School Psychologists	<b>August 8, 2019</b> 8:30am – 3:30pm	Bond Building- 4th Floor	School Psychologists	17820
DEC- Self Contained	<b>August 8, 2019</b> 8:30am – 3:30pm	<b>AM Session</b> Report to your schools to work on IEP at a glance and data notebooks.  <b>PM Session</b> Manassas High Report by 12:30	SPED Self-Contained Teachers	17821
DEC- Speech/Language providers	<b>August 8, 2019</b> 8:30am – 3:30pm	Sea Isle Elementary	Speech Therapists	17822

DEC- STEP	<b>August 8, 2019</b> 8:30am – 3:30pm	Airways Achievement	STEP Teachers	17823
DEC - Vision	<b>August 8, 2019</b> 8:30am – 3:30pm	Colonial Speech, Vision, and Hearing Center	Vision Teachers	17824
Division of Early Childhood - Pre-K Department	<b>August 8, 2019</b> 8:30am – 3:30pm	Ridgeway Middle	Pre-K Teachers and Teacher Assistants	17826
ESL	<b>August 8, 2019</b> 8:30am – 3:30pm	Dexter Middle	ESL Teachers	17827
Family and Community Engagement	<b>August 8, 2019</b> 8:30am – 3:30pm	LeBonheur Community Outreach at Methodist	Family Engagement Specialists	17828
HPELW	<b>August 8, 2019</b> 8:30am – 3:30pm	Ridgeway High	Required for all K-12 HPELW Teachers	17829
JROTC	<b>August 8, 2019</b> 8:30am – 3:30pm	Northwest Prep	JROTC Staff	17830
Library Services	<b>August 8, 2019</b> 8:30am – 3:30pm	Benjamin L. Hooks Main Library	Library Information Specialists	17831
Optional Schools and Advanced Academics (AP/IB Teachers)	<b>August 8, 2019</b> 8:30am – 3:30pm	Central High School	Advanced Placement and International Baccalaureate Teachers	17832
Orff Music	<b>August 8, 2019</b> 8:30am – 3:30pm	Shelby Oaks Elementary	K-5 Orff Music Teachers	17833
Performing Arts	<b>August 8, 2019</b> 8:30am – 3:30pm	Overton High School	Performing Arts Teachers (Dance, Band, Choir, Theatre, Orchestra, Piano)	17834
Response to Instruction and Intervention	<b>August 8, 2019</b> 8:30am – 3:30pm	Colonial Middle	RTI Leads and Interventionists. Due to limited space, we are requesting the RTI Lead or designee and one Interventionist attend.	17836
School Counseling Services (K-8)	<b>August 8, 2019</b> 8:30am – 3:30pm	White Station Middle	K-8 Counselors	<b>Course Code:</b> 17837 <b>Section:</b> 28573

School Counseling Services- High School	<b>August 8, 2019</b> 8:30am – 3:30pm	Please report to your schools for the day.	High School Counselors	<b>Course Code:</b> 17837 <b>Section:</b> 28575
Visual Art and Theatre	<b>August 8, 2019</b> 8:30am – 3:30pm	Memphis College of Art	Visual Art and Theatre Teachers	17838
World Language	<b>August 8, 2019</b> 8:30am – 3:30pm	White Station High	World Language Teachers	17839

## K-12 Science

Session Title	Session Overview
<p><b><u>DLD New Teacher Sessions</u></b></p> <p><b>Three’s Company: Bringing It All Together</b> (New Teachers)</p>	<p>Participants will know what is the connection between the Crosscutting Concepts and three-dimensional science instruction.</p> <p>Participants will understand how the Crosscutting Concepts support three-dimensional science instruction in order to meet the demands of the TN Academic Standards. In addition, they will also understand how the Science Observational Tool will be used by administrators and content leads to provide them with ongoing support throughout the year.</p> <p>Participants will generate working definitions of phenomena, design challenges, and disciplinary core ideas and develop a deeper understanding of how phenomena should be used to drive three-dimensional instruction.</p>
<p><b>Incorporating GRC and 5Es into Phenomenon Driven Lessons</b></p>	<p>Participants will know the components of the 5E and GRC instructional models.</p> <p>Participants will understand how to incorporate 5E and GRC instructional models into 3-Dimensional phenomenon driven lessons.</p> <p>Participants will utilize curriculum resources to create 5E and GRC phenomenon driven instructional tasks.</p>
<p><b>What’s in Our Community?</b></p>	<p>Community partners will share available resources and programs related to Tennessee Academic Standards for Science with middle school, Chemistry, Physics, Human Anatomy &amp; Physiology, Environmental Science, and Ecology teachers.</p>
<p><b>Navigating the Textbook and Online Platform</b></p>	<p>Textbook vendor representatives will assist elementary, Biology, and Physical Science teachers with navigating the online platform and locating resources within the curriculum to support 3 Dimensional Learning.</p>
<p><b><u>DLD Returning Teacher Sessions</u></b></p> <p><b>Three’s Company: Bringing It All Together</b> (Returning Teachers)</p>	<p>Participants will know what is the connection between the Crosscutting Concepts and three-dimensional science instruction.</p> <p>Participants will understand how the Crosscutting Concepts support three-dimensional instruction in order to meet the demands of the TN Academic Standards.</p> <p>Participants will use the Science Observational Tool and TN Observable Features to critique three-dimensional lesson.</p>
<p><b>Incorporating GRC and 5Es into Phenomenon Driven Lessons</b></p>	<p>Participants will know the components of the 5E and GRC instructional models.</p> <p>Participants will understand how to incorporate 5E and GRC instructional models into 3-Dimensional phenomenon driven lessons.</p> <p>Participants will utilize curriculum resources to create 5E and GRC phenomenon driven instructional tasks.</p>

<b>What's in Our Community?</b>	Community partners will share available resources and programs related to Tennessee Academic Standards for Science with middle school, Chemistry, Physics, Human Anatomy & Physiology, Environmental Science, and Ecology teachers.
<b>Navigating the Textbook and Online Platform</b>	Textbook vendor representatives will assist elementary, Biology, and Physical Science teachers with navigating the online platform and locating resources within the curriculum to support 3 Dimensional Learning.
<b><u>DLD Content Lead Sessions</u></b> <b>Three's Company: Bringing It All Together</b> (Content Leads)	<p>Participants will know how the Crosscutting Concepts connect to the Science Observational Tool and observable features as an opportunity to plan, reflect, collaborate, and coach.</p> <p>Participants will understand instructional look-fors that support effective implementation of the TN Academic Standards.</p> <p>Participants will use the Science Observational Tool, Science Practices Continuums, and TN Observable Features to norm a three-dimensional lesson and devise a corrective action coaching plan.</p>
<b>Incorporating GRC and 5Es into Phenomenon Driven Lessons</b>	<p>Participants will know the components of the 5E and GRC instructional models.</p> <p>Participants will understand how to incorporate 5E and GRC instructional models into 3-Dimensional phenomenon driven lessons.</p> <p>Participants will utilize curriculum resources to create 5E and GRC phenomenon driven instructional tasks.</p>
<b>What's in Our Community?</b>	Community partners will share available resources and programs related to Tennessee Academic Standards for Science with middle school, Chemistry, Physics, Human Anatomy & Physiology, Environmental Science, and Ecology teachers.
<b>Navigating the Textbook and Online Platform</b>	Textbook vendor representatives will assist elementary, Biology, and Physical Science teachers with navigating the online platform and locating resources within the curriculum to support 3 Dimensional Learning.

## K-12 Social Studies

Session Title	Session Overview
<b>K-5 Revised Standards Deep Dive and Content Strands</b>	Participants will get an overview of the revised Tennessee Academic Social Studies Standards for 2019-20. Participants will also get an overview on the content strands and the role they play in the teaching of the standards. Participants will leave with a deeper understanding of the State's expectations for social studies this school year.

<b>K-5 Social Studies Practices and Effective Instructional Strategies</b>	Participants will examine the Social Studies Practices and determine ways to incorporate the Social Studies Practices and effective classroom strategies to increase student engagement and content knowledge in their classrooms.
<b>K-5 Curriculum Maps and Resources</b>	Participants will get an overview of the revised curriculum maps and additional resources available to them for the upcoming school year. Participants will receive a thorough walkthrough on how to access all resources so that they can be implemented during immediate planning and on the first day of school for students.
<b>K-2 Textbook Overview: Studies Weekly</b>	Participants will learn about the print and digital versions of the Studies Weekly resources. Participants will engage in interactive learning with the Studies Weekly representatives so that they feel comfortable accessing and implementing the resources on the first day of school.
<b>3<sup>rd</sup> Grade Textbook Overview: Gallopade</b>	Participants will learn about the print and digital versions of the Gallopade resources. Participants will engage in interactive learning with the Gallopade representatives so that they feel comfortable accessing and implementing the resources on the first day of school.
<b>4<sup>th</sup> Grade Textbook Overview: Gibb Smith</b>	Participants will learn about the print and digital versions of the Gibb Smith resources. Participants will engage in interactive learning with the Gibb Smith representatives so that they feel comfortable accessing and implementing the resources on the first day of school.
<b>5<sup>th</sup> Grade Textbook Overview: Gibb Smith</b>	Participants will learn about the print and digital versions of the Gibb Smith resources. Participants will engage in interactive learning with the Gibb Smith representatives so that they feel comfortable accessing and implementing the resources on the first day of school.
<b>6-8 Revisions Overview and Standards Deep Dive</b>	Participants will get an overview of the revisions that have been made to the new Social Studies standards for 2019-20. Participants will work collaboratively to unpack the new standards and leave with a deeper understanding of the state's expectations for social studies this school year.
<b>6-8 Content Strands, Social Studies Practices, and Navigating SharePoint</b>	Participants will gain an understanding of the functionality of the content strands that are associated with the standards. Participants will examine the Social Studies Practices and what engaging the practices will look like in classrooms. Participants will learn how to navigate SharePoint to access all district resources.
<b>6-8 Curriculum Maps, Inquiry with IDMs, and Classroom Strategies</b>	Participants will review the new format of the Curriculum Maps and the new resources available to them this school year. Participants will be introduced to the inquiry process for social studies and review the district IDMs that will be used this school year. Participants will have a hands-on experience with the Harvard Visible Thinking routines in the maps.
<b>6-8 McGraw Hill Textbook Overview</b>	Participants will learn to about the resources associated with our McGraw Hill textbooks and how to access those resources in their print copies and online portal.
<b>9-12 Revisions Overview and Standards Deep Dive</b>	Participants will get an overview of the revisions that have been made to the new Social Studies standards for 2019-20. Participants will work collaboratively to unpack the new standards and leave with a deeper understanding of the state's expectations for social studies this school year.
<b>9-12 Content Strands, Social Studies Practices, and Navigating SharePoint</b>	Participants will gain an understanding of the functionality of the content strands that are associated with the standards. Participants will examine the Social Studies Practices and what engaging the practices will look like in classrooms. Participants will learn how to navigate SharePoint to access all district resources.
<b>9-12 Curriculum Maps, Inquiry with IDMs, and Classroom Strategies</b>	Participants will review the new format of the Curriculum Maps and the new resources available to them this school year. Participants will be introduced to the inquiry process for social studies and review the district IDMs that will be

	used this school year. Participants will have a hands-on experience with the Harvard Visible Thinking routines in the maps.
<b>9-12 Textbook Overview—McGraw Hill and Pearson</b>	Participants will learn to about the resources associated with our textbooks and how to access those resources in their print copies and online portal.

### K-2 Skills Pilot

Session Title	Session Overview
EL Skills Block: Planning and Preparing for Year 2 (Pilot Schools Only)	<p>Participants will know expectations for year 2 of the EL Skills Block Pilot.</p> <p>Participants will understand the role assessment plays in grouping students to ensure standards mastery.</p> <p>Participants will collaborate in grade team groups to complete Quarter 1 planning documents.</p>

### K-5 ELA

Session Title	Session Overview
<b>Kindergarten Early Literacy Series: Phonological Awareness (Parts 1 &amp; 2) AND Phonics &amp; Word Recognition (Part 1)</b>	<p>Participants will know that phonological awareness and phonics are critical components of the 60-minute foundational skills block.</p> <p>Participants will understand the processes and protocols that facilitate effective implementation of <i>literacy workstations</i>.</p> <p>Participants will be able to <u>engage</u> students in effective instructional strategies and activities for phonological awareness and phonics and <u>provide</u> students opportunities to practice and apply skills in literacy workstations.</p>
<b>First Grade Early Literacy Series: Phonics (Parts 1 &amp; 2)</b>	<p>Participants will know that phonics is a critical component of the 60-minute foundational skills block.</p> <p>Participants will understand the processes and protocols that facilitate effective implementation of the <i>literacy workstations</i>.</p> <p>Participants will be able to <u>engage</u> students in effective instructional strategies and activities for phonological awareness and phonics and <u>provide</u> students opportunities to practice and apply skills in literacy workstations</p>
<b>Second Grade Early Literacy Series: Phonics (Parts 1 &amp; 2)</b>	<p>Participants will know that phonics is a critical component of the 60-minute foundational skills block.</p> <p>Participants will understand the processes and protocols that facilitate effective implementation of the <i>literacy workstations</i>.</p>

	<p>Participants will be able to <u>engage</u> students in effective instructional strategies and activities for phonological awareness &amp; phonics and <u>provide</u> students opportunities to practice and apply skills in literacy workstations.</p>
<p><b><u>DLD New Teacher Sessions</u></b></p> <p><b>K-2 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze EL unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><b>3-5 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><b><u>DLD Returning Teacher Sessions</u></b></p> <p><b>K-2 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze EL unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><b>3-5 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p>

	<p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><b><u>DLD Content Lead Sessions</u></b></p> <p><b>K-2 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will increase their ability to support teachers as they implement the curriculum with integrity by analyzing EL unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p> <p>Participants will analyze teacher moves from the Close Read and craft feedback using the "See it. Name it. Do it." protocol.</p>
<p><b>3-5 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will increase their ability to support teachers as they implement the curriculum with integrity by analyzing SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p> <p>Participants will analyze teacher moves from the Close Read and craft feedback using the "See it. Name it. Do it." protocol.</p>

## K-5 Math

Session Title	Session Overview
<p><b><u>DLD Content Lead Sessions</u></b></p> <p><b>Curriculum Map Overview: Returning Mathematics Teachers</b></p>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>
<p><b>Listen. Learn. Lead: How to Maximize Your Role as a Content Lead</b></p>	<p>Participants will know the key aspects of their role as a math content lead with regards to the work of the Instructional Leadership Team (ILT).</p> <p>Participants will understand how to use math frameworks, resources and strategies to develop teacher pedagogy and content knowledge.</p> <p>Participants will engage in problems of practice and develop a plan of next steps for support in their building as math content lead.</p>
<p><b>Viewing Math Instruction through the Lens of the IPG</b></p>	<p>Participants will know the three Core Actions of the Instructional Practice Guide (IPG) and the indicators that align with each Core Action as well as “look-fors”.</p> <p>Participants will understand how to appropriately use the IPG to collect trends and how to provide specific, non-judgmental feedback.</p> <p>Participants will be able to observe a lesson and align their findings to indicators within a Core Action</p>
<p><b><u>DLD Returning Teacher Sessions</u></b></p> <p><b>Curriculum Map Overview: Returning Mathematics Teachers</b></p>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>
<p><b>Curriculum Mechanics: Understanding Learning and Performance Goals to Support Instruction (Returning Teachers)</b></p>	<p>Participants will know to use learning and performance goals to select grade appropriate assignments and provide strong instruction when combining Eureka Math lessons.</p> <p>Participants will understand how the SCS Curriculum Map and the use of learning and performance goals support strong standards aligned instruction.</p> <p>Participants will create and use mathematical learning and performance goals to guide instructional decisions when asked to combine Eureka Math lessons.</p>

<p><b>Engagement Strategies in the Mathematics Classroom</b></p>	<p>Participants will know that engagement is a key factor in promoting student learning.</p> <p>Participants will deepen their understanding of several high-yield engagement strategies.</p> <p>Participants will plan and incorporate high-yield engagement strategies into lessons.</p>
<p><u><b>DLD New Teacher Sessions</b></u></p> <p><b>Curriculum Map Overview: New Mathematics Teachers</b></p>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>
<p><b>Curriculum Mechanics: Planning to Meet the Demands of the TN State Standards (New Teachers)</b></p>	<p>Participants will know how the SCS Common Planning Guide supports customizing a Eureka Math lesson.</p> <p>Participants will understand how the TN Math Standards and the structure of the Eureka Math curriculum ensure effective planning.</p> <p>Participants will prepare a Eureka Math lesson to deliver within their classroom using the SCS Common Planning Guide.</p>
<p><b>Curriculum Map Overview: New Mathematics Teachers</b></p>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>

## 6-12 ELA

<p style="text-align: center;"><b>Session Title</b></p>	<p style="text-align: center;"><b>Session Overview</b></p>
<p><u><b>DLD New Teacher Sessions</b></u></p> <p><b>6-8 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze EL unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>

<p><b>9-12 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><u><b>DLD Returning Teacher Sessions</b></u></p> <p><b>6-8 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze EL unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><b>9-12 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will analyze SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p>
<p><u><b>DLD Content Lead Sessions</b></u></p> <p><b>6-8 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the EL Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will increase their ability to support teachers as they implement the curriculum with integrity by analyzing EL unit lessons for examples of how the</p>

	<p>ELA shifts guide student interactions with the text sets in order to build knowledge.</p> <p>Participants will analyze teacher moves from the Close Read and craft feedback using the "See it. Name it. Do it." protocol.</p>
<p><b>9-12 Shifts Happen: How the ELA Shifts Promote Knowledge Building in the SCS Curriculum</b></p>	<p>Participants will know complex texts paired with high-quality instruction leads to higher student achievement and a more engaging classroom with conditions for students to productively struggle.</p> <p>Participants will understand the ELA shifts in instruction guide student background knowledge building through complex text sets and cycles of practice within the Shelby County Schools curriculum.</p> <p>Participants will engage in an adult-level simulation of a Close Read of complex texts to deepen understanding of how text sets work together to build knowledge.</p> <p>Participants will increase their ability to support teachers as they implement the curriculum with integrity by analyzing SCS unit lessons for examples of how the ELA shifts guide student interactions with the text sets in order to build knowledge.</p> <p>Participants will analyze teacher moves from the Close Read and craft feedback using the "See it. Name it. Do it." protocol.</p>
<p><b><u>Senior Reading Advisor Sessions</u></b></p> <p><b>Taking It Up a Notch: Instructional Practices that Elevate Student Learning</b></p>	<p>Senior Reading Advisors (SRAs) will know the importance of foundational skills in supporting fragile learners in middle and high schools.</p> <p>SRAs will understand how to plan and organize instruction for student learning.</p> <p>SRAs will be able to engage students in strategies and activities that foster a strong foundation for early literacy and reading development.</p>

## 6-12 Math

Session Title	Session Overview
<p><b><u>DLD Content Lead Sessions</u></b></p> <p><b>Curriculum Map Overview: Returning Mathematics Teachers</b></p>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>
<p><b>Listen. Learn. Lead: How to Maximize Your Role as a Content Lead</b></p>	<p>Participants will know the key aspects of their role as a math content lead with regards to the work of the Instructional Leadership Team (ILT).</p> <p>Participants will understand how to use math frameworks, resources and strategies to develop teacher pedagogy and content knowledge.</p>

	Participants will engage in problems of practice and develop a plan of next steps for support in their building as math content lead.
<b>Viewing Math Instruction through the Lens of the IPG</b>	<p>Participants will know the three Core Actions of the Instructional Practice Guide (IPG) and the indicators that align with each Core Action as well as “look-fors”.</p> <p>Participants will understand how to appropriately use the IPG to collect trends and how to provide specific, non-judgmental feedback.</p> <p>Participants will be able to observe a lesson and align their findings to indicators within a Core Action</p>
<b><u>DLD New Teacher Sessions</u></b>  <b>Curriculum Map Overview: New Mathematics Teachers</b>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p> <p>Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.</p>
<b>6 – 9 Curriculum Mechanics: Planning to Meet the Demands of the TN State Standards (New Teachers)</b>	<p>Participants will know how the SCS Common Planning Guide supports customizing a Eureka Math lesson.</p> <p>Participants will understand how the TN Math Standards and the structure of the Eureka Math curriculum ensure effective planning.</p> <p>Participants will prepare a Eureka Math lesson to deliver within their classroom using the SCS Common Planning Guide.</p>
<b>10 – 12 Curriculum Mechanics: Planning to Meet the Demands of the TN State Standards (New Teachers)</b>	<p>Participants will know that using blended resources is a key factor in preparing a lesson that matches the state standard and rigor for the content.</p> <p>Participants will understand how to blend a lesson using the curriculum map specific to their content area.</p> <p>Participants will engage in a problem of practice by utilizing the vetted blended resources found within the curriculum map to prepare and plan for a content area specific lesson.</p>
<b>Engagement Strategies in the Mathematics Classroom (New Teachers)</b>	<p>Participants will know that engagement is a key factor in promoting student learning.</p> <p>Participants will deepen their understanding of several high-yield engagement strategies.</p> <p>Participants will plan and incorporate high-yield engagement strategies into lessons.</p>
<b><u>DLD Returning Teacher Sessions</u></b>  <b>Curriculum Map Overview: Returning Mathematics Teachers</b>	<p>Participants will know how to navigate and use the components of the curriculum map.</p> <p>Participants will understand the importance of using the resources in the curriculum map to plan effective lessons that are aligned to the TN State Standards for Math.</p>

	Participant will engage in activities that will provide an opportunity to review and discuss each component of the curriculum map.
<b>6 – 9 Curriculum Mechanics: Understanding Learning and Performance Goals to Support Instruction (Returning Teachers)</b>	<p>Participants will know to use learning and performance goals to select grade appropriate assignments and provide strong instruction when combining Eureka Math lessons.</p> <p>Participants will understand how the SCS Curriculum Map and the use of learning and performance goals support strong standards aligned instruction.</p> <p>Participants will create and use mathematical learning and performance goals to guide instructional decisions when asked to combine Eureka Math lessons.</p>
<b>10 – 12 Curriculum Mechanics: Using Instructional Support and Resources To Plan a MARS Lesson (Returning Teachers)</b>	<p>Participants will know how to prepare and implement a lesson from the Math Shell resource on the Instructional Support and Resources section of the Curriculum Map.</p> <p>Participants will understand the structure of a MARS lesson.</p> <p>Participants will participate in a Math Shell Lesson.</p>
<b>Engagement Strategies in the Mathematics Classroom (Returning Teachers)</b>	<p>Participants will know that engagement is a key factor in promoting student learning.</p> <p>Participants will deepen their understanding of several high-yield engagement strategies.</p> <p>Participants will plan and incorporate high-yield engagement strategies into lessons.</p>

## College, Career & Technical Education

Session Title	Session Overview
The Quality Check-QPI Portfolio Review	Participants will walk through the process of creating a high quality QPI Portfolio. Note: Please bring your QPI Portfolio to this session.
Certifications Breakout Session	<ul style="list-style-type: none"> <li>• Advanced Manufacturing</li> <li>• Agriculture, Food, and Natural Resources</li> <li>• Architecture &amp; Construction</li> <li>• Arts, Audio/Visual Technology &amp; Communications</li> <li>• Business Management &amp; Administration</li> <li>• Education &amp; Training</li> <li>• Finance</li> <li>• Health Science</li> <li>• Human Services</li> <li>• Information Technology</li> <li>• Law, Public Safety, Corrections, &amp; Security</li> <li>• Marketing, Distribution, &amp; Logistics</li> <li>• Transportation</li> <li>• STEM</li> </ul>

	<ul style="list-style-type: none"> <li>• Middle School</li> </ul>
<b>Canvas Training</b>	Are you still confused or having trouble using the Canvas Platform? Have no fear, Canvas training is here!
<b>Taming the Tiger</b>	Participants will engage in eTiger training including deadlines, how to utilize the data within this portal, and how to accurately input data for students.
<b>Advisory Council 101</b>	Is your Advisory Council working for you? Let's look at methods to increase the effectiveness of your Advisory Council meetings and how to engage your partners in working with you to build your program.
<b>Oh Say Can You CTSO</b>	This session will give you some tools and resources to catapult your CTSO to success. Participants will gain insight on how to successfully advise a chapter within the school and community.
<b>National Board</b>	Are you interested in becoming a National Board Certified Teacher? This session will outline the process and provide you with the steps to get started with this certification.
<b>The Nuts and Bolts of Work Based Learning</b>	Are you interested in utilizing Work Based Learning with your CCTE program? This session will provide participants with all of the steps to implement WBL.
<b>Dissecting The Dual Enrollment Path</b>	Join us to hear about how the CCTE Dual Enrollment professionals are working for our students.
<b>Mastery Teaching: Improving Instructional Effectiveness in CCTE Classrooms</b>	To provide CCTE teachers with steps to instruction that fuse the science of teaching with the art of delivery.
<b>Rigor in The Classroom Is your classroom utilizing rigor and relevance within each lesson?</b>	This session will dig into high quality instruction techniques.
<b>ACT</b>	Are you preparing your students for the ACT? This session will provide you with some tips, tools, and resources to embed ACT prep within the CCTE classroom.
<b>Operation Reset: Finishing the School Year Strong</b>	Do you want to have your students prepared to complete the school year with focus, rigor, and relevance? Come to this session and blend your winning recipe for classroom success following the long winter break.
<b>TEAMS 101</b>	Have you heard? The QPI Portfolio is going digital in the 2019-2020 school year! This session will provide you with an overview of how to utilize the Microsoft TEAMS platform to collect and capture data, communicate with your colleagues, and more.
<b>Discover Certiport</b>	Are you certifying students utilizing the Certiport platforms? Come and gather more in-depth information and tips from Art Maxwell.

## DEC- BIC

Session Title	Session Overview
Behavior Intervention & Communication (B.I.C.)	<p>Participants will know the processes and protocols for the foundations of the Behavior Intervention &amp; Communication (B.I.C.) program.</p> <p>The participants will understand the day-to-day routines of the B.I.C. program, ReThink/Teach Town program and device usage, FBA/BIP, compliance and crisis protocol.</p> <p>The participants will actively participate in activities that reinforce the day-to-day routines of the B.I.C. program, compliance and crisis protocol.</p>

## DEC- CLUE

Session Title	Session Overview
<b>THE WHY: What Is CLUE? (Creative Learning in a Unique Environment)</b>	Participants will discuss the elements of what makes CLUE a unique, effective learning environment and how CLUE supports academic growth in the regular classroom & contributes to the Memphis community.
<b>The HOW: CLUE Instructional Strategies</b>	Participants will practice using instructional strategies, explore best practices for assessing the learning of gifted students, and practice how to communicate about the CLUE instructional strategies to various stakeholders.
<b>THE WHAT: Using a Curriculum Map to Plan High-Quality Instruction</b>	Participants will examine and discuss key elements in the updated CLUE curriculum maps.
<b>Grade-Level Planning, Exploring Q1 and Q2 Curriculum Maps</b>	Participants will break into grade-level planning teams to outline lessons for Q1, Q2, and/or summer reading for secondary CLUE.

## DEC- Day Treatment

Session Title	Session Overview
<b>Day Treatment Program (D.T.P.)</b>	<p>The participants will know the processes and protocols for the foundations of the Day Treatment Program (DTP).</p> <p>The participants will understand the day-to-day routine of the DTP, FBA/BIP, compliance and crisis protocol.</p> <p>The participants will actively participate in activities that reinforce the day-to-day routines of the DTP, compliance and crisis protocol.</p>

## DEC- Hearing

Session Title	Session Overview
<b>AAD AND CBI (SELF CONTAINED SPED)</b>	Teachers will know an overview of both AAD and CBI requirements. Teachers will understand that additional training for AAD and CBI is required (dates and times TBD). Teachers will complete AAD and CBI training.
<b>Easy IEP Compliance and Compliance Monitoring</b>	Teachers will know the principles behind Easy IEP Compliance and the new compliance self -monitoring requirements. Teachers will understand the rationale for developing IEPs that are rigorous and meet IAIEP standards. Teachers will meet Compliance and self-monitoring requirements

<b>RTI updates</b>	Teachers will know the changes to the RTI process as is related to SPED. Teachers will understand the rationale and purpose for following the new procedures. Teachers will follow procedures for RTI for SPED.
<b>Course Codes</b>	Teachers will know the latest version of course codes from the TDOE. Teachers will understand where they can reference course codes. Teachers will use correct course codes for students.
<b>FBA/BIP (RESOURCE)</b>	Teachers will know the steps to the FBA/BIP process. In order to reduce the suspension/expulsion rate, teachers will understand why and how to develop a Functional Behavior Assessment and Behavior Intervention Plan for students with a disability. Teachers will effectively develop and implement the FBA/BIP.

### **DEC- OT/PT**

<b>Session Title</b>	<b>Session Overview</b>
<b>Contextually Based Practice- Key Elements</b>	<p>Participants will know the key principals of Contextually Based Therapy.</p> <p>Participants will understand the difference in Contextually Based services and Push In services.</p> <p>Participants will identify Contextually Based services in examples.</p>
<b>Contextually Based Practice- Application</b>	<p>Participants will know strategies to promote collaboration with team members to implement Contextually Based services.</p> <p>Participants will understand the benefits of Contextually Based services.</p> <p>Participants will share tips and strategies from personal experience that promote Contextually Based services.</p>
<b>AAD- Alternate Academic Diploma</b>	Participants will identify circumstances where PT/OT services may be required to support students in achieving the AAD .
<b>Updates</b>	<ul style="list-style-type: none"> <li>• RTI Updates</li> <li>• Easy IEP Updates</li> </ul>

## DEC- Preschool

Session Title	Session Overview
<b>Data Collection: Learning Accomplishments Profile-III</b>	Preschool Special Education teachers will learn and know about the Learning Accomplishments Profile-III (LAP-III) and the importance of collecting data in the classroom. The Preschool Special Education Teachers will understand the process of manually inputting the data and inputting the data into the digital platform. Preschool Special Education teachers will input student data into the LAP-III system and be ready for 19-20 Preschool Special Education progress monitoring.

## DEC- School Psychologists

Session Title	Session Overview
<b>Response to Intervention: Changes in Implementation</b>	<p>Participants will review changes in screener/progress monitoring tool and District and Special Education implementation guides.</p> <p>Participants will understand how changes impact implementation in the school setting.</p> <p>Participants will outline ways to assist teachers in using new guidelines.</p>

## DEC- Self Contained

Session Title	Session Overview
<b>AAD AND CBI (SELF CONTAINED SPED)</b>	Teachers will know an overview of both AAD and CBI requirements. Teachers will understand that additional training for AAD and CBI is required (dates and times TBD). Teachers will complete AAD and CBI training.
<b>Easy IEP Compliance and Compliance Monitoring</b>	Teachers will know the principles behind Easy IEP Compliance and the new compliance self -monitoring requirements. Teachers will understand the rationale for developing IEPs that are rigorous and meet IAIEP standards. Teachers will meet Compliance and self-monitoring requirements
<b>RTI updates</b>	Teachers will know the changes to the RTI process as is related to SPED. Teachers will understand the rationale and purpose for following the new procedures. Teachers will follow procedures for RTI for SPED.

<b>Course Codes</b>	Teachers will know the latest version of course codes from the TDOE. Teachers will understand where they can reference course codes. Teachers will use correct course codes for students.
<b>FBA/BIP (RESOURCE)</b>	Teachers will know the steps to the FBA/BIP process. In order to reduce the suspension/expulsion rate, teachers will understand why and how to develop a Functional Behavior Assessment and Behavior Intervention Plan for students with a disability. Teachers will effectively develop and implement the FBA/BIP.

### **DEC- Speech/Language Providers**

<b>Session Title</b>	<b>Session Overview</b>
<b>Speech/Language Therapists Eligibility Criteria</b>	<p>Speech Therapists will know the TN Dept of Education eligibility criteria for Articulation, Fluency, Language, and Voice.</p> <p>Speech Therapists will understand how to implement these standards and the importance of adhering to the standards.</p> <p>Speech Therapists will implement the eligibility standards as set forth by the TN Dept. of Education.</p>

### **DEC – STEP**

<b>Session Title</b>	<b>Session Overview</b>
<b>Short Term Educational Placement (S.T.E.P.) Program</b>	<p>The participants will know the processes and protocols for the foundations of the Short-Term Educational Placement (STEP) Program.</p> <p>The participants will understand the day-to-day routine of the STEP, FBA/BIP, compliance and crisis protocol.</p> <p>The participants will actively participate in activities that reinforce the day-to-day routines of the STEP, compliance and crisis protocol.</p>

### **DEC - Vision**

<b>Session Title</b>	<b>Session Overview</b>
<b>Literacy for Blind and Visually Impaired Students</b>	Participants will know literacy includes recognizing objects, pictures, or other symbols, and using them to communicate. Making choices, anticipating events, following simple directions, creating or "reading" lists, and other forms of self-expression are all part of functional literacy.

	<p>Participants will understand which devices or technology are most appropriate to use with visually impaired students, based on the students cognitive, visual, and physical ability level.</p> <p>Participants will complete the Learning Media Assessment (LMA) which offers a framework for determining the best instructional medium for a given student, such as braille, print, dual media (both print and braille), auditory, tactile or some combination.</p>
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### Division of Early Childhood - Pre-K Department

Session Title	Session Overview
<b>TDOE Compliance</b>	<p>Participants will receive training on required TDOE compliance resources on child and classroom safety.</p> <ul style="list-style-type: none"> <li>• <i>Child Abuse Training</i></li> <li>• <i>Safe Sleep/Abusive Head Trauma Training</i></li> <li>• <i>Health Emergencies</i></li> <li>• <i>Health Promotion</i></li> <li>• <i>Food Safety</i></li> <li>• <i>Supervision – Playground, Classroom Safety and/or Special Education Training</i></li> <li>• <i>Policy: Title VI</i></li> <li>• <i>Chapter 0520-12-01 Standards for Child Care Centers &amp; Programs</i></li> </ul>

### ESL

Session Title	Session Overview
Beginning of the Year Procedures	Participants will be guided through the mandatory compliance procedures for the first 30 days of ESL
Grading and Creating Rubrics	Participants will be guided through how to grade for Language and Content in ESL. Participants will understand the importance of grading to assess progress in language development
Language versus Content	Participants will understand how to teach language through content. Participants will be guided through a variety of lessons and standards in order to create language objectives and highlight language structures in the lesson.
Reading A-Z	Participants will be guided through how to build assessments in the program and monitor student progress during ELD
Rosetta Stone	Participants will be guided through how to build assessments in the program and monitor student progress during ELD

Creating rubrics to assess Language and Content	Teachers will be guided through best practices for creating rubrics aligned to both content and language standards. Teachers will create their own rubrics for the first unit in Module 1
Integrating Language and Content through Collaborative Practices	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 co-teaching models (Honigsfeld & Dove, 2010; 2015); (Dove & Honigsfeld, 2018) that promote an integrated service delivery in K-12 instructional settings
Vocabulary Strategies to Increase Engagement	Participants will learn several interactive vocabulary strategies that engage ELs in all four domains of language. Participants will learn how to select vocabulary to pre-teach and embed during instruction.
Strategies to integrate foundational skills with language development	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.
Scheduling Services in High School	Participants will learn how to support school staff in scheduling students in the appropriate courses for High School ELs.
Developing your ILP 2.0	Participants will have the opportunity to learn how to use the new ILP format and be provided time to work on their ILPs with guidance.
Integrating Technology to increase Productive Language	Participants will learn how to use several online tools to support students in speaking and writing online. Teachers will learn how to create online lessons that enable students to practice speaking in preparation for WIDA
Cultural Competencies	ESL Cultural Counselors will lead a session on getting to know the diverse cultures in our classrooms. Teachers will be given strategies for working with families and students in their schools.
Setting High Expectations for all ELS in High School	Teachers will learn strategies that support all levels of ELs in both general ed and ESL classrooms. Teachers will collaborate to develop ideas that guide students through rigorous content and “push” students to excel.
Setting High Expectations for all ELs in Middle School	Teachers will learn strategies that support all levels of ELs in both general ed and ESL classrooms. Teachers will collaborate to develop ideas that guide students through rigorous content and “push” students to excel.
Setting High Expectations for all ELs in Elementary School	Teachers will learn strategies that support all levels of ELs in both general ed and ESL classrooms. Teachers will collaborate to develop ideas that guide students through rigorous content and “push” students to excel.
Planning for ELD	Teachers will be guided through strategies and resources for the 2 <sup>nd</sup> hour of ESL instruction. Teachers will be given the opportunity to plan collaboratively to align ELD instruction with Tier 1 ELA standards.
Creating a Welcoming Environment for your High School ELs	Teachers will be given strategies to meet the emotional needs of their Entering Level ELs and how to create a welcoming environment in the whole school.

## HPELW

Session Title	Session Overview
<b>Skill Development: Moving Students through Skills and Drills</b>	<p>HPELW Teachers will learn striking motor skills, a variety of skill/drill concepts and engage in a variety of modified game play activities.</p> <p>HPELW Teachers will understand the basic strategies and concepts across multiple striking sports.</p> <p>HPELW Teachers will analyze what skills are needed to be successful in multiple sports addressed in the curriculum.</p>
<b>Family Life: What’s new for you!</b>	<p>HPELW Teachers will know the best practices and strategies to be implemented for Michigan Model (Family Life Education) instruction unit.</p> <p>HPELW Teachers will understand methods to enhance positive outcomes for challenging lessons during MM implementation and what policies/laws have changed.</p> <p>Participants will discuss and review MM, FLE implementation with peers.</p>
<b>Portfolio Guidance and Implementation, TN Dept. of Education</b>	<p>HPELW Teachers will know the criteria needed for collecting a purposeful sampling in each perform collection.</p> <p>HPELW Teachers will understand the key portfolio components, new policies, and portfolio process.</p> <p>HPELW Teachers will engage in group discussion on accessing support and using the new platform.</p>
<b>In-School Hockey and EVERFI-Wellness: Healthy Challenge</b>	<p>HPELW Teachers will know the Nashville Predators Fitness Challenge for grades 1st – 5th grade for physical education classes.</p> <p>HPELW Teachers will understand how to help elementary schools be active, make healthy choices in life through participation of Healthy Challenge and provide a basic introduction to the game of street hockey.</p> <p>HPELW Teachers will participate in skill development activities and review the curricula for street hockey.</p>
<b>Coordinated School Health</b>	<p>HPELW Teachers will know the importance of the CSH model and Healthy School Teams.</p> <p>HPELW Teachers will understand how to complete and document all State mandated requirements.</p> <p>HPELW Teacher will review the CSH calendar and review materials and resources to do yearly closeouts in CSH components.</p>
<b>Marathon Kids</b>	<p>HPELW Teachers will know the importance of improving the health of children by providing them the tools, motivation and support to live happier, healthier lives.</p>

	<p>HPELW Teachers will understand enabling us to create the following framework pillars on which we base everything: Goal -Setting, Group Tracking, Social Support, Modeling, Celebrating and Rewarding.</p> <p>HPELW Teachers will participate in a deep dive discussion and goal- setting to establish the school's run club.</p>
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**JROTC**

Session Title	Session Overview
<b>JROTC UPDATE</b>	Instructor will be brief by the Director of Instruction and the commandant on the changes in JROTC
<b>SUPPLY</b>	MPS will brief the changes to operating procedures
<b>Curriculum Manager and Classroom Management</b>	SME will brief on the training received during the summer session
<b>JUMS</b>	SME will brief on the training received during the summer session
<b>LOGISTICS</b>	SME will brief on the training received during the summer session
<b>U of M Senior ROTC</b>	Recruiting officer will brief on the availability and process of obtaining scholarships

## Library Services

Session Title	Session Overview
<p><b>Equipping Library Information Specialists for Destination 2025</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Aspects and implementation of sound librarianship and the role it plays in supporting Destination 2025</li> <li>• How to effectively use the TEM LIS Rubric</li> <li>• Impact sound librarianship/library usage has on the promotion of literacy</li> <li>• Importance of learning and using basic Atrium features for library management</li> <li>• Importance of close communication with Library Services regarding library needs</li> <li>• How to locate and use the SCS Library Procedure Manual</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to incorporate <b>sound</b> librarianship into the daily routine of the LIS</li> <li>• Key elements of the TEM LIS Rubric standards</li> <li>• Role of the LIS in connecting core content standards with library program instruction</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Review and encourage questions about effective librarianship</li> <li>• Participate in a group discussion of potential timeline of daily library management</li> </ul>
<p><b>Book Tasting: Give Them a Sip, Then Let Them Taste</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Teaching students to consider diversely elected materials presented in multiple formats and providing opportunities for students to show an appreciation for literature is part of the Library Information Specialists TEM rubric</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• LIS must assist students in stepping outside of their comfort zones in order to experience books of various authors, cultures, genres, and reading levels</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Evaluate your collection for diversity of culture, genre, and reading level</li> <li>• Create a Book Tasting to expose students to a broad selection of literature</li> <li>• Learn steps to selecting and presenting books for the Tasting</li> </ul>
<p><b>Britannica Online</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• How to access Britannica resources</li> <li>• How to find relevant content and features within Britannica School and ImageQuest</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to use the resources' features and tools to differentiate for student needs</li> </ul>

	<ul style="list-style-type: none"> <li>• How the content and features can be used to support the students and staff</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Create Resource Packs of Britannica content</li> <li>• Develop an action plan for sharing Britannica with students, teachers and parents</li> </ul>
<p><b>When Students Can't Make It Into the Library, Take the Library to Them!</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Strategies to promote library usage and literacy outside of the library</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to use a mobile book cart to increase library circulation, usage, and interest in books</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Analyze Atrium reports to determine which books will be included on the mobile cart and establish reasons why (new books, books with low circulation, and 1<sup>st</sup> Q ELA texts)</li> </ul>
<p><b>The 3 D's of Data-Driven Instruction @ Your Library: Discover, Disaggregate, Develop</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• How to use data to drive library instruction</li> <li>• Possible sources of data that can be used including relevant district, state, and national data sources</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to use relevant data to design lessons and programming to improve student achievement</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Disaggregate data and develop lessons and programs to meet the needs of their patrons and school</li> </ul>
<p><b>Cloud 901</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Cloud 901 is a technology lab located in the Benjamin L. Hooks Central Library where teens can use a variety of state-of-the-art technology to learn, collaborate and create.</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The features of Cloud 901, the programs offered, and how Cloud 901 is used</li> <li>• The requirements that must be met to participate in the activities offered</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Tour Cloud 901 and develop a plan to introduce Cloud 901 to students</li> </ul>
<p><b>New and Exciting Books for Elementary Libraries</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• What great new titles are available to implement in your library program</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to choose titles based on interest and grade level, as well as how to choose a vendor to purchase titles</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Examine the titles presented, provide feedback and create a list of titles that strengthens instruction and inspires students to read</li> </ul>

<p><b>Poetry for Ready and Reluctant Writers</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• How to apply a variety of poetry writing lessons to their library instruction program. The poems will include (1) Haiku (2) Praise Poems (3) Diamante Poems (4) and Tanka Poems</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• That this workshop will give LIS means to hone students' facility with the written word and a way to help students master a variety of figurative language like alliteration, onomatopoeia, personification etc.</li> <li>• Adding poetry writing workshops to library instruction will also allow LIS to collect student work and demonstrate student learning in a student poetry anthology or student newspaper.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• LIS will receive examples of poems and create their own poetry examples independently.</li> </ul>
<p><b>The World Almanac Online</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• How to access World Almanac Online</li> <li>• How to search for and use the features and content offered</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How World Almanac Online can be used to strengthen library and core content instruction</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Discuss how World Almanac Online is used in libraries</li> <li>• Create a plan for sharing World Almanac Online and the benefits to using it with students and teachers</li> </ul>
<p><b>Elementary Curriculum</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Where the library curriculum can be found</li> <li>• How to use the library curriculum to create a lesson plan</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The library curriculum was created with flexibility to meet the unique needs of each school and to supplement core content areas</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Review the library curriculum and resources for the first quarter</li> <li>• Examine and discuss a sample lesson plan</li> <li>• Create a lesson plan for the first week of school</li> </ul>
<p><b>Atrium: Question and Answer Session</b></p>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• That specific questions can be answered directly from the instructor</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The importance of having questions answered sufficiently so Atrium functions can be performed correctly to reach the maximum use of the management system</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Ask questions to get an understanding of specific functions performed in Atrium</li> </ul>

<b>Innovative Approach to Literacy Grant</b>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• The purpose and objectives of the Innovative Approach to Literacy Grant</li> <li>• The year two requirements of the Innovative Approach to Literacy Grant</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The school's responsibilities in the facilitation of the grant</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Develop a timeline for year two implementation</li> </ul>
<b>M.S. Curriculum</b>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Where the library curriculum can be found</li> <li>• How to use the library curriculum to create a lesson plan</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• The library curriculum was created with flexibility to meet the unique needs of each school and to supplement core content areas</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Review the library curriculum and resources for the first quarter</li> <li>• Examine and discuss a sample lesson plan</li> <li>• Create a lesson plan for the first week of school</li> </ul>
<b>How to Create Student-Published Books for Destination 2025</b>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Impact sound librarianship/library usage has on the promotion of literacy</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How to facilitate the publication of books created by the students</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Use a platform to develop the books</li> <li>• Determine the subject matter of the books</li> <li>• Use the writing process to develop great fiction or non-fiction stories</li> <li>• Explore the benefits of collaborating with the Art Teacher</li> </ul>
<b>The World Almanac Kids</b>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• How to access World Almanac Online</li> <li>• How to search for and use the features and content offered</li> </ul> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>• How World Almanac Online can be used to strengthen library and core content instruction</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>• Discuss how World Almanac Online is used in libraries</li> <li>• Create a plan for sharing World Almanac Online and the benefits to using it with students and teachers</li> </ul>
<b>High School Programs</b>	<p><b>Know:</b></p> <ul style="list-style-type: none"> <li>• Library programming should be used to promote literacy and to strengthen instruction in core content areas</li> </ul>

	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Library programs must be implemented and promoted throughout the school year</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>Discuss library programs that can be implemented for the first quarter</li> <li>Create a programming plan for the first quarter</li> </ul>
<b>Tennessee Electronic Library</b>	<p><b>Know:</b></p> <p>Testing and Education Reference Center (TERC) is one of the newest additions to the Tennessee Electronic Library. Through TEL, learn how to access free ACT/SAT/AP exams and ebooks. There are even practice tests for the ASVAB and various careers. Beyond testing preparation, we will dive into the resume builder, college and scholarship searches available in TERC.</p> <p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Learn about free resources that you and your students can use to practice for various high school tests.</li> </ul> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>You will be able to navigate to Testing &amp; Education Reference Center to find materials to help your students prepare for high school, college and career exams</li> </ul>

### Optional Schools and Advanced Academics (AP and IB Teachers)

Session Title	Session Overview
<p><b>AP Sessions</b></p> <ul style="list-style-type: none"> <li>AP Biology</li> <li>AP Calculus</li> <li>AP Chemistry</li> <li>AP Computer Science</li> <li>AP Government</li> <li>AP Human Geography</li> <li>AP Language</li> <li>AP Literature</li> <li>AP Physics</li> <li>AP Psychology</li> <li>AP Statistics</li> <li>AP U.S. History</li> <li>AP World History</li> </ul>	<p>Participants will know the results of the Instructional Planning Report (IPR).</p> <p>Participants will understand how my results from the IPR relates to classroom strategies.</p> <p>Participants will use strategies based on the IPR data to increase my instructional effectiveness and ultimately exam passage rates.</p>

## Orff Music

Session Title	Session Overview
<p><b>Orff Music Strategies Within Purposeful Pathways Book 3 with Roger Sams</b></p>	<p>In this session, participants will be led through active participation of Purposeful Pathways Book 3 activities by facilitator and co-author, Roger Sams. This resource is a collection of curricular materials for learning music through active music making. Based on the philosophies of Orff, Kodály, and Dalcroze, this collection of developmentally sequenced learning activities offers elementary music educators diverse choices for how to present folk song material, including lessons in singing, literacy, movement, improvisation, composition and instrumental ensemble. Included in the demonstration are a CD-ROM of PDF files for printing hands-on manipulative and a CD-ROM of SMART Board electronic visuals. This session is a teacher training session on how to use the Curriculum resource book, Purposeful Pathways Book 3. Teachers will be able to use the activities in the book to plan and deliver purposeful lessons for curriculum</p> <p>Participants will know music for elementary students should be experienced through movement/dance instruction, singing, playing instruments, and improvisation.</p> <p>Participants will understand that teaching movement/dance, singing, playing instruments, and improvisation reinforces musical concepts/skills/literacy.</p> <p>Participants will be able to design and deliver instruction to reinforce musical concepts/skills/literacy through movement/dance, singing, playing instruments, and improvisation.</p>

## Performing Arts

Session Title	Session Overview
<p><b>Places of Belonging in Music Classrooms: Tips for Supporting Highly Mobile Student Populations</b></p>	<p>In this session, participants will learn about the revised TDOE Arts Education Standards and provide focus group feedback regarding the SCS Revised Curriculum Maps to be implemented during the 2019-2020 school year, particularly in regards to serving students in highly mobile populations.</p> <p>Participants will know the domains and foundations of the revised standards, and compare them with previous versions of the standards.</p> <p>Participants will understand the instructional shifts expected in the revised standards, and how their learning targets will need to adjust to meet the raised expectations.</p> <p>Participants will be able to identify and explain the fundamental changes in the revised fine arts standards, recognize best practices that support the new standards, and create arts learning lessons aligned to the revised standards.</p>

<p><b>Selecting High Yield Instructional Materials: Incorporating New Complex Artistic Literature for Adjudicated Assessment.</b></p>	<p>In this session, participants will learn how to select the best songs for concert festival so they maximize student learning while highlighting ensemble strengths.</p> <p>Participants will know how to select materials that will create efficiencies in targeting standards and drive high quality instruction.</p> <p>Teachers should understand that selecting quality literature begins with a set of standards and processes that can be used to maximize both time and student achievement.</p> <p>Teachers should be able to apply a knowledge of processes and standards used to select rehearsal materials to select materials that will promote student engagement, discipline-specific literacy, and support student performance.</p>
<p><b>Who Moved My Standards?? Joyful Teaching in an Age of Change.</b></p>	<p>In this session, participants will learn about the revised TDOE Arts Education Standards and provide focus group feedback regarding the SCS Revised Curriculum Maps to be implemented during the 2018-2019 school year.</p>

### **Response to Instruction and Intervention**

<p style="text-align: center;"><b>Session Title</b></p>	<p style="text-align: center;"><b>Session Overview</b></p>
<p><b>General Session</b></p>	<p>Participants will KNOW how to be strategic thinkers when implementing RTI<sup>2</sup> and its purpose to support student growth.</p> <p>Participants will UNDERSTAND the step by step process of structuring program components as well as how strategic planning can lead to effective program development.</p> <p>Participants will develop (DO) essential actions, current realities and action steps that can spread enthusiasm for the concept of progressive school/ district improvement.</p>
<p><b>Dyslexia Screening-</b></p>	<p>Participants will KNOW the key components of the “Say Dyslexia” Bill (Public Chapter No. 1058 of the Acts of 2016).</p> <p>Participants will UNDERSTAND how the procedures to screen target students for characteristics of dyslexia is streamlined with Illuminate/FastBridge universal screening and benchmarking.</p> <p>Participants will engage in small group strategies for phonological awareness and decoding aligned to dyslexia specific instruction and intervention.</p>
<p><b>Written Expression- Screening/Benchmarking</b></p>	<p>The purpose of this session is to provide participants with the protocols and procedures to conduct screening and benchmarking for written expression.</p> <p>Participants will KNOW the district’s process for screening and benchmarking students for potential concerns in the area of written expression.</p> <p>Participants will UNDERSTAND the protocols for administering and scoring the written expression screener/benchmark and crosswalk the differences between the process of 2018-19 vs. 2019-20.</p>

	<p>Participants will (DO) engage in analyzing student writing samples using scoring protocol and will complete a written expression spreadsheet.</p>
<b>Best Practices for Small Group Instruction in ELA-</b>	<p>Participants will KNOW what high- quality intervention instruction looks like.</p> <p>Participants will UNDERSTAND how to effectively teach phonological and phonemic awareness, phonics, fluency, vocabulary, and comprehension in the intervention classroom.</p> <p>Participants will (DO) engage in activities that can be used to support literacy instruction in the teacher-led small group.</p>
<b>Best Practices for Small Group Instruction Math</b>	<p>Participants will KNOW the steps to implementing the M.A.T.H. workshop model.</p> <p>Participants will UNDERSTAND how the math model workshop relates to MEALS.</p> <p>Participants will (DO) engage in activities that can be used in math small group instruction to support struggling students.</p>
<b>RTI<sup>2</sup> Overview</b>	<p>Participants will KNOW their roles and responsibilities, the essential components of RTI<sup>2</sup>, recent TDOE updates, and the purpose of determining instructional levels to enhance fidelity of RTI<sup>2</sup> intervention.</p> <p>Participants will UNDERSTAND that RTI<sup>2</sup> is a multi-tiered approach that integrates assessment, intervention, and accountability to improve the learning outcomes for all students.</p> <p>Participants will identify (DO) best practices that support effective implementation of RTI<sup>2</sup> at the school level.</p>
<b>SOAR</b>	<p>This session will focus on familiarizing participants with the Standard of Accountability Rubric (SOAR) which will be used to measure the effectiveness of schools' implementation of RTI<sup>2</sup>.</p> <p>Participants will (KNOW) the importance of implementing the Standard of Accountability Rubric (SOAR).</p> <p>Participants will (UNDERSTAND) how to retrieve SOAR data using PowerBI and Edplan.</p> <p>Participants will (DO) use their SOAR data from cycle 4 of 2018-19 school year to create an initial plan of improvement for 2019-2020 school year.</p>
<b>Progress Monitoring Crosswalk (easyCBM to Illuminate)</b>	<p>The purpose of this session is to prepare participants for the switch from easyCBM to Illuminate/ FastBridge.</p> <p>Specifically, we will focus on continuing progress monitoring for students already receiving intervention using comparable FastBridge probes.</p> <p>Participants will KNOW what progress monitoring tools to use for students already assigned intervention by analyzing the easyCBM-to-FastBridge Crosswalk</p>

	<p>Participants will UNDERSTAND the similarities and differences between easyCBM and FastBridge setup (groups, assigning probes, data etc.)</p> <p>Participants will create (DO) student progress monitoring groups in FastBridge and analyze sample data reports</p>
<b>Taking Action: Designing the Right Team</b>	<p>The purpose of this session is to assist participants with designing a winning team to enhance successful implementation of RTI<sup>2</sup>.</p> <p>Participants will KNOW how to achieve high levels of learning for all students.</p> <p>Participants will UNDERSTAND establishing a strong guiding coalition creates a culture built around the concept of sustaining effective RTI<sup>2</sup> structures.</p> <p>Participants will complete (DO) the 4 A's chart as a reflective tool of systems to adopt, adapt, adjust and aspire for successful implementation of RTI<sup>2</sup>.</p>
<b>DIG</b>	<p>Participants will know how to utilize the RTI<sup>2</sup> District Implementation Guide (DIG). Participants will understand the importance of utilizing the DIG to ensure RTI<sup>2</sup> implementation aligned with local and state criteria. Participants will (DO) analyze updated sections within the DIG to address the impact to RTI<sup>2</sup> implementation, during the 2019-20 school year.</p>
<b>SEL and RtI<sup>2</sup>-Behavior: New Mission, New Mindset</b>	<p>Participants will know that SCS is fully embracing the State Framework for Response to Intervention<sup>2</sup>- Behavior with the same commitment we implement RtI-Academics.</p> <p>Participants will understand that all K-12 schools will build positive and supportive climates built on restorative principles rather punishment first in response to behavior disruptions.</p> <p>Participants will commit to fully supporting Multi-Tiered Systems of Support strategies taught through Social-Emotional Learning, RtI<sup>2</sup>-Behavior and Progressive Discipline that focuses on student restoration and reparation.</p>
<b>Getting Started with Edgenuity (High School)</b>	<p>Participants will Experience Edgenuity Learning Management System as both a student and an educator.</p> <p>Locate and explore Learning Path structures including outlines, lessons, and scope and sequence.</p> <ul style="list-style-type: none"> <li>• Manage student accounts and Learning Paths.</li> <li>• Learn how to create and monitor usergroups.</li> </ul> <p>Participants will be able to analyze key data to monitor student progress and drive instruction, and discuss best practices and classroom routines for your instructional needs.</p>
<b>Getting Started with I-Ready Reading and Math and the Teacher Toolbox (New Users)</b>	<p>Participants will know the layout and structure of the i-Ready and Ready Math and Reading Programs.</p> <p>Participants will understand how to use the i-Ready program for individualized intervention, as well as Ready Math and Ready Reading/Writing Toolbox for whole class and small group instruction.</p> <p>Participants will be able to implement i-Ready technology, as well as plan face-to-face instruction using Ready Math and Ready Reading resources.</p>

<b>i-Ready Reading and Math Data Chats (Setting Goals/Quadrants/ Reviewing Reports) and Teacher Toolbox (Experienced Users)</b>	<p>Participants will learn how to facilitate Data Chats using data from the i-Ready instructional reports to drive student progress and set goals, as well as create data quadrant charts to setup groups for small group instruction.</p> <p>Participants will understand how to read i-Ready reports to make instructional decisions and to drive goal-setting with students.</p> <p>Participants will be able to leverage multiple sources of data within i-Ready to drive student engagement, progress and growth.</p>
<b>Navigating EdPlan-Creating, Updating and Discontinuing Plans</b>	<p>Participants will know the basics of creating and updating an RTI plan, generating a parent letter, and discontinuing an existing plan.</p> <p>Participants will understand the purpose of the planning components within the broader umbrella of RTI practices, as well as understand the resources available to them for more in-depth help.</p> <p>Participants will do a fantastic job of being active listeners and asking thoughtful questions at the end of the system walkthrough.</p>
<b>Navigating EdPlan: Intervention Logging and Group Fidelity Checks</b>	<p>Participants will know the basics of scheduling interventions, calendar appointments, entering intervention logs, and completing fidelity checks in EdPlan.</p> <p>Participants will understand the purpose of the logging components and fidelity checks within the broader umbrella of RTI practices, as well as understand the resources available to them for more in-depth help.</p> <p>Participants will do a fantastic job of being active listeners and asking thoughtful questions at the end of the system walkthrough.</p>

### School Counseling Services (K-8)

<b>Session Title</b>	<b>Session Overview</b>
<b>Becoming: Good, Better, Best</b>	<p>The session will focus on planning and implementing a comprehensive school counseling program.</p> <p>School Counselors will know and understand the program priorities and expectations for the academic school year.</p> <p>School Counselors will receive updates and resources to implement and deliver direct and student support services.</p>

## Visual Art & Theatre

Session Title	Session Overview
General Session	Community partners will share programming, field trips, PD opportunities, etc. to support teachers and students. Art advisor will share district updates as applicable.
Social Justice Sewing Academy	Middle and high school art teachers will learn about SJSA and participate in a hands-on sewing workshop.
Bookmaking in the Elementary Art Room	Elementary art teachers will learn best practices for incorporating the standards with bookmaking techniques.
Acting Workshop	K-12 Theatre teachers will learn tools and techniques for coaching students' acting skills.
Photoshop Basics for Teachers and Students	AP Art teachers will learn tools and best practices for incorporating Photoshop in the AP Art classroom.

## World Language

Session Title	Session Overview
<b>Intercultural Competence: What Is It?</b>	Teachers will what ICC is and how it aligns with the new ML Standards
<b>The Cultural Cornerstone of the New ML Standards</b>	Teachers will work with their language/level groups to develop cultural can do statements.
<b>Proficiency 101- Mandatory session for new teachers hired after August 15</b>	Teachers will learn about proficiency and portfolio.
<b>Middle School for Credit – Mandatory Session</b>	Level 1 for credit teachers will learn about changes to EOC and STAMP assessments.
<b>Tech Tips for the WL Classroom</b>	Teacher will demonstrate how she uses weebly in the classroom to motivate students.

<b>Practice What You Teach</b>	Teachers will learn strategies to give effective feedback to increase proficiency levels of their students.
<b>Using Card Talks and Movie Talks</b>	Teachers will learn new strategies to use in their classrooms to increase student engagement and motivation.
<b>Cooperative Learning in the WL Classroom</b>	Teachers will see demonstrations and strategies of learning groups and centers.
<b>Digital Cultural Storytelling</b>	Teachers will learn how to use digital storytelling to increase student engagement and strategies and techniques to create effective digital stories.