



District Learning Day
January 2020
Session Information and Locations

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January 2020 District Learning Day Overview

The January 2020 District Learning Day will be held at various locations throughout the district. Due to the half-day structure, sessions will have rolling start times as outlined below.

Student Dismissal – 11:15am	
11:30am – 12:45pm	Travel/Lunch
12:45pm – 1:00pm	Sign-In
1:00pm – 2:30pm	Session

Student Dismissal – 12:15pm	
12:30pm – 1:45pm	Travel/Lunch
1:45pm – 2:00pm	Sign-In
2:00pm – 3:30pm	Session

Student Dismissal – 1:15pm	
1:30pm – 2:45pm	Travel/Lunch
2:45pm – 3:00pm	Sign-In
3:00pm – 4:30pm	Session

All staff members are required to register for DLD in PLZ by 5pm, January 8, 2020. The January 2020 District Learning Day is required to count towards the February 17, 2020 Flex Day. ELA, Math and Science teachers may choose their January 2020 District Learning location, however, all must register in PLZ prior to attending. If a content section is full, please register at another site.

Session dates, location, and times can be found on the next page.

January 2020 DLD Dates, Locations, and Times

Session Date: January 17, 2020

Session Times

7:15 Schools: 11:30am – 2:30pm

8:15 Schools: 12:30pm – 3:30pm

9:15 Schools: 1:30pm – 4:30pm

Please see high level agendas here.

All staff members are required to register for DLD in PLZ by 5pm, January 8, 2020. If a content section is full, please register at another site.

DLD Session	Location	Intended Audience	PLZ Course Code
K-2 Skills Pilot	Southwind High School	K-2 ELA Teachers at Cummings, Germantown ES, Riverview, Barret's Chapel, JP Freeman, Geeter, Beclair, Winchester, and Westside	21116
K-5 ELA	Southwind High, Cordova High, Wooddale High, or White Station Middle	K-5 ELA Teachers	21117
K-5 Math	Southwind High, Cordova High, Wooddale High, or White Station Middle	K-5 Math Teachers	21118
K-5 Science	Southwind High, Cordova High, Wooddale High, or White Station Middle	K-5 Science Teachers	21119
6-8 ELA	Craigmont High School or Ridgeway Middle	6-8 ELA Teachers	21120
6-8 Math	Craigmont High or Ridgeway Middle	6-8 Math Teachers	21121
6-8 Science	Craigmont High or Ridgeway Middle	6-8 Science Teachers	21122
9-12 ELA	Kirby High or Melrose High	9-12 ELA Teachers	21123

Senior Reading Advisors	Kirby High	Senior Reading Advisors	21124
9-12 Math	Kirby High or Melrose High	9-12 Math Teachers	21125
9-12 Science	Kirby High or Melrose High	9-12 Science Teachers	21126
K-12 Social Studies	A. Maceo Walker Middle	K-12 Social Studies Teachers	21129
College, Career & Technical Education	Southwest TN Community College- Macon Campus 5983 Macon Cove, Memphis, TN 38134	College, Career, and Technology Teachers	21130
DEC	7:15 Schools: Douglass High School 8:15 Schools: Manassas High School 9:15 Schools: Kate Bond Middle	Resource, Co-Teach, Inclusion, FS, AFS, SPED PK, SPED Homebound, SPED Vision, SPED Hearing, BIC, Day Treatment, and STEP Teachers	21131
DEC- CLUE	Maxine Smith STEAM Academy/Middle College High	CLUE Teachers	21132
DEC- OT/PT	Colonial Speech, Hearing, and Vision Center	OT/PT	21133
DEC- School Psychologists	Bond Building- 4th Floor	School Psychologists	21134
DEC- Speech/Language providers	MSCEA	Speech Therapists	18549
ESL	Dexter Middle	ESL Teachers	21135
HPELW	Ridgeway High	Required for all K-12 HPELW Teachers	21136
JROTC	Northwest Prep	JROTC Staff	21137
Library Services	East High School	Library Information Specialists	21138
Optional Schools and Advanced Academics (AP Teachers)	Central High School	Advanced Placement Teachers	21139
Optional Schools and Advanced Academics (IB Teachers)	Germantown High School	International Baccalaureate Teachers	21140

Orff Music	Shelby Oaks Elementary	K-5 Orff Music Teachers	21142
Performing Arts	Overton High School	Performing Arts Teachers (Dance, Band, Choir, Theatre, Orchestra, Piano)	21145
Response to Instruction and Intervention	Colonial Middle	RTI Leads and Interventionists. Due to limited space, we are requesting the RTI Lead or designee and one Interventionist attend.	21147
School Counseling Services (K-8)	Hickory Ridge Middle	K-8 Counselors	21148
School Counseling Services (9-12)	Christian Brothers University <i>650 East Parkway, S</i> <i>Memphis, TN 38104</i>	9-12 Counselors	21149
Visual Art and Theatre	Dixon Gallery & Gardens <i>4339 Park Ave.</i> <i>Memphis, TN 38117</i>	Visual Art and Theatre Teachers	21150
World Language	White Station High	World Language Teachers	21151

K-12 ELA

Session Title	Session Overview
K-12 Defining Engagement in the ELA Classroom—New Teachers	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p> <p>Understand Employing structured thinking strategies gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none">• Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes• Examine a curriculum lesson and determine how engagement opportunities help students access complex text and the depth of the standard• Script and practice implementation of an engagement strategy
K-12 Defining Engagement in the ELA Classroom—Returning Teachers	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p> <p>Understand Employing structured thinking strategies gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none">• Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes• Examine a curriculum lesson and determine appropriate adjustments with engagement opportunities based on the needs of students• Script and practice implementation of an engagement strategy

K-12 Math

Session Title	Session Overview
<p>New Teachers To Engagement and Beyond: Defining Engagement in the Math Classroom</p>	<p>Know: Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all content standards.</p> <p>Understand: Employing the standards for mathematical practice gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do:</p> <ul style="list-style-type: none"> • Explore the eight standards for mathematical practice • Analyze an upcoming lesson to determine an appropriate place to check for understanding • Script questions using provided sentence stems based on the standards for mathematical practice in order to increase students' cognitive engagement
<p>Returning Teachers: Ready, Set, Engage: Defining Engagement in the Math Classroom</p>	<p>Know: Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all content standards.</p> <p>Understand: Employing the standards for mathematical practice gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do:</p> <ul style="list-style-type: none"> • Examine a set of standards based questions to determine a high-leverage standard for mathematical practice • Analyze an upcoming lesson to determine an appropriate place to cognitively engage students • Script questions based on the selected standard(s) for mathematical practice using provided sentence stems as a model and place into the lesson

K-12 Science

Session Title	Session Overview
<p>Do You See What I See? Examining Engagement as a Means to Ensure TNReadiness for New Teachers (K-5; 6-8)</p>	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p> <p>Understand Employing structured thinking strategies give all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none"> • Analyze a case study and determine a problem of practice. • Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes. • Determine how and when to embed engagement opportunities that will promote student thinking. • Explore assessment resources available in the TN Department of Education LiveBinder: <ul style="list-style-type: none"> • Examine newly released TNReady Blueprints and Practice Tests • Determine what the changes to the 2019-2020 TNReady assessment are and how to effectively addressed them through instruction.
<p>Do You See What I See? Examining Engagement as a Means to Ensure TNReadiness for Returning Teachers (K-5; 6-8)</p>	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p> <p>Understand Employing structured thinking strategies give all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none"> • Analyze a case study and determine a problem of practice.

	<ul style="list-style-type: none"> • Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes. • Determine how and when to embed engagement opportunities that will promote student thinking. • Explore assessment resources available in the TN Department of Education LiveBinder: <ul style="list-style-type: none"> • Examine newly released TNReady Blueprints and Practice Tests • Determine what the changes to the 2019-2020 TNReady assessment are and how to effectively addressed them through instruction.
<p>Do You See What I See? Examining Engagement as a Means to Ensure TNReadiness for Biology Teachers</p>	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p> <p>Understand Employing structured thinking strategies give all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none"> • Analyze a case study and determine a problem of practice. • Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes. • Determine how and when to embed engagement opportunities that will promote student thinking. • Explore assessment resources available in the TN Department of Education LiveBinder: <ul style="list-style-type: none"> • Examine newly released TNReady Blueprints and Practice Tests • Determine what the changes to the 2019-2020 TNReady assessment are and how to effectively addressed them through instruction.
<p>Do You See What I See? Examining Behavioral and Cognitive Engagement for Non-Tested Subjects (9-12)</p>	<p>Know Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.</p>

	<p>Understand Employing structured thinking strategies give all students opportunities to deeply engage in their learning and do the majority of the cognitive work.</p> <p>Do</p> <ul style="list-style-type: none"> • Analyze a case study and determine a problem of practice. • Examine a curriculum lesson and determine the type of thinking required to meet lesson outcomes. • Determine how and when to embed engagement opportunities that will promote student thinking.
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K-12 Social Studies

Session Title	Session Overview
Vocabulary Strategies	Teachers will practice and apply vocabulary strategies from Harvard Visible Thinking Routines, Facing History, and EL Protocols and apply them to content in the Social Studies Classroom.
Reading Strategies	Teachers will practice and apply reading strategies from Harvard Visible Thinking Routines, Facing History, and EL Protocols and apply them to content in the Social Studies Classroom.
Writing Strategies	Teachers will practice and apply writing strategies from Harvard Visible Thinking Routines, Facing History, and EL Protocols and apply them to content in the Social Studies Classroom.
Getting the Most Out of the Textbook: Studies Weekly	Participants will do a deep dive of the resources available via hard print and online for their grade level textbook. Teachers will leave the session knowing how to access and implement District provided resources.
Getting the Most Out of the Textbook: Gallopade	Participants will do a deep dive of the resources available via hard print and online for their grade level textbook. Teachers will leave the session knowing how to access and implement District provided resources.

Getting the Most Out of the Textbook: Gibbs Smith	Participants will do a deep dive of the resources available via hard print and online for their grade level textbook. Teachers will leave the session knowing how to access and implement District provided resources.
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College, Career & Technical Education

Session Title	Session Overview
All About SSQI	<p>Participants will:</p> <p>Know-The 5 indicators for building the SSQI Portfolio.</p> <p>Understand-The specific steps and artifacts associated with building the SSQI.</p> <p>Do-Create a mock SSQI Portfolio.</p>
Electronic Portfolio	<p>Participants will:</p> <p>Know- How to access the electronic platform for entering SSQI artifacts</p> <p>Understand- How to use the electronic platform</p> <p>Do-Walk through the process of the electronic platform</p>
Certification Breakout Sessions	<p>Participants will:</p> <p>Know- The industry certifications that they will offer to students</p> <p>Understand-How to plan for each certification</p> <p>Do-Create a timeline for assisting students with industry certifications.</p>

DEC

Session Title	Session Overview
DEC: Parent Participation in IEP meetings: Expectations for Draft IEPs	Using guidance from the TDOE, teachers will Know the law and rationale behind the 48-hour draft IEP requirement. Teachers will understand how to meet the requirements. Teachers will comply with the 48-hour rule when a draft IEP is developed.

DEC: IAIEP Compliance and Utilizing the Monitoring Protocol	When given directions and copy of the monitoring protocol, teachers will know how to use the protocol to make sure IEPs are written in IAIEP format. Teachers will understand the varying parts of the protocol (initial, re-evaluation, IEP, transition). Teachers will maintain caseloads following the requirements of the Monitoring Protocol.
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DEC- CLUE

Session Title	Session Overview
Providing Equity of Access to Gifted Instruction	<p>CLUE teachers will know the importance of making CLUE instruction challenging yet accessible for diverse gifted learners.</p> <p>CLUE teachers will know the desired effect of accommodating both social/emotional development and academic development concurrently in the special education classroom.</p> <p>CLUE teachers will understand the relationship among the following key words/phrases: assessment, grades, support, targeted feedback, key lever, anecdotal records, vertical alignment, interdisciplinary, affect vs. effect, present levels of performance.</p> <p>CLUE teachers will collaborate to create exemplars of SES rubrics and forms to use to support SES goals in IEPs and to provide fair, consistent, and effective feedback to parents of CLUE students.</p>

DEC- OT/PT

Session Title	Session Overview
SEL and RTI-B	Shawn Page video introducing the district's priority work toward SEL and RTI – B and opportunities for additional PD.
Documentation Peer Review Progress Notes	K= requirements for progress note documentation U= how to write a skilled service note using rubric D= audit peer; complete forms; give feedback; all therapists should meet 4 of 5 rubric

Documentation Peer Review Annual Reports / Re-Eval	K = requirements for Annual Reports / Re-Eval U = how to write a report using rubric Do = audit peer reports using criteria; all therapists should meet 97 of 7 criteria in annual reports / re-evals
Documentation Peer Review Plan of Care	K = how the Plan of Care can “hone in” therapist focus U = how to incorporate the Plan of Care into the Annual Report / Eval / Re-Eval Do = Write or share with colleagues samples of Plan of Care

DEC- School Psychologists

Session Title	Session Overview
DLD- Assessment and Impact of Traumatic Brain Injury (DEC School Psychologists only)	Participants will learn about types of traumatic brain injury, understand possible related changes in behavior and functioning, and discuss assessment of students with history of brain injury.

DEC- Speech/Language providers

Session Title	Session Overview
Fluency Assessment and Treatment in the School Setting	Speech Therapists will know the appropriate assessment tools and intervention strategies for students in grades PK-12. Speech Therapists will understand how to select the best test for evaluation of an individual student and will write IAIEP goals for students identified as having a Fluency deficit. Speech Therapist will evaluate and accurately identify students with a Fluency deficit, write measurable annual goals, and utilize best practice strategies to improve the communication skills of these students.

ESL

Session Title	Session Overview
WIDA Overview and ILP review	By the end of the session participants will know the dates, structure, and set-up procedures for WIDA Access. Participant will be provided with tools and resources for setting up for WIDA as well as setting up online file folders for ILP updates.

HPELW

Session Title	Session Overview
Tennis: Skill Acquisition	<p>Know: HPELW Teachers will review critical elements, instructional cues, and lead up activities for developing motor skills related to tennis and racquet sports.</p> <p>Understand: HPELW Teachers will understand the basic strategies and concepts across tennis and related racquet sports.</p> <p>Do: HPELW Teachers will analyze what skills are needed to be successful in tennis and other racquets sports addressed in the curriculum.</p>
Soccer: Skill Acquisition	<p>Know: HPELW Teachers will review critical elements, instructional cues, and lead up activities for motor skill development needed for soccer and related sports.</p> <p>Understand: HPELW Teachers will understand the basic strategies and concepts across soccer and related sports.</p> <p>Do: HPELW Teachers will analyze what skills are needed to be successful in addressing soccer in the curriculum.</p>
Fuel Up Play 60 Grants—What's in it for my school?	<p>Know: HPELW Teachers will know the grant's main focus on healthy eating and physical activity and its relationship to impacting academic achievement.</p> <p>Understand: HPELW Teachers will understand how to apply and submit a Fuel Up To Play 60 application.</p> <p>Do: HPELW teachers will input the actual data that will be needed to submit the application.</p>
Crosswalk Tool for HPELW Teacher	<p>Know: HPELW Teachers will know the seven key learning processes of the formative walkthrough.</p> <p>Understand: HPELW Teachers will understand how the key questions and key learning processes relate to Health/Wellness and Physical Education.</p>

	<p>Do: HPELW Teachers will participate in group table discussions while reviewing the crosswalk tool.</p>
Campbell Clinic: Concussions	<p>Know: HPELW Teachers will know the Causations, injury levels, treatment and concussion prevention protocols for concussions</p> <p>Understand: HPELW Teachers will understand how concussions are diagnosed and treated in both male and female athletes.</p> <p>Do: HPELW Teachers will review and practice concussion, observations and symptoms and practice medical notification protocols.</p>
Let's Move Olympics 2020 Informational	<p>Know: HPELW Teachers will know the history, timeframe, participation regulations and student participation guidelines and teacher responsibilities regarding individual school participation.</p> <p>Understand: HPELW Teachers will understand various tasks and performance components for the "Let's Move Olympics" program.</p> <p>Do: HPELW Teachers will identify and select a country to represent in the "Let's Move Olympics".</p> <p>HPELW Teachers will identify a specific sport to judge or oversee.</p>
Jr. Grizzlies- What's the league for me?	<p>Know: HPELW Teachers will know the history of the program and opportunities for starting a Junior Grizzlies League and its unique affiliation with a home NBA team</p> <p>Understand: HPELW Teachers will understand how to improve their coaching abilities along with their player basketball skills in a culture that prioritizes the health and well-being of young athletes and students. HPELW Teachers will also understand how to enhance student skill level, enjoyment, participation, and development of the game.</p> <p>Do: HPELW Teachers will practice expanding coaching I.Q. through workshop participations and hands-on skill development training.</p>
Elementary Physical Education Portfolio and Portfolio Platform	<p>Know: HPELW Teachers will know criteria needed for collecting a purposeful sampling in each performance collection.</p> <p>Understand: HPELW Teachers will understand the key portfolio components and portfolio process.</p> <p>Do: HPELW Teachers will engage in group discussion on accessing support and using the Portfolium platform.</p>

JROTC

Session Title	Session Overview
JROTC Scholarships (University of Memphis)	At the conclusion of this class, the learner will have pertinent information about how to assist students with obtaining National JROTC scholarships
Classroom Management (SFC Wooten)	At the conclusion of this class the learner will gain essential tools to help support and foster student achievement.
Best Practices (JROTC)	At the conclusion of this class, the learner will gain insight from their peers. They will share lessons that they have learned through trial and error. They will also provide feedback to the Director and Commandant.
Cadet Portfolios (SGM McDaniel)	The Commandant will provide detail information in regards to inspection criteria, supporting regulations, and norms. This will allow instructors to better prepare their Cadets for annual accreditation inspection.
Cyber Patriot (LTC Nelson)	At the conclusion of this class, the learner will know and understand the cyber command directives and practices they should be following as CAC card holders.

Library Services

Session Title	Session Overview
TEL in Context: Using the Gale in Context Databases	<p>Know:</p> <p>TEL in Context: Using the Gale in Context Databases</p> <p>The types of resources and tools available in Gale's In Context resources: Gale In Context: Middle School, High School and Opposing Viewpoints.</p> <p>Understand:</p> <ul style="list-style-type: none"> The teaching resources available in TEL including School Library Journal, lesson plans research tools available for your students when working on research projects. <p>Do:</p> <ul style="list-style-type: none"> Practice navigating and using TEL resources.
Atrium: Question and Answer Session	<p>Know:</p> <ul style="list-style-type: none"> That specific questions can be answered directly from the instructor <p>Understand:</p>

	<ul style="list-style-type: none"> The importance of having questions answered sufficiently so Atrium functions can be performed correctly to reach the maximum use of the management system <p>Do:</p> <ul style="list-style-type: none"> Ask questions to get an understanding of specific functions performed in Atrium
High School Resource and Program Guide	<p>Know:</p> <ul style="list-style-type: none"> The components of the High School Resource and Program Guide <p>Understand:</p> <ul style="list-style-type: none"> How the components of the High School Resource and Program Guide can be implemented throughout the school year? <p>Do:</p> <ul style="list-style-type: none"> Participate in small group discussions to give feedback about the High School Resource and program Guide.
Career Exploration using TEL	<p>Know:</p> <ul style="list-style-type: none"> How to look at some of the places where students can learn about different careers. With the new strategic plan emphasizing career exploration at all grade levels, find what tools you already have with TEL. to help teach students about careers. <p>Understand:</p> <ul style="list-style-type: none"> A live demo of Career Transitions which includes Day in the Life Videos of various professions, career assessments and job and education program searches <p>Do:</p> <ul style="list-style-type: none"> Practice navigating and using TEL resources.
New Features in Atrium	<p>Know:</p> <ul style="list-style-type: none"> Atrium is the library management system for the District and updates are constant. <p>Understand:</p> <ul style="list-style-type: none"> How to use the new features in Atrium effectively to provide the best possible outcome for students and staff <p>Do:</p> <ul style="list-style-type: none"> LIS will log into their school's library database and follow hands-on with the instructor to learn new features
The World Almanac Online	<p>Know:</p> <ul style="list-style-type: none"> How to access World Almanac Online How to search for and use the features and content offered <p>Understand:</p> <ul style="list-style-type: none"> How World Almanac Online can be used to strengthen library and core content instruction <p>Do:</p> <ul style="list-style-type: none"> Discuss how World Almanac Online is used in libraries Create a plan for sharing World Almanac Online and the benefits to using it with students and teachers
It's TEL-ementry: K-5 Resources available in TEL	<p>Know:</p> <p>The types of resources and tools available on TEL4U.org: The World Book Resources and Kids InfoBits.</p> <p>Understand:</p>

	<ul style="list-style-type: none"> The teaching resources available in TEL including School Library Journal, lesson plans and primary sources that can be found using the Tennessee Electronic Library. <p>Do:</p> <ul style="list-style-type: none"> Practice navigating and using TEL resources.
The World Almanac Kids	<p>Know:</p> <ul style="list-style-type: none"> How to access World Almanac Online How to search for and use the features and content offered <p>Understand:</p> <ul style="list-style-type: none"> How World Almanac Online can be used to strengthen library and core content instruction <p>Do:</p> <ul style="list-style-type: none"> Discuss how World Almanac Online is used in libraries Create a plan for sharing World Almanac Online and the benefits to using it with students and teachers

Optional Schools and Advanced Academics (AP Teachers)

Session Title	Session Overview
AP Biology AP Calculus AP Chemistry AP Computer Science AP Government AP Human Geography AP Language AP Literature AP Physics AP Psychology AP Statistics AP US History AP World History	<p><i>Know:</i> I will know the results of the Instructional Planning Report (IPR).</p> <p><i>Understand:</i> I understand how my results from the IPR relates to classroom strategies.</p> <p><i>Do:</i> I will use strategies based on the IPR data to increase my instructional effectiveness and ultimately exam passage rates.</p>

Optional Schools and Advanced Academics (IB Teachers)

Session Title	Session Overview
International Baccalaureate	<p><i>Know:</i> I will know the results of my school's IB testing from May 2019.</p> <p><i>Understand:</i> I will understand how my IB results relate to classroom strategies and affect my classroom.</p> <p><i>Do:</i> I will use strategies based on the IB data to increase my instructional effectiveness and ultimately exam passage rates.</p>

Orff Music

Session Title	Session Overview
Orff All City	Teachers will engage in school participation and preparation for the longstanding Orff tradition of the district wide production.
Portfolio Review	Teachers will receive information regarding uploading to their portfolio, examples of portfolio submissions, and additional updates from the state.
History of Orff Music	Teachers will engage in the history and traditions of Orff music and the importance of the program to the district.

Performing Arts

Session Title	Session Overview
Portfolio Basics “top tips for an efficient portfolio that demonstrates growth towards standards”	In this session teachers will review the four domains of the TN Fine Arts Portfolio. The instructional samples will emphasize the respond and connect domains, which provide guidance on literacy development and artistic proficiency through meaningful connections. These dimensions are essential in strengthening literacy development and independent artistic choices/skills.
Quick and Dirty Tips for Instrument Repair for the Busy Band Director	Description: In this session, directors will rotate among multiple work stations experiencing fixes for common repairs, focusing on preventative maintenance and student responsibilities.
Quick and Dirty Tips for Instrument Repair for the Busy Strings Director	Description: In this session, directors will rotate among multiple work stations experiencing fixes for common repairs, focusing on preventative maintenance and student responsibilities.

Choral Music PLC “Choral Festival Crash Course”	<p>KNOW: Choral rehearsals include strategies for inclusion of literacy and language development support as well as teaching good choral/vocal skills</p> <p>UNDERSTAND: Literacy and language skills support can be done alongside teaching of good choral/vocal skills.</p> <p>Be Able to DO: Include literacy and language development support in choral rehearsal instructional strategies.</p>
Dance Education PLC “ArtsFest Student Showcase Basics”	<p>KNOW: Music should be experienced through movement/dance instruction</p> <p>UNDERSTAND: Teaching movement/dance reinforces musical concepts/skills</p> <p>Be Able to DO: Design and deliver instruction to reinforce musical concepts/skills through movement/dance</p>

Response to Instruction and Intervention

Session Title	Session Overview
Updating RTI Intervention Plans in EdPlan RTI Explorer	<p>Participants will know how to access Advanced Reporting #1 in EdPlan to identify the target RTI population and how it aligns with the Comprehensive Student Review Spreadsheet.</p> <p>Participants will understand how to adequately update intervention plans in EdPlan.</p> <p>Participants will (Do) practice within the demonstration site utilizing the appropriate steps for updating intervention plans. Participants will also discuss the Classroom Walk-through Form and complete a Problem of Practice Activity.</p> <p>Facilitators: Cassandra Moore, Tamara Hampton, Jolinea Pegues, Arlandra Parker</p>
How to Progress Monitor in Illuminate FastBridge	<p>Participants will know how to create and or add students to progress monitoring groups in Illuminate FastBridge.</p> <p>Participants will understand how to administer progress monitoring to each student for the various assessments.</p>

	<p>Participants will (Do) analyze progress monitoring data using the cut scores provided in the District Implementation Guide. Participants will also discuss the Classroom Walk-through Form and complete a Problem of Practice Activity.</p> <p>Facilitators: Sharon Rice, Erika Williams, Patrick Albano, LaTisha Bryant</p>
<p>Navigating through Intervention Logging in EdPlan RTI Explorer</p>	<p>Participants will know the purpose of intervention logging.</p> <p>Participants will understand how to log interventions through the Intervention Logging Calendar in EdPlan.</p> <p>Participants will (Do) create a group and schedule an intervention. Participants will also discuss the Classroom Walk-through Form and complete a Problem of Practice Activity.</p> <p>Facilitators: LaKeva Thompson, Krystal Parson, Robin Porter, Glynis Williams</p>

School Counseling Services (K-8)

Session Title	Session Overview
<p>Adult Self Care/Creating Safe Spaces</p>	<p>De-regulated teachers cannot regulate de-regulated students. Teacher burnout, stress, and trauma can lead to de-regulation in the classroom and ineffective instruction. Meeting the social emotional needs of adults help in meeting the social emotional needs of students. In this session, participants will understand why adult self-care is important, how the social emotional competencies support self-care, and how self-care strategies lead to self-regulation and restoration.</p>
<p>ASK-A-Peer: What Works in your SCP?</p>	<p>Participants will learn about effective tools, materials and resources to promote comprehensive planning and delivery of the School Counseling Program.</p>

School Counseling Services (9-12)

Session Title	Session Overview
Review of WIDA Scores and ESL Services	English as a Second Language will provide a review of course placement procedures for EL students based on specific WIDA score ranges. Counselors will know the ELA courses appropriate for students within a specific WIDA score range. Counselors will understand that all students must completed at least one EOC English course in order to earn a Regular High School Diploma. Counselors will be able to schedule students for appropriate ELS support classes.
Student Records Compliance	Procedures for properly changing student grades will be shared with high school counselors. Counselors will know what circumstances are justifiable for grade changes. Counselors will understand the correct forms to use when changing report card grades or transcript grades. Counselors will be able to follow the steps to properly request Central Office approval for transcript grade changes.
Choice Theory	Lucy Robbins, former assistant to Dr. William Glasser, will review Choice Theory with high school counselors. Counselors will know how to implement Choice Theory strategies when forming relationships with stakeholders. Counselors will understand the general Choice Theory components.

Visual Art and Theatre

Session Title	Session Overview
Social Emotional Learning in the Visual Art Classroom	Understand Social and Emotional Learning as it connects to the art classroom. Better advocate for the SEL of your students and their art education. Explore a variety of strategies and approaches to bring SEL into your classroom.
<i>Augusta Savage: Renaissance Woman</i> Exhibition Preview	This exhibit celebrates the work and legacy of one of twentieth-century America's most influential artists. Augusta Savage (1892-1962) was a Black woman artist from the South whose career as a sculptor led her north to Harlem in 1921. Her talent, ingenuity, and determination led to her prominence and a successful career during the Harlem Renaissance. In addition to

	<p>her own artistic practice, she worked tirelessly to challenge art galleries and museums to recognize Black artists. Savage's work as an educator and activist in the Harlem community galvanized a younger generation of African American artists.</p>
Play Writing for Theatre Teachers	<p>With Lena Wallace Black from Theatre Memphis: Learn about the basics of play writing, the elements of a story, and how to encourage students to push their imaginations to the limit.</p> <p>Gain strategies for strengthening students' verbal skills, enhancing literacy, and encouraging clear communication.</p> <p>Instruct the crafting of dialogue and creation of characters.</p>

World Language

Session Title	Session Overview
Engaging Students with M.A.G.I.C. Every Day	<p>Teachers will learn how to ensure each lesson engages students and builds their proficiency. M.A.G.I.C. is a checklist that includes best practices in proficiency, brain-based learning and intercultural competence. They will learn to apply the items in the M.A.G.I.C. checklist to create engaging daily lessons.</p>
Brain Breaks in the Target Language	<p>Teachers will discover strategies for effectively and efficiently incorporating research-based brain breaks in their classrooms.</p>