



# *Summer* 2020

**PROFESSIONAL  
LEARNING GUIDE**



# TABLE OF CONTENTS

## I. SUMMER 2020 OVERVIEW

Summer 2020 Professional Learning.....	2
ELA Textbook Adoption.....	4

## II. COURSES

CCTE.....	7
Early Literacy.....	14
Educational Technology.....	16
English Language Arts.....	19
English as a Second Language.....	21
Exceptional Children.....	24
Family and Community Engagement.....	28
Federal Program.....	29
Health, PE, Lifetime Wellness.....	30
Mathematics.....	32
New Teacher Mentors.....	38
Optional Schools and Adv. Academics.....	39
Orff Music.....	40
Performing Arts.....	41
RTI2.....	42
School Counseling Services.....	45
Science.....	46
Social Studies.....	54
SEED.....	55
TEM Support.....	60
Theatre.....	61
Visual Art.....	62
World Language.....	63

## III. NEW TEACHERS

Summer Session Sign-up.....	65
New Teacher Orientation.....	66
Course Listing.....	67

## IV. CANVAS COURSES

Course Listing.....	75
---------------------	----

## V. COMMUNITY PARTNERS

Facing History.....	84
Memphis Teacher Residency.....	85
Memphis Zoo.....	86
Pinecrest Camp & Retreat.....	86



# Professional Learning Summer 2020

Greetings Educators,

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

We know summer is for reflection and rejuvenation and we hope you are able to take time this summer to do both. Reflect on the work you have done with our students this school year and focus on the successes – what worked really well and how you can continue to build on those successes. And rejuvenate. Spend time getting some much needed rest and hopefully enjoying some sunny days.

We also hope you spend some time connecting with us! We are truly excited to share this summer's catalog with you and hope you find sessions within that will leave you inspired for this upcoming school year.

In the spirit of reflection, we would be remiss not to thank all of you. To everyone who attended sessions this year, who provided valuable feedback, and for those teachers and leaders who shared their expertise with us – thank you! Without your participation, feedback, and support this work would not be possible. We also want to thank you for going along with us as we took a different approach to your professional learning this past school year. We have taken your feedback along with our lessons learned and made adjustments to our plans.

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

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

As you enjoy a well-deserved break, we encourage you to devote a little time to reviewing the professional learning opportunities you have access to in SCS and sign up for a couple that interest you. We look forward to continuing this important work with you.

Wishing you an enjoyable summer,  
Professional Learning and Support



## PROFESSIONAL LEARNING SUMMER 2020

Are you engaging in any professional learning this summer that is not currently captured in PLZ?

### **PLZ CREDIT MAY BE AVAILABLE!**

- Teachers can earn ***up to 9 professional learning hours*** during Summer 2020 that will count towards the required 64 hours for the 2020-2021 school year.
- External courses that are not offered by SCS and are not captured in PLZ can be submitted for consideration.
- For sessions occurring between June 8 – July 31, 2020, ***PLZ credit requests must be submitted June 1 - 26, 2020 for consideration.***
- Any courses submitted after June 26, 2020 will not be considered for credit.
- All requests must be submitted prior to session for consideration.
- **No post-submissions will be considered.**

### **SUBMIT COURSES FOR CONSIDERATION**

<https://tinyurl.com/SCS-PLRequest-Summer2020>

All courses are subject to approval based on professional learning guidelines.



## **CURRICULUM & INSTRUCTION ENGLISH LANGUAGE ARTS**

# **NEW ELA CURRICULA COMING SOON!**

**Grades K-5**



**Stay tuned to Teacher Weekly  
for Professional Learning  
opportunities!**

**WANT MORE INFORMATION NOW?**

*Visit the following websites:*

*<http://mhreadingwonders.com>*

*<https://bit.ly/2We1Ccv>*



## **CURRICULUM & INSTRUCTION ENGLISH LANGUAGE ARTS**

# **NEW ELA CURRICULA COMING SOON!**

**Grades 6-12**



**Stay tuned to Teacher Weekly  
for Professional Learning  
opportunities!**

**WANT MORE INFORMATION NOW?**

*Visit the following websites:*

*Pearsonschool.com/myPerspectives*

*<https://bit.ly/35iVzI1>*

**SCS**  
**PROFESSIONAL LEARNING**

# **COURSES**

**Course Title: PBL 101 Introductory Workshop**

Course Number:

- Session 1-23364 (6 rooms)
- Session 2-23365 (6 rooms)
- Session 3-23366 (6 rooms)

Department: CCTE

Grade Band: 6-12

Audience: CCTE Teachers

Course Outcomes: Gain the knowledge and skills needed to design, assess, and manage a rigorous standards-based project. Actively engage in project design and generate a project plan for your own use. Experience a blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Access online resources (including an in-workshop companion and post-workshop learning modules) that provide continued support beyond the workshop days for your PBL design and implementation in the classroom.

In-person or Virtual: Virtual Sessions

Date(s):

- Session 1-June 23, 2020 (8:30 am-3:30 pm)
- Session 2-June 24, 2020 (8:30 am-3:30 pm)
- Session 3-June 25, 2020 (8:30 am-3:30 pm)

**Course Title: Keeping the Instructional Plate Full Throughout the Meal**

Course Number:

- Session 1-23307 (4 rooms)
- Session 2-23308 (4 rooms)
- Session 3-23309 (4 rooms)
- Session 4-23311(4 rooms)
- Session 5-23312 (4 rooms)

Department: CCTE

Grade Band: 6-12

Audience: Specifically for CCTE Center teachers; All CCTE teachers can attend.

Course Outcomes: Teachers will discover methods and practices to keep students engaged throughout the entire scheduled class time. This course also focuses on block scheduling planning and instruction.

In-person or Virtual: Virtual Sessions

Date(s):

- Session 1: May 21, 2020 3:30pm-4:45 pm
  - Creating a Climate for Success: Classroom Community, Relationships, and Mindset
- Session 2: May 28, 2020 3:30pm-4:45 pm
  - Crafting Clear Objectives and Monitoring Student Progress
- Session 3: June 4, 2020 3:30pm-4:45 pm
  - Feedback and Feedforward Instruction: Promoting Growth Among All Learners
- Session 4: June 11, 2020 3:30pm-4:45 pm
  - Strategies for Effective Collaboration-Maximizing Instructional Time in Block Scheduling
- Session 5: June 18, 2020 3:30-4:45 pm
  - Classroom Leadership and Management: Tools for Navigating Common “Trouble Spots”



---

**Course Title: National Health Science Consortium Professional Development Series**

Course Number: 23367

Department: CCTE

Grade Band: 9-12

Audience: CCTE Health Science Teachers

Course Outcomes: Participants will engage with current health science topics and classroom information. Participants will Know: How to apply health science standards to classroom teaching models. Understand: The key steps and strategies to implement in the health science classroom. Do: Create a model for the upcoming school year.

In-person or Virtual: Virtual Sessions

Date(s):

- Session 1: May 19, 2020 2:00 pm-3:00 pm
- Session 2: May 26, 2020 2:00 pm-3:00 pm
- Session 3: June 2, 2020 2:00 pm-3:00 pm

---

**Course Title: Color Me Bold-All About Hair Coloring**

Course Number: 23313

Department: CCTE

Grade Band: 9-12

Audience: CCTE Cosmetology and Barbering Teachers

Course Outcomes: Are you ready to learn some of the newest and cutting edge trends in hair coloring? This session identifies methods for cosmetology and barbering teachers to work with and instruct students on hair coloring techniques.

In-person or Virtual: Virtual Sessions

Date(s):

- June 8, 2020 (9:00 am-12:00 pm)
  - Hair Color Concepts- Reinventing the color wheel + color technique
- June 9, 2020 (9:00 am-12:00 pm)
  - The New Normal: Learning How to Create in a Virtual Cosmetology Classroom
- June 10, 2020 (9:00 am-12:00 pm)
  - Student Engagement- Creating Structured Engagement in a Gen X- TikTok World

---

**Course Title: Home Builders Institute Training**

Course Number: 23316

Department: CCTE

Grade Band: 9-12

Audience: Architecture and Construction Teachers

Course Outcomes: Participants will-

Know: The contents of the HBI curriculum

Understand: How to implement the HBI curriculum in the classroom.

Do: Create training aids such as daily lesson plans, visual aids, structured practice activities, tests, and skills achievement records

In-person or Virtual: Virtual Sessions

Date(s): June 17, 2020 (12:00 pm-3:00 pm)

June 18, 2020 (12:00 pm-3:00 pm)

---

---

**Course Title: ACT and CTE**

Course Number: 23318

Department: CTE

Grade Band: 9-12

Audience: Select High School CTE Teachers\*\*

Course Outcomes: So you thought that the ACT preparation was only in the hands of general education teachers? Think again! This series will prepare CTE teachers to engage students with ACT practices in the CTE classroom. Teachers will dig into topics and data surrounding math standards and CTE.

In-person or Virtual: Virtual

Date(s):

- Session 1: May 26, 2020 9:00 am-12:00 pm
  - National Math/State Standards Overview
- Session 2: June 2, 2020 9:00 am-12:00 pm
  - National Student Data Overview
- Session 3: June 9, 2020 9:00 am-12:00 pm
  - Power Standards – Blueprint for Success
- Session 4: June 16, 2020 9:00 am-12:00 pm
  - Incorporating Standards into Daily Lessons – Effective Lesson Planning and Instructional Pacing
- Session 5: June 23, 2020 9:00 am-12:00 pm
  - Effective Instructional Engagement

---

**Course Title: ACT and CTE Middle School Edition**

Course Number: 23368

Department: CTE

Grade Band: 6-8

Audience: Select Middle School CTE Teachers\*\*

Course Outcomes: So you thought that the ACT preparation was only in the hands of general education teachers? Think again! This series will prepare CTE teachers to engage students with ACT practices in the CTE classroom. Teachers will dig into topics and data surrounding math standards and CTE.

In-person or Virtual: Virtual

Date(s):

- Session 1: June 8, 2020 9:00 am-12:00 pm
  - National Math/State Standards Overview
- Session 2: June 9, 2020 9:00 am-12:00 pm
  - National Student Data Overview
- Session 3: June 17, 2020 9:00 am-12:00 pm
  - Power Standards – Blueprint for Success
- Session 4: June 18, 2020 9:00 am-12:00 pm
  - Incorporating Standards into Daily Lessons – Effective Lesson Planning and Instructional Pacing
- Session 5: June 19, 2020 9:00 am-12:00 pm
  - Effective Instructional Engagement

---

**Course Title: Career Development – A Primer**

Course Number: 23319

Department: CTE

Grade Band: 6-12

Audience: CTE Teachers

Course Outcomes: Ask anyone what “career development” means and the responses will vary greatly. In this session, we will differentiate between career advising, career counseling, career guidance, career coaching, and career development while exploring both theory and application relevant for CTE teachers.

In-person or Virtual: Virtual

Date(s): May 19, 2020 (Select 1 Time to Attend)

Same Session Offered During The Following Times: 9:00 am-10:30 pm; 10:30 am-12:00 pm; 12:00 pm-1:30 pm; 1:30 pm-3:00 pm

---

**Course Title: But, I'm A Teacher**

Course Number: 23321

Department: CTE

Grade Band: 6-12

Audience: CTE Teachers

Course Outcomes: Teachers are asked to do a lot; CTE teachers are asked to do more! In this session, we'll discover how career advising is not the sole responsibility of school counselors while engaging in career exploration activities.

In-person or Virtual: Virtual

Date(s): May 20, 2020 (Select 1 Time to Attend)

Same Session Offered During The Following Times: 9:00 am-10:30 pm; 10:30 am-12:00 pm; 12:00 pm-1:30 pm; 1:30 pm-3:00 pm

**Course Title: From Classroom To Career**

Course Number: 23320

Department: CTE

Grade Band: 6-12

Audience: CTE Teachers

Course Outcomes: CTE teachers aim to prepare students for postsecondary pursuits, be it direct entry into the workforce or postsecondary training and education. In this session, we will review a career advising implementation guide and discuss its utility in different grade levels.

In-person or Virtual: Virtual

Date(s): May 21, 2020 (Select 1 Time to Attend)

Same Session Offered During The Following Times: 9:00 am-10:30 pm; 10:30 am-12:00 pm; 12:00 pm-1:30 pm; 1:30 pm-3:00 pm

**Course Title: Nailed It! Nail Technique Series**

Course Number: 23327

Department: CTE

Grade Band: 9-12

Audience: CTE Cosmetology and Barbering Teachers

Course Outcomes: Participants will-

Know: The fundamentals and foundation of nail applications.

Understand: Methods to teach various techniques to students.

Do: Plan implementation of strategies.

In-person or Virtual: Virtual

Date(s):

- Session 1: June 1, 2020 12:00 pm-3:00 pm
  - Acrylic 101
- Session 2: June 2, 2020 12:00 pm-3:00 pm
  - Advanced Acrylic
- Session 3: June 15, 2020 12:00 pm-3:00 pm
  - Gel Application
- Session 4: June 16, 2020 12:00 pm-3:00 pm
  - Art and Design
- Session 5: June 22, 2020 12:00 pm-3:00 pm
  - Clientele Building, Branding & Marketing with Social Media

---

**Course Title: This Means Business!**

Course Number: 23328

Department: CTE

Grade Band: 9-12

Audience: CTE Business and Marketing Teachers

Course Outcomes: Participants will-

Know: The current business trends as they relate to teaching the CTE student.

Understand: How to utilize and implement tools and data to enhance the Business classroom.

Do: Practice and discuss strategies for the classroom.

In-person or Virtual: Virtual

Date(s):

- Session 1: June 3, 2020 9:30 am-12:30 pm
  - Preparing Students for Careers in Business
- Session 2: June 10, 2020 9:30 am-12:30 pm
  - Part 1: Relevant WBL and Internship Experiences in the Business Setting
- Session 3: June 16, 2020 12:00 pm-3:00 pm
  - Part 2: Relevant WBL and Internship Experiences in the Business Setting
- Session 4: June 17, 2020 9:30 am-12:30 pm
  - Part 1: Digital Business
- Session 5: June 18, 2020 12:00 pm-3:00 pm
  - Part 2: Digital Business

---

**Course Title: Topics and Trends in the World of Beauty**

Course Number:23330

Department: CTE

Grade Band: 9-12

Audience: CTE Cosmetology and Barbering Teachers

Course Outcomes: Participants will-

Know: The techniques and steps to building a successful clientele while offering the latest trends in the cosmetology and barbering world.

Understand: How trends guide the beauty industry.

Do: Create a plan of implementation for the upcoming school year.

In-person or Virtual: Virtual

Date(s):

- Session 1: May 18, 2020 12:00 pm-3:00 pm
  - How to build Clientele
- Session 2: May 19, 2020 12:00 pm-3:00 pm
  - Knowing Your Worth
- Session 3: May 26, 2020 12:00 pm-3:00 pm
  - Creating an Image
- Session 4: May 27, 2020 12:00 pm-3:00 pm
  - Micro-Link Extensions
- Session 5: May 28, 2020 12:00 pm-3:00 pm
  - Unit Construction

---

**Course Title: It's All Mechanics to Me! Getting Down to The Automotive Class**

Course Number:23335

Department: CCTE

Grade Band: 9-12

Audience: CCTE Automotive Teachers

Course Outcomes: Participants will-

Know: The latest automotive trends surrounding hybrid safety and advanced diagnostics.

Understand: How to increase classroom engagement in the automotive classroom.

Do: Plan lessons incorporating skills for the upcoming school year.

In-person or Virtual: Virtual

Date(s):

- Session 1: May 26, 2020 9:00 am-12:00 pm
  - Labscope 101, Sensors, & Non-traditional Testing Methods
- Session 2: May 27, 2020 9:00 am-12:00 pm
  - Automotive Program – Best Practices
- Session 3: June 16, 2020 9:00 am-12:00 pm
  - Hybrid/EV Technology & Student Safety. Autonomous Vehicle Technology Update

---

**Course Title: Wheels of STEM**

Course Number: 23373

Department: CCTE

Grade Band: 3-5

Audience: CCTE Middle School STEM Teachers

Course Outcomes: Helmets up! All aboard for a bike riding educational adventure! This series will introduce participants to the Wheels of STEM curriculum. Participants will-Know: The details and parts of the Wheels of STEM curriculum; Understand: How to implement this curriculum in the STEM classroom; Do: Create an engagement plan for students.

In-person or Virtual: Virtual

Date(s):

- Series 1: May 27, 2020 9:00 am-12:00 pm
  - STEM Standards - Intro of Program Concepts (Bicycle Safety and Thinking Like a Scientists)
- Series 2: May 28, 2020 9:00 am-12:00 pm
  - STEM Standards – Nature Study Wolf River Greenway at Epping Way
- Series 3: May 29, 9:00 am-12:00 pm
  - STEM Standards – Shelby Farms Nature Study
- Series 4: June 4, 2020 9:00 am-12:00 pm
  - STEM Standards – Cityscape - Mud Island
- Series 5: June 5, 2020 9:00 am-12:00 pm
  - Maximizing Instructional Engagement

---

**Course Title: Culinary Creation**

Course Number:23370

Department: CCTE

Grade Band: 9-12

Audience: CCTE Culinary Arts Teachers

Course Outcomes: Have you been working to improve your culinary arts programs but need some additional and fresh ideas? Look no further! Join Chef Gina Neely on a culinary expedition. Participants will-Know: How to enhance the culinary arts classroom using various tools and activities. Understand: Topics and trends in culinary arts. Do: Create a plan of engagement for the next school year.

In-person or Virtual: Virtual

Date(s):

May 27, 2020 11:00 am-12:00 pm

May 28, 2020 11:00 am-12:00 pm

May 29, 2020 11:00 am-12:00 pm

---

---

**Course Title: Educating the African American Male in CCTE Series**

Course Number:23371

Department: CCTE

Grade Band: 6-12

Audience: CCTE Teachers and Administrators

Course Outcomes: This real-life inspirational story will give you goosebumps. It's a stimulating account of Craig J. Boykin's inspiring journey from GED to PhD. In this session educators will learn how to help at-risk students succeed in their classroom. Learn WHY many at-risk students aren't motivated to learn. Learn WHY many at-risk students gravitate towards sports and not education. Come learn what you as an educator can do to help the Craig's you teach daily. It's clear that students from poverty are habitually at a disadvantage when it comes to education, and educators can find it challenging to motivate such students become positively engaged in their own learning. Craig advises educators to avoid giving up on "difficult" students by deciding that certain students "can't be taught."

In-person or Virtual: Virtual

Date(s):

Session 1: June 1, 2020 10:00 am-11:30 am

Session 2: June 2, 2020 10:00 am-11:30 am

Session 3: June 3, 2020 10:00 am-11:30 am

---

**Course Title: Sanitation & safe work practices post COVID-19 (TRT)**

Course Number: 23390

Department: CCTE

Grade Band: 9-12

Audience: CCTE Cosmetology and Barbering Teachers

Course Outcomes: Barber and Beauty professionals from around the world were devastated by the effects of COVID-19 on our industry. As we prepare for the reopening of the economy join me in discussing prevention measures through education and day-to-day activities.

Upon completion of this conference educators will be able to implement a higher level of sanitation practices to prevent the spread of COVID-19 and other communicable diseases.

In-person or Virtual: Virtual

Date(s):

Session 1: June 29, 2020 9:00 am-12:00 pm

Session 2: June 30, 2020 9:00 am-12:00 pm

## Early Literacy

---

**Course Title: *Laureate Summer Learning Experience***

Course Number: COURSE #22855

Department: Early Literacy

Grade Band: K-2

Audience: **\*\*NEW\*\*** Foundational Literacy Laureates ONLY

Course Outcomes: Incoming Foundational Literacy Laureates (FLLs) will know the importance of explicit, systematic foundational skills instruction for students learning to read and comprehend texts. Laureates will understand how to engage students in strategies and activities that foster a strong foundation for early literacy and reading development. Laureates will be able to support K-2 colleagues with implementing high-quality foundational skills instruction in their classrooms. (This professional learning experience is part of a 7-Module series.)

In-person or virtual: virtual

Dates: July 21, 2020

---

**Course Title: *SRA Summer Summit***

Course Number: COURSE #22857

Department: Early Literacy

Grade Band: 6-12

Audience: Senior Reading Advisors ONLY

Course Outcomes: Senior Reading Advisors (SRAs) will know the importance of foundational skills in supporting fragile learners in middle and high schools. SRAs will understand how to provide instruction for students learning to read and comprehend texts. SRAs will be able to engage students in strategies and activities that foster a strong foundation for early literacy and reading development.

In-person or virtual: virtual

Dates: July 22, 2020 and July 23, 2020

---

**Course Title: *Early Literacy: Purposeful Practice Implementing Highly Effective Literacy Workstations***

Course Number: 22821

Department: Early Literacy

Grade Band: K-2

Audience: K-2 Teachers, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know that literacy workstations are a critical component of the 60-minute foundational literacy block. Participants will understand the processes and protocols that facilitate effective implementation of the *literacy workstations*. Participants will be able to reflect on and make appropriate adjustments to current practices in order to provide students more meaningful opportunities to practice and apply skills.

In-person or virtual: virtual

Dates: July 9, 2020

---

**Course Title: *Early Literacy: Small Group Instruction with Foundational Skills: Setting the Stage for Success***

Course Number: 22833

Department: Early Literacy

Grade Band: K-2

Audience: K-2 Teachers, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know the expectations for implementing foundational skills instruction in small groups. Participants will understand the elements and practices essential to providing high quality foundational skills instruction in small groups. Participants will be able to align explicit phonics instruction with the daily phonics skills through engagement strategies and activities in small groups.

In-person or virtual: virtual

Dates: July 9, 2020

---

---

**Course Title: *Early Literacy: Cracking the Code: Word Attack and Word Solving Strategies***

Course Number: 22828

Department: Early Literacy

Grade Band: K-2

Audience: K-2 Teachers, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know and understand the importance of word attack and word solving strategies in building student's ability to read and comprehend a variety of texts across disciplines. Participants will be able to engage students in word attack and word solving strategies for decoding words, which ultimately leads to improvement both in reading fluency and comprehension.

In-person or virtual: virtual

Dates: July 16, 2020

**Course Title: *Early Literacy for Grades 3-5: Advanced Decoding & Word Reading Strategies***

Course Number: 22832

Department: Early Literacy

Grade Band: 3-5

Audience: ELA Teachers in Grades 3-5, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know and understand the importance of word study and morphology in building student's ability to read and comprehend a variety of texts across disciplines. Participants will be able to engage students in skills and strategies for decoding and recognizing meaningful parts in multisyllabic words.

In-person or virtual: virtual

Dates: July 14, 2020

**Course Title: *Early Literacy: K-2 Foundational Skills Walkthrough Tool PD***

Course Number: 22834

Department: Early Literacy

Grade Band: K-2

Audience: K-2 Teachers, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know and understand the instructional practices aligned to each indicator of the K-2 Foundational Skills Walkthrough Tool. Participants will be able to effectively engage students in high quality foundational skills instruction and strategies expected during the 60-minute foundational skills block.

In-person or virtual: virtual

Dates: July 14, 2020 and July 16, 2020

**Course Title: *Early Literacy: Small Group Instruction with Foundational Skills: Setting the Stage for Success***

Course Number: 22833

Department: Early Literacy

Grade Band: K-2

Audience: K-2 Teachers, PLC Coaches, Instructional Facilitators, Instructional Advisors

Course Outcomes: Participants will know the expectations for implementing foundational skills instruction in small groups. Participants will understand the elements and practices essential to providing high quality foundational skills instruction in small groups. Participants will be able to align explicit phonics instruction with the daily phonics skills through engagement strategies and activities in small groups.

In-person or virtual: in-person

Dates: July 9, 2020



## Educational Technology

---

**Course Title: Microsoft TEAMS for Classroom Instruction Part I (Self-Paced)**

Course Number: CADRE305

Department: Professional Learning/Educational Technology

Grade Band: K-12, Exceptional Children

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): May 9-July 24

**Course Title: Microsoft TEAMS for Classroom Instruction Part II (Self-Paced)**

Course Number: CADRE478

Department: Professional Learning/Educational Technology

Grade Band: K-12, Exceptional Children

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the OneNote application and Assignment tab feature in the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): May 9-July 24

**Course Title: Microsoft TEAMS for Central Office Collaboration (Self-Paced)**

Course Number: CADRE325

Department: Professional Learning/Educational Technology

Grade Band: Central Office

Audience: Central Office

Course Outcomes: This course is designed to assist Central Office and Departments in understanding how to setup a virtual workspace for employees and implement Microsoft Teams for collaboration and communication.

In-person or Virtual: Virtual

Date(s): May 9-July 24

**Course Title: Advanced Features in Microsoft TEAMS for School Leaders and Central Office (Self-Paced)**

Course Number: CADRE479

Department: Professional Learning/Educational Technology

Grade Band: K-12 School-based leaders, Central Office

Audience: School-based leaders, Central Office

Course Outcomes: This course is designed to assist Central Office employees working remotely to leverage channels, tabs, apps, and Notebook to conduct daily work tasks more efficiently, manage notifications, and permissions.

In-person or Virtual: Virtual

Date(s): May 9-July 24

**Course Title: Microsoft TEAMS for School Collaboration (Self-Paced)**

Course Number: CADRE323

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: K-12 Teachers, K-12 School-based Leaders, Exceptional Children

Course Outcomes: This course is designed to assist school-based leaders and faculty in setting up classes, effective online videoconferencing, and resources to begin working remotely.

In-person or Virtual: Virtual

Date(s): May 9-July 24

---

---

**Course Title: Microsoft TEAMS Insights, Analytics, Discovery Education (Self-Paced)**

Course Number: CADRE481

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: K-12 Teachers, K-12 School-based leaders

Course Outcomes: This course is designed to leverage Microsoft TEAMS by integrating Discovery Education content and utilizing the Insights application to track student engagement and academic progress.

In-person or Virtual: Virtual

Date(s): May 9-July 24

**Course Title: Accessing Students' Microsoft Emails (Self-Paced)**

Course Number: CADRE451

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: K-12 Teachers, K-12 School-based leaders

Course Outcomes: This course is designed to provide information needed to access students' Microsoft emails, understand how to use email features within Microsoft TEAMS, and share channel conversations from a TEAMS channel.

Date(s): May 9-July 24

**Course Title: Microsoft TEAMS for Classroom Instruction Part I (Virtual Live)**

Course Number: 22647

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): June 4, June 9, June 16, June 23, June 30, July 7, July 9, July 16, July 23, July 30

**Course Title: Microsoft TEAMS for Classroom Instruction Part II (Virtual Live)**

Course Number: 22899

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the OneNote application and Assignment tab feature in the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): June 2, June 4, June 16, June 23, June 25, June 30, July 2, July 7, July 16, July 23, July 28, July 30

**Course Title: Microsoft TEAMS for Central Office Collaboration (Virtual Live)**

Course Number: 22648

Department: Professional Learning/Educational Technology

Grade Band: Central Office

Audience: Central Office

Course Outcomes: This course is designed to assist Central Office and Departments in understanding how to setup a virtual workspace for employees and implement Microsoft Teams for collaboration and communication.

In-person or Virtual: Virtual

Date(s): June 4, June 9, June 11, June 18, July 7, July 9, July 14, July 21

---

---

**Course Title: Advanced Features in Microsoft TEAMS for School Leaders and Central Office (Virtual Live)**

Course Number: 22858

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: School-based leaders, Central Office

Course Outcomes: This course is designed to assist Central Office employees working remotely to leverage channels, tabs, apps, and Notebook to conduct daily work tasks more efficiently, manage notifications and permissions.

In-person or Virtual: Virtual

Date(s): June 2, June 25, July 2, July 28

**Course Title: Microsoft TEAMS for School Collaboration (Virtual Live)**

Course Number: 22649

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: School-based leaders

Course Outcomes: This course is designed to assist school-based leaders and faculty in setting up classes, effective online videoconferencing, and resources to begin working remotely.

In-person or Virtual: Virtual

Date(s): June 2, June 11, June 18, June 23, June 25, July 2, July 14, July 21, July 23, July 28

**Course Title: Microsoft TEAMS Insights, Analytics, Discovery Education (Virtual Live)**

Course Number: 22960

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers, School-based leaders

Course Outcomes: This course is designed to maximize Microsoft TEAMS by integrating Discovery Education content and utilizing the Insights application to track student engagement and academic progress.

In-person or Virtual: Virtual

Date(s): June 2, June 9, June 11, June 16, June 18, June 23, June 30, July 2, July 9, July 14, July 16, July 21, July 23, July 30

**Course Title: Accessing Students' Microsoft Emails (Virtual Live)**

Course Number: 22646

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers, School-based leaders

Course Outcomes: This course is designed to provide information needed from PowerSchool to access students' Microsoft emails, understand how to use email features within Microsoft TEAMS, and share channel conversations from a TEAMS channel.

In-person or Virtual: Virtual

Date(s): June 4, June 9, June 11, June 16, June 18, June 25, June 30, July 7, July 9, July 14, July 16, July 21, July 28, July 30

## English Language Arts (ELA)

---

**Course Title: Writing for Understanding, K-5**

Course Number: CADRE529

Department: Professional Learning, English Language Arts

Grade Band: K-5

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Writing for Understanding, 6-8**

Course Number: CADRE530

Department: Professional Learning, English Language Arts

Grade Band: 6-8

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Writing for Understanding, 9-12**

Course Number: CADRE531

Department: Professional Learning, English Language Arts

Grade Band: 9-12

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Grammar through Writing, K-5**

Course Number: CADRE532

Department: Professional Learning, English Language Arts

Grade Band: K-5

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Grammar through Writing, 6-8**

Course Number: CADRE533

Department: Professional Learning, English Language Arts

Grade Band: 6-8

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

---

**Course Title: Grammar through Writing, 9-12**

Course Number: CADRE534

Department: Professional Learning, English Language Arts

Grade Band: 9-12

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Addressing Trends in Writing, K-5**

Course Number: CADRE535

Department: Professional Learning, English Language Arts

Grade Band: K-5

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Addressing Trends in Writing, 6-8**

Course Number: CADRE536

Department: Professional Learning, English Language Arts

Grade Band: 6-8

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

**Course Title: Addressing Trends in Writing, 9-12**

Course Number: CADRE537

Department: Professional Learning, English Language Arts

Grade Band: 9-12

Audience: Teachers

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 – July 24, 2020

## English as a Second Language (ESL)

### **Course Title: Taking the Blinders Off: K-2 Early Literacy Strategies to Support Your English Learners**

Course Number: 22652

Department: ESL

Grade Band: K-2

Audience: K-2 ESL and General Education Teachers

Course Outcomes: In this session, participants will consider preconceived notions and misconceptions about English Learners. Through examining WIDA data and student profiles, the participant will explore effective practices, discuss various strategies and learn how to implement effective language instruction. Participants will walk away with ready-to-use ideas and strategies that they will be able to immediately apply in their classrooms

In-person or Virtual: In person

Date(s): July 15, 2020

### **Course Title: Engaging Multilingual Newcomers**

Course Number: 22725

Department: ESL

Grade Band: K-12

Audience: ESL Teachers

Course Outcomes: Participants will know how to respond to the social and emotional needs of multilingual newcomers. Participants will develop strategies for building collegial relationships to support the integration of multilingual newcomers into a school community. By the end of the course, participants will be able to implement instructional strategies to advance multilingual newcomers' linguistic development and content learning.

In-person or Virtual: Virtual

Date(s): July 31, 2020

### **Course Title: WIDA Screener Certification Process**

Course Number: 22726

Department: ESL

Grade Band: K-12

Audience: ESL teachers

Course Outcomes: Participants will be guided through the following components of the WIDA Screener for students: Logistics; Administration; Scoring & Reporting; Speaking Scoring; Writing Scoring; Entering Scores in AMS; Generating Score Reports; Accommodations; Materials & Resources. By the end of the course, participants will know how to use the screener scores to schedule students and create instructional strategies to support academic achievement

In-person or Virtual: Virtual

Date(s): July 31, 2020

### **Course Title: Digging into the Social Studies Curriculum to Support All Students: Pre-Teaching Vocabulary**

Course Number: 22738, Section#36932

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to use embedded curriculum strategies for pre-teaching vocabulary to support all learners. Educators will understand how to choose key words and utilize them to pre-teach vocabulary for challenging Social Studies texts.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 23, 2020, 2:00pm-2:30pm

---

**Course Title: Digging into the Social Studies Curriculum to Support All Students: Utilizing Sentence Stems**

Course Number: 22738, Section#36933

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to use embedded curriculum strategies for utilizing Sentence Stems to support all learners. Educators will understand how to create sentence stems and utilize them for discussions in Social Studies classrooms.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 24, 2020, 2:00 pm – 2:30 pm

**Course Title: Digging into the Social Studies Curriculum to Support All Students: Reading in Triads**

Course Number: 22738, Section#36934

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to utilize reading triads to support all learners. Educators will understand how to organize and implement reading triads to promote engagement with and understanding of Social Studies texts.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 25, 2020, 2:00pm-2:30pm

**Course Title: Planning with a Purpose: Creating Lesson Plans to Address the Academic and Linguistic Needs of English Learners**

Course Number: 22757

Department: ESL

Grade Band: K-12

Audience: ESL Teachers

Course Outcomes: Participants will be introduced to research-based components that create effective lesson plans for English Learners. Participants will gain practical skills to collaborate, share, and implement lesson plans that teach content while simultaneously weaving in language. Using instructional strategies that align with these components, participants will create lesson plans aligned to the curriculum that address the academic and linguistic needs of English learners.

In-person or Virtual: Virtual (live via Teams meeting)

Date(s): June 23, 2020, 10:00 am

**Course Title: Resources and Tools for Online Teacher Collaboration between ESL and General Education Teachers**

Course Number: 22807

Department: ESL

Grade Band: K-12

Audience: ESL and General Education Teachers

Course Outcomes: Teachers will engage with brief tutorials and/or refreshers on secure and available online collaborative tools and capabilities for virtual collaboration regarding ESL instruction to support student development in both language and content. Teachers will first explore and practice integrating of online tools for setting virtual and in-person meetings, analyzing robust evidence of student work via the cloud as well as student programs (e.g. FlipGrid, RAZ, and Rosetta Stone). By the end of the session, teachers will become more familiar with the programs available to them and begin setting up systems and processes for virtual collaboration and tailoring them to the needs of their work, their colleagues, and their students.

In-person or Virtual: In-Person (TEAMS)

Date(s): June 11, 2020, 12:00-2:00

---

**Course Title: Decoding and Developing Language: Strategies for specifically combining phonics instruction with language development**

Course Number: 22789

Department: ESL

Grade Band: K-12

Audience: K-12 ESL and General Education Teachers

Course Outcomes: In this session, participants will work to gain a better understanding of how to intentionally foster the relationship between language development and foundational reading skills in their ESL lessons. Facilitators will present ideas that move beyond addressing foundational support that we typically think is for K-2 students only.

In-person or Virtual: In-Person (via virtual platform)

Dates: June 10 12 pm

**Course Title: Breaking Down Language- How to Identify the Language to Teach Through Content**

Course Number: 22758

Department: ESL

Grade Band: 9-12

Audience: High School ESL Teachers

Course Outcomes: Participants will explore the difference between teaching language and content and understand the importance of teaching language. Participants will be given steps for selecting language to highlight during instruction and will be introduced to a tool for doing so. Participants will receive opportunities for practice and will receive support with using the tool to highlight language within the curriculum used at the high school level.

In-person or Virtual: Virtual

Date(s): July 23, 2020, 10:00 am

**Course Title: Getting Back to Normal-How to Assist our SIFE (Students with Interrupted Formal Education) English Learners**

Course Number: 22760

Department: ESL

Grade Band: K-5

Audience: ESL and Gen Ed Teachers

Course Outcomes: Knowing that there will be even wider gaps in most of our SIFE EL students' education because they did not receive direct instruction from educators for a little over a fourth of the school year, this presentation endeavors to incorporate the Standards Breakdown to support teachers in knowing and understanding how to make adjustments to fill in the widening gap for our SIFE students and to utilize the ELD course to build in language supports that aid students in mastering grade-level standards

In-person or Virtual: In-Person (Teams)

Date: July 9, 2020

**Course Title: Back to Basics: ESL 101**

Course Number: 22788

Department: ESL

Grade Band: K-12

Audience: K-12 ESL Teachers (New or returning teachers in need of basic refresher)

Course Outcomes: This "Back to Basics" course will give participants the opportunity to examine or revisit concrete best practices around using baseline WIDA data, appropriately scheduling ESL students in order to best meet their needs and so much more. The aim is for participants to feel confidently informed and armed with the knowledge they need to set themselves and their students up for success in the new school year.

In-person or Virtual: In-person (via virtual platform)

Dates: July 22, 2020, 12:30 pm



**Course Title: Co-Teaching**

Course Number: 22657

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education and General Education teachers

Course Outcomes: Participants will become familiar with the different models of co-teaching provided in a setting that allows for group participation and direct modeling from presenters. Participants will use learned strategies to ensure students with special needs have enhanced access to the general curriculum and improved academic performance towards grade-level standards.

In-person or Virtual: In-Person

Date(s): June 2, 2020, 8:00-11:00

**Course Title: Co-Teaching**

Course Number: 22658

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education and General Education teachers

Course Outcomes: Participants will become familiar with the different models of co-teaching provided in a setting that allows for group participation and direct modeling from presenters. Participants will use learned strategies to ensure students with special needs have enhanced access to the general curriculum and improved academic performance towards grade-level standards.

In-person or Virtual: In-Person

Date(s): June 2, 2020, 12:00-3:00

**Course Title: Empowering Learning Communities: Building Executive Function Practices**

Course Number: 22710 Section 36899

Department: Exceptional Children

Grade Band: PreK-3

Audience: Teachers and Assistants

Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

In-person or Virtual: In-Person

Date(s): June 5, 2020

**Course Title: DEC: RTI Training for Special Educators ONLY**

Course Number: 22666

Department: Exceptional Children

Grade Band: K - 12

Audience: Special Education Teachers

Course Outcomes: Teachers will know the essential components of RTI<sup>2</sup> as related to special education including (1) Administering Benchmark Assessments, (2) Determining Tier Level, Lowest-Deficit Area, and Instructional Levels and (3) Progress Monitoring Do's and Don'ts

In-person or Virtual: In-person

Date(s): 06-09-20

**Course Title: DECHS: Principles of Transition: Focus on Adulthood**

Course Number: 22709

Department: Exceptional Children

Grade Band: 9<sup>th</sup> - 12<sup>th</sup>

Audience: High School Instructional Resources and Functional Skills Teachers

Course Outcomes: This course is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living.

In-person or Virtual: In person

Date(s): 06/11/2020

---

---

**Course Title: Empowering Learning Communities: Building Executive Function Practices**

Course Number: 22710 Section 36900

Department: Exceptional Children

Grade Band: PreK-3

Audience: Teachers and Assistants

Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

In-person or Virtual: In-Person

Date(s): June 12, 2020

**Course Title: Promoting Positive Classroom Success: Actively Engaging Parent Participation**

Department: Exceptional Children

Grade Band: PreK- 12<sup>th</sup>

Audience: SPED Teachers

Course Outcomes: SPED Teachers will learn how to employ strategies that will increase parent participation with the SPED classroom culture.

In-person or Virtual: In-person

Date(s): June 12, 2020

**Course Title: Developing an Instructionally Appropriate Individualized Education Plan**

Course Number: 22711 Section 36902

Department: Exceptional Children

Grade Band: PreK-12

Audience: SPED Teachers

Course Outcomes: Special education teachers will understand the process of developing an instructionally appropriate individualized education program (IAIEP) in order to support holistic student learning. It is essential for teachers to know the components and process of developing an instructionally appropriate individualized education program in order to remain compliant with federal and state laws regarding instructional programming for students with disabilities. Understand: When developing an IEP, there must be a link between students' needs, as identified by current data, and the interventions and supports they receive. Do: As a result of this course, teachers will understand how to write IAIEPs embedded with all of the necessary components, current information that will enhance students' academic performance and support their college and career readiness.

In-person or Virtual: In-Person

Date(s): June 17, 2020

**Course Title: DEC Community Based Instruction – for Special Educator ONLY**

Course Number: 22656

Department: Exceptional Children

Grade Band: K - 12

Audience: Special Education Teachers

Course Outcomes: Participants will know Community Based Instruction (CBI) program procedures, required documents, and data collection practices. Participants will understand how CBI facilitates lesson plan objectives, instructional strategies and mastery of skills in the natural environment. Participants will prepare draft CBI forms A & B which integrate functional activities, strategically designed for: career awareness/exploration, community involvement and independent/supportive living preparation.

In-person or Virtual: In-person

Date(s): June 18, 2020

---

**Course Title: Empowering Learning Communities: Building Executive Function Practices**

Course Number: 22710 Section 36901

Department: Exceptional Children

Grade Band: PreK-3

Audience: Teachers and Assistants.

Course Outcomes: This is a three-part module which will focus on building executive functioning skills by examining brain architecture, and through teaching flexibility and planning skills. Attendees do not have to attend all three days.

In-person or Virtual: In-Person

Date(s): June 19, 2020

**Course Title: DECHS: Best Practices for High School Functional Skills Teachers ONLY**

Course Number: 22692

Department: Exceptional Children

Grade Band: 9– 12

Audience: Functional Skills High School Special Education Teachers

Course Outcomes: Functional Skills High School teachers will know how to promote positive results for their students' academic and transition goals. After the discussion, teachers will understand how to take observable and measurable actions to improve student classroom engagement.

In-person or Virtual: In-person

Date(s): 06/23/2020

**Course Title: DECHS: Principles of Transition: Focus on Adulthood**

Course Number: 22709

Department: Exceptional Children

Grade Band: 9 - 12

Audience: High School Instructional Resources and Functional Skills Teachers

Course Outcomes: This course is designed to equip students with the knowledge and skills necessary to transition into postsecondary community involvement and independent living.

In-person or Virtual: In person

Date(s): 07/02/2020

**Course Title: IEP Compliance**

Course Number: 22661

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education Teachers

Course Outcomes: Special Education Teachers will gain a knowledge of Compliance for IEP's

In-person or Virtual: In person

Date(s): July 8, 2020 8-11 a.m.

**Course Title: IEP Compliance**

Course Number: 22662

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education Teachers

Course Outcomes: Special Education Teachers will gain a knowledge of Compliance for IEP's

In-person or Virtual: In person

Date(s): July 9, 2020 12-3 p.m.

**Course Title: Eureka Math**

Course Number: 22663

Department: Exceptional Children

Grade Band: K-5

Audience: Special Education Educators

Course Outcomes: Special Education educators will gain a general knowledge and understanding of how to navigate and utilize the resources available through the Great Minds website associated with Eureka Math.

In-person or Virtual: In-person

Date(s): July 13, 2020

---

**Course Title: Eureka Math**

Course Number: 22664

Department: Exceptional Children

Grade Band: 6-8

Audience: Special Education Educators

Course Outcomes: Special Education educators will gain a general knowledge and understanding of how to navigate and utilize the resources available through the Great Minds website associated with Eureka Math.

In-person or Virtual: In-person

Date(s): July 13, 2020, 12:00 – 3:00 p.m.

**Course Title: DEC: RTI Training for Special Educators ONLY**

Course Number: 22667

Department: Exceptional Children

Grade Band: K - 12

Audience: Special Education Teachers

Course Outcomes: Teachers will know the essential components of RTI<sup>2</sup> as related to special education including (1) Administering Benchmark Assessments, (2) Determining Tier Level, Lowest-Deficit Area, and Instructional Levels and (3) Progress Monitoring Do's and Don'ts

In-person or Virtual: In-person

Date(s): July 21, 2020

**Course Title: DECHS: Best Practices for High School Functional Skills Teachers ONLY**

Course Number: 22692

Department: Exceptional Children

Grade Band: 9 - 12

Audience: Functional Skills High School Special Education Teachers

Course Outcomes: Functional Skills High School teachers will know how to promote positive results for their students' academic and transition goals. After the discussion, teachers will understand how to take observable and measurable actions to improve student classroom engagement.

In-person or Virtual: In-person

Date(s): July 21, 2020

---

## Family and Community Engagement (FACE)

---

**Course Title: Parental Engagement in a Virtual World**

Department: Family and Community Engagement

Grade Band: K-12

Audience: Teachers and School Staff

Course Outcomes: In this session, participants will examine digital tools that promote and enhance parental engagement. Attendees will discover how the use of technology can encourage parental engagement while supporting student learning.

In-person or Virtual: Virtual

Date(s): Tuesday, June 16 at 12noon

**Course Title: Parent Involvement Matters**

Department: Family and Community Engagement

Grade Band: K-12

Audience: Teachers and School Staff

Course Outcomes: The Parental Involvement Matters session is a great source to learn ways to increase parental/guardian involvement in the school. This session will give an in-depth knowledge on how to include parents/guardians as volunteers, the vital role they play as partners in education, and ways to make our parents feel welcome.

In-person or Virtual: Virtual

Date(s): Tuesday, June 23 at 12noon

**Course Title: Finding Ingenuity when Engaging Families**

Department: Family and Community Engagement

Grade Band: K-12

Audience: Teachers and School Staff

Course Outcomes: Intentionally guide your school to reach deeper levels of engagement by exploring everyday strategies to develop positive goal-oriented relationships with families in your school. These relationships are key to our work with children and families, including the journey toward school readiness.

In-person or Virtual: Virtual

Date(s): Tuesday, June 30 at 12noon

**Course Title: How to Identify Adopters for your School**

Department: Family and Community Engagement

Grade Band: K-12

Audience: Teachers and School Staff

Course Outcomes: Participants in this session will be exposed to strategies that focus on identifying adopters that will provide resources and/or services. The session will also provide an assessment instrument schools can utilize to identify their high-priority needs and a step-by-step guide to implementing and utilizing the District's Memorandum of Understanding (MOU) with adopters.

In-Person or Virtual

## Federal Programs

---

**Course Title: SIP Planning & Development: School Improvement Leadership Teams**

Course Number: 23431

Department: Federal Programs

Grade Band: K-12

Audience: School Improvement Leadership Teams

Course Outcomes: Participants will work, in school improvement leadership teams, to develop a cohesive School Improvement Plan that meets the needs of the school and is aligned to the District Strategic Plan. Additionally, attendees will receive guidance with identifying and organizing strategies and resources to support District goals

In-Person or Virtual: In-person

Date(s): June 10, June 11, June 16, June 17, June 18, June 23, June 24, June 25, June 30, July 7, July 8, July 9, July 14, July 15, July 16

**Course Title: SIP Planning & Development: PLC Summer Institute**

Course Number: 23436

Department: Federal Programs

Grade Band: K-12

Audience: PLC Coaches

Course Outcomes: Participants will work, in school improvement leadership teams, to develop a cohesive School Improvement Plan that meets the needs of the school and is aligned to the District Strategic Plan. Additionally, attendees will receive guidance with identifying and organizing strategies and resources to support District goals

In-Person or Virtual: In-person

Date(s): July 21, July 22, July 23

## Health, Physical Education, and Lifetime Wellness (HPELW)

### **Course Title: HPELW-USTA Tennis in Schools**

Course Number: 22744

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Course Outcomes: Participants will:

Know how to provide teachers with the necessary skills and resources to provide a tennis unit in their PE classes.

Understand- how to provide quality tennis lessons through free USTA and Tennis Memphis resources.

Do- Participants will review where to access support and resources from USTA.

In-person or Virtual: Virtual

Date(s): June 4, 2020

### **Course Title: HPELW – OPEN Teacher Learning School – The Art of Academic Language of Invasion Games**

Course Number: 22783

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Course Outcomes: Participants will know what academic language is in physical education regarding invasion games and understand how to decide which vocabulary words make up the academic language of a content area. Participants will be able to create a print-rich environment, using academic language in instruction by utilizing OPEN's academic language resources.

In-person or Virtual: Virtual

Date(s): June 17, 2020

### **Course Title: HPELW: Marathon Kid's FREE Digital Lap Tracking App and Platform**

Course Number: 22745

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Course Outcomes: Participants will:

Know- Learn how to use the platform to track all types of physical activity and motivate your students to grow their progress. Understand-how to utilize customized dashboards to share data with your Principal, Parents, Students and District Leader. Do- Customize this platform to meet the needs of your school and your students.

In-person or Virtual: Virtual

Date(s): June 22, 2020

### **Course Title: HPELW: Linking Together. Strengthening Social Connection and Re-Connection in Physical Education**

Course Number: 22746

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Course Outcomes: Participates will:

Know- the opportunities for social interaction and social support in a self-selected physical activity; Identify the opportunities for social support in physical activity;

Understand how to evaluate the opportunities for social connection and re-connection through Physical Activity in Physical Education; Identify positive mental and emotional aspects of participating in a variety of physical activities; Do- Demonstrate the importance of social interaction by helping and encouraging others and providing support to classmates.

In-person or Virtual: Virtual

Date(s): July 8, 2020

---

**Course Title: Ever Fi- Integrating Digital Wellness Content into Your Curriculum**

Course Number: 22823

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Course Outcomes: Participants will:

Know best practices for integrating technology in their classrooms, including leading students through tech access and integrating both online and offline content.

Understand how to analyze the alignment of EVERFI's digital wellness courses to their state standards concerning topics like drugs, alcohol, and mental health

Do -Participate in on-line activities given for course and develop plans for integrating activities in their lessons.

Question and Answer session after activity.

In-person or Virtual: Virtual

Date(s): July 22, 2020

---

**Course Title: HPELW: Title IX**

Course Number: 22067

Department: HPELW

Grade Band: K-12

Audience: HPELW Teachers

Participants will know what District support and resources are available regarding Title IX and understand the federal law pertaining to Title IX and SCS policies regarding Title IX.

In-person or Virtual: Virtual

Date(s): July 14, 2020



## Mathematics

---

**Course Title: Let's Talk About Math: Constructing Meaningful Discourse in the Math Classroom (K-5)**

Course Number: 23382

Department: Professional Learning and Support

Grade Band: K-5

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know that mathematical discourse is an effective mathematical teaching practice.

Understand- Understand how teacher to student and student to student discourse supports students with developing understanding of math content.

Do- Participate in a math lesson and analyze the teacher moves that support mathematical discourse. Practice planning for mathematical discourse using the 5 Practices for Orchestrating Mathematical Discussion.

In-person or Virtual: In Person/Live Virtual

Date(s): June 8, June 22, July 8, July 21

---

**Course Title: Let's Talk About Math: Constructing Meaningful Discourse in the Math Classroom (6-8)**

Course Number: 23382

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know that mathematical discourse is an effective mathematical teaching practice.

Understand- Understand how teacher to student and student to student discourse supports students with developing understanding of math content.

Do- Participate in a math lesson and analyze the teacher moves that support mathematical discourse. Practice planning for mathematical discourse using the 5 Practices for Orchestrating Mathematical Discussion.

In-person or Virtual: In Person/Live Virtual

Date(s): June 8, June 22, July 8, July 21

---

**Course Title: Let's Talk About Math: Constructing Meaningful Discourse in the Math Classroom (9-12)**

Course Number: 23382

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know that mathematical discourse is an effective mathematical teaching practice.

Understand- Understand how teacher to student and student to student discourse supports students with developing understanding of math content.

Do- Participate in a math lesson and analyze the teacher moves that support mathematical discourse. Practice planning for mathematical discourse using the 5 Practices for Orchestrating Mathematical Discussion.

In-person or Virtual: In Person/Live Virtual

Date(s): June 8, June 22, July 8, July 21

---

**Course Title: Productive Struggle in Mathematics for All (K-5)**

Course Number: 23383

Department: Professional Learning and Support

Grade Band: K-5

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know the difference between productive struggle and unproductive struggle in mathematics.

Understand- Understand how to plan successful classroom math lessons that support students in productive struggle.

Do- Engage in a math task as a learner and view a model lesson of the task to analyze how the teacher successfully supports students in productive struggle. Examine student responses to determine if they support productive struggle and use strategies to provide appropriate feedback to students as needed.

In-person or Virtual: In Person/Live Virtual

Date(s): June 15, June 30, July 9, July 22

---

**Course Title: Productive Struggle in Mathematics for All (6-8)**

Course Number: 23383

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know the difference between productive struggle and unproductive struggle in mathematics.

Understand- Understand how to plan successful classroom math lessons that support students in productive struggle.

Do- Engage in a math task as a learner and view a model lesson of the task to analyze how the teacher successfully supports students in productive struggle. Examine student responses to determine if they support productive struggle and use strategies to provide appropriate feedback to students as needed.

In-person or Virtual: In Person/Live Virtual

Date(s): June 15, June 30, July 9, July 22

**Course Title: Productive Struggle in Mathematics for All (9-12)**

Course Number: 23383

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

Course Outcomes: Know- Know the difference between productive struggle and unproductive struggle in mathematics.

Understand- Understand how to plan successful classroom math lessons that support students in productive struggle.

Do- Engage in a math task as a learner and view a model lesson of the task to analyze how the teacher successfully supports students in productive struggle. Examine student responses to determine if they support productive struggle and use strategies to provide appropriate feedback to students as needed.

In-person or Virtual: In Person/Live Virtual

Date(s): June 15, June 30, July 9, July 22

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (K-5)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: K-5

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (6-8)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: 6-8

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

---

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (9-12)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: 9-12

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

**Course Title: Great Minds K-9 Eureka Trainings (Virtual)**

Course Number: 23437

Department: Professional Learning and Support

Grade Band: K-9

Audience: Teachers, Math Admin Leads

Course Outcomes: Participants will engage in vendor-led sessions on the following topics:

K-5 Fluency (June 10), K-5 Prep and Customization (June 18), K-5 Solving Word Problems (June16), K-2 Major Work of the Grade (June 9), 3-5 Major Work of the Grade (June 11), 6-9 Fluency (June 10), 6-9 Prep and Customization (June 18), 6-9 Solving Word Problems (June 11, June 17), 6-8 Major Work of the Grade (June 16)

In-person or Virtual: Virtual

Date(s): June 9, June 10, June 11, June 18, June 17, June 18

**Course Title: K-5 Math Teaching Practices**

Course Number: CADRE538

Department: Professional Learning and Support

Grade Band: K-5

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

**Course Title: 6-8 Math Teaching Practices**

Course Number: CADRE544

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

**Course Title: 9-12 Math Teaching Practices**

Course Number: CADRE547

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

**Course Title: K-5 Curriculum Mechanics**

Course Number: CADRE541

Department: Professional Learning and Support

Grade Band: K-5

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

**Course Title: K-2 Vertical Coherence**

Course Number: CADRE539

Department: Professional Learning and Support

Grade Band: K-2

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

**Course Title: 3-5 Vertical Coherence**

Course Number: CADRE540

Department: Professional Learning and Support

Grade Band: 3-5

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

**Course Title: 6-8 Vertical Coherence**

Course Number: CADRE543

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

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

Course Number: CADRE542

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

**Course Title: 9-12 Corrective Instruction**

Course Number: CADRE545

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

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

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

Do- Participants will participate in a corrective instruction cycle.

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

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

Course Number: CADRE546

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

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

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

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

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

**Course Title: K-5 Social-Emotional Learning in the Eureka Math Curriculum**

Course Number: CADRE548

Department: Professional Learning and Support

Grade Band: K-5

Audience: Teachers, Math Admin Leads

Course Outcomes: Know: The importance of social emotional learning in supporting students with academic success in mathematics

Understand: How the Eureka Curriculum integrates social emotional learning into mathematics instruction through daily lessons Do: Engage in collaboration with peers to analyze a Eureka lesson to identify how and where students experience rich opportunities to develop social emotional learning competencies.

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

**Course Title: 6-8 Social-Emotional Learning in the Eureka Math Curriculum**

Course Number: CADRE549

Department: Professional Learning and Support

Grade Band: 6-8

Audience: Teachers, Math Admin Leads

Course Outcomes: Know: The importance of social emotional learning in supporting students with academic success in mathematics

Understand: How the Eureka Curriculum integrates social emotional learning into mathematics instruction through daily lessons Do: Engage in collaboration with peers to analyze a Eureka lesson to identify how and where students experience rich opportunities to develop social emotional learning competencies.

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

**Course Title: 9-12 Social-Emotional Learning in High School Mathematics**

Course Number: CADRE550

Department: Professional Learning and Support

Grade Band: 9-12

Audience: Teachers, Math Admin Leads

Course Outcomes: Know: The importance of social emotional learning in supporting students with academic success in mathematics

Understand: How the Math curriculum integrates social emotional learning into mathematics instruction through daily lessons

Do: Engage in collaboration with peers to analyze a Math lesson to identify how and where students experience rich opportunities to develop social emotional learning competencies.

In-person or Virtual: Virtual (Canvas)

Date(s): June 8 2020, - July 24, 2020

---

## **New Teacher Mentors**

---

### **Course Title: Sustaining Coaching Capacity: Specialized Mentor Training-Invitation only**

Department: Professional Learning & Support - New Teacher Induction

Grade Band: K-12 Teachers

Audience: Returning SCS New Teacher Mentors

Course Outcomes:

New Teacher Mentors will:

- know how to facilitate collaborative learning sessions within a digital space.
- understand the value of active practice in developing new teachers.
- know how to effectively observe new teachers utilizing culturally responsive approaches.
- analyze case studies to increase their coaching ability to serve the needs of SCS new teachers.
- provide New Teacher Orientation program planning support.

In-person/Virtual: Virtual only

---

## Optional Schools and Advanced Academics

---

**Course Title: Honors Policy Compliance Training (ELA)**

Course Number: CADRE494

Department: Optional Schools and Advanced Academics

Grade Band: 6-12

Audience: Honors Teachers

Course Outcomes: Participants will know requirements for honors courses; Understand how to document compliance;  
Be able to articulate how to differentiate for honors students

In-person or Virtual: Virtual

Date(s): June 8 – July 24, 2020

**Course Title: Honors Policy Compliance Training (Math)**

Course Number: CADRE495

Department: Optional Schools and Advanced Academics

Grade Band: 6-12

Audience: Honors Teachers

Course Outcomes: Participants will know requirements for honors courses; Understand how to document compliance;  
Be able to articulate how to differentiate for honors students

In-person or Virtual: Virtual

Date(s) June 8 – July 24, 2020

**Course Title: Honors Policy Compliance Training (Science)**

Course Number: CADRE496

Department: Optional Schools and Advanced Academics

Grade Band: 6-12

Audience: Honors Teachers

Course Outcomes: Participants will know requirements for honors courses; Understand how to document compliance;  
Be able to articulate how to differentiate for honors students

In-person or Virtual: Virtual

Date(s): June 8 – July 24, 2020

**Course Title: Honors Policy Compliance Training (Social Studies)**

Course Number: CADRE497

Department: Optional Schools and Advanced Academics

Grade Band: 6-12

Audience: Honors Teachers

Course Outcomes: Participants will know requirements for honors courses; Understand how to document compliance;  
Be able to articulate how to differentiate for honors students

In-person or Virtual: Virtual

Date(s): June 8 – July 24, 2020



**Course Title: Orff Music June PLC Collaboration**

Course Number: 37032

Department: Fine Arts – Orff Music

Grade Band: K-5

Audience: Orff Music Teachers

Course Outcomes: Teachers will collaborate and share strategies that will help students with adjusting to returning back to school.

In-person or Virtual: In-Person or Virtual (TBA)

Date(s): June 11, 2020; 9 AM-12 Noon

**Course Title: Orff Music July PLC Collaboration**

Course Number: 37034

Department: Fine Arts – Orff Music

Grade Band: K-5

Audience: Orff Music Teachers

Course Outcomes: Teachers will collaborate and share strategies that will help students with adjusting to returning back to school.

In-person or Virtual: Virtual or In-Person (TBA)

Date(s): July 9, 2020 9 AM-12 Noon

**Course Title: Orff Music and the Reality of Physical Distancing**

Course Number: 37036

Department: Fine Arts – Orff Music

Grade Band: K-5

Audience: Orff Music Teachers

Course Outcomes: Participants will collaborate while creating and sharing strategies that will reflect what instruction will look like when students return to school. Areas of focus will be classroom setup, socio-emotional aspects for teachers and students, and instructional strategies that align with guidelines on touching and close contact.

In-person or Virtual: Virtual or In-Person (TBA)

Date(s): July 22 and 23, 2020; 9 AM-12 Noon

---

## Performing Arts

---

**Course Title: Tennessee Arts Academy "Empowering Arts Education in a Virtual World"**

Course Number: 37023, 37024, 37025, 37026, 37027

Department: Fine Arts – Performing Arts

Grade Band: K-12

Audience: Teachers, Administrators

Course Outcomes: Note- Application and Registration Required. The objective of the Tennessee Arts Academy is to provide exceptional quality professional development, arts training, support, encouragement, information and renewal to K-12 teachers and to promote and honor the role of the arts in the lives of all Tennesseans.

In-person or Virtual: Virtual

Date(s): July 13-17

**Course Title: 2020 Kennedy Center Summer Institute**

Course Number: 37022

Department: Fine Arts – Performing Arts

Grade Band: K-12

Audience: Teachers, Administrators

Course Outcomes: Participants will learn about arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Participants will engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

In-person or Virtual: TBD

Date(s): June 15-19, 2020

## Response to Instruction and Intervention (RTI<sup>2</sup>)

### **Course Title: RTI<sup>2</sup> Overview**

Course Number: 22889

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: New Teachers/Intervention Providers

Course Outcomes: 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.

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. Participants will identify (DO) best practices that support effective implementation of RTI<sup>2</sup> at school level.

In-person or Virtual: Live webinar

Date(s): July 27, 2020

### **Course Title: Let's DIG into RTI<sup>2</sup>: Screening and Benchmarking Process**

Course Number: 22890

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: Intervention Providers, RTI<sup>2</sup> Leads, Principals

Course Outcomes: Participants will KNOW the RTI<sup>2</sup> screening and identification process for the 2020-2021 school year. Participants will UNDERSTAND the updated RTI<sup>2</sup> expectations regarding intervention tools and assessments for the 2020-2021 school year. Participants will use the updated RTI<sup>2</sup> screening process to properly identify sample students.

In-person or Virtual: Live webinar

Date(s): July 28, 2020

### **Course Title: RTI<sup>2</sup>: Progress Monitoring in Illuminate FastBridge**

Course Number: 22891

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: Intervention Providers, RTI<sup>2</sup> Leads

Course Outcomes: Participants will KNOW how to create and/or add students to progress monitoring groups in Illuminate FastBridge. Participants will UNDERSTAND how to administer progress monitoring to each student for the various assessments.

Participants will (DO) analyze progress monitoring data using the cut scores provided in the District Implementation Guide.

In-person or Virtual: Live webinar

Date(s): July 28, 2020

### **Course Title: EdPlan RTI: RTI Explorer, Student Profile, and Intervention Plan (Vendor led)**

Course Number: 18715

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes:

Participants will KNOW how to create and update a RTI plan, generate a parent letter, and discontinue an existing plan. 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. Participants will (DO) follow along using the Hands-On Guide and plan for how to increase their comfort level and knowledge using EdPlan RTI to meet expectations.

In-person or Virtual: Live webinar

Date(s): July 14, 2020, July 21, 2020

---

**Course Title: EdPlan RTI: Intervention Logging & Group Fidelity Checks (Vendor led)**

Course Number:18713

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes:

Participants will KNOW how to schedule interventions, make calendar appointments, enter intervention logs, and complete fidelity checks in EdPlan. Participants will UNDERSTAND the purpose of the logging components and fidelity checks within the broader umbrella of RTI Explorer practices, as well as understand the resources available to them for more in-depth help. Participants will (DO) follow along using the Hands-On Guide and plan for how to increase their comfort level and knowledge using EdPlan RTI to meet expectations.

In-person or Virtual: Live webinar

Date(s): July 14, 2020, July 21, 2020

**Course Title: i-Ready: Utilizing i-Ready Resources for Small Group Instruction (Vendor led)**

Course Number: 22892

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-8

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes: Participants will KNOW the ways i-Ready supports differentiation and recognize the resources/lessons/online instruction available for reading and math intervention. Participants will UNDERSTAND how to analyze the data and use diagnostic and instruction results to determine needs for students. Participants will (DO) plan for differentiated instruction using i-Ready, including online instruction, Tools for Instruction and the Teacher Toolbox.

In-person or Virtual: Live webinar

Date(s): July 16, 2020, July 23, 2020

**Course Title: i-Ready: Teacher Toolbox and Online Instruction (Vendor led)**

Course Number: 22893

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-8

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes: Participants will KNOW the i-Ready Assessment and Instructional Cycle and available resources found in the Teacher Toolbox. Participants will UNDERSTAND how i-Ready online instruction personalizes for students and how to implement i-Ready instructional components and Teacher Toolbox resources. Participants will (DO) create effective instructional plans using i-Ready data and instructional tools including Teacher Toolbox resources, execute i-Ready implementation plans that maximize instructional impact and integrate i-Ready features and Toolbox resources into repertoire of tools used to inform and differentiate instruction.

In-person or Virtual: Live webinar

Date(s): July 16, 2020, July 23, 2020

**Course Title: Introduction to Edgenuity MyPath Reading and Math (9-12) (Vendor Led)**

Course Number:18726

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: 9-12

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes: Participants will KNOW how to manage student accounts and create user groups, to access additional administrative resources to support teachers. Participants will UNDERSTAND the MyPath process of assessment and assignment of individual learning paths from both the teacher and student experience. Participants will (DO) analyze key data to monitor student progress and discuss best practices and classroom routines.

In-person or Virtual: Live webinar

Date(s): July 16, 2020, July 23, 2020

---

**Course Title: Edgenuity: Digging Deeper into Edgenuity MyPath (9-12) (Vendor Led)**

Course Number: 22894

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: 9-12

Audience: RTI<sup>2</sup> Leads, Intervention Providers

Course Outcomes: Participants will KNOW how to measure student engagement, progress, and achievement.

Participants will UNDERSTAND the reports that indicate student development and growth. Participants will (DO) identify and interpret data to evaluate group and student progress, form targeted goals, and select success strategies to meet the goals.

In-person or Virtual: Live webinar

Date(s): July 16, 2020, July 23, 2020

---

## School Counseling Services

---

**Course Title: Stop, Opt and Go with SEL: The Three Tiers of School Counseling**

Course Number: 22848

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-12

Audience: School Counselors

Course Outcomes: As a result of this session, counselors will know the three tiers of a comprehensive school counseling program, understand how to integrate Social-Emotional Learning at each tier of the school counseling program, and be able to organize and implement a continuum of social-emotional learning activities and interventions at each level.

In-person or Virtual: In-person or Virtual

Date(s): July 10, 2020

**Course Title: Universal Design: A Deep Dive into Elementary and Middle School Counseling**

Course Number: 22846

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-8

Audience: Elementary and Middle School Counselors

Course Outcomes: As a result of this session, counselors will know the key practices and milestones that represent the universal program delivery components, understand their specific components and be able to effectively plan for and show evidence of their implementation.

In-person or Virtual: In-person or Virtual

Date(s): July 16, 2020

**Course Title: Universal Design: A Deep Dive into High School Counseling**

Course Number: 22847

Department: Student Equity, Enrollment, and Discipline

Grade Band: 9-12

Audience: High School Counselors

Course Outcomes: As a result of this session, counselors will know the key practices and milestones that represent the universal program delivery components, understand their specific components and be able to effectively plan for and show evidence of their implementation.

In-person or Virtual: In-person or Virtual

Date(s): July 17, 2020

**Course Title: Writing Appropriate and Effective Behavior Intervention Plans**

Course Number: 17554

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers, Administrators, Counselors, Coaches

Course Outcomes: In this session, participants will review the process for writing effective functional behavior assessments and behavior intervention plans. Participants will know how to operationally define a behavior, determine its function, then develop, implement, and monitor a functional assessment-based intervention plan.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

**Course Title: Social and Emotional Learning with TEM Crosswalk**

Course Number: 18403

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers, Administrators, Counselors

Course Outcomes: In this session, teachers and administrators will understand the role that social and emotional core competencies play in creating safe, engaging and personalized learning experiences for students and adults.

Participants will gain insight into how these practices look in the classroom and how they align to the Teacher Evaluation Measure (TEM).

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

## Science (C&I)

---

**Course Title: Understanding the Gaps & How to Address Them in Science**

Course Number: 22859

Department: Curriculum & Instruction

Grade Band: K-12

Audience: Teachers

Course Outcomes: Participants will review and engage in the curriculum maps. Participants will also understand how to support the students learning of the 4th quarter standards missed of 2019-2020 SY due to the Covid-19 pandemic.

In-person or Virtual: Virtual Canvas

Date(s): July 22, 2020

---

## Science (PL&S)

---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: K-5

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: 6-8

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

---

---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: 9-12

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

**Course Title: ESSA<sup>2</sup>: Employing Equitable Strategies for Students to Access a High Level of Achievement in the Science Classroom (K-5)**

Course Number: 23386

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

Know Providing all students with access to the content requires planning for environmental and instructional factors.

Understand What and how equitable instructional practices promote all students' accessibility to the content.

Do

1. Engage in a lesson plan analysis while exploring what is equity in the science classroom.
2. Critique and refine opportunities to provide equitable access points within a lesson.

In-person or Virtual: In Person/Virtual

Date(s): June 9, June 24, July 7, July 16

**Course Title: ESSA<sup>2</sup>: Employing Equitable Strategies for Students to Access a High Level of Achievement in the Science Classroom (6-8)**

Course Number: 23386

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

Know Providing all students with access to the content requires planning for environmental and instructional factors.

Understand What and how equitable instructional practices promote all students' accessibility to the content.

Do

1. Engage in a lesson plan analysis while exploring what is equity in the science classroom.
2. Critique and refine opportunities to provide equitable access points within a lesson.

In-person or Virtual: In Person/Virtual

Date(s): June 9, June 24, July 7, July 16

---



---

**Course Title: ESSA<sup>2</sup>: Employing Equitable Strategies for Students to Access a High Level of Achievement in the Science Classroom (9-12)**

Course Number: 23386

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

Know Providing all students with access to the content requires planning for environmental and instructional factors.

Understand What and how equitable instructional practices promote all students' accessibility to the content.

Do

1. Engage in a lesson plan analysis while exploring what is equity in the science classroom.

2. Critique and refine opportunities to provide equitable access points within a lesson.

In-person or Virtual: In Person/Virtual

Date(s): June 9, June 24, July 7, July 16

**Course Title: The Bridge from Theory to Effective Implementation (K-5)**

Course Number: 23387

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

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

Understand Shifting the cognitive load to students requires a process of allowing them to demonstrate knowledge of the disciplinary core ideas.

Do

1. Engage in best practice strategies to effectively gauge student mastery of the TN Academic Standards for Science.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

In-person or Virtual: In Person/Virtual

Date(s): June 10, June 19, July 1, July 23

**Course Title: The Bridge from Theory to Effective Implementation (6-8)**

Course Number: 23387

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

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

Understand Shifting the cognitive load to students requires a process of allowing them to demonstrate knowledge of the disciplinary core ideas.

Do

1. Engage in best practice strategies to effectively gauge student mastery of the TN Academic Standards for Science.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

In-person or Virtual: In Person/Virtual

Date(s): June 10, June 19, July 1, July 23

---

---

**Course Title: The Bridge from Theory to Effective Implementation (9-12)**

Course Number: 23387

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

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

Understand Shifting the cognitive load to students requires a process of allowing them to demonstrate knowledge of the disciplinary core ideas.

Do

1. Engage in best practice strategies to effectively gauge student mastery of the TN Academic Standards for Science.
2. Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

In-person or Virtual: In Person/Virtual

Date(s): June 10, June 19, July 1, July 23

---

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

Course Number: CADRE502

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE503

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

---

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

Course Number: CADRE504

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE505

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

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

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

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE506

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

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

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

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

---

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

Course Number: CADRE507

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

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

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

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE508

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

Know:

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

Understand:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE509

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

Know:

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

Understand:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

---

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

Course Number: CADRE510

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

Know:

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

Understand:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE511

Department: Professional Learning and Support

Grade Band: K-5

Audience: All Teachers

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE512

Department: Professional Learning and Support

Grade Band: 6-8

Audience: All Teachers

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

---

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

Course Number: CADRE513

Department: Professional Learning and Support

Grade Band: 9-12

Audience: All Teachers

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

In-person or Virtual: Canvas

Date(s): June 8, 2020 – July 24, 2020

## Social Studies

---

**Course Title: Digging into the Social Studies Curriculum to Support All Students: Pre-Teaching Vocabulary**

Course Number: 22738, Section#36932

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to use embedded curriculum strategies for pre-teaching vocabulary to support all learners. Educators will understand how to choose key words and utilize them to pre-teach vocabulary for challenging Social Studies texts.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 23, 2020 2:00pm-2:30pm

**Course Title: Digging into the Social Studies Curriculum to Support All Students: Utilizing Sentence Stems**

Course Number: 22738, Section#36933

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to use embedded curriculum strategies for utilizing Sentence Stems to support all learners. Educators will understand how to create sentence stems and utilize them for discussions in Social Studies classrooms.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 24, 2020 2:00pm-2:30pm

**Course Title: Digging into the Social Studies Curriculum to Support All Students: Reading in Triads**

Course Number: 22738, Section#36934

Department: Social Studies, ESL

Grade Band: K-12

Audience: K-12 ESL and Social Studies teachers

Course Outcomes: Educators will learn how to utilize reading triads to support all learners. Educators will understand how to organize and implement reading triads to promote engagement with and understanding of Social Studies texts.

In-person or Virtual: In person session offered via virtual platform

Date(s): June 25, 2020 2:00pm-2:30pm

---

## Student Equity, Enrollment, and Discipline (SEED)

### **Course Title: 504 Process and Compliance**

Course Number: 17753

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: 504 Coordinators, Case Managers, School administrators

Course Outcomes: Participants will review the 504 referral process, including continued development and overall school response. The session will explore Section 504 law, civil rights protection under 504, Student Review Team (SRT) process, 504 compliance, and management of 504 caseloads.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

### **Course Title: Adult Self Care**

Course Number: 18404

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers

Course Outcomes: Dis-regulated teachers cannot regulate dis-regulated students. Teacher burnout, toxic stress, and trauma can lead to dis-regulation in the classroom and ineffective instruction. Meeting the social emotional needs of adults helps in meeting the social emotional needs of students. In this session, teachers will learn how to practice self-care using strategies that lead to self-regulation and restoration.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

### **Course Title: Adverse Childhood Experiences (ACEs) Awareness Training**

Course Number: 18400

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Central Office, School Staff

Course Outcomes: This session will increase participants' understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the likelihood that he or she will experience developmental delays and health problems in the future. Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways. This session is for staff new to SCS for the 2019-2020 school year or staff that have yet to attend this training.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

### **Course Title: Basic Classroom Management: Establishing Norms**

Course Number: 17552

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers and administrators (Required for New Teachers)

Course Outcomes: This course presented by the Office of Student Equity, Enrollment and Discipline will provide clarity regarding discipline processes, policies and expectations for teachers when dealing with student behavioral challenges. Teachers will discuss strategies and learn to implement general classroom.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD



---

**Course Title: Bullying, Cyberbullying, Intimidation and Harassment: Updates and Best Practices to SCS Policy 6046**

Course Number: 16807

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Principals, Assistant Principals, Counselors, other Administrators

Course Outcomes: Participants will know and understand the state and federal requirements for responding appropriately to bullying, cyber-bullying, intimidation, and harassment claims

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: Classroom Management: Introduction to Restorative Practices**

Course Number: 18401

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: District and school level administrators

Course Outcomes: Restorative practices have been proven effective in reducing misbehavior, bullying, violence, and crime among students while improving the overall climate for learning in schools. Participants in this session will explore the basics of restorative practices including how to use classroom circles as a way to ensure a safe and positive learning environment. This training is recommended for district- and school-level administrators responsible for school discipline policies and practices. This training is a required pre-requisite for Restorative Circles.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: Creating Safe Spaces**

Course Number: 18405

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: School administrators, teachers, staff

Course Outcomes: Students need to feel safe in order to learn. Providing them with the emotional, physical, and academic safety they need, can ensure all children are given the opportunity to achieve at their highest levels. In this session, participants will learn how to design, implement and effectively use safe spaces in the classroom to help students with self-regulation and ensure that all students are able to appropriately engage in the learning process.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: Culturally Responsive Teaching & Learning**

Course Number: 17549

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers, Administrators, Counselors, Coaches

Course Outcomes: How do you reach students who are culturally and racially different from you? To be effective in multicultural classrooms, teachers must relate teaching content to the cultural backgrounds of their students. In this session, participants will explore the importance of culturally responsive teaching and learning (CRLT), and learn practical strategies that will help them address the needs of diverse student populations.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: PowerSchool Attendance Clerical Training**

Course Number: 18740

Department: Student Equity Enrollment and Discipline

Grade Band: All

Audience: Attendance Clerical

Course Outcomes: The training will provide school attendance clerical staff with the tools needed to successfully carry out day-to-day responsibilities. The training will provide clerical staff with an understanding of district and state mandated guidelines surrounding attendance.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: PowerSchool Registration Training**

Course Number: 17174

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: School staff

Course Outcomes: This session will help ensure school registration teams, clerical staff, GOS, and administrators have the necessary information to successfully manage registration and enrollment. Participants will receive training on registration and enrollment using the PowerSchool and PowerSchool Registration systems. Attendees must have completed PowerSchool training prior to this course.

In-person or Virtual: In Person or Virtual

Date(s): TBD

**Course Title: PowerSchool Registration Training – Central Office**

Course Number: 17173

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Central Office staff

Course Outcomes: This session will provide Central Office staff with the necessary information to successfully manage registration and enrollment. Participants will receive training on registration and enrollment using the PowerSchool and PowerSchool Registration systems. Staff members from ESL, FACE, SSLA, Welcome Center and other central office departments that work with registration and enrollment are asked to attend.

In-person or Virtual: In Person or Virtual

Date(s): TBD

**Course Title: Regulate to De-Escalate Training**

Course Number: 17683

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-12

Audience: Teachers, Administrators, Counselors, Interventionists, Central Office

Course Outcomes: Student behavior is a form of communication and when it is negative it can drastically disrupt the learning environment. It is often difficult for a teacher to determine the root cause of the behavior and address it effectively in a crowded classroom. In this session, participants will examine triggers that lead to heightened behaviors, types of interactions to avoid, and de-escalation strategies that emphasize how to be proactive with students that struggle with emotional regulation. As a result of this training, teachers will have the skills to turn a classroom of Incredible Hulks back into mild-mannered David Banners.

In-person or Virtual: In Person or Virtual

Date(s): TBD

---

**Course Title: Six Pillars of Trauma Informed Practices**

Course Number: 17608

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-12

Audience: Trauma Informed Schools Staff

Course Outcomes: In this follow up to Building Strong Brains training, trauma informed school staff will gain insight into the Six Pillars of Trauma Informed Practices that focus on establishing flexibility within a predictable structure, building supportive relationships, creating safe spaces, empowering student voice and choice, teaching and supporting regulation, and using discipline to teach not punish.

In-person or Virtual: In Person or Virtual

Date(s): TBD

**Course Title: Social and Emotional Learning with TEM Crosswalk**

Course Number: 18403

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers, Administrators, Counselors

Course Outcomes: In this session, teachers and administrators will understand the role that social and emotional core competencies play in creating safe, engaging and personalized learning experiences for students and adults.

Participants will gain insight into how these practices look in the classroom and how they align to the Teacher Evaluation Measure (TEM).

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

**Course Title: Stop, Opt and Go with SEL: The Three Tiers of School Counseling**

Course Number: 22848

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-12

Audience: School Counselors

Course Outcomes: As a result of this session, counselors will know the three tiers of a comprehensive school counseling program, understand how to integrate Social-Emotional Learning at each tier of the school counseling program, and be able to organize and implement a continuum of social-emotional learning activities and interventions at each level.

In-person or Virtual: In-person or Virtual

Date(s): July 10, 2020

**Course Title: Truancy and PowerSchool Processes**

Course Number: 21177

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Administrators and clerical staff

Course Outcomes: In this session, administrators and clerical staff will review the truancy process including state and district policies for tiered intervention, Student Attendance Review Team (SART) procedures, and PowerSchool reporting. Participants will learn how to generate and analyze their own PowerSchool truancy report and determine next steps based on data. Both a school administrator and clerical must attend.

In-person or Virtual: In Person or Virtual

Date(s): TBD

**Course Title: Universal Design: A Deep Dive into Elementary and Middle School Counseling**

Course Number: 22846

Department: Student Equity, Enrollment, and Discipline

Grade Band: K-8

Audience: Elementary and Middle School Counselors

Course Outcomes: As a result of this session, counselors will know the key practices and milestones that represent the universal program delivery components, understand their specific components and be able to effectively plan for and show evidence of their implementation.

In-person or Virtual: In-person or Virtual

Date(s): July 16, 2020

---

---

**Course Title: Universal Design: A Deep Dive into High School Counseling**

Course Number: 22847

Department: Student Equity, Enrollment, and Discipline

Grade Band: 9-12

Audience: High School Counselors

Course Outcomes: As a result of this session, counselors will know the key practices and milestones that represent the universal program delivery components, understand their specific components and be able to effectively plan for and show evidence of their implementation.

In-person or Virtual: In-person or Virtual

Date(s): July 17, 2020

**Course Title: Writing Appropriate and Effective Behavior Intervention Plans**

Course Number: 17554

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers, Administrators, Counselors, Coaches

Course Outcomes: In this session, participants will review the process for writing effective functional behavior assessments and behavior intervention plans. Participants will know how to operationally define a behavior, determine its function, then develop, implement, and monitor a functional assessment-based intervention plan.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

---

**Course Title: Finessing the Lesson: A Deep Dive into the TEM Rubric (Teach 1)**

Course Number: 23388

Department: Professional Learning and Support

Grade Band: K-12

Audience: All Teachers

Course Outcomes:

Know

A strong lesson requires the alignment of tasks to the standards so that students have observable and measurable outcomes.

Understand

- Engaging in the process of planning a lesson that aligns the objective to the activities and assessment strengthens an instructional sequence.

- Modeling and communicating the lesson objective to help students take ownership of their learning.

Do

- Review and analyze the criteria of TEM rubric Teach 1.

- View and evaluate a teacher's opening for the aspects of Teach 1.

- Utilize the lesson practice protocol to rehearse a lesson opening and receive feedback.

In-person or Virtual: Virtual

Date(s): June 8, June 17

---

**Course Title: Finessing the Lesson: A Deep Dive into the TEM Rubric (Teach 4)**

Course Number: 23388

Department: Professional Learning and Support

Grade Band: K-12

Audience: All Teachers

Course Outcomes:

Know

Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.

Understand

Employing structured thinking strategies gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.

Do

- Review and analyze the criteria of TEM rubric Teach 4.

- Observe and analyze a lesson for implementation of engagement strategies.

- Examine a lesson and determine appropriate engagement opportunities.

In-person or Virtual: Virtual

Date(s): June 11, June 24

## Theatre

---

**Course Title: 2020-2021 Drama Teacher Academy**

Course Number: 22826

Department: Fine Arts – Theatre

Grade Band: K-12

Audience: Theatre Teachers

Course Outcomes: Theatre teachers will receive classroom materials, educational resources, and professional development. Teachers will understand strategies for classroom management and instruction. Teachers will be able to instruct students on acting/performance, tech/design, and production.

In-person or Virtual: Virtual

Date(s): June 1 – July 15

**Course Title: 2020 Kennedy Center Summer Institute**

Course Number: 22818

Department: Fine Arts

Grade Band: K-12

Audience: All Teachers

Course Outcomes: Participants will learn about arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Participants will engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

In-person or Virtual: In-person (Virtual option if necessary)

Date(s): June 15-19

**Course Title: 2020 Tennessee Arts Academy “Empowering Arts Education in a Virtual World”**

Course Number: 22820

Department: Fine Arts

Grade Band: K-12

Audience: Fine Arts Teachers

Course Outcomes: Note- Application and Registration Required. The objective of the Tennessee Arts Academy is to provide exceptional quality professional development, arts training, support, encouragement, information and renewal to K-12 teachers and to promote and honor the role of the arts in the lives of all Tennesseans.

In-person or Virtual: Virtual

Date(s): July 13-17

---

## Visual Arts

---

**Course Title: 2020-2021 Art Ed PRO**

Course Number: 22822

Department: Fine Arts – Visual Art

Grade Band: K-12

Audience: Visual Art Teachers

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

In-person or Virtual: Virtual

Date(s): June 1 – July 15

**Course Title: 2020 Kennedy Center Summer Institute**

Course Number: 22818

Department: Fine Arts

Grade Band: K-12

Audience: All Teachers

Course Outcomes: Participants will learn about arts integration as an approach to teaching in which students construct and demonstrate understanding through an art form. Participants will engage in a creative process that connects an art form and another subject area and meets evolving objectives in both.

In-person or Virtual: In-person (Virtual option if necessary)

Date(s): June 15-19

**Course Title: 2020 Tennessee Arts Academy “Empowering Arts Education in a Virtual World”**

Course Number: 22820

Department: Fine Arts

Grade Band: K-12

Audience: Fine Arts Teachers

Course Outcomes: Note- Application and Registration Required. The objective of the Tennessee Arts Academy is to provide exceptional quality professional development, arts training, support, encouragement, information and renewal to K-12 teachers and to promote and honor the role of the arts in the lives of all Tennesseans.

In-person or Virtual: Virtual

Date(s): July 13-17

---

## World Language

---

### **Course Title: Using Authentic Text in the World Language Classroom**

Department: Curriculum & Instruction, World Language

Grade Band: K-12

Audience: World Language Teachers

Course Outcomes: Teachers will know that selecting relevant and real-world texts will increase both literacy skills and communication proficiency. Teachers will understand how matching text and task improves student literacy skills in the target language that leads to mastery, achievement and growth. Teachers will be able to select appropriate text and create proficiency level appropriate tasks to increase competence.

In-person or Virtual: Virtual

Date(s): July 2020

---



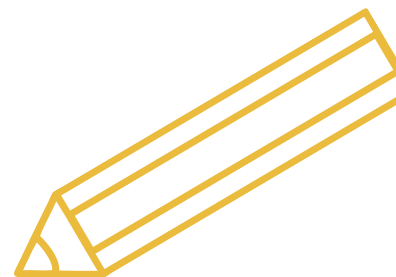
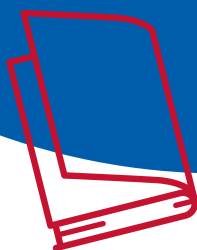
**SCS**  
**PROFESSIONAL LEARNING**

# **NEW TEACHER COURSES**

# WELCOME NEW TEACHERS!

Get a jumpstart on a great first year by attending Summer Professional Learning.

Let us know if you're interested in Summer Learning at:  
<https://bit.ly/SCSsummer>





# NEW TEACHER ORIENTATION

*Save the Date!*

**When:** July 30 & 31, 2020 | 8:00 am - 3:30 PM

**Where:** Southwind High School  
7900 E. Shelby Dr, Memphis, TN 38125

New Teacher Orientation (NTO) marks the beginning of the Teacher Induction Process for newly certificated teachers, and teachers new to the district. At NTO, teachers are introduced to the school system's mission, goals, expectations, and initiatives, including Destination 2025.

**REGISTER TODAY:**  
<https://bit.ly/scsnto2020>

**Course Title: PBL 101 Introductory Workshop**

Course Number:

- Session 1-23364 (6 rooms)
- Session 2-23365 (6 rooms)
- Session 3-23366 (6 rooms)

Department: CTE

Grade Band: 6-12

Audience: CTE Teachers

Course Outcomes: Gain the knowledge and skills needed to design, assess, and manage a rigorous standards-based project. Actively engage in project design and generate a project plan for your own use. Experience a blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Access online resources (including an in-workshop companion and post-workshop learning modules) that provide continued support beyond the workshop days for your PBL design and implementation in the classroom.

In-person or Virtual: Virtual Sessions

Date(s):

- Session 1-June 23, 2020 (8:30 am-3:30 pm)
- Session 2-June 24, 2020 (8:30 am-3:30 pm)
- Session 3-June 25, 2020 (8:30 am-3:30 pm)

**Course Title: Career Development – A Primer**

Course Number:23319

Department: CTE

Grade Band: 6-12

Audience: CTE Teachers

Course Outcomes: Ask anyone what “career development” means and the responses will vary greatly. In this session, we will differentiate between career advising, career counseling, career guidance, career coaching, and career development while exploring both theory and application relevant for CTE teachers.

In-person or Virtual: Virtual

Date(s): May 19, 2020 (Select 1 Time to Attend)

Same Session Offered During The Following Times: 9:00 am-10:30 pm; 10:30 am-12:00 pm; 12:00 pm-1:30 pm; 1:30 pm-3:00 pm

**Course Title: Microsoft TEAMS for Classroom Instruction Part I (Virtual Live)**

Course Number: 22647

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): June 4, June 9, June 16, June 23, June 30, July 7, July 9, July 16, July 23, July 30

**Course Title: Microsoft TEAMS for Classroom Instruction Part II (Virtual Live)**

Course Number: 22899

Department: Professional Learning/Educational Technology

Grade Band: K-12

Audience: Teachers

Course Outcomes: This course is designed to help classroom educators successfully create, deliver, and evaluate virtual learning opportunities for their students using the OneNote application and Assignment tab feature in the Microsoft Teams platform.

In-person or Virtual: Virtual

Date(s): June 2, June 4, June 16, June 23, June 25, June 30, July 2, July 7, July 16, July 23, July 28, July 30

---

**Course Title: Back to Basics: ESL 101**

Course Number: 22788

Department: ESL

Grade Band: K-12

Audience: K-12 ESL Teachers (New or returning teachers in need of basic refresher)

Course Outcomes: This “Back to Basics” course will give participants the opportunity to examine or revisit concrete best practices around using baseline WIDA data, appropriately scheduling ESL students in order to best meet their needs and so much more. The aim is for participants to feel confidently informed and armed with the knowledge they need to set themselves and their students up for success in the new school year.

In-person or Virtual: In-person (via virtual platform)

Dates: July 22, 2020, 12:30 pm

**Course Title: Co-Teaching**

Course Number: 22657

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education and General Education teachers

Course Outcomes: Participants will become familiar with the different models of co-teaching provided in a setting that allows for group participation and direct modeling from presenters. Participants will use learned strategies to ensure students with special needs have enhanced access to the general curriculum and improved academic performance towards grade-level standards.

In-person or Virtual: In-Person

Date(s): June 2, 2020, 8:00-11:00

**Course Title: Co-Teaching**

Course Number: 22658

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education and General Education teachers

Course Outcomes: Participants will become familiar with the different models of co-teaching provided in a setting that allows for group participation and direct modeling from presenters. Participants will use learned strategies to ensure students with special needs have enhanced access to the general curriculum and improved academic performance towards grade-level standards.

In-person or Virtual: In-Person

Date(s): June 2, 2020, 12:00-3:00

**Course Title: Developing an Instructionally Appropriate Individualized Education Plan**

Course Number: 22711 Section 36902

Department: Exceptional Children

Grade Band: PreK-12

Audience: SPED Teachers

Course Outcomes: Special education teachers will understand the process of developing an instructionally appropriate individualized education program (IAIEP) in order to support holistic student learning. It is essential for teachers to know the components and process of developing an instructionally appropriate individualized education program in order to remain compliant with federal and state laws regarding instructional programming for students with disabilities. Understand: When developing an IEP, there must be a link between students’ needs, as identified by current data, and the interventions and supports they receive. Do: As a result of this course, teachers will understand how to write IAIEPs embedded with all of the necessary components, current information that will enhance students' academic performance and support their college and career readiness.

In-person or Virtual: In-Person

Date(s): June 17, 2020

---

**Course Title: IEP Compliance**

Course Number: 22661

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education Teachers

Course Outcomes: Special Education Teachers will gain a knowledge of Compliance for IEP's

In-person or Virtual: In person

Date(s): July 8, 2020 8-11 a.m.

**Course Title: IEP Compliance**

Course Number: 22662

Department: Exceptional Children

Grade Band: K-12

Audience: Special Education Teachers

Course Outcomes: Special Education Teachers will gain a knowledge of Compliance for IEP's

In-person or Virtual: In person

Date(s): July 9, 2020 12-3 p.m.

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (K-5)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: K-5

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (6-8)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: 6-8

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

**Course Title: The Teacher's Lounge: What's a Math Teacher to Do? (9-12)**

Course Number: 23384

Department: Professional Learning and Support

Grade Band: 9-12

Audience: New Teachers

Course Outcomes: Know-Participants will know how the components and structure of the SCS math curriculum is used for effective mathematics instruction.

Understand-Participants will understand how to analyze academic standards in order to ensure high quality instruction.

Do-Participants will use strategies to plan an upcoming lesson and practice delivery using a Eureka Math protocol.

In-person or Virtual: In Person/Virtual

Date(s): June 25, July 14

---

---

**Course Title: RTI<sup>2</sup> Overview**

Course Number: 22889

Department: Curriculum & Instruction-RTI<sup>2</sup>

Grade Band: K-12

Audience: New Teachers/Intervention Providers

Course Outcomes: 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. 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. Participants will identify (DO) best practices that support effective implementation of RTI<sup>2</sup> at school level.

In-person or Virtual: Live webinar

Date(s): July 27, 2020

---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: K-5

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: 6-8

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

---



---

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

Course Number: 23385

Department: Professional Learning and Support

Grade Band: 9-12

Audience: New Teachers

Course Outcomes:

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

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

Do

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

In-person or Virtual: In Person/Virtual

Date(s): June 29, July 15

---

**Course Title: Adverse Childhood Experiences (ACEs) Awareness Training**

Course Number: 18400

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Central Office, School Staff

Course Outcomes: This session will increase participants' understanding of how exposure to multiple and severe stressors can profoundly affect how children interpret their world. The more ACEs a child has been exposed, the greater the likelihood that he or she will experience developmental delays and health problems in the future.

Increasing the awareness of ACEs in children and looking at students through a trauma-sensitive lens opens an opportunity to approach teaching and learning in new ways. This session is for staff new to SCS for the 2019-2020 school year or staff that have yet to attend this training.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: Basic Classroom Management: Establishing Norms**

Course Number: 17552

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: Teachers and administrators (Required for New Teachers)

Course Outcomes: This course presented by the Office of Student Equity, Enrollment and Discipline will provide clarity regarding discipline processes, policies and expectations for teachers when dealing with student behavioral challenges. Teachers will discuss strategies and learn to implement general classroom.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---

**Course Title: Classroom Management: Introduction to Restorative Practices**

Course Number: 18401

Department: Student Equity, Enrollment, and Discipline

Grade Band: All

Audience: District and school level administrators

Course Outcomes: Restorative practices have been proven effective in reducing misbehavior, bullying, violence, and crime among students while improving the overall climate for learning in schools. Participants in this session will explore the basics of restorative practices including how to use classroom circles as a way to ensure a safe and positive learning environment. This training is recommended for district- and school-level administrators responsible for school discipline policies and practices. This training is a required pre-requisite for Restorative Circles.

In-Person or Virtual: In-Person or Virtual

Date(s): TBD

---



---

**Course Title: Finessing the Lesson: A Deep Dive into the TEM Rubric (Teach 1)**

Course Number: 23388

Department: Professional Learning and Support

Grade Band: K-12

Audience: All Teachers

Course Outcomes:

Know

A strong lesson requires the alignment of tasks to the standards so that students have observable and measurable outcomes.

Understand

- Engaging in the process of planning a lesson that aligns the objective to the activities and assessment strengthens an instructional sequence.

- Modeling and communicating the lesson objective to help students take ownership of their learning.

Do

- Review and analyze the criteria of TEM rubric Teach 1.

- View and evaluate a teacher's opening for the aspects of Teach 1.

- Utilize the lesson practice protocol to rehearse a lesson opening and receive feedback.

In-person or Virtual: Virtual

Date(s): June 8, June 17

---

**Course Title: Finessing the Lesson: A Deep Dive into the TEM Rubric (Teach 4)**

Course Number: 23388

Department: Professional Learning and Support

Grade Band: K-12

Audience: All Teachers

Course Outcomes:

Know

Purposefully embedding opportunities for students to engage emotionally, behaviorally and cognitively in lesson content will support their learning across all subject areas.

Understand

Employing structured thinking strategies gives all students opportunities to deeply engage in their learning and do the majority of the cognitive work.

Do

- Review and analyze the criteria of TEM rubric Teach 4.

- Observe and analyze a lesson for implementation of engagement strategies.

- Examine a lesson and determine appropriate engagement opportunities.

In-person or Virtual: Virtual

Date(s): June 11, June 24

---

**SCS**  
**PROFESSIONAL LEARNING**

# **CANVAS COURSES**



## **CANVAS SELF-ENROLLMENT**

# **CANVAS COURSES ARE AVAILABLE THIS SUMMER!**

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

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

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

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

### **Summer Canvas Term Information**

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

### **Summer Canvas Term Course Listing**

---

#### **Course Title: Understanding DCI Progression in Science K-12**

Course Number: CADRE480

Department: Science

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

#### **Course Title: DEC: Working Together (Paraprofessionals and Teachers) – Making a Difference**

Course Number: CADRE483

Department: Exceptional Children

Course Outcomes: Special Education Teachers will know how to direct paraprofessionals to provide duties that support high quality instruction and the personal care of students with diverse needs – guide paraprofessionals to ensure the confidentiality of student information. Special Education Teachers will understand the roles that paraprofessionals will play in supporting high quality instruction to students with diverse needs. Special Education Teachers will understand the need to effectively communicate with paraprofessionals reasons to main the privacy of students with diverse needs. Special Education Teachers will access a series of three modules that will define roles and responsibilities of paraprofessionals. And, enhance their ability to implement appropriate job-related tasks for paraprofessionals.

#### **Course Title: DEC: Reevaluation – Fitting the Pieces Together to Make a Difference**

Course Number: CADRE484

Department: Exceptional Children

Course Outcomes: Know: (overarching understanding written as a statement) The learner will know the process and steps for completing the 3 year re-evaluation process for students with disabilities. Understand: (objective of the entire course) The learner will understand how data collection is a part of the re-evaluation process for students with disabilities and how to complete a Re-evaluation Summary Report. Do (Outcome): As a result of this course, the learner will be able to accurately use data to determine continued eligibility for special education services of students with disabilities.

#### **Course Title: Supporting Dually Identified Students through Collaboration and Understanding Policy**

Course Number: CADRE491

Department: Exceptional Children & ESL

Course Outcomes: Know: After completing the course, participants will know the importance of understanding ESL Policy and IDEA and the significance of working together to ensure effective growth, both developmental and social, occurs for all students. Understand: Teachers will understand how to collaborate effectively to coordinate services for Dually Identified students, align goals on the IEP and ILP, and work together to recommend high leverage strategies during the collaborative planning process with Gen-Ed teachers. Do (Outcome): As a result of engaging in this course, teachers will know how ESL Policy and IDEA are used to guide decisions for services and decision-making regarding instructing Dually Identified English Language Learners and implement effective strategies to support learning in the classroom.

#### **Course Title: DEC: IEP Transition Planning**

Course Number: CADRE493

Department: Exceptional Children

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

---

---

**Course Title: Honors Policy Compliance Training – ELA**

Course Number: CADRE494

Department: Advanced Academics

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

**Course Title: Honors Policy Compliance Training - Math**

Course Number: CADRE495

Department: Advanced Academics

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

**Course Title: Honors Policy Compliance Training – Science**

Course Number: CADRE496

Department: Advanced Academics

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

**Course Title: Honors Policy Compliance Training – Social Studies**

Course Number: CADRE497

Department: Advanced Academics

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

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

Course Number: CADRE502

Department: Science

Course Outcomes:

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

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

Do

1. Explore curricular resources to plan for effective three-dimensional science instruction.

Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

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

Course Number: CADRE503

Department: Science

Course Outcomes:

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

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

Do

1. Explore curricular resources to plan for effective three-dimensional science instruction.

Reflect on best-practice instructional strategies to determine standard alignment and examine how its implementation shifts the cognitive load to students.

---

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

Course Number: CADRE504

Department: Science

Course Outcomes:

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

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

Do

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

---

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

Course Number: CADRE505

Department: Science

Course Outcomes:

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

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

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

---

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

Course Number: CADRE506

Department: Science

Course Outcomes:

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

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

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

---

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

Course Number: CADRE507

Department: Science

Course Outcomes:

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

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

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

---

---

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

Course Number: CADRE508

Department: Science

Course Outcomes:

Know:

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

Understand:

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

Do:

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

---

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

Course Number: CADRE509

Department: Science

Course Outcomes:

Know:

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

Understand:

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

Do:

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

---

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

Course Number: CADRE510

Department: Science

Course Outcomes:

Know:

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

Understand:

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

Do:

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

---

---

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

Course Number: CADRE511

Department: Science

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

---

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

Course Number: CADRE512

Department: Science

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

---

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

Course Number: CADRE513

Department: Science

Course Outcomes:

Know:

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

Understanding:

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

Do:

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

---

**Course Title: Writing for Understanding, K-5**

Course Number: CADRE529

Department: ELA

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

---

**Course Title: Writing for Understanding, 6-8**

Course Number: CADRE530

Department: ELA

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

---



---

**Course Title: Writing for Understanding, 9-12**

Course Number: CADRE531

Department: ELA

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

**Course Title: Grammar through Writing, K-5**

Course Number: CADRE532

Department: ELA

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

**Course Title: Grammar through Writing, 6-8**

Course Number: CADRE533

Department: ELA

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

**Course Title: Grammar through Writing, 9-12**

Course Number: CADRE534

Department: ELA

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

**Course Title: Addressing Trends in Writing, K-5**

Course Number: CADRE535

Department: ELA

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

**Course Title: Addressing Trends in Writing, 6-8**

Course Number: CADRE536

Department: ELA

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

**Course Title: Addressing Trends in Writing, 9-12**

Course Number: CADRE537

Department: ELA

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

**Course Title: K-5 Math Teaching Practices**

Course Number: CADRE538

Department: Mathematics

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

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

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

**Course Title: 6-8 Math Teaching Practices**

Course Number: CADRE544

Department: Mathematics

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

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

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

---

---

**Course Title: 9-12 Math Teaching Practices**

Course Number: CADRE547

Department: Mathematics

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

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

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

---

**Course Title: K-5 Curriculum Mechanics**

Course Number: CADRE541

Department: Mathematics

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

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

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

---

**Course Title: K-2 Vertical Coherence**

Course Number: CADRE539

Department: Mathematics

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

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

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

---

**Course Title: 3-5 Vertical Coherence**

Course Number: CADRE540

Department: Mathematics

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

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

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

---

**Course Title: 6-8 Vertical Coherence**

Course Number: CADRE543

Department: Mathematics

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

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

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

---

---

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

Course Number: CADRE542

Department: Mathematics

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

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

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

**Course Title: 9-12 Corrective Instruction**

Course Number: CADRE545

Department: Mathematics

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

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

Do- Participants will participate in a corrective instruction cycle.

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

Course Number: CADRE546

Department: Mathematics

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

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

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

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

Course Number: CADRE551

Department: Library Services

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

Create a library plan for the 2020-2021 school year.

**SCS**  
**PROFESSIONAL LEARNING**

# **COMMUNITY PARTNERS**

## Facing History and Ourselves

### **Course Title: Workshop: Teaching Reconstruction Era: The Fragility of Democracy**

Course Number: 21105

Department: Social Studies

Grade Band: 8-12

Audience: Social Studies (U.S. History, Government, 8th grade Social Studies, Elective) Teachers

Course Outcomes: By the end of this workshop, teachers will be able to:

- Plan and implement a unit of study, built on the Facing History methodology, focused on the Reconstruction era of American history and the challenges of creating a just democracy in a time of deep division.
- Select appropriate resources and teaching strategies to investigate the Reconstruction era and facilitate students' understanding that democracy can only remain vital through the active, thoughtful, and responsible participation of its citizens.
- Utilize historical and contemporary examples to develop students' understanding of Reconstruction's legacy and the importance of presenting an accurate account of this era.

In-person or Virtual: Virtual

Dates: Dates and times TBD, scheduling changes due to COVID-19. To be kept up to date, register at [www.facinghistory.org/calendar](http://www.facinghistory.org/calendar) (Use Tennessee filter to view local opportunities)

### **Course Title: Teaching Holocaust and Human Behavior**

Course Number: 21106

Department: Social Studies

Grade Band: 7-12

Audience: Social Studies (World History, Government, Psychology, Humanities, Sociology, AP Human Geography, Elective) Teachers

Course Outcomes:

- Learn current scholarship on the history of the Holocaust and new research focused on human behavior, group dynamics, and bias
- Increase their ability to facilitate respectful classroom discussions on difficult issues such as racism, antisemitism, and other forms of exclusion in a way that invites personal reflection and critical analysis
- Engage with classroom-ready multimedia resources and learn how to build a customized unit
- Discover new teaching strategies that help students interrogate text, think critically, and discuss controversial issues respectfully
- Receive a free copy of Facing History's resource, *Holocaust and Human Behavior*

In-person or Virtual: Virtual

Dates: Dates and times TBD, due to COVID-19. To be kept up to date, register at [www.facinghistory.org/calendar](http://www.facinghistory.org/calendar) (Use Tennessee filter to view local opportunities)

## Memphis Teacher Residency

### **Session Title: MTRU Summer Conference**

Course #: 23584

Session Description: At this conference, participants will choose from a variety of sessions aimed at equipping them with strategies and resources aligned to their content area.

Targeted Audience: MTRU graduates, alumni, and mentors

Session Date(s): July 25

Session Time(s): 9:00am-1:00pm

Session Location: online

Associated Costs, if any: none

Contact Person: Courtney Humphreys, [courtney@memphistr.org](mailto:courtney@memphistr.org)

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

### **Session Title: Eureka Math Module Internalization**

Course #: 23585

Session Description: Participants will prepare for teaching the first module of the Eureka Math curriculum by participating in the three steps of the Eureka Math internalization process.

Targeted Audience: MTR graduates, alumni, mentors, and residents who use the Eureka Math curriculum

Session Date(s): July 28

Session Time(s): 4:00-5:30 pm

Session Location: MTR office (1350 Concourse Ave, Suite 366) or online

Associated Costs, if any: n/a

Contact Person: Amanda Montgomery, [amanda@memphistr.org](mailto:amanda@memphistr.org)

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

### **Session Title: Mentor Professional Development**

Course #: 23586

Session Description: At this professional development, participants will participate in whole group sessions that focus on core mentor characteristics of strong communication, openness, and relational capacity. Participants also choose from a variety of sessions aimed at equipping them with strategies and resources aligned to their specific mentoring needs.

Targeted Audience: MTR mentors

Session Date(s): July 15th and 16th

Session Time(s): 8:30 a.m. - 4:00 p.m.

Session Location: MTR office (1350 Concourse Ave, Suite 366) or online

Associated Costs, if any: n/a

Contact Person: Erin Johnson, [erin@memphistr.org](mailto:erin@memphistr.org)

Registration Information: MTR Residency Directors send out information via email to all 2020 mentors at the end of May.

### **Session Title: EL Module Internalization**

Course #: 23587

Session Description: Participants will understand the steps of the module internalization process and apply learning from this session to adapt lessons to meet students' needs.

Targeted Audience: K-5 ELA teachers

Session Date(s): July 27

Session Time(s): 4:00-5:30 pm

Session Location: MTR office (1350 Concourse Ave, Suite 366) or online

Associated Costs, if any: n/a

Contact Person: Emily Taubken, [emily@memphistr.org](mailto:emily@memphistr.org)

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

**Session Title: Independent Reading Article Study**

Course #: 23588

Session Description: Participants will read a research article prior to attending related to independent reading benefits for students. Participants will engage in discussion around key ideas from the article, and apply learnings to plans for their classrooms in the fall.

Targeted Audience: 6-12 ELA Teachers

Session Date(s): June 30

Session Time(s): 9:00-10:30 am

Session Location: MTR office (1350 Concourse Ave, Suite 366); may be offered remotely via distance learning

Associated Costs, if any: n/a

Contact Person: Rachel Moquin

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

**Session Title: Standardized Test Prep....Prep**

Course #: 23589

Session Description: Participants will learn how to think about, plan for, and teach a tested mathematics course while still emphasizing student understanding of mathematical concepts.

Targeted Audience: 6 -12 Math Teachers

Session Date(s): Published June 1

Session Time(s): 1 hr

Session Location: Remote Offering

Associated Costs, if any: n/a

Contact Person: Chuck Butler

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

**Session Title: MTRU Integrating Social Emotional Learning into Academic Instruction**

Course#: 23590

Session Description: Social-Emotional Learning is more than following a curriculum and instituting community meetings. During this session, teachers will learn strategies to help students grow their social-emotional skills all day long. Participants will:

- Reflect on existing Tier I classroom systems that ensure social-emotional learning
- Practice techniques for effective feedback and real-time reinforcement of SEL competencies
- Explore effective responses when students display deficits in self-regulation, decision-making, or relationship skills.

Targeted Audience: MTRU graduates, alumni, and mentors

Session Date(s): July 25

Session Time(s): 1:00pm-4:00pm

Session Location: online

Associated Costs, if any: none

Contact Person: Larissa Gregory, [larissa@memphistr.org](mailto:larissa@memphistr.org)

Registration Information: MTR staff will send registration information (a sign-up link through Google Forms) to MTR family closer to the event.

---

## Memphis Zoo

---

### Session Title: Project WET

#### Session Description:

Project WET (Water Education for Teachers) is an award-winning, nonprofit water education program and publisher. The program facilitates and promotes awareness, appreciation, knowledge, and stewardship of water resources through the dissemination of classroom-ready teaching aids and the establishment of internationally sponsored Project WET programs.

Targeted Audience: All Educators (K-12, informal, etc.)

Session Date(s): July 18, 2020

Session Time(s): 9:00 a.m. - 4:00 p.m.

Session Location: Memphis Zoo

Associated Costs, if any: \$35

Contact Person: Erika Davis ([edavis@memphiszoo.org](mailto:edavis@memphiszoo.org))

#### Registration Information:

You can check out our website at <https://www.memphiszoo.org/adults> for the most up to date information for registration.

---

## Pinecrest Camp & Retreat

---

### Session Title: Mid-South Teacher's Day Camp

#### Session Description:

- Mid-south educators can spend a day at camp to gain new place-based and cross-curricular ideas to take back to the classroom. We'll explore the science, social studies, ELA, math, and art connections through our amazing location. Teachers will also enjoy forming strong connections with other educators from the mid-south region.
- Outdoor activities include exploring 33 million year old clay and our groundwater recharge sites, a visit to "the Overlook" – an historic high-point overlooking the Wolf River valley used both by Native Americans and
- Civil War troops, and inquiry-driven investigations. We'll also explore career opportunities in the natural resources sector.
- Indoor activities will include interactive water cycle and aquifer explorations, Leave No Trace activities to strengthen citizenship, and time for journaling prompts scaffolded with science, math, social, ELA, and art contexts.
- Research shows students who participate in environmental education methods both in the classroom and with teachers who take them outdoors engage in real-world issues, improve academic achievement, cultivate leadership qualities, form a positive connection with their local environment leading to stronger citizenship, and strengthen the STEM lessons by experiencing them firsthand.
- One educator will come away with a free one-hour Pinecrest field trip for up to 15 students (additional students and/or time at cost)

Targeted Audience: Classroom teachers, support staff, curriculum and instruction staff, and non-formal educators

Session Date(s): Weds, July 29 2020

Session Time(s): 9am-4 pm

Session Location: Pinecrest Camp and Retreat Center, 21430 Highway 57, La Grange, TN 38046

Associated Costs, if any: \$35 includes lunch and membership to the Tennessee Environmental Education Association

Contact Person: Charity Siebert 901-878-1247

Registration Information: [www.camppinecrest.org](http://www.camppinecrest.org)

---



