

Virtual Learning Experiences

Spring Program

Early Childhood (ECE): PreK – 2nd

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Using informational texts to teach beyond the page and across curriculum.</p> <p>The Common Core has placed more emphasis on the use of informational texts than fiction storybooks. Teachers of young children often choose fictional story books over informational texts. This course will provide you with lots of examples of the various kinds of engaging informational texts that you can use in your classroom to teach science, social studies, and math to build your children’s depth of knowledge.</p>	<p>This module/session will explore the types of informational texts appropriate for children aged 4-8 that deepen understanding. This session will include tips for the read aloud strategy, and suggestions and ideas to expand learning beyond story time.</p>	<p>Teachers will be able to incorporate informational texts that expand story time to other parts of the curriculum.</p>
February	<p>Building language and comprehension through literacy small groups</p> <p>Have you noticed gaps in language or literacy with your students? Are some students still working on developing letter identification skills when others are reading?</p>	<p>This module/session will focus on oral language, small groups And differentiated instruction. The session will also include early literacy comprehension.</p>	<p>Teachers will be able to create individualized literacy goals and differentiated groups.</p>

	<p>In this session, you will learn how to structure and prioritize skills to help every learner in your classroom.</p>		
March	<p>Planning and supporting hands-on mathematic experiences for young learners Is your math circle getting mundane? There are lots of great skills to develop with your students beyond just the simple shapes, number recognition, addition and subtraction. In this session, you will learn a few techniques to enhance your math small and whole group lessons.</p>	<p>This module/session will cover early math skills, number sense, and problem solving.</p>	<p>Teacher will be able to incorporate in their planning hands-on math experiences for whole group and small group lessons.</p>
April	<p>Developing Emergent Writing Skills In this session, you will explore how to incorporate writing into various parts of your day and develop your students' enthusiasm and curiosity for writing.</p>	<p>This module/session includes content on emergent writing and early literacy.</p>	<p>Teachers will be able to enhance various centers throughout the classroom with applicable writing experiences</p>
May	<p>Planning Ahead: Supporting your students' transition to the next grade level You've worked hard with your students all year, now what comes next? Before you send that summer packet home with 101 worksheets take this course. In this session you will discover ways to engage and encourage families to support learning during the summer months. You will</p>	<p>This session/module includes a focus on transitions and parent engagement.</p>	<p>Teachers will be able to create a transition plan to support students' development effectively during the summer break.</p>

also learn about summer resources that you can use to support your students through online learning experiences.

Upper Elementary: Math & Science

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Reheating Your Instruction So, you've taught the majority of your key standards and skills, but many of your students still haven't mastered them. Join this session to learn the best re-teaching techniques and strategies.</p>	<p>Improve your re-teaching skills by:</p> <ul style="list-style-type: none"> • Developing daily/weekly routine for extra practice • Analyzing your use of teaching modalities • Engaging more stakeholders for support • Creating tools to better diagnose where holes in learning are 	<ul style="list-style-type: none"> • Students receive better planned lessons to their specific needs • Additional stakeholders have specific strategies to support re-teaching • Results increase and are tracked
February	<p>Build a Bridge to Project Based Learning Address Common Core Standards by incorporating elements of project based learning into your daily/weekly instruction. Join this session to receive a treasure trove of easy to do projects that are easy to adapt and build out.</p>	<p>PBL:</p> <ul style="list-style-type: none"> • Discuss the meaning of project based learning and the many variations that can be applied to classrooms. • Explore a planning protocol for project based learning • Create a project based learning lesson plan 	<ul style="list-style-type: none"> • Diversity in lesson planning and diversity in lesson activities for students • Cross-curricular experiences that are standard based • Increased joy factor for teacher and students
March	<p>Read All About It: Science Literacy Join this session to learn tried and true techniques to improve science literacy instruction and students' abilities to use science vocabulary correctly.</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Science vocabulary tips and tricks • Using science current events to build literacy skills and vocabulary skills • Writing about science; why everyone loves Ms. Frizzle 	<ul style="list-style-type: none"> • Current event template used weekly • Improved science word walls and vocabulary centers
	<p>Performance Task Math Common Core math</p>	<p>Performance tasks:</p> <ul style="list-style-type: none"> • What is a performance 	<ul style="list-style-type: none"> • A commitment to practicing performance task components in

April	shows how vital the real life application of skills is to our students. In this session learn more about different ways students can practice performance tasks and the components of performances tasks during regular instruction.	<p>task and how is it different from a more traditional assessment?</p> <ul style="list-style-type: none"> Easier ways for students to practice performance tasks (and for teachers to grade them) Using performance tasks in daily/weekly instruction 	daily and weekly instruction.
May	Ending the Year Strong Don't let the last few weeks of class time slip away. Join this session to learn great end of year activities that will push your students' academic skills over the top and build a lasting community of learners.	<p>EOY:</p> <ul style="list-style-type: none"> Discuss the pitfalls of "tired teaching" in EOY situations. Compare and contrast different EOY activities to solidify non-negotiable academic skills Explore activities for families and EOY celebrations 	<ul style="list-style-type: none"> Cross-curricular experiences that are standard based Increased joy factor for teacher and students Improved accountability measures for student learning Fun projects and activities

Upper Elementary: ELA

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	Breaking Down the Standards Let's face it: ELA standards are often very broad! This module will help you learn how to break down the standards into objectives and essential questions.	<ul style="list-style-type: none"> Learn how to break down standards into daily objectives Learn how to create a unit plan based on daily objectives and essential questions 	<ul style="list-style-type: none"> Teachers will be able to break down single standards into multiple daily objectives to unit plan for instruction
February	Creating Guided Reading Groups that Work Looking for ways to dramatically grow your readers? Look no further than guided reading groups to help increase fluency, vocabulary, comprehension, and writing for all of your students.	<ul style="list-style-type: none"> Learning how to create guided reading groups Understand and follow a guided reading mini lesson plan Gain insight on key questions specific to students reading levels to help narrow your focus 	<ul style="list-style-type: none"> Teachers will be able to determine student placement for small group instruction Teacher will be able to create a guided reading schedule that work's for their schedule Teacher's will be able to implement the six step process for effective small groups

March	Analysis of Student Work & Responses Wondering how provide individualized instruction for your scholars? Take a deep look into the student work analysis process Analyzing student work to help identify the needs of all of your learners.	<ul style="list-style-type: none"> • Understand the key factors in analyzing a student work sample • Using the standards to drive instructional next steps • Finding the time to address misunderstandings within the school day 	<ul style="list-style-type: none"> • Teachers will be able to analyze a piece of student work and create two action items to address the misunderstandings • Teachers will be able to create a schedule to implements constructive feedback for all students
April	Increasing vocabulary across the content areas Looking for ways to enhance your scholars' vocabularies, but struggling to find the time to fit vocabulary into direct instruction?	<ul style="list-style-type: none"> • Understand tiered implementation strategies for infusing vocabulary into your everyday schedule • Explore different strategies to engage scholars in 	<ul style="list-style-type: none"> • Teachers will be able to create a monthly calendar to infuse over 100+ vocabulary works to increase comprehension across content areas
May	Strategies vs. Skills Do you ever wonder why students seem to score lower on a skill as the year progresses? Learn lasting strategies to help support your learner's retention of the most critical reading and writing skills.	<ul style="list-style-type: none"> • Understand the Blooms/Retention scale • Follow the five step strategy plan to enhance student ownership and retention of key content 	<ul style="list-style-type: none"> • Teachers will be able to use a five step strategy plan to help support retention of a skill within the readers/writers workshop framework • Teachers will be able to find lasting ways to assess and enhance students mastery levels within the classroom

Humanities: Social Studies

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	Literacy Strategies for Success Do your students struggle to understand complex texts? Do they lose hope (and interest) when they encounter a difficult passage? Attend this session to learn new strategies that will help your students master literacy standards and make progress in their reading proficiency.	<ul style="list-style-type: none"> • Describing the significance of before, during and after reading strategies for student success • Identifying and describing before, during and after reading strategies for instructional use • Incorporating before, during and after reading strategies during the course of a lesson plan 	<ul style="list-style-type: none"> • Students use before reading strategies to preview reading topics and anticipate the structure of a text • Students use during reading strategies to comprehend complex texts • Students use after reading strategies to analyze and draw conclusions from their reading <p>Teacher Outcome – Session Teachers incorporate a before, during or after reading strategy into an upcoming lesson and explain their rationale for this choice.</p>

			<p>Teacher Outcome – Long Term Teacher consistently incorporates reading strategies into lesson plans in order to build students’ comprehension and analysis. Teacher selects the strategy that will have the highest impact for the particular topic.</p>
February	<p>Build Students’ Writing Confidence Do you struggle to integrate writing in your classroom? Do your students cringe whenever they are given a writing assignment? Attend this self-paced module and learn how to build effective supports and scaffolds for student writing.</p>	<ul style="list-style-type: none"> • Setting qualitative and quantitative goals in writing • Steps in the writing process • Power Paragraphs and the value of evidence, analysis and organization 	<ul style="list-style-type: none"> • Students understand their progress in writing goals through measurable benchmarks • Coherent structure is evident in student writing pieces • Increased use of relevant evidence is present in student writing • Analysis of texts that goes beyond simple repetition to pull out deeper reflections and meaning <p>Teacher Outcome – Session</p> <ul style="list-style-type: none"> • Teachers set goals for student writing progress. <p>OR</p> <ul style="list-style-type: none"> • Teachers tweak an upcoming writing lesson to incorporate one of the ideas included in the webinar; e.g. goal setting. <p>Teacher Outcome – Long Term</p> <ul style="list-style-type: none"> • Teachers regularly track and measure progress towards writing goals. • Teachers consistently incorporate the steps of the writing process into their lessons. • Teachers support students with use of effective analysis, evidence and organization in order to create high quality writing pieces
March	<p>The Impact of Common Core on Social Studies Instruction Are you in a state that has made the transition to Common Core? Do you worry that the Common Core means Social Studies will be relegated to the</p>	<ul style="list-style-type: none"> • The three major Common Core shifts in ELA/literacy and how they affect Social Studies • The Common Core push for more content rich non-fiction in classrooms • Common Core standards in Social Studies 	<ul style="list-style-type: none"> • Students improve their comprehension and analysis of content rich non-fiction • Student literacy grows as teachers focus on selecting complex texts and giving students practice using textual evidence and grappling with academic language.

	<p>back burner? Attend this session to learn how Common Core standards can enrich your Social Studies instruction and improve your students' literacy.</p>	<ul style="list-style-type: none"> • How you can incorporate Humanities Common Core shifts in your daily instruction 	<p>Teacher Outcome – Session</p> <ul style="list-style-type: none"> • Teachers select one of the Common Core shifts and adjust an upcoming lesson plan to fit the shift OR • Teachers adjust an upcoming lesson plan to better align with a Common Core Social Studies standard. <p>Teacher Outcome – Long Term Teachers consistently incorporate Common Core shifts in ELA and Social Studies into their instruction.</p>
April	<p>Rigor in the Social Studies Classroom Looking for ways to challenge your students? Want to prepare your students for college and careers? Attend this webinar to learn about pushing the level of rigor in your classroom and building your students' critical thinking skills.</p>	<ul style="list-style-type: none"> • How rigor is defined • What rigor looks like in a Social Studies classroom (demonstrated through videos and lesson plans) • Ideas for building rigor into lessons • How to make sure that the necessary scaffolds are in place for rigorous instruction 	<ul style="list-style-type: none"> • Lesson plans that push students' thinking in deep and meaningful ways • Scaffolds and incremental steps built into lessons so that all students can see success • Student mastery of grade level standards <p>Teacher Outcome – Session Modification of a lesson to incorporate more rigor, with the appropriate level of scaffolding</p> <p>Teacher Outcome – Long Term</p> <ul style="list-style-type: none"> • Lessons are more rigorous, challenging and engaging for students • Students are prepared for grade level and beyond standards
May	<p>Projects and Current Events Want to increase student awareness of what is happening in the world? Want to give students the chance to complete meaningful and engaging projects? Attend this session to learn about creative, standards aligned current event and project ideas.</p>	<ul style="list-style-type: none"> • Value of using project based learning and current events instruction in your classroom • Activities that utilize current events to build student knowledge and encourage discussion • Ideas for engaging and enriching projects which will enhance rigor 	<ul style="list-style-type: none"> • Regular discussion of current events in a way that is standards aligned • Building in opportunities for student projects which will synthesize and connect major themes within a unit and/or across the year <p>Teacher Outcome – Session Exit Ticket – Selection of a current event activity or project to use in your classroom with a rationale for why you've chosen it and what you would want students to take away from completing the activity</p> <p>Teacher Outcome – Long Term Increased student investment and</p>

			engagement and more classroom rigor as students grapple with complex ideas.
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Humanities: ELA

Date	Title	Description
January	Revisiting Vision: What's changed and what's staying the same?	With the start of a new calendar year and a break in semesters, teachers have an opportunity to start on a fresh slate and revisit what's important to them, their students, and their classrooms. This experience will help teachers reflect on what went well first semester in a ELA classroom and what might need to be adjusted in the new semester.
February	Meaningful Test Prep	As testing season nears, there are many ways to make test prep meaningful for teachers and students! Teachers will learn different strategies to utilize during test-prep season!
March	Preparing for National Poetry Month. CLOSE Reading and annotation strategies to build reading and discussion.	Teachers will analyze different methods to annotate a text, including CLOSE reading and learn about different resources that are a part of National Poetry Month in April.
April	Ending the year on a strong note	As teachers prepare to end the year, they will think about the meaningful ways to engage students in discussion and reflection individually and to get feedback as a teacher.
May	Preparing for meaningful summer development	Teachers will reflect on what's happened throughout the year and think about what's next for their development in their classroom teaching practices.

Languages: World Languages (K-12)

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	Presentational Mode: Developing Speaking and Writing Skills Presentational communication is one-way speaking or writing from the student to an audience. It requires students to strategically formulate how best to make themselves understood, using their full proficiency to convey their ideas, concepts and information. This session will show you how to support your students and move them from one proficiency level to the next	<ul style="list-style-type: none"> Review of modes of communication Review of characteristics of each proficiency level Scaffolding techniques for improving speaking and writing in the TL Holistic assessment techniques Tools for documenting student presentations Portfolios and self-reflection 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> Students will self-assess and set goals for presentational writing and presentational speaking with Can Do Statements Students will create artifacts of writing and speaking, collect into portfolios, and self-assess Students will move along the proficiency scale in their writing and speaking abilities <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> Teacher will review

	with their presentational speaking and writing. We'll also explore some fun tech platforms that your students will enjoy using for expressing themselves.		<p>characteristics of different proficiency levels</p> <ul style="list-style-type: none"> • Teacher will learn techniques for improving student performance in speaking and writing • Teacher will learn tools and platforms for documenting student performance
February	<p>Interpersonal Mode: Developing Speaking and Listening Skills</p> <p>Interpersonal speaking is perhaps the most sought-after skill among world language learners. Unfortunately, it is the least leveraged of the communicative modes in our classrooms. As our students participate in two-way communication, how do they negotiate meaning while asking for and providing information? This hands-on session will equip you with a variety of engaging interpersonal tasks that you can take back to school and try tomorrow.</p>	<ul style="list-style-type: none"> • Review of modes of communication • Review of characteristics of each proficiency level • Scaffolding techniques for improving interpersonal speaking • Holistic assessment techniques • Tools for documenting student growth 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Students self-assess ability to have spontaneous unrehearsed conversation • Students employ strategies to improve interpersonal communication <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Teacher will learn strategies to help students improve interpersonal communication • Teacher will learn how to effectively assess student performance with holistic practices
March	<p>Flipped Instruction in the World Language Classroom</p> <p>Make more effective use of your students' time both in and outside of the classroom, while building greater student engagement and achievement. In this session, we will introduce the most commonly used flipped models, why they work and, more importantly, how you can start flipping your world language classroom!</p>	<ul style="list-style-type: none"> • Making better use of class time • What to flip and why • Tools for implementing flipped instruction 	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Students will take ownership for their learning by completing certain tasks independently • Students will have more class time for practicing the target language <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Teacher will learn how to be more judicious with classroom hours • Teacher will learn about different platforms and techniques for flipping instruction • Teacher will learn which activities are best flipped
	<p>Project Based Learning for World Languages</p> <p>Project-based learning is an instructional strategy in which</p>	<ul style="list-style-type: none"> • Using tasks or projects to drive language acquisition <p>Real-world problems and how they can leverage</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Students engage in real-world problems

<p>April</p>	<p>students work cooperatively over time to create a product, presentation, or performance. The two essential components of project-based learning are an engaging and motivating question and a product that meaningfully addresses that question. Learn the why & how of PBL through examples that are the “main course” of a unit, not the dessert. Participants will understand the Essential Elements of PBL and develop ideas for real-world projects that engage students, decide on student products, and write Driving Questions to focus a project. Participants leave with an outline of a new project.</p>	<p>language learning</p>	<ul style="list-style-type: none"> • Language learning comes while immersed in an issue <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Teacher will learn how to design learning units that focus on solving a problem/issue • Teacher will learn how language learning can be embedded in a unit
<p>May</p>	<p>Keeping Culture Front and Center Culture is the “true content” of the world language course and it is at the heart of the standards-based approach to language education. Rather than tacking on culture at the end of a unit – or worse, teaching cultural information in English – learn how to use culture as the center of a unit.</p>	<ul style="list-style-type: none"> • Culture is not an add-on, but rather the centerpiece of the language class • Start with culture and language learning will follow <p>Culture <i>can</i> be taught in the target language – no matter what level the students</p>	<p>Student Outcomes:</p> <ul style="list-style-type: none"> • Students gain a richer understanding of the target culture • Students learn difference between superficial culture and deep culture <p>Teacher Outcomes:</p> <ul style="list-style-type: none"> • Teacher will learn how to use culture to drive language instruction • Teacher will learn how to use target language for instruction about culture.

Culturally and Linguistically Diverse Students (ELL)

Date	Title & Description	Topics Addressed	Immediate application in the classroom
<p>January</p>	<p>Oral Language Development: Speaking and Listening Strategies This module/session is for anyone working with members of the C&LD population!</p>	<ul style="list-style-type: none"> • What does oral language development look like? • How can I track student progress? • Strategies for interactive speaking and listening 	<ul style="list-style-type: none"> • Identify strategies to promote and track growth in their students’ oral language development

	Specifically this would be most helpful for those working with Newcomer ELLs.	development	
February	Supporting Vocabulary Development This module/session is for anyone working with the Culturally & Linguistically Diverse! This would be most beneficial for those with full ELL or Bilingual classes or GenEd classes with an ELL population.	<ul style="list-style-type: none"> • Frontloading vocab for ELLs • Brick/mortar words and Assessment Vocabulary • Vocab development in all domains (listening, reading, writing, speaking) • Teaching and modeling using context clues 	<ul style="list-style-type: none"> • Introduce, model, and create vocabulary expectations • Target instruction to aid students in comprehending grade level material through vocab development
March	Teaching Reading This module/session is for anyone working with the Culturally & Linguistically Diverse! This would be beneficial for those with full ELL classes or GenEd classes with an ELL population.	<ul style="list-style-type: none"> • Before/During/After reading activities • Which graphic organizers to use, how to use them and when? • How to monitor independent reading for ELLs? 	<ul style="list-style-type: none"> • Identify techniques for teaching, modeling, and holding expectations for reading
April	Teaching Writing This module/session is for anyone working with secondary Culturally & Linguistically Diverse populations! This would be beneficial for those with full ELL classes or GenEd classes with an ELL population in upper elementary, middle, or high school.	<ul style="list-style-type: none"> • Suggested interactive writing activities • Leveled writing expectations for ELLs • Tracking writing growth 	<ul style="list-style-type: none"> • Identify and utilize techniques that incorporate writing practice into (almost) all classroom activities
May	Assessment This module/session is for anyone working with members of the C&LD population preparing for standardized assessment!	<ul style="list-style-type: none"> • Preparing ELLs for standardized assessment • Review and study techniques 	<ul style="list-style-type: none"> • Identify strategies to best prepare students for grade level testing

Diverse Learners: Special Education

Special Education is a vast field that encompasses countless teaching situations, navigating IEPs, and understanding how to best meet the needs of each individual student. The self-directed learning modules allow busy Special Educators access content and create their own path of professional development at a time that best fits their schedule. They are designed for regional professional development use, particularly in regions with fewer special education resources. These modules will offer a variety of resources that Special Educators can use to build a toolkit of educational strategies and knowledge. There will be four modules and each one will focus on a unique topic that is important to beginning teachers in the field of Special Education.

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Mastering IEP Goal Tracking An integral part of the special education role is tracking progress on IEP Goals. Learn how to effectively and meaningfully track goals for all students on your caseload.</p>	<p>Special Education teachers need to be able to:</p> <ul style="list-style-type: none"> • Track progress on IEP goals • Have an organized and up-to-date system for tracking • Manage caseloads effectively. <hr/> <p>Following this session, teachers will have the pieces necessary to create a useful goal-tracking tool that they can begin using immediately in their classrooms.</p>	<ul style="list-style-type: none"> • The importance of tracking IEP goals • The dos and don'ts of IEP goal tracking • Useful tools for tracking • How to find the time to track goals meaningfully.
February	<p>iPads and the Special Education Classroom Blended Learning is becoming the norm in schools across the country, but what are the most effective ways to use an iPad in the classroom? This virtual learning experience will give you guidelines for choosing a great app, a list of apps for each grade level and content area and best practices when it comes to blended learning lessons.</p>	<p>Special Education teachers need to be able to:</p> <ul style="list-style-type: none"> • Integrate technology into their classroom practices • Choose meaningful uses for technology • Differentiate based on student need. <hr/> <p>Following this session, teachers should be able to choose meaningful apps with confidence and create lesson plans that integrate apps and traditional curriculum.</p>	<ul style="list-style-type: none"> • Quality iPad apps for Special Education classrooms • Guidelines for self-selecting apps • Blended learning lessons
March	<p>Self-Determination and Student-Led IEPs Particularly in elementary school, IEPs take place without student involvement. Investing students in the IEP process and teaching self-advocacy is a critical life skills that will be explored in this module.</p>	<p>Special Education teachers need to be able to:</p> <ul style="list-style-type: none"> • Help students advocate for themselves. • Invest students in the IEP process and their own • Create life-long learners <hr/> <p>Following this session, teachers should be able facilitate a student-led IEP and build self-advocacy skills in their students.</p>	<ul style="list-style-type: none"> • Self-determination definition and importance • Skills gained from student-IEP involvement • How to facilitate a student-led IEP
April	<p>Co-teaching and Collaboration Co-teaching and collaboration are critical for student success in the Special Education Classroom. Find out about types of co-teaching models and how to be an effective co-teacher.</p>	<p>Special Education Teachers need to be able to:</p> <ul style="list-style-type: none"> • Work with general education teachers to deliver content to students • Plan effectively as a co-teacher • Understand how to navigate tenuous co-teaching relationships. <hr/> <p>Following this session, teachers should be able to create a concrete plan for co-teaching with a general education teacher, including planning, delivery of instruction and relationship building.</p>	<ul style="list-style-type: none"> • Types of co-teaching models • How to plan together effectively • Superior models of co-teaching • The Co-Teacher's Cart • Relationship building guidelines

May	<p>Looking Ahead and Planning for Next Year Reflecting on a year of teaching can bring about many insights and lead to new growth in the coming year. Go through the reflection and planning process to prepare for next year!</p>	<p>Special Education Teachers need to be able to:</p> <ul style="list-style-type: none"> • Reflect on positives and negatives from the school year. • Determine actions for the coming school year. • Make detailed plans for the year ahead. <p>Following this session, teachers should be able to create a detailed plan for the coming school year with ideas for change, growth, and organization.</p>	<ul style="list-style-type: none"> • Reflection guide • Teacher's case studies • Planning guide • +, -, Δ guide and use
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Math: High School Math

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Designing Performance Tasks This session on performance tasks focuses on designing for deeper learning and scoring to provide meaningful feedback to students. Leave with a framework for designing your own tasks or turning typical questions into higher order thinking questions.</p>	<ul style="list-style-type: none"> • Quality performance tasks • Criteria for analytical rubrics • Supporting students through a performance task 	<ul style="list-style-type: none"> • Turn your next informal or formal assessment into performance task
February	<p>Project – Based Learning Learn about what exploring new math knowledge can look like and how to prepare to respond to anticipated academic and emotional struggles that usually come with learning through inquiry.</p>	<ul style="list-style-type: none"> • Discovery-based learning & student-oriented learning activities • Learning objectives that go well with learning through exploration (versus direct instruction) 	<ul style="list-style-type: none"> • Transform typical word problems into the less-is-more approach • Plan questions to ask students in response to their misunderstandings or push for more knowledge as a pathway for them to explore • Find a ready-to-facilitate activity that aligns with an upcoming lesson and try it out
March	<p>Use Data to Drive Instructional Decisions Meet your students' needs by collecting, analyzing and using data from informal and formal checks on</p>	<ul style="list-style-type: none"> • Methods of collecting informal data during class • Systems and structures 	<ul style="list-style-type: none"> • Uncover classroom moments ideal for collecting student achievement data

	student achievement. Strengthen the ways in which students engage with the data that you are collecting and analyzing in order to affect more student growth and achievement.	<ul style="list-style-type: none"> to encourage consistent data analysis Student-driven systems and tools to increase engagement in self-reflection in order to build internal drive to continue learning and growing 	<ul style="list-style-type: none"> Implement a new/redesigned student-driven system to measure and reflect on achievement and growth
April	<p>Rich Math Discussions Communicating effectively about what you know and wonder goes beyond the math classroom. Give your students the experience and tools necessary to become phenomenal communication leaders through learning math.</p>	<ul style="list-style-type: none"> Different approaches to having rich math discussions in the classroom 	<ul style="list-style-type: none"> Deploy different questioning techniques in response to student questions in whole-group or small-group activities Plan for instructional strategies to increase the time that students are talking math with each other and reduce the time the teacher is talking
May	<p>Curriculum Design – EOY Adjustments and Affirmations Curriculum ebbs and flows with our students’ needs. This course focuses on analyzing the curriculum for what works for who and why so that you can make informed instructional decisions based on past data.</p>	<ul style="list-style-type: none"> Determine the effectiveness of the curriculum Design adjustments for unit plans 	<ul style="list-style-type: none"> Determine strengths in current curriculum to keep for next school year Reveal curriculum components open for reflection and redesign

Math: Middle School Math

A strong mathematics program at the middle level depends on a curriculum and resources that are aligned with NCTM’s standards, appropriate grouping of students, and solid instructional leadership. The desire is for students to make connections, preserve and develop critical thinking skills.

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Facilitating Student Practice Research has shown that when someone is lecturing, students attend less than half the time to what is being said and retain little, especially after the first 10 minutes. Join this session to learn how you must help your students balance receiving</p>	<p>Student Practice:</p> <ul style="list-style-type: none"> Formative assessment data How to adjust instruction How to remediate and enrich 	<ul style="list-style-type: none"> A variety of strategies to facilitate student practice Individual, partner, and group activities for student practice

	<p>knowledge with USING knowledge. When it comes to learning above the lowest levels of factual recall, active participation and involvement are necessary. Active learning activities can provide feedback to both the student and the teacher so that learning and teaching can be adjusted as necessary to confirm mastery of learning</p>		
February	<p>STEM in the Classroom A math teacher’s job isn’t over just because the student solves the problem. It’s about helping students connect the dots and find meaningful ways to interpret and understand the course’s materials. This often results in critical thinking and applied learning that is more likely to stick with the learner than other more basic tactics, like memorization and assigned readings. Deepening the connection between learner and lesson is a principle responsibility of every educator.</p>	<ul style="list-style-type: none"> • STEM implementation • How to integrate Science, Technology, and Engineering in a math lesson 	<ul style="list-style-type: none"> • STEM focused lesson * • Collection of resources and websites that can be used
March	<p>Springing into Stations Have you ever wondered how to organize your classroom into activity centers? Join this session to help facilitate the development of a classroom community that supports all students’ learning, with each person working together for the success of everyone.</p>	<p>(1) Developing Stations:</p> <ul style="list-style-type: none"> • What are stations and why use them? • Math Station examples <p>(2) How to manage stations</p>	<ul style="list-style-type: none"> • Effective work stations for diverse learners • Increased student engagement
April	<p>Gearing up for the Final Assessment Are you looking for ways to review for any upcoming end of the year test? Join this session to</p>	<p>Reviewing the content:</p> <ul style="list-style-type: none"> • Why is it important to review? • How can reviewing content be engaging and rigorous? 	<p>A lesson plan that reflects review activities</p>

	get great tips and tricks on how to make review painless for you and your students.		
May	End of the year, now what? The end of the year can be a difficult time of the year. Testing is over and students have spring fever. Join this session to discover activities that will help your student preview the next years content	Instruction: Using technology resources to complete end of the year project	A bank of technology resources that can be used to preview upcoming content

Science: Chemistry

Becoming a great chemistry teacher takes patience, perseverance, practice and reflection. The Chemistry Virtual Professional Development Experiences are an excellent way to grow as a chemistry teacher. Please [join us](#) this spring for a series of six self-paced modules that offer virtual learning in multiple areas of teaching chemistry. See below for module descriptions.

Month	Title & Description	Topics addressed	Immediate Application in the Classroom
January	Student Ownership through Student-led Presentations How do you get students to own the content that they are learning? In this session, we will explore how to facilitate student-led expert presentations that hold students accountable for becoming experts on assigned Gas Laws topics. Students then teach one another their expert topic and are assessed, not only on how they presented and how well they know the content, but also on how well their peers master the content taught to them.	<ul style="list-style-type: none"> • Paulo Freire's Banking versus Liberation Models of Education in Pedagogy of the Oppressed • Investing students in student-led expert presentations • Facilitating student-led expert presentations • Assessing student-led expert presentations 	Teachers will: <ul style="list-style-type: none"> • Learn how to invest students in implementing student-led expert presentations using the Liberation Model of Education • Learn how to facilitate the preparation and implementation of student-led expert presentations • Learn how to assess student learning and presentation from student-led expert presentations
	Using Data to Drive Instruction in Science How can you utilize	<ul style="list-style-type: none"> • Summative and Formative Assessments 	Teachers will: <ul style="list-style-type: none"> • Learn how to develop summative and formative

<p>February Mini-module 1</p>	<p>student data to drive your instruction from the beginning to the end of a unit? In this mini-course, we will investigate how to use qualitative and quantitative data to guide your planning and support of student mastery.</p>	<ul style="list-style-type: none"> • TFA Cycle of Reflection • Methods of collecting and evaluating quantitative & qualitative data • Skills for identifying the root causes of current data • Identifying and implementing solutions to improve student outcomes 	<p>assessments that facilitate data-driven instruction</p> <ul style="list-style-type: none"> • Learn how to utilize the TFA Cycle of Reflection to collect and analyze data, identify the root cause of the results and identify and implement solutions to improve student outcomes.
<p>February Mini-module 2</p>	<p>Using Technology to Create Authentic Science Learning Experiences How do you use technology to structure an authentic science learning experience: design experiments; make observations and collect data; analyze and visualize findings; and collaborate and communicate results? This mini-course explores how to utilize data collection, visualization and sharing technology to create improved opportunities for discovery and application of science content and to practice core science skills.</p>	<ul style="list-style-type: none"> • Apps and technology tools for student-led collection, analysis, visualization and communication of lab data and results • Lesson plans to teach about and practice data collection and analysis, including variability, accuracy and precision and basic statistical methods such as mean, median and percent error • 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Teachers will learn how to utilize apps and technology tools for student-led collection, analysis, visualization and communication of lab data and results • Teachers will learn how to teach students about and practice data collection and analysis, including variability, accuracy and precision and basic statistical methods such as mean, median and percent error
<p>March</p>	<p>Performance Tasks for Science How do you develop, implement and assess performance tasks in the science classroom? In this course, we will explore how to construct, give and evaluate performance tasks for the science classroom.</p>	<ul style="list-style-type: none"> • Construction, implementation and assessment of performance tasks in science 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Learn how to distinguish performance tasks from other types of assessments. • Learn how to develop, give and evaluate performance tasks for the science classroom.
	<p>Effective Review for the Final Exam How do you help students</p>	<ul style="list-style-type: none"> • Using the final exam and semester data to plan for and build 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Learn how to use your final exam and semester

<p>April</p>	<p>review the semester’s content effectively without feeling like you’re teaching to the test? In this session, we will highlight how to plan and implement effective review that not only strengthens students’ mastery of the semester’s objectives, but also strengthens their review and study skills and habits.</p>	<p>effective review</p> <ul style="list-style-type: none"> • Developing review and study skills and habits that students can use to prepare for the final exam 	<p>data to plan for and build effective review</p> <ul style="list-style-type: none"> • Learn how to develop and strengthen student’s review and study skills and habits
<p>May Mini-module 1</p>	<p>Making Next Year’s Science Classes More Culturally Responsive and Relevant How can you plan to make your science classes next year more culturally responsive and relevant? In this course, we will explore the differences between culturally responsive and relevant teaching and show how you can utilize both in your science classes next year.</p>	<ul style="list-style-type: none"> • The difference between culturally responsive and relevant teaching • Planning strategies, systems and structures for culturally responsive and relevant science classrooms 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Learn how to differentiate between culturally responsive and relevant teaching • Learn how to plan for and develop systems and structures that support culturally responsive and relevant science classrooms
<p>May Mini-module 2</p>	<p>Maximizing Instruction in Recovery and Summer School How can you maximize instructional time during recovery and summer school chemistry? This course addresses planning strategies and implementation techniques to maximize student learning, growth and mastery in recovery and summer school chemistry.</p>	<ul style="list-style-type: none"> • Recovery/summer school planning strategies and implementation techniques that maximize student learning, growth and mastery 	<p>Teachers will:</p> <ul style="list-style-type: none"> • Learn how to plan and implement recovery and summer school instructional time to maximize student learning, growth and mastery

Science: Physics

Teaching high school physics is an *art*. The magic of engaging a group of students during a lesson and watching connections being made and misconceptions corrected is like nothing else! Please [join us](#) this school year for a series of modules which will include both [self-guided](#) and [live](#) virtual learning experiences (VLEs). These VLEs are based on the Science Core Components of Instruction, and the Investigation Cycle Approach to Teaching Science.

Date	Title & Description	Topics Addressed	Immediate Application
January	<p>Physics Review and Recovery There may be students that are not up to speed with the required content from 1st Semester Physics. As we begin 2nd Semester, how can we design a unit that will revisit 1st semester content in a meaningful way?</p>	<ul style="list-style-type: none"> • Re-teaching at the beginning of 2nd semester • Moving forward with new material while students may still be missing some necessary pieces. • Effective methods of review 	<ul style="list-style-type: none"> • Identifying meaningful material from 1st semester that could be reviewed or re-taught • Designing effective methods of revisiting or reviewing material • Managing new material while continuing to reinforce older material
February	<p>Teaching Physics at Various Math Levels Students' math abilities vary from course to course and student to student within each course. Let's identify and develop key strategies to successfully navigating the mathematics of a physics course at any level.</p>	<p>Math skills in:</p> <ul style="list-style-type: none"> • Conceptual Physics • On-level Physics • Upper-level Physics (Honors/AP) 	<ul style="list-style-type: none"> • Teaching physics on a conceptual level while still pulling in appropriate math challenges • Strategies to tackle the variety of skill levels in an on-level math-based physics course • Using math to challenge students in the upper-level physics course
March	<p>Implementing STE(A)M in the physics classroom STEAM is an integrated way to combine Science, Technology, Engineering, Art, and Mathematics. We can prepare our physics students for their future careers by encouraging them to solve real-world problems from a multi-discipline perspective.</p>	<ul style="list-style-type: none"> • Natural benefits of STE(A)M • How STEAM works in the Investigation Cycle. • Where STEAM fits in a physics curriculum and WHY? 	<ul style="list-style-type: none"> • Learn how STEAM <i>really</i> works • Designing STEAM experiences for students that fit within your physics curriculum • Benefits of STEAM
	<p>Assessment in Physics</p>	<ul style="list-style-type: none"> • Why Assess? • How can assessment be 	<ul style="list-style-type: none"> • Traditional Assessments

April	There are various ways to assess students in a meaningful way in physics. We will look at creating valuable traditional assessments, from quizzes to EOY exams, in addition to considering how we might assess students' work in a lab setting or virtual setting.	<ul style="list-style-type: none"> used to benefit students? How can we vary methods of assessment? 	(Tests) <ul style="list-style-type: none"> Assessing students' lab work Assessing performance in a virtual simulation Going beyond: Assessing students' STEAM or design thinking projects
May	EOY in Physics It is amazing how students will maintain the level of expectation set by the teacher until the end of the year! Let's dive into how to bring out the best in your physics students as you close out the year.	<ul style="list-style-type: none"> Keeping the level of rigor high during the final month EOY Physics Projects NGSS engineering tie-ins Bonus: Starting Strong Next Year 	<ul style="list-style-type: none"> Teaching strategies that will motivate and encourage your students Expanding your curriculum to include real-world application projects Getting ahead: looking at next year now to make starting next year a breeze

Science: Middle School Science

The vision of the middle school science community is to empower teachers to be resourceful leaders that think critically about their teaching, support the emotional, physical, social and cognitive development of their adolescent students and use best practices and strategies that are aligned with NGSS, so middle school students do not fall short in achieving their absolute potential in science and are inspired and equipped to think critically about science in rigorous high school science programs and in life.

Date	Title & Description	Topics Addressed	Immediate Application in the Classroom	What teachers should be able to demonstrate/identify after participating in the training
January	The nuts and bolts of teaching with STE(A)M in mind In this training we will focus on what STEM teaching looks like for the teacher and the students. We will also work to understand the "Engineering Design Process" as a tool to develop a comprehensive STEM lesson/unit	<ul style="list-style-type: none"> What is STE(A)M and what is its value in science education today? The anatomy of a STEM lesson The "Engineering Design Process" What the connection is between STEM and Investigation Cycle 	<ul style="list-style-type: none"> Have strong examples of STEM lessons that you could incorporate into your classroom tomorrow Walk away with a clear understanding of STE(A)M and its value in science education Walk away understanding the key components of a STE(A)M lesson so that you can create ones that are directly related to your curriculum Understand the 	Tracking: <ul style="list-style-type: none"> What the difference is between a STEM lesson and any other type of lesson How to use the "Engineering Design Process" as a guide to their teaching with STEM in mind

			“Engineering Design Process” that can be used for planning	
February	<p>Strategies to Increase Rigor in your science classroom</p> <p>This training will offer views on what it means to “increase rigor” as well as present different strategies for increasing rigor in the classroom. The training will also provide an opportunity for strategies to be modeled and practiced.</p>	<ul style="list-style-type: none"> • Discuss key characteristics of a “rigorous” classroom • Strategies to incorporate into the classroom to improve on the highlighted characteristics • How asking students to use their “academic register” helps in increasing rigor and supporting science vocabulary. 	<ul style="list-style-type: none"> • Teachers will be able to identify rigor and then determine how to incorporate it into their classrooms • Teachers will be able to use new strategies to increase rigor 	<p>Classrooms with a culture of rigor provide opportunities for each student to demonstrate learning at high levels.</p> <ul style="list-style-type: none"> • Teachers will be given a variety of ways to ask students to demonstrate their learning. • Teachers will be given a variety of ways to ask students to demonstrate their understanding.
March	<p>Strategies to Support Reading and Writing in Science</p> <p>This training will focus on how to create strategies, systems and lessons that support reading and writing in science. This will include how to write a lab report in a rigorous science classroom as well as how to effectively implement science notebooks</p>	<ul style="list-style-type: none"> • Reading differentiation strategies such as pre-reading and post-reading • Using lab reports to support writing standards • Strategies to incorporate reading of scientific literature • Strategies to deal with science vocabulary 	<ul style="list-style-type: none"> • Teachers will be given a number of different templates and lesson plans to use to introduce reading and writing into their classrooms. • Walk away with 2-3 strategies you could use in your classroom to support reading and writing • Walk away with scaffolding templates for writing a lab report and reading summary • Walk away with strategies to support the learning and using of science vocabulary 	<ul style="list-style-type: none"> • What to ask students to “do” when writing a lab report • Teachers provide opportunities for students to read and write in their science classrooms • Students and teachers use specific strategies and templates to support writing and vocabulary
April	<p>Strategies to help you differentiate instruction to meet the needs of all students</p> <p>Offer strategies for making small changes in the process of teaching and learning in order to accommodate students of various levels of ability and</p>	<ul style="list-style-type: none"> • What differentiation looks like and where to incorporate into lesson planning and assessments • Different ways in which teachers can differentiate in a science classroom • Six differentiation 	<ul style="list-style-type: none"> • Tips for planning with differentiation in mind • Six differentiation strategies with examples 	<ul style="list-style-type: none"> • Teachers providing a variety of activities and assessments for students with different needs • Students choosing projects and activities that will best show their mastery of the content

	prior knowledge.	strategies with examples		
May	<p>Untangling Assessments Taking a look at different assessments that teachers can use throughout the year. This will include diagnostic, formative and summative. There will also be a focus on strategies on how to create a strong End of the Year Assessment and how to use assessments to plan and best evaluate your students.</p>	<ul style="list-style-type: none"> • What are all the types of assessments and when and how to use them • Strategies to plan a rigorous assessment • Tips on how to use assessment data to impact your classroom • 	<ul style="list-style-type: none"> • Students and teachers will use assessments in the most effective and positive way • Assessments will help to focus what teachers plan for the year/semester/lesson • Assessments will lead to better evaluation of student skills and understanding of material • 	<ul style="list-style-type: none"> • Teachers use their assessments to plan and make changes to current curriculum • Teachers understand how to use assessments as data for teaching planning • Teachers understand how to use assessments in order to better support kids

Science: Biology and Life Sciences

Biology and Life Science teachers foster students' **curiosity and creativity** within the classroom using all available tools to engage and inspire high school students in biology and the life sciences. Biology and Life Science teachers are **continuous learners** who work relentlessly to provide students with a transformational education by participating in valuable discussions and coaching in order to gain content knowledge, implement effective instructional strategies, and continuously **reflect and adapt instruction** to create a classroom environment where students are **inspired to learn and achieve** in science on the path to college and career readiness.

Date	Title and Description	Topics Addressed	Immediate Application in the Classroom
January	<p>Subtle Shifts: Adapting Activities for Inquiry Do you find that you are more responsible for the inquiry process skills in learning activities than your students? Would you to improve your students' ability to perform inquiry without reinventing your science labs and lessons? Incorporating Inquiry into your classroom doesn't have to be a difficult or time-consuming process. This VLE offers strategies to develop student inquiry process skills by making subtle shifts to existing</p>	<ul style="list-style-type: none"> • Review of the science process skills necessary for inquiry • Importance for shifting responsibility for inquiry to students • How to modify lessons in specific ways to achieve particular purposes and to strengthen particular skill sets. • How to use subtle shifts in lessons to easily differentiate lessons for students or varying ability level 	<ul style="list-style-type: none"> • Teachers will create rigorous and engaging lesson plans and provide students with the opportunity to increase their process skill development by making small shifts to existing lessons and labs • Teachers will modify existing lessons and labs in specific ways to achieve particular purposes and to strengthen particular skill sets. • Teachers will feel

	lessons.		confident, capable, resourceful, and empowered to cultivate student inquiry in science.
February	<p>Promoting Discourse in the Science Classroom Science is Way of knowing. In science, we ask questions and search for answers via exploration and experimentation. Just as discourse is so important in our daily lives, discourse in science is equally important since it allows us to represent and clarify our thinking in order to drive deeper understanding. In this module, we will explore why discourse in the science classroom is so important for deepening student understanding and how teachers can incorporate discourse in their classroom strategically and effectively.</p>	<ul style="list-style-type: none"> • Teachers will explore why discourse is essential in a science classroom and what discourse can look like in practice. • Teachers will examine multiple strategies for incorporating discourse in the science classroom with tips for implementation, videos of real teachers and students engaging in the activities, and resources teachers can begin using in your own classrooms tomorrow • Teachers will understand that Science cannot advance if scientists are unable to communicate their findings clearly and persuasively or to learn about the findings of others. • Teachers will recognize that students must be given opportunities to practice their discourse skills in order to progress in their abilities to reason, draw conclusions, and communicate scientific concepts. 	<ul style="list-style-type: none"> • Teachers will be able to model how to create a respectful learning environment in which students will feel comfortable engaging in academic discourse. • Teachers will be able to develop lesson plans which incorporate discourse and provides opportunities for students to practice and develop their skill level in scientific discourse.
March	<p>Project – Based Learning: Not the Same as Doing Projects Projects tend to be assigned at the end of a unit as a student demonstration of understanding. What if projects could not only demonstrate but also DRIVE student learning? This VLE explores the difference between projects</p>	<ul style="list-style-type: none"> • Compare projects with Project-Based Learning • Identify the benefits of PBL • Explore how PBL fits in to a normal unit of study • Experience how PBL can drive student learning and unit activities. • Plan a PBL project for an upcoming unit 	<ul style="list-style-type: none"> • Teachers will introduce a unit of study with a big idea and project to intrigue and engage students • Teachers will tie all classroom activities back to the project big idea • Teacher will act as facilitator rather than deliverer of information • Students will decide what needs to be learned

	and Project-Based Learning and dives into how teachers can use PBL in their own classroom.		in class.
April	<p>Reversing Misconceptions in Science</p> <p>Students use internal models to explain the world around them. Sometimes these models are more or less correct, but what happens if they are not? How can we as teachers get into our students' minds to identify and correct misconceptions? This VLE will offer fun and engaging strategies for identifying misconceptions using a variety of means (including texting!) to allow teachers to reshape our students' internal models.</p>	<ul style="list-style-type: none"> • Identify possible sources of misconceptions in science • Explore the different causes of misconceptions in science • Dive into strategies to activate prior learning and identify misconceptions before starting a unit of study • Explore formative assessment strategies using student cell-phones to gauge student learning throughout the unit • Engage students in writing about science 	<ul style="list-style-type: none"> • Teachers will employ strategies to identify misconceptions • Teachers will re-design lessons to address misconceptions • Students will be more engaged in sharing what they know or have learned. • Teachers will better engage students in metacognitive evaluation of what skills and content have been learned.
May	<p>Preparing You & Your Students for Science Fair</p> <p>It's the end of the year and you want to put on a science fair... are your students ready? Are you? This VLE allows teachers to explore what they need to know to successfully implement and support students in participating in a classroom science fair and includes resources ready to use in the classroom.</p>	<ul style="list-style-type: none"> • Elements of a great science fair project • Identifying your student readiness level • Review of the 3 types of investigations (and which can be used for science fair) • How to generate a testable question • How to identify experimental variables • Monitoring student progress with checkpoints and check-ins 	<ul style="list-style-type: none"> • Teachers will better understand the elements of a scientific investigation • Teachers will use knowledge gained to better support science fair topic choice • Teachers will receive a toolkit of resources and worksheets to track, monitor, and provide feedback on student progress