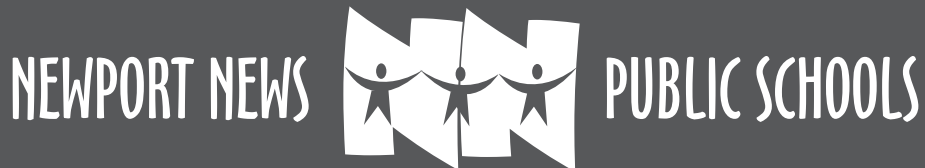




**2020 Spring  
Course Catalog**  
January - May 2020



*College, Career and Citizen-Ready!*



## Why

As employees of Newport News Public Schools, we are driven by the philosophy *smart is something you become*. We believe learning is a continuous journey, not a predetermined destination. The Standards of Effective Teaching, which define the benchmark for exceptional practice within our profession, serve as motivation for our personal learning. These seven standards: *Professional Knowledge, Instructional Planning, Instructional Delivery, Assessment for/of Learning, Learning Environment, Professionalism, and Student Academic Progress*, combined with our *college, career and citizen-ready* skills, form the basis for self-reflection and intentional professional growth in NNPS. The NNPS University of Employee Development (U-ED) provides a variety of offerings for all teachers designed to support implementation of the standards and 21st century skills. There are classes to interest everyone, from the novice to the expert. Courses feature innovative and effective practices and are offered in a variety of formats. Browse the U-ED catalog to find offerings that will support your professional learning quest.

## How it Works

U-ED is a way for accomplished Newport News professionals to share their knowledge and skills with the NNPS community at large. To access complete course details and register for classes, use the Frontline PLMS registration links. Sign up based on your particular interests and needs.

For PLMS help, please contact Octavia Brown at [octavia.brown@nn.k12.va.us](mailto:octavia.brown@nn.k12.va.us) or at 283-7850 ext. 10246

# Standards of Effective Teaching

## **Performance Standard 1: Professional Knowledge**

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

## **Performance Standard 2: Instructional Planning**

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

## **Performance Standard 3: Instructional Delivery**

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

## **Performance Standard 4: Assessment of and for Student Learning**

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

## **Performance Standard 5: Learning Environment**


The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

## **Performance Standard 6: Professionalism**

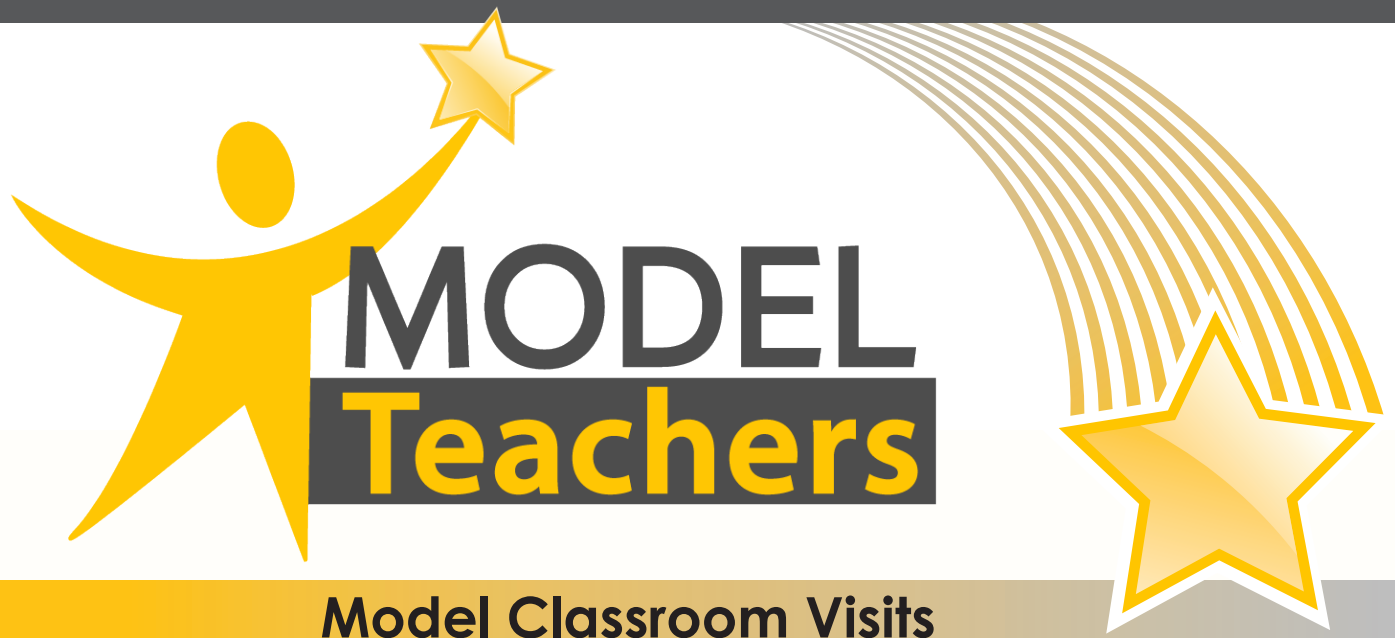
The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

## **Performance Standard 7: Student Academic Progress**

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.



SMART is something you *become*.



## Model Classroom Visits

**Are you interested in real-time, collaborative learning?**

**Would you like to visit another teacher's classroom to spark new ideas, reflect, and engage in collegial dialogue?**

Model teachers have been identified across grade levels and content areas, and they are prepared to welcome fellow teachers into their classrooms. Model classroom visits allow us to see theory in practice in our schools with our students.

### **Details:**

- ✓ Teachers who participate in model classroom visits are accompanied by a colleague from the school or central office. This helps to focus the observation, reflection, and implementation plans.
- ✓ Model classroom visits are open to all teachers – new and veteran. These visits are a great way to affirm your practice, grow as a professional, and feel re-energized and inspired.
- ✓ Teachers who wish to participate in a model classroom visit must have administrator approval. Building administrators are responsible for arranging coverage for teachers.
- ✓ Model classroom visits can be arranged throughout the school year.

### **Want to Participate?**

Visit the model teacher website at <http://sbo.nn.k12.va.us/curriculum/modelteachers/index.html>, and enter a visit request using the online form. Be as specific as possible when noting what you hope to observe. This ensures you will get the most from your visit.



**Learn more and meet the model teacher team by visiting the website at <http://sbo.nn.k12.va.us/curriculum/modelteachers/index.html>.**



# Spring 2020 Course Offerings January - May 2020

### Participant Registration:

Register in PLMS for U-ED courses, unless otherwise noted. If you have forgotten your password, use the **Trouble Signing In** link on the main page to manually reset it.

## STANDARD 1

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK	<a href="#">Becoming CLASS-y: Teacher-Student Interactions in the PK Classroom</a> Join us as we follow the journey of two PK teachers on the road to becoming "CLASS-y." We'll spend some time looking at effective teacher-student interactions (involving all adults in the classroom) and discuss how to incorporate them throughout all aspects of the PK day.	Alison McDowell, Jen Brown & Katie Hoel	Mar. 11 4:30-6:30 Watkins ECC	Mar. 6	2
PK	<a href="#">Create, Sing, and Move It like a Five-Year-Old!</a> Let's spark your students' curiosity and creativity as we look at integrating visual arts, music, and movement into your daily interest areas! We will discuss how each of these pieces align to your students' interests, developmental needs, and the Virginia Foundation Blocks.	S. Henton, B. Kent, D. Canty-Downs & H. Krizmencic	Mar. 26 4:30-6:30 Watkins ECC	Mar. 20	5
PK-2	<a href="#">Creating with Early Learners Series: Video</a> Everyone can press record and make a video. How can we transform this everyday skill into creative expression? Videos are a powerful product for capturing and sharing your own unique perspective, regardless of age. Come see what Apple for Education has designed for early learner creativity.	Tiffany Cobbs & Karen Griffin	Jan. 8 4:30-6:30 PD Room at SSC	Jan. 7	4
PK-2	<a href="#">Creating with Early Learners Series: Video</a> Everyone can press record and make a video. How can we transform this everyday skill into creative expression? Videos are a powerful product for capturing and sharing your own unique perspective, regardless of age. Come see what Apple for Education has designed for early learner creativity.	Tiffany Cobbs & Karen Griffin	Jan. 22 4:30-6:30 PD Room at SSC	Jan. 21	4
PK-2	<a href="#">Creating with Early Learners Series: Music</a> How can we integrate music into subjects like reading, math, content, and even coding? Music encourages students to create songs, find their voices, and bring ideas to life through sound. Come see what Apple for Education has designed for early learner creativity.	Tiffany Cobbs & Karen Griffin	Feb. 13 4:30-6:30 PD Room at SSC	Feb. 12	4
PK-2	<a href="#">Creating with Early Learners Series: Music</a> How can we integrate music into subjects like reading, math, content, and even coding? Music encourages students to create songs, find their voices, and bring ideas to life through sound. Come see what Apple for Education has designed for early learner creativity.	Tiffany Cobbs & Karen Griffin	Feb. 26 4:30-6:30 PD Room at SSC	Feb. 25	4

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK-2	<p><a href="#">Bite-Sized Mindfulness for Our Bite-Sized Learners</a></p> <p>We don't expect children to enter our classrooms proficient in reading and math skills, so why do we expect them to enter proficient in understanding their thoughts and feelings? Mindfulness practices can teach children these skills! Mindfulness can help students (and their teachers) reduce stress and anxiety, strengthen attention and focus, and support social-emotional development. Come learn how to use these practices in your classroom in short, simple, bite-sized chunks.</p>	Annemarie Hanrahan	Mar. 31 4:30-6:30 Admin. Bldg. Auditorium	Mar. 27	2
K-5	<p><a href="#">Building Student Engagement with Nearpod</a></p> <p>Join us in this introductory session. Participants will learn how to search the Nearpod libraries to find content-related presentations that are interactive and adaptable for the needs in their classroom. Nearpod sessions allow students to become active participants instead of just passive learners. Teachers will interact with the resources in Nearpod to discover how this resource can deliver instruction and collect formative/summative data for timely intervention and instructional decision-making. This session will provide the basics of Nearpod. Participants are encouraged to work with their school based ITC for further support after the session.</p>	Shannon Floyd	Jan. 14 3:15-4:15 Carver ES	Jan. 9	2
K-5	<p><a href="#">Teacher and the Tech: Finding the Beauty in Tech Integration</a></p> <p>Does your school have a STEM cart? Do you want to discover the beauty of integrating OSMOs, CodeyRockys, Makey Makeys, Ozobots, and ClassVR (Virtual Reality) goggles while planning and creating engaging student experiences that are curriculum-based? Teacher and the Tech will introduce you to the new technologies your school has received in your STEM carts. You will have the opportunity to participate in student activities framed around one of the four steps of meaningful tech integration - Substitution, Augmentation, Modification, and Redefinition.</p>	A. Bradshaw, E. Rhett, J. Goeller & M. Newcomb	Jan. 16 4:30-6:30 Achievable Dream Academy	Jan. 16	5
K-5	<p><a href="#">Teacher and the Tech: Finding the Beauty in Tech Integration</a></p> <p>Does your school have a STEM cart? Do you want to discover the beauty of integrating OSMOs, CodeyRockys, Makey Makeys, Ozobots, and ClassVR (Virtual Reality) goggles while planning and creating engaging student experiences that are curriculum-based? Teacher and the Tech will introduce you to the new technologies your school has received in your STEM carts. You will have the opportunity to participate in student activities framed around one of the four steps of meaningful tech integration - Substitution, Augmentation, Modification, and Redefinition.</p>	A. Bradshaw, E. Rhett, J. Goeller & M. Newcomb	Jan. 23 4:30-6:30 Palmer ES	Jan. 16	5

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
K-5	<a href="#">Integrating Mystery Science Into Your Classroom</a> Do you want to learn more about Mystery Science and how to integrate it into your classroom? During this session, participants will learn to navigate the Mystery Science site as well as use the resources to successfully integrate it into science lessons. Participants will receive 2 recertification points for the face-to-face PD and 2 additional recertification points based on lesson plans and successful integration of Mystery Science.	Joe Tobin	Jan. 29 4:30-6:30 PD Room at SSC	Jan. 24	4
K-5	<a href="#">Fostering Creativity &amp; Innovation Using Docs and Slides</a> The Profile of a Virginia Graduate expects that students can generate and develop ideas, solutions, and connections to create something original/novel that is meaningful or useful. Spend an hour together as we explore what this can look like in the elementary classroom. We will explore unique features of Google Docs and Google Slides and how they can be integrated into your classroom to support creativity and Innovation and lead to student-generated products. Participants will be able to follow up with ITC for additional individual coaching and feedback.	Shannon Floyd	Feb. 4 4:15-5:15 Carver ES	Jan. 30	3
K-5	<a href="#">Explorations in Eureka Math: Session 1</a> Come to this interactive session to learn more about the why, what, and how of Eureka Math. This session provides a great opportunity to begin learning about Eureka in advance of implementing it.	Lisa Coffman	Feb. 6 4:30-6:00 Admin. Bldg. Auditorium	Jan. 30	2
PK-5	<a href="#">Word Workin' with Osmo: Integrating Tech into Word Study</a> Looking for a way to integrate hands-on technology into word study to increase student engagement? Come learn about Osmo Words!	Samantha Sissell & Christa Hanson	Feb. 6 4:00-5:00 PD Room at SSC	Feb. 5	3
K-5	<a href="#">Fostering Creativity &amp; Innovation Using Docs and Slides</a> The Profile of a Virginia Graduate expects that students can generate and develop ideas, solutions, and connections to create something original/novel that is meaningful or useful. Spend an hour together as we explore what this can look like in the elementary classroom. We will explore unique features of Google Docs and Google Slides and how they can be integrated into your classroom to support creativity and Innovation and lead to student-generated products. Participants will be able to follow up with ITC for additional individual coaching and feedback.	Shannon Floyd	Feb. 11 3:15-4:15 Carver ES	Feb. 6	3
PK-5	<a href="#">Word Workin' with Osmo: Integrating Tech into Word Study</a> Looking for a way to integrate hands-on technology into word study to increase student engagement? Come learn about Osmo Words!	Samantha Sissell & Christa Hanson	Feb. 11 4:00-5:00 PD Room at SSC	Feb. 10	3

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
K-5	<a href="#">Explorations in Eureka Math: Session 2</a> Come to this interactive session to learn more about the why, what, and how of Eureka Math. This session provides a great opportunity to begin learning about Eureka in advance of implementing it.	Lisa Coffman	Feb. 12 4:30-6:00 Admin. Bldg. Auditorium	Feb. 5	2
PK-5	<a href="#">Imagination Playground</a> Come be a kid again! You will learn to use your imagination and creativity while collaborating with teammates using the Imagination Playground Building Blocks that can be used in the classroom, gym, or outside at recess. Information will also be given about how to secure a grant for this equipment.	Richard Green	Mar. 19 4:45-6:30 General Stanford ES	Mar. 5	2
K-5	<a href="#">Explorations in Eureka Math: Session 3</a> Come to this interactive session to learn more about the why, what, and how of Eureka Math. This session provides a great opportunity to begin learning about Eureka in advance of implementing it.	Lisa Coffman	Mar. 25 4:30-6:00 PD Room at SSC	Mar. 15	2
K-5	<a href="#">Mirrors and Windows: Using Culturally Diverse Literature in your Classroom</a> With access to mirror texts, students are able to see their narrative matters and learn to understand and appreciate the narratives of others. The power of literacy to transform lives does not exist in skill and strategy instruction alone; it also resides with the stories students read. In this session, participants will be introduced to a variety of picture books that are appropriate to read, discuss, and reflect upon with their students.	Jennifer Oliver & Bobbi Bradley	Apr. 1 4:30-6:30 Admin. Bldg. Warwick Room	Mar. 25	up to 3
K-5	<a href="#">Explorations in Eureka Math: Session 4</a> Come to this interactive session to learn more about the why, what, and how of Eureka Math. This session provides a great opportunity to begin learning about Eureka in advance of implementing it.	Lisa Coffman	Apr. 2 4:30-6:00 Admin. Bldg. Auditorium	Mar. 27	2
2-6	<a href="#">The OZOBOT EVOLution to Math</a> It's time to integrate coding robots, a career skill, into your math class. There are many math objectives that can be taught using an Ozobot Evo. The Ozobot can help students learn addition, subtraction, multiplication, division, variables, area, and perimeter, just to name a few. They can even correct papers!	Kevin Nelhuebel	Feb. 27 4:30-6:00 Admin. Bldg. Conf. Room 1	Feb. 25	3
6-8 math	<a href="#">Practice for Praxis Algebra I Test</a> Are you dreaming of the day you teach Algebra I? Now, there is a Praxis Test that will let you add on the certification! This is for currently certified teachers who would like to add on the Algebra I license endorsement.	Mary Parrish	Feb. 20 3:30-5:30 Admin. Bldg. Conf. Rm. 2	Feb. 18	5



Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
6-12	<a href="#">A Celebration of Languages</a> Students enter our classrooms from all different walks of life, and many have home languages that are not English. As we attempt to celebrate and affirm the cultural diversity that English Learners (ELs) bring to our schools, it is important to understand and anticipate some of the many challenges that these students will be facing. This Nearpod study module will address some of these challenges in relationship to our students' home languages. The multimodal format will give you the opportunity to learn about home languages common to NNPS, reflect on your own interactions with these languages and the students who speak them, and provide strategies and resources for future reference.	Lisa Mason & Sara Tartala	Online, self-paced: Feb. 1 - May 1	Jan. 31	2
6-12	<a href="#">The Power of Video</a> Learn how to utilize video as a tool for teaching content, flipped instruction, and student-centered learning. We will learn ways to find quality explainer videos as well as videos that will get your students thinking. Through the use of various tools, you will be able to increase student engagement and investment.	Sarah Garrity	Feb. 4 and 11 4:30-6:00 Gildersleeve MS	Jan. 15	3
6-12 Eng.	<a href="#">Demystifying the Lie: Building Stronger Readers</a> "Kids don't read." "Kids won't read." "Kids can't read." The truth is that everyone is a reader, albeit a different type of reader. Helping our students become readers is our job as English teachers. In this workshop, we will explore ways teachers can inspire reluctant readers to embrace their own reader identities and foster a love of reading.	Danielle Smith & Arleatrice Winters	Feb. 11 3:30-5:30 Warwick HS	Feb. 4	5
6-12 sci.	<a href="#">Oh No! New Science SOLs! What Am I Going To Do?</a> This course is designed to help the secondary science teacher understand the changes for the 2018 Science SOLs. The design and expectations will be explored to assist teachers with how lessons will look in order to meet the VDOE expectations.	R. Culverhouse, A. Riordan, P. Chaney, M. Wiggins, V. MacEntee, & L. Nelson-Rogers	Apr. 1 and 2 3:30-5:30 Admin. Bldg. Conf. Room 1	Mar. 15	3
6-12	<a href="#">Staying Found: Using Real-World Navigation to Engage Learners Across the Curriculum</a> Spatial thinking is essential to navigating life! Often, we rely on smartphones for directions, but there are important hidden lessons on awareness, data collection, prediction, and goal setting that come from navigating a physical landscape. We will use a map, compass, sun-dial, vegetation, and terrain to navigate a landscape and explore how the myriad "life lessons" and place-based learning activities transfer to your specific course or leadership position. You will leave empowered to engage learners in a kinesthetic spatial-thinking activity with lasting real-world value. You aren't likely to get lost if you know how to stay found.	Kelly Garner	Apr. 16 4:00-6:00 The Mariners' Museum	Apr. 9	3

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK-12	<p><a href="#">Personalized Learning Opportunities with Technology Certification (PLOT)</a> Are you interested in learning instructional strategies that help empower students to "PLOT" their pathways to learning? The PLOT course is a professional development opportunity for educators to explore personalized learning and how digital technologies can be used as a tool to support this type of learning. This course is built around research-based best practices in personalized learning and course design. Each participant will participate in three face-to-face sessions. In addition, participants will be required to complete six online learning modules over the course of six weeks.</p>	D. Adkinson, L. Smith, K. Vandegriff & E. Orlando	<p>Face-to-face: Feb. 3 and 10 8:30-3:30 (*sub provided) Crittenden MS</p> <p>Online, self-paced: Feb. 16 - Mar. 28</p>	Jan. 24	30
PK-12	<p><a href="#">What WIDA "Can Do" For You</a> Do you have an English Learner in your class? You may be aware of your student's English language proficiency level, but how does this translate to classroom and instructional expectations? This session will provide resources to support you in getting a better picture of how your students CAN show what they know in English.</p>	Lisa Lynk	Feb. 11 4:30-6:00 Watkins ECC	Feb. 6	2
PK-12	<p><a href="#">Get Google Level 1 Certified ASAP!</a> Okay, so you've already started your work on Google Classroom and Google Drive. Are you ready to take the next steps toward getting Google Certified Level 1? This seminar will review some of the facets of the Google interface so YOU can get certified!</p>	Nick Swan & Khrystel King	<p>Face-to-Face: Feb. 12 4:30-5:30 Crittenden MS</p> <p>Online, Self-Paced: Complete by May 22</p>	Feb. 4	4
1-12	<p><a href="#">The Big Four: A Comparison of Read Works, Read Theory, Common Lit and Achieve 3000</a> Participants will explore 4 commonly used reading supports/interventions that are web based: Read Works, Read Theory, Common Lit and Achieve 3000. The comparison of these 4 products will be centered around how and when to incorporate them as reading supports and interventions in their classrooms. In addition, a discussion will commence regarding the importance of utilizing supports that are both student- and teacher-generated. Research regarding the use of audio to support struggling readers for content area subjects will be presented.</p>	D. Cooper, S. Macklin, G. Holmes & D. Waldman	<p>Face-to-Face: Feb. 19 4:00-6:00 Admin. Bldg. Conf. Room 1</p> <p>Online, Synchronous: Mar. 4 4:00</p>	Feb. 14	4
PK-12	<p><a href="#">Escape from Reality: Using VR in the Classroom</a> Looking to provide immersive learning experiences for your students to extend their background knowledge while making curricular connections? Come learn about integrating virtual reality!</p>	Alison Reilly & Samantha Sissell	Feb. 20 4:00-5:15 McIntosh ES	Feb. 19	4

Grades	STANDARD 1 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK-12	<a href="#">Get Google Level 1 Certified ASAP!</a> Okay, so you've already started your work on Google Classroom and Google Drive. Are you ready to take the next steps toward getting Google Certified Level 1? This seminar will review some of the facets of the Google interface so YOU can get certified!	Nick Swan & Khrystel King	Face-to-Face: Feb. 26 4:30-5:30 Crittenden MS  Online, Self-Paced: Complete by May 22	Feb. 20	4
PK-12	<a href="#">"Flip the Script" with Flipgrid</a> Flipgrid is a FREE web-based video response platform that is designed to promote open discussion between all students within your classroom. Teachers post topics, videos, or links for discussions, and students respond to the prompt and each other with short video reflections.	Elizabeth Orlando	Online, self-paced: Mar. 1 - Mar. 21	Mar. 15	5
PK-12	<a href="#">Spanish for Educators</a> Are you trying to communicate with families that only speak Spanish? This session will provide you with resources and basic school terms in Spanish in order to facilitate communication and a greater cultural understanding with Spanish-speaking students and families.	Leslie Wilson	Mar. 24 4:30-6:30 Watkins ECC	Mar. 17	3
PK-12	<a href="#">Positive Youth Development: Developing Positive Self-Identity in Black Males</a> Educating the whole child requires an understanding of the unique needs of students, including those in specific subgroups. This course will explore research and strategies for promoting positive identity, skill building, and academic motivation in black males.	Bridget Adams, Nicole Jennings & Mike Nichols	Apr. 2 3:30-5:30 Admin. Bldg. Auditorium	Apr. 2	5
PK-12	<a href="#">Piecing Together the Computer Science Puzzle</a> This session will empower you with the skills, pedagogical knowledge, and confidence to integrate computer science skills in your classroom. You will engage in online tutorials that encourage creative problem-solving along with concrete and tangible learning. By the end of this session, you will have the skills and mindset to inspire kids of all ages to imagine and invent the future.	Elizabeth Orlando & Tiffany Cobbs	Online, Self-Paced: Apr. 4 - Apr. 25	Apr. 3	10
PK-12	<a href="#">Get Google Level 2 Certified ASAP!</a> Okay, so you've already taken (and passed) your Google Level 1 Certification Exam. Are you ready to take your knowledge to the next level? Unsure about what you'll be up against? Join us to learn about earning Google Level 2 certification!	Nick Swan, Amy Livingstone & Carol Marcolini	Face-to-Face: Apr. 29 4:30-5:30 Crittenden MS  Online, Self-Paced: Complete by May 22	Apr. 27	4
PK-12	<a href="#">Get Google Level 2 Certified ASAP!</a> Okay, so you've already taken (and passed) your Google Level 1 Certification Exam. Are you ready to take your knowledge to the next level? Unsure about what you'll be up against? Join us to learn about earning Google Level 2 certification!	Nick Swan, Amy Livingstone & Carol Marcolini	Face-to-Face: May 6 4:30-5:30 Crittenden MS  Online, Self-Paced: Complete by May 22	May 4	4

# STANDARD 2

Grades	STANDARD 2 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK-1	<a href="#">Authentic Literacy Experiences</a> Let's spend an afternoon discussing inspiring ideas for hands-on authentic literacy experiences! We will explore how to use emergent/early beginning reader continuum to support planning purposeful independent experiences. Discover ways to reinvent the use of your classroom materials for storytelling, writing, and literacy skills.	Rebekah Loftis & Colette Pringle	Mar. 16 4:30-6:30 Watkins ECC	Mar. 16	2
4	<a href="#">Oh No, More Stuff? Using Weekly Studies in Virginia Studies</a> How do I fit in teaching Virginia Studies, using the Weekly Studies resources, and making sure my students are understand the content? Join this U-ED to find out how. Participants will learn ideas to integrate the Weekly Studies into their school day and how to use the online resources with their students.	Joe Tobin	Mar. 19 4:30-6:30 Admin. Bldg. Warwick Room	Mar. 13	2

# STANDARD 3

Grades	STANDARD 3 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
PK	<a href="#">What's Cooking? Making the Most of PK Cooking Opportunities</a> Join us for a delicious afternoon as we dive into the idea of cooking with our youngest learners! We will discuss how to use cooking as a starting point for integrating concepts like math, literacy, science, and social-emotional development. We will explore the possibilities of what a cooking interest area can look, sound, and feel like. Finally, we will begin to consider how to use a classroom/ school garden as way to cultivate early growers and gardeners.	A. McDowell, T. St. Ours, K. Gonzalez & M. Yoo	Feb. 11 4:30-6:30 Watkins ECC	Feb. 7	3
PK	<a href="#">Let's Start Our Day: Morning Experiences</a> Morning Experiences provide students with an opportunity to make choices and ease into their day. Students build background knowledge and vocabulary while adults support oral language, social skills, and academic learning.	Cynthia Watson & Marshall ELC Teachers	Feb. 19 4:30-6:30 Marshall ELC	Feb. 18	5
K-1	<a href="#">Phonological Awareness</a> Phonological awareness is the foundation to students becoming proficient readers. Many students who struggle to read are missing the ability to hear and understand the basic sound structures of our language.	Cynthia Watson & Marshall ELC Teachers	Feb. 25 4:30-6:30 TBD	Feb 24	4
K-2	<a href="#">Low-Risk Writing</a> Students can sometimes be reluctant writers because they do not know what writers should do. Help students see themselves as writers by using what they know about print to create class and individual books based on popular concepts and through picture books as mentor texts.	Shaundalyn Thomas & Dennise Mann	May 5 4:30-6:30 Admin. Bldg. Warwick Room	Apr. 28	3
4	<a href="#">Nearpod Lesson: George Washington and the American Victory at Yorktown</a> Engage your students with Virginia history using a Nearpod lesson that exposes them to analyzing primary and secondary sources Vs.1d. Learn how to use this lesson with your class to teach the importance of the American victory at Yorktown and why George Washington is called the "Father of our Country."	Jamie Cook & Alex Bradshaw	Jan. 14 4:30-5:30 Dutrow ES	Jan. 13	2
3-5	<a href="#">Using Paired Texts to Teach Comprehension</a> There is an increased emphasis on reading comprehension by comparing fiction and nonfiction texts in our English standards. Students should become proficient in analyzing fiction and nonfiction texts based on a common theme or topic. Come explore some paired text themes and learn how to develop your own.	Christine Steigleman & Nathalie Rose	Feb. 19 4:30-6:30 TBD	Feb. 13	3

Grades	STANDARD 3 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
3-5	<a href="#">Teaching Through Models: Using Manipulatives to Explore Mathematical Ideas in Grades 3-5</a> Come learn how to use manipulatives as part of every day instruction. We will explore the use of concrete materials to help students build a conceptual understanding while solving problems and making connections between mathematical ideas. Cuisenaire rods, beaded number lines, place value disks, pattern blocks, and base ten blocks will be used to help ensure that all students become mathematical thinkers.	Wendy Lash & Dawn Bailey	Feb. 20 4:30-6:30 Admin. Bldg. Auditorium	Feb. 14	3
3-5	<a href="#">Problem Solving To Introduce A Topic</a> Get your students engaged by letting them understand "why" we are learning the skill. This session will explore an approach to instruction that puts the end at the beginning. Students will apply the process goals (problem solving, reasoning, communicating, connecting, and representing) to see the importance of the mathematics they are learning.	Zach Lowman & Dawn Bailey	Mar. 5 5:00-6:00 Admin. Bldg. Conf. Room 1	Feb. 28	1
PK-5	<a href="#">To Infinity &amp; Beyond with Nearpod</a> Join us for a make-and-take session using the NNPS curriculum to make meaningful Nearpod activities to engage your students. This session is designed for teachers, by teachers who have students who read below grade level. Explore engaging activities so students experience success when completing independent work.	A. Ickes, P. Deal, C. Flannery & M. Newcomb	Feb. 20 4:30-5:30 Palmer ES	Feb. 19	3
PK-5	<a href="#">Using Thinking Maps to Expand Vocabulary and Language Development</a> Thinking Maps are a powerful tool to support students in organizing their thinking. Thinking Maps go beyond graphic organizers and can be used across content areas. In this session, we will explore eight Thinking Map models and how they have been used with ESL students to foster reading, writing, listening, and speaking skills. This session would benefit any teacher looking for more ways to support their ESL students.	Shana Hollis	Feb. 27 4:30-6:30 Watkins ECC	Feb. 20	2
K-5	<a href="#">Science is a VERB</a> How can science be a verb? What does that mean to teachers in K-5? During this 3-hour interactive session, participants will learn how students DO science using the Next Generation Science Standards and the Virginia SOL. Participants will leave the session with ideas, structures, and strategies to integrate science content throughout the day.	Joe Tobin	Feb. 27 4:30-6:30 Admin. Bldg. Warwick Room	Feb. 20	2

Grades	STANDARD 3 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
K-5	<p><a href="#">Teaching Problem Solving Through 3-Act Tasks</a> A Three-Act Task is a whole-group mathematics task consisting of three distinct parts: an engaging and perplexing Act One, an information and solution-seeking Act Two, and a solution discussion and solution revealing Act Three.</p> <p>Why use this strategy?</p> <ul style="list-style-type: none"> <li>• To provide an engaging context for the use of mathematics and the development of mathematical understanding.</li> <li>• To add engagement. Students wonder what will happen next.</li> <li>• To create low barriers to entry, allowing the teacher to scaffold as necessary.</li> <li>• To provide an opportunity for estimation and reasonableness.</li> <li>• To provide opportunities to talk about mathematics.</li> <li>• To provide opportunities for reflective thought.</li> <li>• To build new knowledge from prior knowledge.</li> <li>• To encourage multiple approaches.</li> <li>• To honor diversity.</li> <li>• To create situations which require students to engage in mathematical modeling.</li> <li>• To build relational understandings among mathematics concepts.</li> <li>• To shift student ideas about justification of thinking and answers.</li> </ul>	Wendy Lash & Dawn Bailey	Mar. 18 4:30-6:30 Admin. Bldg. Auditorium	Mar. 13	3
K-8	<p><a href="#">Modeling and Representing with Interactive Number Lines and Arrays</a> Mathematics educators have long known that engaging students in visual representations of mathematics is extremely helpful for their learning. Our brain wants to think visually about mathematics. In one study, four 15-minute sessions of students playing with number lines completely eradicated the differences between students from low-income and middle-income backgrounds with preschoolers. We will explore using interactive sites and other models using number lines to help students visualize mathematics for optimal learning.</p>	Kelly Kent Johnson	Jan. 22 4:30-6:30 Admin. Bldg. Warwick Conf. Room	Jan. 17	3
3-12	<p><a href="#">The Write Stuff: UDL for Writing</a> Writing is an essential component of literacy. Difficulties with writing can take many forms and can inhibit student success. Using principles of UDL for written expression can contribute to greater achievement for our students. This session will explore some free tools that can help increase student motivation and improve their general written expression skills. UDL strategies and technology to support writing, such as web-based graphic organizers and writing websites, will be presented.</p>	Linda Roos & Donna Waldman	Mar. 3 3:30-5:00 Admin. Bldg. Warwick Room	Feb. 18	2

Grades	STANDARD 3 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
4-12	<a href="#">Cultivate Conceptual Understanding Using Innovative Vocabulary Building Strategies</a> Research confirms what every teacher intuitively knows; academic language is a second language because all literate people must learn it to enable them to access academic content (Solomon & Rhodes, 1995). Because every content requires students to build vocabulary skills, teachers of any subject can benefit from this session. How do teachers cultivate conceptual understanding of lesson content via vocabulary building strategies? Most vocabulary activities are teacher created. This session shows you how to empower students to move from passive participants to active creators. In this session, you will facilitate students engaging in deeper learning while contributing to the learning of peers by actually creating innovative vocabulary activities.	Delrose Adkinson	Feb. 6 4:00-6:00 Room 105 @ SSC	Feb. 1	6
4-12	<a href="#">Cultivate Conceptual Understanding Using Innovative Vocabulary Building Strategies</a> Research confirms what every teacher intuitively knows; academic language is a second language because all literate people must learn it to enable them to access academic content (Solomon & Rhodes, 1995). Because every content requires students to build vocabulary skills, teachers of any subject can benefit from this session. How do teachers cultivate conceptual understanding of lesson content via vocabulary building strategies? Most vocabulary activities are teacher created. This session shows you how to empower students to move from passive participants to active creators. In this session, you will facilitate students engaging in deeper learning while contributing to the learning of peers by actually creating innovative vocabulary activities.	Delrose Adkinson	Mar. 19 4:00-6:00 Room 105 @ SSC	Mar. 13	6
6-12	<a href="#">Making Learning Visual with Voice and Choice</a> Are you looking for ways to give students more choice and voice in the classroom? If so, then choice boards are for you! Learn what choice boards are and how to use them with your students. Every participant will leave with a choice board they can use immediately.	Mary Norris & Angela Rowe	Feb. 27 4:30-6:30 Room 105 at SSC	Feb. 20	5
9-12	<a href="#">Playing with a Purpose: Using Games in the Classroom to Teach</a> Grab the attention of your students through new games! Games and activities in the classroom can motivate students to take initiative in their learning. We will explore resources applied in the classroom, including Purpose Games, Quizlet Live, Kahoot, Escape Rooms, and others!	Reginald Rich- ardson & Faye Jackson	Feb. 12 5:00-6:30 Denbigh HS	Feb. 7	2



Grades	STANDARD 3 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
PK-12	<a href="#">Let's Get Real: Who's in the Driver's Seat? Igniting Sustained Inquiry and Amplifying Authenticity in Student Learning Experiences</a> In this session, we will explore the contradiction between the skills required for students to succeed in school and those required to succeed in the world and workplace as citizens and lifelong learning. We will identify avenues that we can travel as educators in order to enhance authenticity in our students' learning experiences. Participants will walk away with practical strategies to spark inquiry, promote student voice, and amplify authentic learning experiences.	Margaret Harris-Shoates	Online, Self-Paced: Feb. 3 - Feb. 28	Jan. 29	3
K-12 PE	<a href="#">"Bike Safe, Bike Smart" Refresher Course</a> Share activities, lessons, and ideas used in bicycle units and review the basics of maintenance and organization.	Beneline Williams, Kelly Garner & Amy Jones	Feb. 19 4:30-6:30 BC Charles ES	Feb. 10	5
PK-12	<a href="#">Want Your Students to ExC-ELL?</a> Join us for an interactive session to learn how to preteach vocabulary in seven easy and effective steps. Learn how to integrate these strategies into your curriculum and align them to the SOLs. Implementing these steps will support your English Learners in developing rich academic language necessary for improving reading comprehension and writing skills.	Lisa Lynk & Shana Hollis	Feb. 20 4:30-6:30 Watkins ECC	Feb. 13	2

# STANDARD 4

Grades	STANDARD 4 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
K-12	<p><a href="#">Effective Data Teams Create Effective PLCs</a>            "Things get done only if the data we gather can inform and inspire those in a position to make a difference." - Mike Schmoker</p> <p>Grade level or content teams are encouraged to participate and learn about gathering data to address urgent needs and setting goals to increase student achievement.</p>	Lisa Coon	Online, self-paced: Jan. 28 - Feb. 28	Jan. 24	5
2-5	<p><a href="#">Discovering What Students Know Using Digital Formative Assessments</a>            Teachers use formative and summative data to determine what students know. Join us as we examine a few digital tools, apps, and platforms that can help teachers use formative assessments as evidence of student learning. In our session, we will learn more about Quizizz, Kahoot, Padlet, and Formative.</p>	Shannon Floyd	Mar. 3 4:15-5:15 Yates ES	Feb. 27	2
2-5	<p><a href="#">Discovering What Students Know Using Digital Formative Assessments</a>            Teachers use formative and summative data to determine what students know. Join us as we examine a few digital tools, apps, and platforms that can help teachers use formative assessments as evidence of student learning. In our session, we will learn more about Quizizz, Kahoot, Padlet, and Formative.</p>	Shannon Floyd	Mar. 10 3:15-4:15 Carver ES	Mar. 6	2

# STANDARD 5

Grades	STANDARD 5 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
K-5	<a href="#">Book Chat: Responsive Classroom for Music, Art, PE, &amp; Other Special Areas</a> Learn more about the Responsive Classroom approach to solve challenges resource teachers face on a daily basis. We will explore how to effectively manage our classrooms so students can develop the skills necessary to succeed.	Jennifer Mulrine	Jan. 23, Feb. 20 & Mar. 19 4:30-5:30 Saunders ES	Jan. 15	3
K-12	<a href="#">What's Your Function? Functional Behavior Assessment (FBA) &amp; Behavior Intervention Plans (BIP) 101</a> Every behavior is communicating something. What is it? This session will provide the evidence-based theory of functional behavior assessment and procedural guidelines for conducting an effective functional behavior assessment. Learn how to craft successful behavior intervention plans for special education students.	Erika Daniel, Hunter McEnroe & Emily Lafountain	Feb. 4 and 11 4:00-6:00 Palmer ES	Feb. 3	6
PK-12 sped	<a href="#">Deal With It! Addressing Behaviors Using Social Stories</a> Most children learn social skills naturally; others need more specific support and instruction. Teaching social expectations can reduce negative behaviors. Social stories help target a specific skill to teach.	Betty Menking	Feb. 4 4:00-5:30 Admin. Bldg. Warwick Room	Jan. 24	5
PK-12	<a href="#">Taking Care of Ourselves: Meditation and Mindfulness Techniques</a> We will explore the power of meditation and mindfulness for self-care and overall health and wellness. Meditation and mindfulness techniques are practiced in many health and education centers, organizations such as the US military, and major corporations. Countless universities all over the world have conducted research showing the health benefits of meditation to reduce overall stress. Meditation techniques can train our attention so that we become more aware of the moment, concentrate better, and develop loving kindness.	Anne Hearth	Feb. 24 3:30-6:30 PD Room at SSC	Feb. 21	5
PK-12	<a href="#">Emotional Impacts on Learning</a> One may have heard the saying, "You need to get to Maslow, before you can get to Bloom." This presentation will focus on emotional impacts on learning, memory, and achievement. In improving emotional safety and building relationships, academic achievement improves.	Erika Daniel	Mar. 5 4:00-6:00 PD Room at SSC	Mar. 5	2
PK-12	<a href="#">Forest Based Wellness: Exploring the Power of Sauntering, Breathing, and Mindfulness Among Trees for Stress Management and Mental Wellness</a> When was the last time you turned off your phone, put away your laptop, and reclaimed your mental space in a soothing forest? Join us as we practice evidence-based strategies for stress management and reconnect to feeling relaxed and present in the world.	Kelly Garner	Mar. 24 4:30-6:00 The Mariners' Museum	Mar. 9	3

Grades	STANDARD 5 Course Title & Description	Facilitator	Date, Time, Location Other Details	Registration Deadline	Points
PK-12	<a href="#">Forest Based Wellness: Exploring the Power of Sauntering, Breathing, and Mindfulness Among Trees for Stress Management and Mental Wellness</a> When was the last time you turned off your phone, put away your laptop, and reclaimed your mental space in a soothing forest? Join us as we practice evidence-based strategies for stress management and reconnect to feeling relaxed and present in the world.	Kelly Garner	Apr. 27 4:30-6:00 The Mariners' Museum	Apr. 20	3

# STANDARD 6

Grades	STANDARD 6 Course Title & Description	Facilitator	Date, Time, & Location	Registration Deadline	Points
PK-12	<a href="#">Taming that Laptop</a> Tame that electronic beast that consumes so much of your day! Electronic calendars, emails, file management, SharePoint, Google Drive; all these things are vital to your work day. Take this course to catch up in a safe place and ask those questions you never have time for during the school year, and save time next year as you use these tools to help you plan your day.	Maggie Knight	Feb. 18 4:30-6:30 Dozier MS	Feb. 13	2
PK-12	<a href="#">Get Your Tweet On!</a> Looking to grow your professional learning network? Come see how powerful Twitter can be for your professional growth and reflection. This is an introductory session for those new to Twitter.	Emily Dugan & Samantha Sissell	Feb. 25 4:00-5:00 PD Room at SSC	Feb. 24	3
PK-12	<a href="#">Mental Health Literacy</a> Mental Health Literacy will explore mental health facts and myths, focus on the needs of specific communities, discuss the influence of social media and gaming, and explore help-seeking behaviors and barriers and the importance of cultural competency in mental health. The mental health needs of staff, including the need for self-care, will also be discussed. Each participant will take a "Jungian type" scale to help further self-awareness.	Anne Hearth & Emily LaFountain	Mar. 2 3:30-6:30 PD Room at SSC	Feb. 28	3
PK-12	<a href="#">Get Your Tweet On!</a> Looking to grow your professional learning network? Come see how powerful Twitter can be for your professional growth and reflection. This is an introductory session for those new to Twitter.	Emily Dugan & Samantha Sissell	Mar. 4 4:00-5:00 PD Room at SSC	Mar. 3	3
PK-12	<a href="#">Get Your Tweet On!</a> Looking to grow your professional learning network? Come see how powerful Twitter can be for your professional growth and reflection. This is an introductory session for those new to Twitter.	Emily Dugan & Samantha Sissell	Apr. 14 4:00-5:00 PD Room at SSC	Apr. 13	3
Admin, leads,	<a href="#">Deliver Your Message with Technology Tools</a> Engage your teachers in presentations that are done with purpose. Engage with feedback, keep teachers' attention, get your message across, and dazzle your audience with technology tools they can use with their own students!	Kathy Gallagher & Allison Stetar	Online, self-paced: February 3 - March 16	Jan. 31	20
PK-12	<a href="#">Model Classroom Visits</a> Are you interested in real-time, collaborative learning? Would you like to visit another teacher's classroom to spark new ideas, reflect, and engage in collegial dialogue? Model teachers have been identified across grade levels and content areas, and they are prepared to welcome colleagues into their classrooms. Model classroom visits allow us to see theory in practice in our schools with our students. Teachers who wish to participate in a model classroom visit must have administrator approval. Building administrators are responsible for arranging coverage for teachers. Click on the link above to visit the website and enter a model classroom visit request.	Model Classroom Teachers	On-going visits scheduled based on demand	n/a	n/a

# Teaching and Learning Framework

The foundation of every lesson.

	Beliefs	Actions	
PLAN	<p>Effective instruction always begins with a solid plan. We design lessons to ensure student <b>mastery</b> of content. We plan for a learning <b>environment</b> where students feel safe taking risks to learn and nurture <b>relationships</b> that support learning for all. We are driven by the pursuit for student <b>equity</b> when planning.</p> <p>During the PLAN phase, we grapple with three big questions:</p> <p><b>What do I want students to know and do?</b>  <b>How will the content be taught?</b>  <b>How will I know if my students learned it?</b></p>	<ul style="list-style-type: none"> <li>• Write learning targets grounded in the standards</li> <li>• Establish a student-centered environment conducive to learning and relationships</li> <li>• Plan with the end in mind by unpacking standards and aligning written, taught, and tested curriculum</li> <li>• Align resources to support students and your lessons</li> <li>• Differentiate for students</li> </ul>	TDEP Standards 1, 2 & 5
TEACH	<p>All students have the right to rigorous, relevant, and engaging learning experiences. Effective teaching fosters a sense of <b>empowerment</b> among students. Students are challenged to <b>make connections</b> within and across contents and to <b>expand learning to their world</b>. As a result of high-quality instruction, students are <b>driven</b> to do and learn more.</p> <p>There are a number of instructional pedagogies and structures we can use during the TEACH phase. Teachers select and employ an approach based on learning targets and student needs.</p>	<ul style="list-style-type: none"> <li>• Engage students' prior knowledge and add relevance to learning target</li> <li>• Empower students with gradual release to support learning</li> <li>• Encourage student talk by limiting teacher talk</li> <li>• Monitor student learning through formative assessment</li> <li>• Provide continual feedback to students</li> </ul>	TDEP Standards 3, 4 & 5
ASSESS	<p>Assessment is a purposeful component of instruction as it reveals whether learning targets and standards are being met. Ongoing assessment offers <b>meaningful and actionable feedback</b> to students. Assessment informs our <b>instructional response</b> to student learning in pursuit of <b>mastery</b>.</p> <p>During the ASSESS phase, we reflect on a key question that we revisit in planning:</p> <p><b>What is my instructional response to meet the needs of students who did <u>and</u> did not learn the content?</b></p>	<ul style="list-style-type: none"> <li>• Close your lesson meaningfully</li> <li>• Revisit learning targets and provide student feedback guiding next steps</li> <li>• Determine if students mastered the content and take appropriate action</li> <li>• Reflect on your lesson and evaluate student progress</li> </ul>	TDEP Standards 4 & 7

SMART is something you *become*.