

Systemic Professional Learning Guide

SY 18-19

Supporting professional growth to meet City Schools academic and social-emotional learning goals.



January 2019 Edition

Overview

Last year the Academics Office sought feedback from teachers, school leaders, and central office staff on its design for professional learning. Key themes emerged from this feedback reflecting the need to:

- offer a year-long arc of learning, rather than one-off, to allow teachers to go deeper in their learning and build community and collaboration in an ongoing way
- provide choice by offering a variety sessions beyond core content
- provide sessions that are identified by and grounded in data, both that of students and teachers;
- provide sessions which clearly align to district goals.



In the past, City Schools has offered teachers and other school-based staff the opportunity to engage in one-time sessions offered by content offices during systemic professional learning days. Reflecting on feedback from the field, City Schools has sought to redesign systemic PD days for the 2018-2019 school year in four key ways:

1. Provision of sessions which seek to **engage cohorts of participants throughout the entire school year**, bringing together the same participants to deepen their learning and cohort experience on each systemic professional learning day (e.g., 10/18/18, 1/25/19, 3/15/19, and 6/17/19).
2. Provision of district ½ day early release time to allow teachers opportunity to focus on core content and curriculum, as well as collaborative planning, to afford teachers more **flexibility in choice** during systemic professional learning days (historically the designated days for core content & curriculum development).
3. **Use of qualitative and quantitative data** from assessments, surveys, focus groups, and the like to identify and prioritize offerings based on teacher and student needs.
4. Ensure **clear alignment of sessions with key district goals** shared by the CAO and Chief of Schools during the CAO/CoSCH and CEO Institutes, as well as target areas of the Blueprint.

January 2019 Registration Guidance

Staff registered for courses associated with the 2018-2019 school year and attended the initial session of those courses on October 18, 2018. Prior to each systemic professional learning day participants will need to re-register for these courses as a means of confirming their participation. The course guide shares the same set of courses and provides a few new options for teachers and school staff to select, should they better meet individual staff needs or be more appropriately aligned to the needs of your school.

The guide on the following pages is organized by content area in alphabetical order. For each course, the guide provides a course title, description, outcomes, audience, offering type (e.g., year-long, one-off, other), times, location as available, and session contact information.

Clarity of Offering Type

Because we strive to offer ongoing course opportunities a new column has been added to the course guide to articulate the type of session being offered. There are three distinct types of offerings:

- **Year-Long Course:** These sessions are year-long. Participants signed up in October and will return to these sessions to continue their learning in January, March, and June (as noted). Facilitators of these sessions provided a syllabus, like a college course, and shared logistical specifics for the course in October. Prior to each systemic professional learning day participants will be asked to confirm their participation in PGS. Any logistical shifts that have occurred will be communicated through the facilitator.
- **One-Off Course:** These sessions are being offered on January 25, 2019 and are designed as a one-time opportunity. These sessions reflect specific content learning aligned with key activities/time of the school year or were requested by the field. Session topics may be offered again as one-off opportunities during subsequent systemic professional development days, but not necessarily. One-off sessions will be available for registration prior to each systemic day.
- **Other:** These sessions look similar to the year-long sessions in that they have a unique combination of systemic dates on which they are offered (for example, 10/18/18 and 1/25/19 but not in March or in June).

Blueprint Sessions

City Schools is offering Literacy Blueprint sessions for teachers in grades 3 – 5, 6, and 9. These sessions are highlighted in **BLUE**. For the Literacy sessions, it is important to note that CLNs are scheduled for certain times, so be sure to sign up for your CLN during those times if you are a teacher in the targeted Blueprint grades. In addition, the last page of this document previews the Literacy Leadership Blueprint Session information for school leaders.

City Schools is also offering Student Wholeness Blueprint Sessions, namely, SEL 101 & 3-Signature Practices and Student Wholeness Specialist sessions - during systemic professional learning days. These too are noted in **BLUE** text.

Registering in the Professional Growth System

With very few exceptions, all sessions will be registered for in the Professional Growth System (PGS).

Staff are asked to register for the January session through the professional growth system between January 4th and January 20th. Staff should register for the same course they signed up for in October unless directed otherwise based on school or staff needs.

If you have questions about how to register for courses, please reach out to the Umekca Horsey in the Office of Talent and Organizational Development at UHorsey@bcps.k12.md.us.

Registrants will receive follow-up communication from session points of contact to confirm any logistical information.

Systemic Professional Learning Course Guide – Updated January 15, 2019

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
CCR	Be the CEO of your counseling plans	<p>School counselors will develop comprehensive counseling plans and learn how to coordinate various in-school and out-of-school partners to ensure effective implementation of their plans. Specifically, participants will:</p> <ul style="list-style-type: none"> • Articulate a vision and mission for their counseling support at their school that meets student academic, social/emotional, and career needs of their students. • Identify the goals and key strategies for their counseling plan • Coordinate services with various agencies and develop new partnerships to implement the strategies. • Educate school community, including the principal, on the contents of the plan and how it will support school's mission and vision. • Regularly access data to assess progress toward goals. 	School Counselors (K-12)	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	12:30-3:30 pm	REACH!	Eleshia Goode; ergoode@bcps.k12.md.us
CCR	Post-secondary Planning	<p>School counselors will use student interests and career aspirations to help them support students in developing individualized, personalized academic plans.</p> <ul style="list-style-type: none"> • Review student data to identify leaks in the pipeline to college and/or career • Review student data to identify leaks in the pipeline to college and/or career • Identify barriers to student transition to college or career. • Assist students in developing individual career and educational multi-year plans, involving key stakeholders. • Develop a network of caring, trained adults to support each students' plan. • Review and revise multi-year plans annually. 	School Counselors (Grades K-12)	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 11:30 am	REACH	Eleshia Goode; ergoode@bcps.k12.md.us
CTE	Curriculum Mapping Leading to CTE Technical Skills Attainment	<p>CTE teachers will use curriculum guides and other CTE resources to backwards map a plan that leads to student technical skills attainment (industry certification) in their pathway area.</p> <ul style="list-style-type: none"> • learn about various work-based learning opportunities available to students from industry partners (examples: internships, apprenticeships, pre-apprenticeships, job shadowing, and mentoring) • continue to augment a backwards map for students to earn technical skills attainment (industry certification) in their pathway by graduation. • begin to develop common EOY, MOY, and interim assessments in conjunction with industry certifications across schools for each course in each pathway. 	HS CTE Teachers (except Cisco, Culinary, and Agriculture)	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm	Carver Vocational Technical HS	Nikole DiVito: njdivito@bcps.k12.md.us
Early Learning	Behavior as Communication in the Early Learning Classroom	<p>Participants will understand how challenging behaviors are a form of communication. Strategies for managing and replacing these behaviors will be shared. Data collection tools to truly understand the function of the behavior and viable replacement behaviors. Through this understanding, educators can provide students with alternatives to negative behaviors and provide a safe and calming learning environment for all.</p> <p>This course is a repeat of the course offered on October 18th for teachers who were unable to attend that session.</p>	Special Education Preschool, PreK, Kindergarten Teachers	10/18/2018, 1/25/2019, 6/17/2019	Other	12:30-3:30 pm	Moravia Park Upper School	Jessica Henkin JLHenkin@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Early Learning	Best Practices in Inclusive PreK and Kindergarten Classrooms	Participants will focus on how to collaborate as co-teachers to create a cohesive and inclusive classroom environment. Teachers will create goals for their classroom and co-teaching relationship and will leave knowing the roles and responsibilities in an inclusive classroom. This course is open to all Let's Grow and Partners PreK/Inclusion classrooms ONLY.	PreK, Special Education-PreK Teachers	1/25/2019	One-Off Course	12:30-3:30 pm	Moravia Park Upper School	Megan Macfeat MEMacfeat@bcps.k12.md.us and Liz Meadows KEMeadows@bcps.k12.md.us
Early Learning	Developing and Implementing Early Learning IEPs	This course will focus on how to utilize assessments and data collection to develop effective IEPs for early learning students. Specifically, participants will: <ul style="list-style-type: none"> • learn and be able to discern how to use assessment and data collection to develop individualized and effective IEPs as well as best practices for roles and responsibilities in early learning special education 	PreK, Special Education-PreK Teachers	1/25/2019	One-Off Course	12:30-3:30 pm	Moravia Park Upper School	Vikki Volk (VMVolk@bcps.k12.md.us); Jeff Kat (JKatz@bcps.k12.md.us); Victoria Borja (VBorja03Abcps.k12.md.us)
Early Learning	Paraeducators in Early Learning Classrooms	This course is seeking to improve the practices of paraeducators in Early Learning classrooms through identifying ways to include paraeducators in planning time with teachers and access district initiatives and best practices to impact student achievement. Specifically, participants will: <ul style="list-style-type: none"> • improve their practice as Paraeducators supporting instructional practices in the classroom. • understand how to design and implement small group lessons. • explore behavior management strategies for challenging students. • discuss best practices in early learning classrooms including assessment and structured play-based learning. • develop collaborative practices with classroom teachers. 	Early Learning Paraeducators	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am OR 12:30-3:30 pm	Moravia Park Upper School	Kristina Carr KLCarr@bcps.k12.md.us
Early Learning	Purposeful Play: A Teacher's Guide to Igniting Deep & Joyful Learning Across the Day (A Book Study)	Instructional Support to increase the capacity of teachers to increase the level of play and engagement in early learning classrooms. Research shows that play helps students reach standards and goals in ways that traditional instruction alone can't. Play creates an environment that allows children to increase the level of rigor in their learning. Through a year-long book study, participants will learn and apply ways to optimize and balance different types of play to deepen regular classroom learning, ways to teach into play to foster social-emotional skills and a growth mindset, and ways to bring the impact of play into all your lessons across the day.	Special Education Preschool, PreK, Kindergarten Teachers	01/25/19, 03/15/19, 06/17/19	Other	8:30-11:30 am Or 12:30-3:30 pm	Moravia Park Upper School	Persephone Meacham pmmeacham@bcps.k12.md.us
Early Learning	STEM and Engineering in the Early Childhood Classroom	Begin to understand the practical ways to use the MD STEM Standards of Practice and the Next Generation Science Standards (NGSS) to increase STEM education and activities within the early childhood setting. Specifically, participants will: <ul style="list-style-type: none"> •Gain knowledge on the Next Generation Science Standards. •Begin to understand practical ways to use the MD STEM Standards of Practice in an early childhood setting. •Come up with ways to use Literacy-Based STEM to help engage students with Stage 1 engineering challenges. •Identify observable ELA and KRA standards through STEM. 	PreK, Special Education-PreK Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am OR 12:30-3:30 pm	Moravia Park Upper School	Persephone Meacham pmmeacham@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Early Learning	Using Data in the Early Childhood Classroom to Drive Instruction	<p>This course will provide teachers with a better understanding about how to utilize data collected from a variety of assessment tools to drive instruction and increase student achievement throughout the school year.</p> <ul style="list-style-type: none"> •Discuss the implication of data gathered and analyzed •Define, examine and explore different types of assessments •Analyze the data to determine how to plan instruction (re-teach, differentiation small groups) •Examine alternate ways to create and analyze data. 	Special Education- Preschool, PreK, Kindergarten Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am OR 12:30-3:30 pm	Moravia Park Upper School	Persephone Meacham pmmeacham@bcps.k12.md.us
Early Learning	Utilizing the Lap-D assessment for Early Learning Special Education	<p>This course will provide teachers with a better understanding about how to utilize the LapD assessment tool to identify the academic needs of early learners.</p> <ul style="list-style-type: none"> • To examine the Lap-D product and introduce the process of assessment •To learn how to analyze the results of the assessment tool •To understand the progression of the assessment tool and how to use them to help determine the appropriate goals and objectives for early learners <p>This course is a repeat of the course offered on October 18th for teachers who were unable to attend that session.</p>	PreK, Special Education- PreK Teachers	1/25/2019	One-Off Course	12:30-3:30 pm	Moravia Park Upper School	Sharon Banks SDBanks@bcps.k12.md.us)
English Learners	ESOL Teachers (3rd - 5th): Planning Differentiated Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs for ESOL teachers in grades 3-5.</p> <ul style="list-style-type: none"> • Plan English language development instruction that is differentiated to meet the diverse needs of a range of ELs from newcomers to advanced proficiency levels • Use data to make decisions about academic language instruction and meeting the needs of students with interrupted education and/or limited first language literacy • Leverage restorative practice strategies to develop oral language skills • Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs 	ESOL Teachers: Grades 3-5	10/18/2018, 1/25/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us
English Learners	ESOL Teachers (6th - 8th): Planning Differentiated Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs for ESOL teachers in grades 6-8.</p> <ul style="list-style-type: none"> • Plan English language development instruction that is differentiated to meet the diverse needs of a range of ELs from newcomers to long-term ELs • Use data to make decisions about academic language instruction and meeting the needs of students with interrupted education and/or limited first language literacy • Leverage restorative practice strategies to develop oral language skills • Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs 	ESOL Teachers: Grades 6-8	10/18/2018, 1/25/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
English Learners	ESOL Teachers (9th - 12th): Engaging Secondary ELs through Differentiated Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs for ESOL teachers in grades 9-12.</p> <ul style="list-style-type: none"> Plan English language development instruction that is differentiated to meet the diverse needs of a range of ELs from newcomers to long-term ELs Use data to make decisions about academic language instruction and meeting the needs of students with interrupted education and/or limited first language literacy Investigate high-yield strategies to engage adolescent ELs in long-term planning and goal-setting for college and career readiness Leverage restorative practice strategies to develop oral language skills Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs. 	ESOL Teachers: Grades 9-12	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm *8:30 - 11:30am on 3/15/19	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us
English Learners	ESOL Teachers (Grade 1): Planning Aligned Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs while considering the needs of the whole child for ESOL teachers in grade 1.</p> <ul style="list-style-type: none"> Plan English language development instruction that aligns to grade-level content and standards Use data to make decisions about academic language instruction and foundational literacy Leverage restorative practice strategies to develop oral language skills Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs 	ESOL Teachers: Grade 1	10/18/2018, 1/25/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us
English Learners	ESOL Teachers (Grade 2): Planning Aligned Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs while considering the needs of the whole child for ESOL teachers in grades 2.</p> <ul style="list-style-type: none"> Plan English language development instruction that aligns to grade-level content and standards Use data to make decisions about academic language instruction and foundational literacy Leverage restorative practice strategies to develop oral language skills Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs 	ESOL Teachers: Grade 2	10/18/2018, 1/25/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us
English Learners	ESOL Teachers (PK - K): Planning Aligned Instruction that Promotes English Language Development	<p>This course highlights best practices for instructional planning and differentiation to meet the academic needs of ELs while considering the needs of the whole child for ESOL teachers in grades PK-K.</p> <ul style="list-style-type: none"> Plan English language development instruction that aligns to grade-level content and standards Use data to make decisions about academic language instruction and foundational literacy Leverage restorative practice strategies to develop oral language skills Build professional knowledge regarding Title III mandates, ensuring access to high quality instruction and equity for all ELs 	ESOL Teachers: Grades PK-K	10/18/2018, 1/25/2019, 6/17/2019	Year-Long Course	8:30 - 3:30pm	Francis Scott Key Elementary/ Middle	Maria Reamore mreamore@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Fine Arts	Enriching Professional Development Opportunities in Visual and Performing Arts: Culturally Responsive Teaching/Curriculum Interdisciplinary Teaching in the Visual and Performing Arts	<p>Members of City Schools' Visual and Performing Arts Community will choose Professional Development tracks that will enable them to participate in experiences that will help them grow in areas of in school leadership, culturally relevant teaching within Visual and Performing Arts Disciplines, or Curriculum. To that end, Fine Arts teachers will be offered the opportunity to explore one of three pathways during a yearlong cycle of professional development. Teachers will have courses that focus on either in school leadership, curriculum, or culturally responsive teaching within fine arts disciplines. Interdisciplinary Teaching in the Visual and Performing Arts is the focus for the curriculum track for SY 18-19.</p> <p>Choose a professional development track in Culturally Relevant Teaching in Visual and Performing Arts Disciplines to:</p> <ul style="list-style-type: none"> • Use interdisciplinary arts lessons to help foster an awareness of student voice through application of an interdisciplinary arts teaching • Encourage the development of artistic ability through multi-level approaches to teaching within in arts discipline • Cultivate healthy classroom habits and best practices surrounding reality pedagogy • Create an atmosphere where student voice effectively drives the "how" in instructional strategies • Create an atmosphere where instructors effectively transfer the power of teaching to a facilitative process that encourages student leadership within the classroom 	Fine Arts Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm	Frederick Douglass High School	Channel Williams cwilliams07@bcps.k12.md.us
Fine Arts	Enriching Professional Development Opportunities in Visual and Performing Arts: Leadership Teacher/Student Assessment in Fine Arts	<p>Members of City Schools' Visual and Performing Arts Community will choose Professional Development tracks that will enable them to participate in experiences that will help them grow in areas of school leadership, culturally relevant teaching within Visual and Performing Arts Disciplines, or Curriculum. To that end, Fine Arts teachers will be offered the opportunity to explore one of three pathways during a yearlong cycle of professional development. Teachers will have courses that focus on either in school leadership, curriculum, or culturally responsive teaching within fine arts disciplines. Teacher/Student Assessment in Fine Arts is the focus for the leadership track during SY 18-19. During this yearlong process, teachers can expect to be a part of conversations centering on student achievement and assessments within the arts that help to chart progress of the achievement of students based on National and State Standards.</p> <p>Choose a professional development track in Leadership to:</p> <ul style="list-style-type: none"> • Cultivate classroom best practices that will lend themselves to an established track teacher leader opportunities such as model or lead teacher in visual and performing arts • Cultivate habits of peer mentors • Further develop professionals in the role of classroom teacher leader 	Fine Arts Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm	Frederick Douglass High School	Channel Williams cwilliams07@bcps.k12.md.us
GAL	AP Calculus	<p>This session will afford AP Calculus teachers, new and experienced, the opportunity to share best practices for what works with preparing City Schools students for the expectations of this course.</p> <ul style="list-style-type: none"> • Implement key strategies and practices within their AP classes • Discuss the national results from this year's AP Calculus tests • share best practices from this past year with each other as well as develop strategies aimed at having pre-calculus skills embedded in earlier levels of math. 	Current a AP Calculus teacher or honors math teachers of the current terminal math offering at their school	10/18/2018, 1/25/2019, 3/15/2019	Year-Long Course	8:30 - 3:00 pm *8:30 - 11:30 on 3/15	Western High School	Dennis Jutras Djutras@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
GAL	AP English	<p>This course will afford AP English teachers, new and experienced, the opportunity to share best practices for what works with preparing City Schools students for the expectations of these courses.</p> <ul style="list-style-type: none"> • Implement key strategies and practices within their AP classes • Discuss the national results from this year's AP English tests • share best practices from this past year with each other. 	Current AP English Language or AP English Literature teachers or Honors English III/IV teachers	10/18/2018, 1/25/2019, 3/15/2019	Year-Long Course	8:30 - 3:00 pm *8:30 - 11:30 on 3/15	Baltimore Polytechnic Institute	Dennis Jutras Djutras@bcps.k12.md.us
GAL	ELA in Humanities: Presented by the Johns Hopkins Center for Talented Youth	<p>During this workshop, participants explore ways to more purposefully bring ELA into the humanities classroom. In essence, participants focus on how to better help young people think and communicate like social scientists. Through a discussion of universal design and an exploration of a range of hands-on activities, participants have the opportunity to reflect upon their classroom practice, share ideas with each other, and leave with ideas for better meeting the needs of their high ability (and all) learners as they move forward. Participants will:</p> <ul style="list-style-type: none"> • Experience a series of hands-on activities which can be used in their classrooms, • discuss universal design and opportunities for improving classroom practices, • share best practices for developing social science thinking and communication currently in use across the district. 	K-8 Teachers	10/18/2018, 1/25/2019	Year-Long Course	8:30 – 11:30 am	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dennis Jutras Djutras@bcps.k12.md.us
GAL	ELA in Mathematics: Presented by the Johns Hopkins Center for Talented Youth	<p>During this workshop, participants explore ways to more purposefully bring ELA into the mathematics classroom. In essence, participants focus on how to better help young people think and communicate like mathematicians. Through a discussion of universal design and an exploration of a range of hands-on activities, participants have the opportunity to reflect upon their classroom practice, share ideas with each other, and leave with ideas for better meeting the needs of their high ability (and all) learners as they move forward.</p>	K-8 Teachers	10/18/2018, 1/25/2019	Year-Long Course	8:30 – 11:30 am	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dennis Jutras Djutras@bcps.k12.md.us
GAL	IB	<p>This course is intended for teachers who work at International Baccalaureate schools. The series focuses on planning, teaching and assessing the IB Approaches to Learning across all three program (PYP,MYP, Diploma). Specifically, participants will:</p> <ul style="list-style-type: none"> • know the guiding principles and philosophy behind teaching the skills framework, • work across school teams and among IB "like" schools to plan and ensure alignment of curricula to IB Approaches to Learning expectations, • share best practices from each school and program. 	Teachers and administrators at current IB PYP/MYP/Diploma schools	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 11:30 am	Baltimore City College	Sarah Jeanblanc seheinrich@bcps.k12.md.us
GAL	M2 Training	<p>This session will introduce K-2 grade teachers to the M2 ancillary math units designed for gifted learners in a mixed ability classroom or for use as a pull-out option. Specifically, participants will:</p> <ul style="list-style-type: none"> • learn about the pedagogy that drives the framework for M2, • unpack a sample K-2 unit, • and experience the unit as a learner. 	K-2 Grade math teachers and coaches at GAL schools	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 11:30 am Or 12:30 – 3:30pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dennis Jutras Djutras@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
GAL	M3 Training	This session will introduce 3-5 grade teachers to the M3 ancillary math units designed for gifted learners in a mixed ability classroom or for use as a pull-out option. Specifically, participants will: <ul style="list-style-type: none"> • learn about the pedagogy that drives the framework for M3, •unpack a sample unit, •experience the unit as a learner. 	3-5 Grade math teachers and coaches at GAL schools	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 11:30 am Or 12:30- 3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dennis Jutras Djutras@bcps.k12.md.us
GAL	Twice Exceptional Learners	This session will help teachers to identify twice exceptional students and support them within their classrooms. Specifically, participants will: <ul style="list-style-type: none"> •Explain the process for identifying twice exceptional (2e) learners, •identify the challenges common among this subgroup, • identify interventions and best practices for these learners, • share resources with families and colleagues. 	Teachers, coaches, administrators, and counselors at GAL schools	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 11:30 am Or 12:30 –3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dennis Jutras Djutras@bcps.k12.md.us
Inst. Tech	Librarians	This session will provide an opportunity for PreK-12 Librarians to continue curriculum development work and to learn about new initiatives and supporting resources. Participants will: <ul style="list-style-type: none"> • continue collaborative work on the draft of the Library scope and sequence • develop and deepen relationships with partners and community resources 	PreK-12 Librarians	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-3:00 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Stacey Davis (sdavis1@bcps.k12.md.us)
Inst. Tech	Tech Lab Teachers	This session will provide an opportunity for PreK-8 Tech Lab teachers to dig deeper into the upcoming approved curriculum. Participants will: <ul style="list-style-type: none"> • continue to deepen their understanding of the new curriculum • collaborate to plan activities and lessons • connect with community partners who work in support of computer science 	PreK-8 Technology Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-3:00 pm	Code in the Schools offices 10 E. North Ave, Baltimore, MD	Stacey Davis (sdavis1@bcps.k12.md.us)
Inst. Tech	Tech Lab Teachers: CS Discoveries and SLO's	This session will help tech lab teachers further unpack the CS Discoveries computer science curriculum and provide time for collaborative planning. In addition, this session will provide an opportunity to explain district guidance around SLO development for tech lab teachers. Specifically, participants will: <ul style="list-style-type: none"> • work collaboratively to unpack CS Discoveries curriculum and identify areas of collaboration with classroom teachers • demonstrate an understanding of how technology lab teachers develop effective and appropriate SLOs. 	PreK-8 Technology Lab Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Dan Menges; Dmenges@bcps.k12.md.us
Literacy	Fundations Level 1	A deep look at the Foundations Word Study program for teachers new to K-2 literacy. Teachers will understand how to implement the K-2 phonics program.	Classroom Teachers K-2	1/25/2019	One-Off Course	8:30 - 3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Christopher Knighting cknighting@bcps.k12.md.us
Literacy	Fundations Level 2	A deep look at the Foundations Word Study program for teachers new to K-2 literacy. Teachers will understand how to implement the K-2 phonics program.	Classroom Teachers K-2	1/25/2019	One-Off Course	8:30 - 3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Christopher Knighting cknighting@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Literacy	Foundations Level K	A deep look at the Foundations Word Study program for teachers new to K-2 literacy. Teachers will understand how to implement the K-2 phonics program.	Classroom Teachers K-2	1/25/2019	One-Off Course	8:30 - 3:30 pm	PDC 2500 E. Northern Parkway Baltimore, MD 21214	Christopher Knighting cknighting@bcps.k12.md.us
Literacy	Literacy Blueprint PD: English I MORNING SESSION: CLNs 8 & 9	The purpose of this session is to deepen knowledge of the cognitive routines necessary for success for our ninth-grade students. This session will also include analysis and engagement in the recent report, The Opportunity Myth. Participants will: <ul style="list-style-type: none"> • identify and analyze the Complex Ideas within their grade level text(s), • Articulate the ways in which knowledge and skills build across a module, • Analyze and engage in a review of The Opportunity Myth and discuss next steps. 	English I Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am	NACA II 2500 E. Northern Parkway Baltimore, MD 21214	Brooke Korch BKorch@bcps.k12.md.us
Literacy	Literacy Blueprint PD: English I AFTERNOON SESSION - CLNs 10 & 11	The purpose of this session is to deepen knowledge of the cognitive routines necessary for success for our ninth-grade students. This session will also include analysis and engagement in the recent report, The Opportunity Myth. Participants will: <ul style="list-style-type: none"> • identify and analyze the Complex Ideas within their grade level text(s), • Articulate the ways in which knowledge and skills build across a module, • Analyze and engage in a review of The Opportunity Myth and discuss next steps. 	English I Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	12:30-3:30 pm	NACA II 2500 E. Northern Parkway Baltimore, MD 21214	Brooke Korch BKorch@bcps.k12.md.us
Literacy	Targeted Grades Blueprint PD: Student Levers Fluency	Levers for Student Achievement: Fluency is a session for Year 2+ users. This session deepens users' understanding of fluency and its impact on student reading success, including: the research defining fluency and its importance across grade levels, Wit & Wisdom's use of research-aligned fluency instructional practices, and strategies for addressing student fluency needs During the session, educators will: <ul style="list-style-type: none"> •emphasize experiential knowledge-building, • engage participants as trusted colleagues, • reinforce the joyful rigor of engaging with complex texts, • amplify specific components of the curriculum, • drive inquiry, • integrate differentiation, and • deliver practical methods and strategies. 	Teachers Grades 3-6	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am OR 12:30-3:30 pm (click here for additional info)	CLNs 5-11: NACA II 2500 E. Northern Parkway Baltimore, MD 21214 CLNs 1-4: Dunbar High School 1400 Orleans St Baltimore, MD 21231	Ashley Cook-Plymouth ACook01@bcps.k12.md.us
Literacy	Wit & Wisdom Lesson Preparation & Customization	Preparation and Customization of a Wit & Wisdom Lesson empowers educators to implement the curriculum with integrity by thoughtfully preparing lessons and strategically customizing them to meet students' needs. The purpose of this session is to strengthen lesson preparation by developing a deeper understanding of the curriculum and the research behind it, and learn a process for making strategic decisions when customizing a Wit & Wisdom lesson in response to classroom and student needs. During the session, educators will: <ul style="list-style-type: none"> • explore a series of scenarios about decision-making in implementation; • understand how to effectively prepare lessons by analyzing what happens in each lesson and why, using the research underlying the learning design; and • apply a protocol for customizing lessons to meet student needs while retaining a lesson's essential learning. By the end of the session, educators will know how to prepare to teach lessons by understanding what happens in each lesson and why and be equipped to customize lesson-level instruction in ways that maintain rigor and joy.	K-2; 7, & 8	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 – 11:30am Or 12:30-3:30 pm (click here for additional info)	CLNs 5-11: NACA II 2500 E. Northern Parkway Baltimore, MD 21214 CLNs 1-4: Dunbar High School 1400 Orleans St Baltimore, MD 21231	Brooke Korch BKorch@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Math	Algebra 1 Bridge Mastery Project Collaboration Session	This session is going to focus on sharing resources and best practices for implementing the Algebra 1 Bridge Mastery project.	Algebra 1 Bridge Mastery Teachers	10/18/18 and 1/25/2019	Other	8:30-10:00 am Or 10:00- 11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	ANET: Domain Deep Dive: Equations and Expressions	Participants will build their knowledge of the Expressions and Equations domain by studying the vertical progression before exploring the EE standards for their grade in depth. Activities will give teachers a chance to “do the math” alongside the standards. We will also discuss math tricks and mnemonic devices that teachers should avoid, which tend to hamper students’ conceptual understanding. <ul style="list-style-type: none"> • Build knowledge and expertise of the Common Core math standards within this domain. • Build expertise and opinions about teacher actions that lead to student understanding of the content. 	Teachers Grades 6-8	1/25/2019	One-Off Course	8:30-11:30am Or 12:30 – 3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	ANET: Domain Deep Dive: Numbers and Operations in Base Ten Fractions	Participants will have the opportunity to take an in depth look at the Numbers and Operations in Base Ten- Fractions domain by studying the vertical progression of the standards across grades, and then build their knowledge of the standards within their own grade level. Most importantly, users will learn about NF by working through math items tied to the domain <ul style="list-style-type: none"> • Build knowledge and expertise of the Common Core math standards within this domain. • Build expertise and opinions about teacher actions that lead to student understanding of the content. 	Teachers Grades 3-5	1/25/2019	One-Off Course	8:30-11:30am Or 12:30 – 3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Concept Progressions from Algebra 1 to Algebra 2	This session is intended to guide participants to the solid connections and progressions necessary for students succeeding in Algebra 1 to find success utilizing prior knowledge in Algebra 2; and to influence participants' planning of the highlighted concepts. <ul style="list-style-type: none"> • explore explicit and implicit connections between the Algebra 1 and Algebra 2 curricula. • articulate specific contrasts and/or progression steps in related concepts/skills/standards and create classroom activities to support student development spanning both courses. 	Teachers Grades 9-12, Algebra 1, and Algebra 2	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-10:00am OR 10:00 -11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Developing Lesson Plans to Address Foundational Standards.	Participants will examine the major work in the grade and will develop strategies for supporting students with foundational standards. Participants should bring a fully charged laptop and Grade 1 Module 1 Eureka Teacher Edition. <ul style="list-style-type: none"> •gain a better understanding of how to incorporate the mathematical practices into daily lesson delivery. •learn ways to maximize time while meeting the standards and skills necessary to achieve growth. 	Teachers Grades 1-5	10/18/18 and 1/25/2019	Other	8:30-10:00am Or 10:00- 11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Math	Differentiating to Meet the Needs of Gifted & Advanced Learners in Math Classes	This session is designed to help teachers identify strategies that be incorporated into classrooms that will help teachers differentiate instruction to meet the needs of Gifted and Advanced Learners. <ul style="list-style-type: none"> • Identify differentiation strategies for meeting the needs of Gifted & Advanced Learners. • Explore resources that can be used in classrooms to help educators plan and deliver flexible and meaningful lessons. 	Teachers Grades 1-5	1/25/2019	One-Off Course	8:30-10:00am Or 10:00- 11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Fraction Progression	Participants will take a journey through the progression of fractions through the CCSSM. They will comprehend key concepts like the meaning of fractions, reasoning about fractions with fraction equivalence and comparisons, arithmetic operations and fractions, and the connections between fractions and decimals. In this session, participants will develop an understanding of the meaning of unit fractions and work with equivalent fractions and comparisons. <ul style="list-style-type: none"> • Deepen students' conceptual understanding when add and subtract fractions, building on the idea of unit fractions with like and unlike denominators. •Examine instructional strategies for multiplying fractions as equal sized groups, as part of a whole, and as part of another part. 	Teachers Grades 3-5	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-10:00am OR 10:00 -11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Instructional Strategies to Prepare Students for Technology Enhanced Math Assessments	This session will focus on instructional strategies teachers can incorporate into daily math lessons to help prepare students for success on technology enhanced assessments in mathematics. Participants will also have the opportunity to review their individual data to pinpoint areas of need for improving student performance on assessments administered through technology. Time will be dedicated to developing actionable steps to immediately use in classroom instruction. <ul style="list-style-type: none"> •Identify strategies that support students when solving technology-enhanced mathematics assessment items. •Examine techniques for incorporating technology-enhanced mathematics assessment items into daily instruction. •Examine district assessment data to identify trends related to technology-enhanced assessment items. •Develop resources to ensure that technology-enhanced items are embedded into daily instruction. 	Teachers Grades 1-8	1/25/2019	One-Off Course	8:30-10:00am Or 10:00- 11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	I-Ready: Analyzing MOY Performance Data and Growth for Adjustment of Instructional Planning	Participants will analyze MOY Performance Data and Growth for Adjustment of Instructional Planning. <ul style="list-style-type: none"> • Analyze class growth and student data between BOY and MOY diagnostics to understand performance, prioritize instructional needs, and monitor progress. • Make connections to upcoming City Schools core curriculum to strengthen and differentiate instructional practices. • Use i-Ready data and tools to plan for small group instruction anchored in critical focus areas. 	Teachers Grades 1-5	10/18/2018 1/25/2019	Other	8:30-11:30am Or 12:30-3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Math	I-Ready: Analyzing MOY Performance Data and Growth for Adjustment of Instructional Planning	Participants will analyze MOY Performance Data and Growth for Adjustment of Instructional Planning. <ul style="list-style-type: none"> Analyze class growth and student data between BOY and MOY diagnostics to understand performance, prioritize instructional needs, and monitor progress. Make connections to upcoming City Schools core curriculum to strengthen and differentiate instructional practices. Use i-Ready data and tools to plan for small group instruction anchored in critical focus areas. 	Teachers Grades 6-8	10/18/2018 1/25/2019	Other	8:30-11:30am Or 12:30-3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Ratio and Proportional Relationships: Concrete Models and Real-World Applications	This session is intended to deepen teachers' progression of ratio and proportion content knowledge in order to deliver high quality mathematics instruction and to give students access to rigorous math experiences so they have the skills needed for success in college and career. <ul style="list-style-type: none"> Articulate the progression of Maryland College and Career Readiness Standards related to ratios and proportional relationships. Explore effective instructional strategies such as the use of concrete models, tools and real-world applications to develop mathematical understanding. Examine rigorous tasks that build proportional reasoning and engage in habits of mathematical thinkers. 	Teachers Grades 6-8	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-10:00am OR 10:00-11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Rubik's Cube in the Classroom	Enhancing mathematics by applying the skills in solving Rubik's Cube. <ul style="list-style-type: none"> familiarize the advantages of offering Rubik's Cube as a club or an after school program; solve a Rubik's cube using the stage 1 algorithm and; identify the mathematical practices involved. 	Teachers Grades 1-12	10/18/18 and 1/25/2019	Other	8:30-10:00am Or 10:00- 11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	Utilizing "Thinking Math" to Actively Reengage Learners in Math Standards.	This session is designed to help teachers utilize Thinking Math. The resource shows teachers how to engage students during small group instruction, either through reengagement or enrichment. <ul style="list-style-type: none"> Deepen our understanding of how to create student engaged activities, based on ANET 1 and Eureka module assessments, to support student learning Explore a resource that enhances student engagement Plan for individualized intervention/enrichment using "Thinking Math" resources 	Grades 1-4	1/25/2019	One-Off Course	8:30-10:00am Or 10:00 -11:30am	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us
Math	ANET: Analyzing Student Performance Data	Participants, who are new to ANet analysis, will have the opportunity to unpack interim data and analyze student performance for next steps. <p>Become familiar with the features of the myANet platform; Unpack items and student performance data to determine areas of strength and need; Develop a plan of action for one standard/ one group of students</p>	Teachers Grades 1-12 who administer ANet Math Interims	1/25/2019	One-Off Course	8:30-10:00am Or 10:00 -11:30am Or 12:30 – 2:00pm Or 2:00 – 3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k 12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Math	Getting Started with Algebra Bridge	<p>This session is designed for first-time Algebra Bridge teachers. The content of the session will provide teachers with an overview of the Algebra Bridge project and its various components.</p> <ul style="list-style-type: none"> •Deepen their understanding of the components of the Algebra Bridge project. •Compare content of the pre-assessment with the post-assessment. •Collaborate with colleagues to develop lesson ideas and activities that will support students throughout all aspects of the project. 	Algebra 1 Bridge Mastery Teachers	1/25/2019	One-Off Course	8:30-3:30pm	Achievement Academy 2201 Pinewood Avenue, Baltimore, MD 21214	Joel Carlin jkcarlin@bcps.k12.md.us
PE & Health	PK-12 Health & Physical Education PD Conference	<p>PK-12 Health and Physical Education teachers select two to four workshops that best meet their needs. Possible workshops include skills-based health and standards-based physical education.</p> <p>Participants will choose two-four 85-minute workshops aligned to their development needs. Individual objectives vary depending on the selected workshops.</p> <p>Participants choose two morning workshops (from 8:30am-11:30am) and/or two afternoon workshops (from 12:30pm-3:30pm). The workshop list can be found by going to the City Schools Curriculum Page on SharePoint. Click on Physical Education or Health --> Development.</p>	PK-12 Health and PE Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm, *8:30 - 11:30 on 3/15	Baltimore Polytechnic Institute	Kennedra Tucker; KCTucker@bcps.k12.md.us Geoff Meehle Grmeehle@bcps.k12.md.us
Science	Elementary Science PD Conference	<p>Elementary science teachers select two-four 85-minute workshops that best meet their needs. Participants will choose two-four 85-minute workshops aligned to their development needs. Individual objectives vary depending on the selected workshops.</p> <p>Possible workshops include Unit Explorations (for grades 1-5) and NGSS Assessment. Participants choose two morning workshops (from 8:30am-11:30am) and/or two afternoon workshops (from 12:30pm - 3:30pm)</p>	Gr. 1-5 Science Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm, *8:30 - 11:30 on 3/15	Baltimore Polytechnic Institute	Amanda Laurier; alaurier@bcps.k12.md.us
Science	High School Science PD Conference	<p>High school science teachers select two-four 85-minute workshops that best meet their needs. Participants will choose at two-four 85-minute workshops aligned to their development needs. Individual objectives vary depending on the selected workshops.</p> <p>Possible workshops include explorations of revised units for Biology and Chemistry and a keynote address on current research. Participants choose two morning workshops (from 8:30am-11:30am) and/or two afternoon workshops (from 12:30pm - 3:30pm)</p>	High School Science Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm, *8:30 - 11:30 on 3/15	Baltimore Polytechnic Institute	Kia Boose; kgboose@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Science	Middle School Science PD Conference	Middle school science teachers select two-four 85-minute workshops that best meet their needs. Participants will choose two-four 85-minute workshops aligned to their development needs. Individual objectives vary depending on the selected workshops. Possible workshops include IQWST Unit Explorations. Participants choose two morning workshops (from 8:30am-11:30am) and/or two afternoon workshops (from 12:30pm - 3:30pm)	Gr. 6-8 Science Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 - 3:30 pm, *8:30 - 11:30 on 3/15	Baltimore Polytechnic Institute	Kia Boose; kgboose@bcps.k12.md.us
Social Studies	Secondary Social Studies Updates	Teachers of Social Studies in grades 6-12 will receive updates and experience some of the major shifts coming to several subject areas in the next few years. <ul style="list-style-type: none"> Understand the background and goals of changes to Social Studies curriculum and assessment Participate in the completion of a new assessment item type for the revised Government HSA Analyze data retrieved from cognitive lab testing of EBAS in Baltimore City Schools Learn about changes to the district-wide secondary assessment strategy, and leave feedback on sample assessment documents 	Social Studies Teachers in grades 6-12	1/25/2019	One-Off Course	8:30-11:30 am	Reginald F. Lewis High School, 6401 Pioneer Dr, Baltimore, MD 21214	Monica Whippo - MMWhippo@bcps.k12.md.us
Special Ed.	"Therapalooza"	Topics will include 4 mini- a presentation: BCPS' speech & language goal bank, collaborative and consultative services, working on written language and Tier 2 Vocabulary. Participants will: <ul style="list-style-type: none"> be given access to the Goal Bank on SharePoint and discuss how to use the Goal Bank; will be presented with the: Who, what, where, When & Why of collaborative & consultative services; will be given strategies on how to target written language for students who have mastered their S/L goals using evidence based practices and resources; will be provided guidelines on how to choose and work with Tier 2 Vocabulary across multiple subjects 	Speech-Language Pathologists	1/25/2019	One-Off Course	8:30 - 3:30 pm	Carver Vocational Technical HS	bdecker@bcps.k12.md.us
Special Ed.	Action-Based Learning Part 1 & 2	Kidsfit Kinesthetic Classroom and Action Based Learning trainers introduce new teaching skills and strategies to provide innovative brain-based lessons and create optimal learning environments for students Part 1: Crossing midline and lateralization, vestibular and proprioception, spatial orientation, encoding symbols, rhythm awareness and competency, sensory motor and fine motor skills. Part 2: Locomotor and non-locomotor skills, eye-hand coordination and manipulative skills, strength and flexibility, cardiovascular fitness, cognitive problem solving, mindfulness and self-awareness	Occupational Therapists, Physical Therapists	1/25/2019, 3/15/2019	Other	8:30 - 3:30 pm	Cherry Hill Elementary Middle	Katie Cohen Kcohen@bcps.k12.md.us
Special Ed.	Developing Quality Standards Based IEPs	This course is design to build the capacity of school IEP Teams to design quality standards based compliant IEPs for students. <ul style="list-style-type: none"> become familiar with developing goals aligned to MCCRS and MAAS in support of student achievement and access to education. become familiar with the documents required to scaffold objectives and goals to ensure access to grade level standards and content. 	Special Education Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 -3:30 pm	Loyola Graduate Center	Lois McLaughlin; lmcloughlin@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Special Ed.	Gearing Up for the State Assessment "MSAA and Alt-MISA"	This course is designed to inform teachers and paras working in Citywide Special Education settings of the requirements and guidelines for students participating in Maryland Assessment Programs. <ul style="list-style-type: none"> • become familiar with the data necessary to document student participation in alternate assessments. • become familiar with the forms and regulations associated with documenting student participation on alternate assessments. 	Staff working in Citywide Special Education settings (PAL; Life Skills and ED Pride)	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 -3:30 pm	Franklin Square EM	Donna White dwhite@bcps.k12.md.us
Special Ed.	Including All Students, Inclusive Practices at Work	This course is design to equip staff working in Citywide Special Education settings with strategies and best practice that support students with behavior challenges. Participants will: <ul style="list-style-type: none"> • gain knowledge on best practices related to increasing opportunities for inclusion of students with disabilities receiving their special education services in their least restrictive environment (LRE). • Participants will become familiar with options for inclusive education. 	Staff working in Citywide Special Education settings (PAL; Life Skills and ED Pride)	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30 -3:30 pm	Franklin Square EM	Donna White dwhite@bcps.k12.md.us
Special Ed.	Intervention Explosion	Topics will include mini- a presentation: BCPS' Social Work goal bank, collaborative and consultative services, and various interventions to address needs of students in the education milieu. Participants will apply their knowledge of Social Work to develop and share school based interventions for students, families and school communities. Participants will leave with a cadre of interventions, practices and procedures for their school-based practice.	School Social Workers	1/25/2019	One-Off Course	8:30 - 3:30 pm	PDC	Claudia Lawrence-Webb Clawrence-webb@bcps.k12.md.us
Special Ed.	Microaggressions and Cultural Competency	Topics will include introduction to implicit bias, resiliency, microaggression, increasing self-awareness and implicit bias interventions. Participants will learn ways to increase their cultural competence through an examination of implicit bias. Participants will increase their knowledge of microaggressions and their impact on students. Participants will also learn appropriate ways to respond to microaggressions in the school setting.	School Psychologist	1/25/2019	One-Off Course	8:30 - 3:30 pm	Woodhome Elementary/ Middle	Rebecca Lee rmilburn@bcps.k12.md.us
Special Ed.	The Brain and Challenging Behaviors and Restorative Practices	This course is designed to inform teachers and para educators working in Citywide Special Education settings in becoming familiar with best practices for dealing with difficult behaviors. Participants will become familiar with Restorative Practices and have increased knowledge of the brain and how it impacts behavior	Staff working in Citywide Special Education settings	1/25/2019 3/25/2019	Other	8:30 - 3:30 pm	Franklin Square EM	Donna White dwhite@bcps.k12.md.us
Special Ed.	Woodcock-Johnson IV (WJ-IV) Test of Achievement - Writing Quality Educational Reports	This course is designed to build the capacity of special educators to administer and write quality and compliant educational assessment reports. <ul style="list-style-type: none"> • Identify guidelines for writing a quality assessment report; • Identify the criteria and components for writing a quality assessment report. • practice writing the components of an educational assessment; • Practice giving an oral reporting of the WCJ Educational Assessment. 	Special Education Teachers	1/25/2019 3/25/19	Other	8:30 -3:30 pm	TBD	Lois McLaughlin; lmclaughlin@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Specialized Learning	Planning Specially Designed Instruction in Literacy	<p>During this year-long course, participants will learn how to utilize data in order to intentionally plan for and implement specially designed instruction in order to meet the needs of students with disabilities using Literacy Curriculum.</p> <ul style="list-style-type: none"> • Learn how to utilize literacy data from I-Ready, Dibels, TRC, in order to individualize instruction for students with disabilities. • Explore methods for informal data collection that can assist in making strategic decisions around student grouping and instructional activities. • Take a deep dive into the Literacy while also learning about resources that are available to support students with disabilities in accessing grade level literacy curriculum. • Have an opportunity to engage in a lesson planning session with 	ELA Special Educators and General Educators (K-8)	10/18/2018, 1/25/2018, 3/15/2018	Other	8:30 - 11:30 am	Edmondson-Westside High School 501 N Athol Ave, Baltimore, MD 21229	Paris Crocker, pgcrocker@bcps.k12.md.us
Specialized Learning	Planning Specially Designed Instruction in Math	<p>During this year-long course, participants will learn how to utilize data in order to intentionally plan for and implement specially designed instruction in order to meet the needs of students with disabilities while using Eureka Math Curriculum.</p> <ul style="list-style-type: none"> • Learn how to utilize literacy data from I-Ready, and ANET in order to individualize instruction for students with disabilities. • Explore methods for informal data collection that can assist in making strategic decisions around student grouping and instructional activities. • Take a deep dive into the Eureka curriculum, while also learning about resources that are available to support students with disabilities in accessing grade level math curriculum. • Have an opportunity to engage in a lesson planning session with support. 	Math Special Educators and General Educators (K-12)	10/18/2018, 1/25/2018, 3/15/2018	Other	12:30-3:30 pm	Edmondson-Westside High School 501 N Athol Ave, Baltimore, MD 21229	Paris Crocker, pgcrocker@bcps.k12.md.us
SST	SST Chair Development	<p>These sessions are designed to support the continuing professional development of SST chairs</p> <ul style="list-style-type: none"> • Participants will review the process for closing out an SST plan for students who have met goals or have been referred to IEP or 504 teams • Participants will be guided through the steps for reviewing their schools implementation data based on IC data entered • Participants will examine the practices of effective secondary SST chairs (Carver SST Chair Herndon) • Participants will examine the practices of effective elementary SST chairs • Participants will review a list of evidence based interventions 	SST chairs represent all grade levels and school configurations	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	8:30-11:30 am OR 12:00-3:00 pm	Carver HS	Jason Jefferson -- jjefferson@bcps.k12.md.us
Student Wholeness	Addressing the Needs of Homeless Students	Participants will gain increased knowledge regarding the McKinney-Vento Homeless Education Assistance Act, enrollment procedures for families experiencing homelessness, and available resources and supports for families.	PreK-12 Counselors, Admin, Social Workers, Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	10:00-12:00 pm	TBD or Webinar	Allen Blackwell anblackwell@bcps.k12.md.us
Student Wholeness	Bullying Prevention	Revisions to the district's policy and reporting/investigation requirements will be covered, as well as best practices for whole school prevention. Participants will be able to understand district policy and reporting requirements, as well as understand the necessary steps to educate the entire school in bullying prevention	K-12 School personnel as designated by admin	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:00-1:00 pm	TBD	Erik Bandzak; ECBandzak@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Student Wholeness	Having a great school health program 101	The Baltimore City Health Department staff will present the scope of the school health program and best practices on becoming an effective resource. Participants will understand the health suite's scope of responsibility, response protocols for medical emergencies and communicable diseases, as well as current immunization requirements	K-12 School admin	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:00-11:00 am	TBD or Webinar	Louise Fink; Llfink@bcps.k12.md.us
Student Wholeness	Hybrid of Intro to RP and Using Circles Effectively	The session will provide a condensed delivery of key elements of both foundational trainings. Learn key elements and practical application strategies of Restorative Practices and Circles	RP ILS Intensive sites	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:00-3:00 pm	TBD	Erik Bandzak; ECBandzak@bcps.k12.md.us
Student Wholeness	Implementing the new regulations for pregnant and parenting teens	The session will highlight the resources available to both pregnant and parenting students that will enable them to complete academic studies (graduation) and support the needs of their children. Participants will learn how to access services and supports for pregnant and parenting teens, understanding attendance marking and requirements for pregnant and parenting teens, learn about the available support for students through the CHIP program.	6-12 admin, guidance counselors, attendance monitors	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:00-11:00 am	TBD or Webinar	Louise Fink; Llfink@bcps.k12.md.us; Janet Lippman Jlippman@bcps.k12.md.us
Student Wholeness	Infinite Campus Attendance Training	This session provides an overview to utilizing Infinite Campus to execute critical attendance functions. Participants will learn about the policies, procedures, reports, and letters used for school attendance monitoring within Infinite Campus.	PreK-12 School Staff, Attendance Monitors	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	1:00-4:00 pm	SMS Training Lab	Sherri West-Barber; Swest-Barber@bcps.k12.md.us
Student Wholeness	Infinite Campus Enrollment/Registration Training	This session provides an overview to utilizing Infinite Campus to execute critical enrollment tasks. Participants will learn about the policies and procedures regarding enrollment/registration within Infinite Campus	PreK-12 School Staff, Registrars, Enrollment Officials	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:30-12:30 pm	SMS Training Lab	Brandon Tilghman; BLTilghman@bcps.k12.md.us
Student Wholeness	Introduction to Adult SEL	This session provides an introduction to social and emotional learning, introduces CASEL's five competencies and guides participants through a reflective process to explore how their own social and emotional development can contribute to a healthy school climate and positive relationships with adults and students. Participants will: <ul style="list-style-type: none"> • Be introduced to SEL competencies and complete a CASEL Self- Assessment • Develop deeper understanding of self-awareness competency and its impact on developing a healthy school climate and positive school relationships • Identify strategies to promote personal growth in competency area • Identify strategies to improve school climate 	K-12 Teachers	1/25/2019, 3/15/2019	Other	8:30 - 11:30 am	TBD	Ketia Stokes; kstokes@bcps.k12.md.us
Student Wholeness	Making the Shift: "Restoration over Punishment"	The session will highlight restorative practice strategies to shift mindsets from a punitive to restorative approach to discipline. Additionally, participants will review the importance of preventative and responsive strategies to help engage students/families/school community in the healing process. Participants will: <ul style="list-style-type: none"> • identify preventative and responsive restorative practice strategies, and identify opportunities to implement restorative strategies within current behavioral systems 	K-12 Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	9:00-1:00 pm	TBD	Erik Bandzak; ECBandzak@bcps.k12.md.us

Area	Course Title	Description & Objectives	Audience	Dates	Offering Type	Time	Location	Course Contact
Student Wholeness	SEL 101 & 3 Signature Practices	<p>This multi-session course provides an introduction to social and emotional learning, introduces CASEL and its 5 core SEL competencies, and gives people an introduction to the 3 Signature SEL Practices, with examples they can try in their classrooms.</p> <p>Participants will ground their understanding of the importance of SEL in research; learn about City Schools' partner, the Collaborative for Academic, Social, and Emotional Learning (CASEL); reflect on how SEL connects to our work; and explore strategies for implementing CASEL's 3 Signature SEL practices in the classroom.</p> <p>Specifically, participants will:</p> <ul style="list-style-type: none"> • Be introduced and learn to use SEL and the 3 Signature practices in the classroom • Develop deeper understanding of self-awareness, self-management, social awareness, relationship building skills, and responsible decision making • Identify ways to build student competency in the classroom • Strategies for using 3 signature practices to address focus competencies • Explore how the key competency of responsible decision making is developed through all competencies • Develop a make and take book of strategies to use in the classroom 	K-12 Teachers	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	12:30-3:30 pm	Carver Vocational Technical HS	Ketia Stokes; kstokes@bcps.k12.md.us
Student Wholeness	Student Wholeness Specialist Development:	<p>These sessions will be to continue the arc of learning for SEL Intensive Site and build on the learning for student wholeness specialists specific to the CASEL competencies and strategies for activating those competencies in adults and students.</p> <p>Participants will learn strategies and techniques to use with students that will develop and strengthen their self-regulation and coping skills.</p>	Student Wholeness Specialists	10/18/2018, 1/25/2019, 3/15/2019, 6/17/2019	Year-Long Course	12:30-3:30 pm	TBD	Ketia Stokes; kstokes@bcps.k12.md.us
World and Classical Languages	Teaching, Assessing, and Grading French: Am I Sending the Same Message?	<p>During this year-long course, teachers will examine materials, student samples, and scoring guidelines that focus on specific pedagogical techniques that lead to greater student language proficiency and success at advanced levels.</p> <ul style="list-style-type: none"> • Apply concrete strategies for implementing the curriculum for world languages • Develop activities and assessments that present language in cultural context, build students' proficiencies in the modes of communication, and integrate authentic materials into language instruction. • Use data to inform instruction and promote equitable growth 	All World Language teachers of French	10/18/2018, 1/25/2019, 3/15/2019	Year-Long Course	12:30 - 3:30 pm	National Academy Foundation	John Neubauer: jneubauer@bcps.k12.md.us
World and Classical Languages	Teaching, Assessing, and Grading Spanish: Am I Sending the Same Message?	<p>During this year-long course, teachers will examine materials, student samples, and scoring guidelines that focus on specific pedagogical techniques that lead to greater student language proficiency and success at advanced levels.</p> <ul style="list-style-type: none"> • Apply concrete strategies for implementing the curriculum for world languages • Develop activities and assessments that present language in cultural context, build students' proficiencies in the modes of communication, and integrate authentic materials into language instruction. • Use data to inform instruction and promote equitable growth 	All World Language teachers of Spanish	10/18/2018, 1/25/2019, 3/15/2019	Year-Long Course	8:30 -11:30 pm	National Academy Foundation	John Neubauer: jneubauer@bcps.k12.md.us