Fall 2024

Virtual & Face-to-Face PD Catalog

Office of Professional Development

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright *future* for every child

Table of Contents

Virtual Trainings

Virtual professional development (PD) trainings are offered free-of-charge to districts/schools at the request of administration. These **90-minute sessions** are conducted via **Zoom** and give educators the opportunity to engage actively in the learning process through breakout rooms, lively discussions, and virtual hands-on activities. A **minimum of 5 participants** is required for all virtual sessions, and training requests must be made **at least 4 weeks** prior to the preferred date.

Visit the Zoom Cheat Sheet to determine system requirements for participating in virtual professional development trainings. Refer to the LEA Parameters to examine the role and responsibilities of the requesting district/school. CEUs currently are not available for virtual trainings.
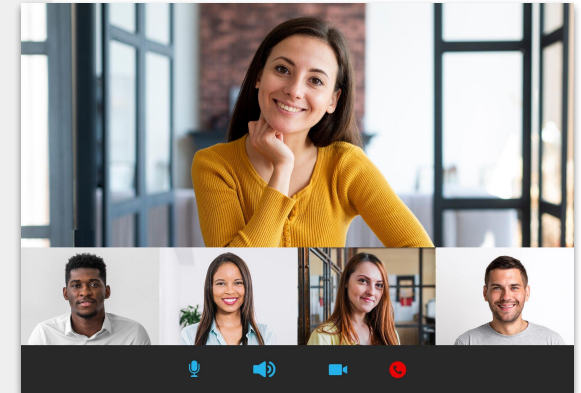
Face-to-Face Trainings

Face-to-face professional development (PD) trainings are offered free-of-charge to districts/schools at the request of administration. These **3- and/or 5-hour sessions** are conducted in-person and provide educators the opportunity to engage actively in the learning process through lively discussions and hands-on activities. A **minimum of 10 participants** is required for all face-to-face trainings. Districts/schools unable to meet this number may partner with another LEA or open their workshop as a regional training as noted on the PD Request Form**.** Training requests must be made **at least 4 weeks** prior to the preferred date.

.3 or **.5 CEUs** are available to all teachers who attend a **3-** or **5-hour face-to-face training**. Refer to the LEA Parameters to examine the role and responsibilities of the requesting district/school. To request a face-to-face training that lasts fewer than 3 hours, contact Amy Pinkerton at apinkerton@mdek12.org.

What to Expect
Virtual Training Request Process
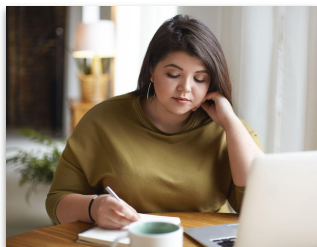
1 Submit a request for **virtual** professional development by clicking the following link: Professional Development Request Form.

2 Within 72 hours of submitting a request, you will receive an email from an OPD staff member, confirming the training date, time, and details or asking for further information.

3 One week prior to the training date, you will receive an email from an OPD staff member, providing the Zoom link and session resource page and handouts.

4 Forward the training Zoom link and resource page to the session participants and **provide them with a printed copy of the handouts**.

5 Due to the interactive nature of the trainings, **ensure that the participants attend the session via computers and in separate rooms** (to minimize audio feedback).

Access the full LEA Parameters document here.

What to Expect

Face-to-Face Training Request Process

1 Submit a request for **face-to-face** professional development by clicking the following link: Professional Development Request Form.

2 Within 72 hours of submitting a request, you will receive an email from an OPD staff member, confirming the training date, time, and details or asking for further information.

3 One week prior to the training date, you will receive an email from an OPD staff member, providing the session resource page and handouts and other pertinent details.

4 Forward the training resource page to the session participants and **provide them with a printed copy of the handouts**.

5 Equip the training room with a **projector**, **tables**, and **chairs**. Arrange for someone to meet the trainer at the confirmed location **at least 1 hour** prior to the session time.
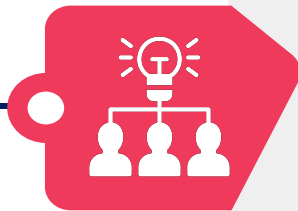
Access the full LEA Parameters document here.

Professional Learning Communities (PLCs)

Select ELA, math, and science trainings offer follow-up support in the form of Professional Learning Communities (PLCs). When applicable, teachers who participate in the initial session may also participate, at the administrator's request, in up to 3 in-person or virtual follow-up PLC meetings with the session trainer and fellow session participants. CEUs currently are not available for follow-up PLC support.
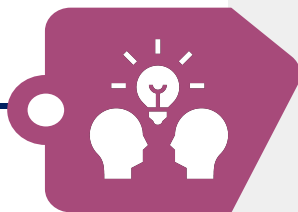
One-on-One & Small-Group Coaching

The special education training topics below offer follow-up support in the form of one-on-one and small-group coaching. Coaching support is not required, but up to 3 coaching opportunities may be requested by administrators **after an initial session has been conducted**. CEUs currently are not available for participation in follow-up coaching support.

- IEP
- VI
- Inclusive Practices
- Behavior
- SCD
- Equity

Technical Assistance

The following types of technical assistance are available by request and do not require participation in an initial training:

- Lesson design for individual students with HI, VI, or SCD
- Assistive technology
- Corrective Action Plan (necessary for state and/or federal special education policy compliance)

CEUs currently are not available for participation in technical assistance support.

What to Expect

CEUs/SEMIs/OSLs

.3 CEU = 3 Hours

.5 CEU = 5 Hours

Continuing Education Units (CEUs) are available to all educators who participate in the 3- and 5-hour face-to-face trainings featured in this catalog. CEUs will be issued by the requesting school district's local Regional Education Service Agency (RESA) for a processing fee of $15. SEMIs and OSLs currently are not available for the sessions featured in this catalog.

MISSISSIPPI
REGIONAL EDUCATION SERVICE AGENCIES

FAQs

How will session participants apply for CEUs after attending a training?

Within one week after a qualifying session has been conducted, the trainer will send a follow-up email to the administrator who requested the session. The email will include specific instructions for applying for CEUs through their local RESA. It is the administrator's responsibility to forward the instructions to his/her staff in a timely manner. Each RESA requires CEU application submissions within a specific amount of time after the training has been conducted. Late applications will not be accepted.

Who can answer questions about CEUs?

The email sent to the requesting administrator by the session trainer will include a link to each RESA's CEU application process and contact information. The MDE's Office of Professional Development does not issue CEUs and cannot address CEU issues after the instructions for applying for CEUs have been sent.

When will session participants receive their CEU certificates?

CEU certificate turnaround time varies by RESA. Session participants should contact their local RESA with any questions about CEUs.

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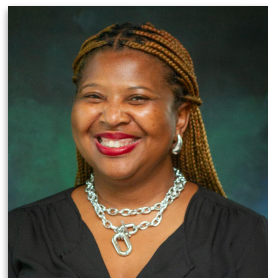
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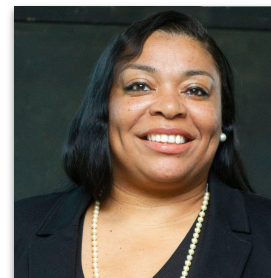chunt@mdek12.org

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PGS Domain I: Standard 1

Math

Math

Science

A Closer Look at the Standards for Mathematical Practice

This **two-part training** is designed to help educators interpret the Standards for Mathematical Practice.

Participants will...
- Describe how SMPs 1, 2, 7, and 8 can improve students' problem-solving abilities.
- Describe how SMPs 3, 4, 5, and 6 can increase rigor and improve student engagement.

Parts 1 and 2 must be requested together for the virtual trainings.

Grades 6-12

Virtual
2 x 90 minutes

Face-to-Face
3 hours

Connecting the MS CCRS for Mathematics to Rigor

This face-to-face training is a combination of two virtual sessions designed to familiarize participants with the MS CCRS for Mathematics and provide a basic understanding of the three types of rigor.

Included Sessions:
- *Deconstructing Math Standards for Effective Lesson Planning*
- *Rigor in the Mathematics Classroom*

Grades 6-8 | 9-12

Face-to-Face
3 or 5 hours

Decoding the DNA of Science Standards

This training familiarizes participants with the MS CCRS for Science by highlighting the three dimensions of science learning. Participants will decode the MS CCRS for Science and objectives, identify core ideas, and develop driving questions for intentional planning.

Participants will...
- Describe the structure of the MS CCRS for Science and identify the three dimensions of science learning.
- Examine the big ideas for a set of performance objectives and standard.
- Use the tenets of backward design to develop driving questions to help plan a lesson or unit.
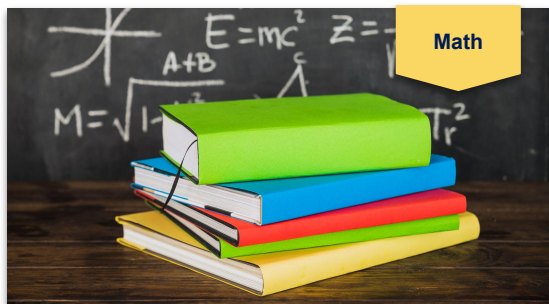
Grades 5-8 | 9-12

Face-to-Face
3 hours

Math

Deconstructing Math Standards for Effective Lesson Planning

This training familiarizes participants with the MS CCRS for Mathematics by deconstructing them to support instructional planning.

Participants will...
- Determine the intent of a standard by deconstructing it.
- Write learning targets for a deconstructed standard.
- Use learning targets to create meaningful chunks of instruction.

Grades 6-8 | 9-12

Virtual 90 minutes

Special Education

Exit & Assessment Options for Students with SCD

This session focuses on graduation and exit options, assessments, and courses of study for the Mississippi Alternate Academic Achievement Standards (MS AAAS) for students with significant cognitive disabilities.

Participants will...
- Review the exit and graduation options and assessments for students with significant cognitive disabilities.
- Use the diploma options and the Mississippi Accountability Standards to determine the best course of action for students with significant cognitive disabilities.

Grades K-12

Virtual 90 minutes

Face-to-Face 3 hours

Special Education

Instructing Students with Significant Cognitive Disabilities

This training provides participants with specific strategies for working with students with Significant Cognitive Disabilities (SCD).

Participants will...
- Participants will use the Mississippi Alternate Academic Achievement Standards (MS AAAS) as a guide by linking them to specially designed instruction (including IEPs) and teaching strategies, including classroom set up, management, and lesson planning.
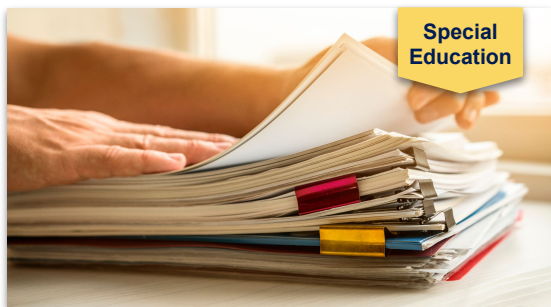
Grades K-12

Face-to-Face 3 or 5 hours

Follow-Up Support Available

Special Education

Cross-Curricular

Math

Integration of Specially Designed Instruction (SDI)

This session focuses on the collaborative development of specially designed instruction (SDI) to support access to grade-level curriculum and standards for students with disabilities.

Participants will...
- Review the processes used to plan for a student with a disability to participate and learn in general education classes.
- Adapt a standards-based lesson plan to meet the needs of a student with an intellectual or developmental disability.

Grades PreK-12

Virtual 90 minutes

Mastering Co-Teaching: Exploring the Six Models for Educators

This training provides participants an opportunity to familiarize themselves with the six models of co-teaching. Participants will explore the roles and responsibilities of the general education and special education teacher using the High Leverage Practices (HLP) document.

Participants will...
- Define **co-teaching**.
- Analyze the six co-teaching models across different educational settings.
- Justify the roles and responsibilities of co-teaching using high-leverage practices.

Grades K-12

Face-to-Face 3 or 5 hours

Follow-Up Support Available

Rigor in the Mathematics Classroom

This training provides participants with a basic understanding of the 3 types of rigor, one of the major shifts called for in the MS CCRS for mathematics.

Participants will...
- Define **rigor** as it relates to math instruction and assessment.
- Describe the three types of rigor.
- Determine the appropriate rigor of MS CCRS for Mathematics.

Grades K-5 | 6-8 | 9-12

Virtual 90 minutes

PGS Domain I: Standard 1

Cross-Curricular

Targeted Planning for Intensive Instruction

The session is designed for grade-level teams of teachers (and administrators) to practice a planning process that improves systemic alignment, strengthens teacher effectiveness, and improves student outcomes.

Participants will...
- Implement a structured planning process to align instruction collectively for improved student outcomes.

Grades PreK-12

**Virtual
90 minutes**

**Follow-Up
Support Available**

Cross-Curricular

NEW

Teamwork Towards Success: Co-Planning Strategies for Improved Student Outcomes

In this interactive session, participants will dive into the essential elements of co-planning and explore how to apply them effectively in the context of lesson planning. Through hands-on activities and collaborative discussions, participants will learn strategies for successful co-planning, understand the benefits of working together, and gain practical tools to enhance their lesson planning process. Join us to discover how co-planning can lead to more dynamic and impactful teaching experiences for both educators and students alike.

Participants will...
- Identify the elements of co-planning.
- Explore how to apply these elements effectively when co-planning lessons.

Grades K-12

**Face-to-Face
5 hours**

**Follow-Up
Support Available**

Math

NEW

Transforming Instruction with enVision HQIM

Elevate your mathematics instruction with this transformative session centered on enVision Math High-Quality Instructional Materials (HQIM) textbooks. This session will provide educators with an in-depth overview of the enVision HQIM resources, focusing on their key features, instructional benefits, and practical applications in the classroom. Educators will gain insights on effectively utilizing enVision Math to enhance student understanding and achievement.

Participants will...
- Formulate a comprehensive understanding of the enVision Math curriculum, including its structure, components, and pedagogical approach.
- Organize a 7th-grade enVision Math or Algebra I enVision A|G|A lesson.
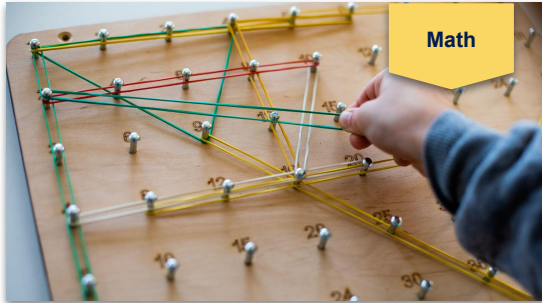
Grades 6-8 | 9-12

**Face-to-Face
5 hours**

**Follow-Up
Support Available**

PGS Domain I:
Standard 2

Math

A Closer Look at Proportions and the XY Coordinate Geoboard

Ratios and proportions are foundational to student understanding across multiple topics in mathematics and science; the goal for this session is to demonstrate how to help students understand proportional relationships before teaching them computational procedures.

Participants will...
- Examine the connection between lines and proportional relationships using the XY Coordinate Geoboard.

Grades 6-8

Virtual
90 minutes

Face-to-Face
3 hours

NEW

Special Education

Cooking with Math in the Secondary Community-Based Classroom

This session focuses on using the Mississippi Alternate Math Elements Standards to teach basic cooking principles in the classroom and recipe creation for students with significant cognitive disabilities. **Participants are required to bring an electronic device to this session.**

Participants will...
- Describe the basic cooking principles for students with significant cognitive disabilities.
- Create a recipe their students will be able to comprehend and follow.

Grades 6-8 | 6-12 | 9-12

Face-to-Face
3 hours

Science

Cultivating Literacy in Science: Strategies for Comprehension

Are you interested in improving students' reading comprehension in science? In this session, participants will learn about the differences between content and disciplinary literacy. Participants also will engage with vocabulary and comprehension strategies that can be used in the classroom to build their students' comprehension in science.

Participants will...
- Define **literacy** and identify the different types of literacy.
- Examine vocabulary strategies.
- Engage with comprehension strategies in a science classroom.

Grades 5-12

Face-to-Face
3 hours

Available August - December 2024. To submit a request for professional development, click here.

Special Education

Designing & Delivering Explicit Instruction

In this session, participants will analyze effective teaching elements that, when implemented appropriately, can provide appropriate amounts of clarity, guidance, and support to students who would have difficulty learning without them.

Participants will...
- Identify the key elements of explicit instruction.
- Implement key elements into instructional lesson plans.

Grades PreK-12

**Virtual
90 minutes**

Cross-Curricular

Don't be a DRIP! (Data Rich, Information Poor)

Participants will examine the different types of formal and informal data sources that can be utilized to create a comprehensive student profile and make data-driven decisions (e.g., instructional targets, interventions, IEP goals, etc).

Participants will...
- Define **whole child**.
- Identify the types of data sources used to create a student profile of the whole child.
- Examine multiple data sources to create an individualized whole child profile of a sample student's strengths and needs.

Grades K-12

**Virtual
90 minutes**

Cross-Curricular

Instructing Students with Autism

The focus of this session is to enable participants to identify the characteristics of Autism and to provide strategies to help students succeed in the inclusive classroom.

Participants will...
- Participants will describe the characteristics of students with Autism.
- Participants will describe strategies, including communication, social, sensory, and instruction, to help students with Autism succeed in the school environment.
- Participants will describe classroom management, including structure, organization, and behavior support for students with Autism.

Grades K-12

**Face-to-Face
3 hours or 5 hours**

PGS Domain I: Standard 2

Special Education

Know the Why of SDI

Participants in this session will deconstruct an IEP to connect components to daily instruction. They also will use scenarios to design adaptations to content and methodology of instruction to improve access to learning based on a student's disability.

Participants will...
- Deconstruct an IEP.
- Use scenarios to design adaptations to content and instruction.
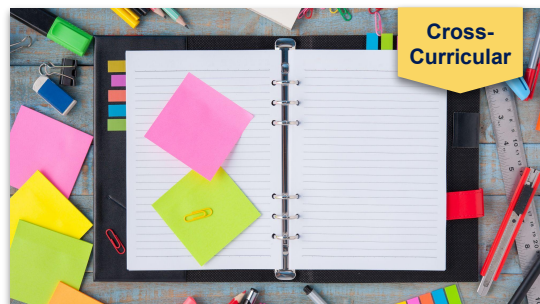
Grades PreK-12

Virtual
4 x 90 minutes

Face-to-Face
5 hours

Follow-Up Support Available

Cross-Curricular

Part I: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments

This session is designed for teachers who have visually impaired students in their class. In this session, you will learn about the nine areas of the expanded core curriculum.

Participants will...
- Identify the nine areas of the expanded core curriculum for students with visual impairments.

Grades K-12

Virtual
90 minutes

Follow-Up Support Available

Cross-Curricular

Part II: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments

This session is designed for teachers who have visually impaired students in their class. In this session, participants will understand ways to incorporate the expanded core curriculum into your existing curriculum.

Participants will...
- Incorporate the areas of the expanded core curriculum into their existing curriculum.

Grades K-12

Virtual
90 minutes

Follow-Up Support Available

PGS Domain I: Standard 2

Math

Setting the Stage for Success in the Mathematics Classroom

This face-to-face training is a combination of the 3 virtual sessions listed below and explores specific strategies for developing students' representational competence: building conceptual understanding through C-P-A, promoting meaningful discourse, and using tasks to teach through problem-solving.

Included Sessions:
- *Hands-On Math*
- *Let's Talk Math*
- *Tasks That Teach*

Grades 6-8 | 9-12

**Face-to-Face
5 hours**

**Follow-Up
Support Available**

Math

Tasks That Teach: Building Mathematics Understanding Through Problem-Solving

In this session, participants will examine the contextual representation of math by learning how to utilize word problems to help students build a strong conceptual understanding of math concepts/skills.

Participants will...
- Compare and contrast the effects of teaching "for" problem-solving and teaching "through" problem-solving.
- Plan for the BEFORE, DURING, and AFTER stages of teaching "through" problem-solving.

Grades 6-8 | 9-12

**Virtual
90 minutes**

Special Education

Teaching Students with Visual Impairments: An Introduction

The focus of this session is to enable participants to identify the ranges of vision loss and discuss the types of assessments available for students with visual impairments.

Participants will...
- Discuss the meaning of acuity, low vision, and blindness.
- Identify and discuss the types of assessments used with students with visual impairments.

Grades K-12

**Virtual
90 minutes**

**Follow-Up
Support Available**

Math

Math

Using Algebra Tiles Effectively in the Secondary Math Classroom

This training focuses on general and special educators' use of algebra tiles to explore integers, algebraic expressions, equations, factoring, and expanding.

Participants will...
- Describe the benefits of algebra tiles.
- Examine the topics in math that make use of algebra tiles.
- Explain how algebra tiles help meet the needs of all students.

Grades 6-12

Face-to-Face
3 hours or 5 hours

Follow-Up Support Available

Using Virtual Algebra Tiles to Teach Expressions and Equations

In this session, general and special educators will explore how to use virtual algebra tiles to support students' conceptual understanding of standards within the Expressions and Equations domain in middle school.

Participants will...
- Explain how the use of algebra tiles leads to better understanding of the expressions and equations domain.
- Describe how algebra tiles improve mathematical discourse in the classroom.
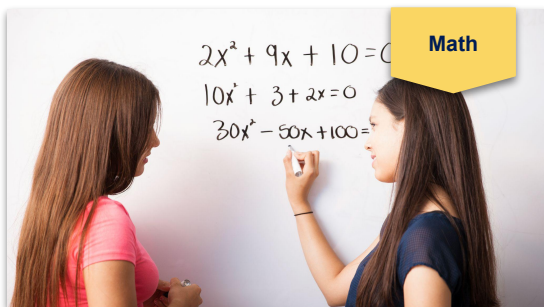
Grades 6-8

Virtual
90 minutes

PGS Domain II: Standard 3

Math

Achieving Success Through Math Productive Struggle

In this session, participants will learn how to create a culture that supports productive struggle, develop strategies to help students build perseverance as they make sense of and solve problems, and explore ways to select and structure tasks to engage students in productive struggle.

Participants will...
- Define **productive struggle** as it relates to mathematics and explain its importance to mathematics instruction.
- Identify ways to build a classroom community for productive struggle.
- Examine strategies to support students during productive struggle.

Grades K-12

Virtual
90 minutes

Face-to-Face
3 hours

Cross-Curricular

Checking for Understanding

In this session, general and special education teachers will practice a systemic process that uses data to inform, guide, evaluate, and adjust instruction to ensure accessibility for all learners.

Participants will...
- Participants will identify the process for examining student assessment data to make instructional decisions.

Grades K-12

Virtual
90 minutes

Cross-Curricular

Every Mind Matters: Eliciting & Interpreting Student Thinking

This session focuses on collaborative teacher practices for eliciting and interpreting individual student thinking while also using strategies to promote active student engagement and constructive feedback.

Participants will...
- Examine ways to elicit and interpret student thinking that aligns with learning goals.
- Examine strategies for maximizing engagement for ALL students and ensuring that it aligns with their abilities.
- Create a lesson plan demonstrating how to use the methods of eliciting and interpreting student thinking.

Grades K-12

Virtual
90 minutes

PGS Domain II: Standard 3

Cross-Curricular

Inclusive Instructional Practices: Using Data to Drive Accessibility for Diverse Learners

In this session, general and special education teachers will practice a systemic process that uses data to inform, guide, evaluate, and adjust instruction to ensure accessibility for all learners.

Participants will...
- Participants will identify the process for examining student assessment data to make instructional decisions.

Grades K-12

Virtual 90 minutes

Science

NEW

Path to Progress: Effective Formative Assessments in Science

In this session, participants will explore the components of effective formative assessments and will engage in formative assessment strategies that are easily implemented in a science classroom to conduct quick learning checks. By the end of the session, participants will look at how to use formative assessment data to help guide, personalize, and enhance instructional practice to ensure all learners are successful in the science classroom.

Participants will...
- Identify the key components of effective formative assessments.
- Explore formative assessment strategies for science.
- Determine ways to use formative assessments to enhance student learning.

Grades 3-5 | 6-8 | 9-12

Face-to-Face 3 hours

Follow-Up Support Available

Math

Providing Actionable Feedback to Promote Math Efficacy

Participants will explore the high-leverage practice of providing effective feedback in the mathematics classroom by examining strategies for the following: engaging students in a continuous feedback loop, analyzing student work, and adjusting instruction to meet each student's needs.

Participants will...
- Define **feedback** and classify characteristics of productive and unproductive feedback.
- Identify the components and levels of productive feedback.
- Explore strategies for implementing effective feedback and evaluating findings to adjust instruction.

Grades K-12

Virtual 90 minutes

Face-to-Face 3 hours

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Cross-Curricular

Cross-Curricular

Math

Adapting Grade-Level Texts for Students with SCD in the General Education Classroom

In this training, participants will learn the importance of providing students with significant learning disabilities the opportunity to interact with accessible texts to ensure language development and comprehension of grade-level content.

*Please note that the content of this session is included in the 5-hour version of *Instructing Students with SCD*.

Participants will...
- Create accessible, grade-level texts for students with significant learning disabilities by applying the type of adaptation needed: physical, content, or both.

Grades K-2

Virtual
90 minutes

**Face-to-Face**
3 hours

Anchor Charts Anchor Learning

In this training, participants will learn how anchor charts provide a rich context for active and ongoing learning to meet the needs of ALL students.

Participants will...
- Identify what anchor charts are and distinguish the differences between posters and anchor charts.
- Examine research on the use of visuals and describe the benefits of student contributions.
- Compare and contrast the different types of anchor charts and apply the guidelines for creation.

Grades K-12

Virtual
90 minutes
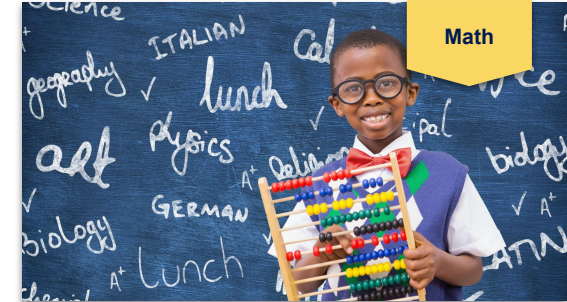
Hands-On Math: C-P-A for Conceptual Understanding

In this session, general and special educators will examine the physical, visual, and symbolic representations of math. They will explore how to help students at all levels move beyond "memorizing steps" by implementing the Concrete-Pictorial-Abstract approach to math instruction.

Participants will...
- Describe the stages of C-P-A.
- Describe the benefits of C-P-A.
- Apply the C-P-A approach to a specific math standard.

Grades 6-8 | 9-12

Face-to-Face
3 hours

Follow-Up
Support Available

PGS Domain II: Standard 4

Math

Science

Cross-Curricular

Let's Talk Math: Promoting Meaningful Discourse in the Math Classroom

In this session, participants will examine the verbal representation of math by exploring strategies to promote meaningful mathematics discourse.

Participants will...
- Define **mathematical discourse**.
- Describe the four levels of math discourse.
- Use productive "talk moves" to facilitate meaningful math discourse.

Grades K-5 | 6-8 | 9-12

**Virtual
90 minutes**

Station Rotations for a Stellar Science Classroom

Participants will learn how to use station-teaching in a secondary science classroom to help promote student engagement and exploration of science content.

Participants will...
- Identify the purpose and benefits for station-teaching in science.
- Explore effective procedures for implementing station-teaching.
- Adapt pre-existing lessons to create stations for all student learning.

Grades 5-12

**Face-to-Face
3 hours**

Teaching for All: Scaffolding

The focus of this session is on scaffolded support through dialogue both as the prominent support and used in conjunction with other supports or tools.

Participants will...
- Describe principles to guide the provision of scaffolded support.
- Describe how teachers can use dialogue as scaffolded support during the three phases of the gradual release of responsibility.

Grades PreK-12

**Virtual
90 minutes**

PGS Domain II:
Standard 4

Cross-Curricular

Teaching Strategies for Students with Visual Impairments

This session is designed for teachers who have visually impaired students in their class.

Participants will...
- Identify instructional strategies to use when working with visually impaired students.

Grades K-12

Virtual
90 minutes

Math

Using Scaffolding to Promote Mathematical Success

The goal of this session is to support teachers in designing instruction that makes the general education mathematics curriculum more accessible to all students without interfering with the rigor of grade-level content.

Participants will...
- Define **scaffolding** and explain how scaffolds can be used to support student learning.
- Identify key considerations in effectively planning and delivering scaffolded instruction.
- Determine how to scaffold instruction to make the mathematics curriculum more accessible to all students.
- Examine a scaffolding strategy that can be used in any mathematics classroom.

Grades K-12

Virtual
90 minutes

Face-to-Face
3 hours

PGS Domain III: Standard 5

Cross-Curricular

Building Solid Relationships for Lasting Success

In this session, participants will learn about the importance of general and special educators' collaborating in the inclusive classroom to build relationships with students, leading to a positive learning environment and reinforcing social skills.

Participants will...
- Identify and describe the four areas of work critical to building respectful relationships.
- Demonstrate how to establish a positive learning environment.
- Explain the importance of teaching social skills.

Grades K-12

**Virtual
90 minutes**

Cross-Curricular

Don't "Hulk" Out! Implementing SEL and Addressing Behavior in the Classroom

The virtual version of this training focuses on developing behavior goals. The face-to-face version focuses on developing behavior goals, incorporating SEL in the classroom, and utilizing behavior strategies with their students.

Participants will...
- Analyze how classroom practices and procedures impact classroom connections.
- Examine the SEL Standards and their impact in the classroom.

Grades K-12

**Virtual
90 minutes**

Special Education

Race Towards Effective Plans: Classroom Procedures, SEL, Behavior Goals, & BIPs

In this session, participants will learn how classroom procedures, SEL, Behavior Goals, and BIPs impact student behaviors. Participants also will learn how to write effective behavior goals and how to provide intentional coaching when teaching behavior plans and goals.

Participants will...
- Analyze preventative practices using classroom procedures and SEL.
- Develop and implement behavior goals.
- Analyze the Functional Behavior Assessment process.
- Examine ways to implement behavior goals and Behavior Intervention Plans.

Grades K-12

**Face-to-Face
5 hours**

**Follow-Up
Support Available**

Special Education

NEW

Understanding ADHD and EmD in the Classroom

This session will explore the characteristics of a student with ADHD or EmD. The session will also explore strategies to impact potential behavior concerns with students with either disability.

Participants will...
- Define Attention Deficit/ Hyperactivity Disorder (ADHD) and identify strategies to address behaviors associated with ADHD.
- Define Emotional Disability (EmD) and identify strategies to address behaviors associated with EmD.
- Analyze classroom management practices and discipline practices for students.

Grades K-12

Face-to-Face 3 hours

PGS Domain III: Standard 6

Cross-Curricular

Cross-Curricular

Cross-Curricular

The Power of a Positive Classroom

This face-to-face training is a combination of the 3 virtual sessions listed below and will equip teachers with the necessary tools to create and maintain a positive classroom culture.

Included Sessions:
- *The Power of a Positive Classroom: Body Language and Organization*
- *The Power of a Positive Classroom: Mindset and Relationships*
- *The Power of a Positive Classroom: Procedures*

Grades K-5 | 6-12

Face-to-Face 3 hours

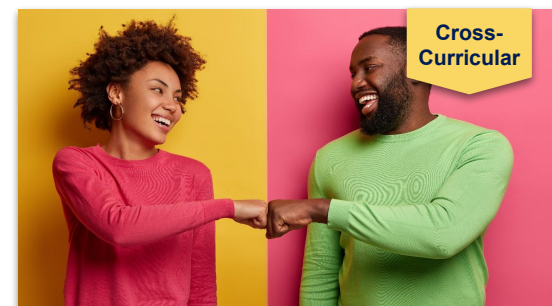## The Power of a Positive Classroom: Body Language & Organization

In this training, participants will consider the importance of body language and classroom organization in creating a positive classroom culture.

Participants will...
- Analyze the non-verbal messages conveyed by body language.
- Identify ideas for creating an organized classroom.

Grades K-5 | 6-12

Virtual 90 minutes

The Power of a Positive Classroom: Procedures

In this training, participants will explore the differences between classroom management and discipline and create procedures as part of an effective classroom management plan.

Participants will...
- Examine the implementation of procedures as part of an effective classroom management plan.

Grades K-5 | 6-12

Virtual 90 minutes

Cross-Curricular

NEW

Supporting ADHD in the Classroom

In this session, participants will gain an understanding of the characteristics of ADHD and how to support students with those characteristics in the classroom.

Included Sessions:
- Define Attention Deficit/ Hyperactivity Disorder (ADHD) and identify strategies to address behaviors associated with ADHD.
- Analyze classroom management practices and discipline practices for students.
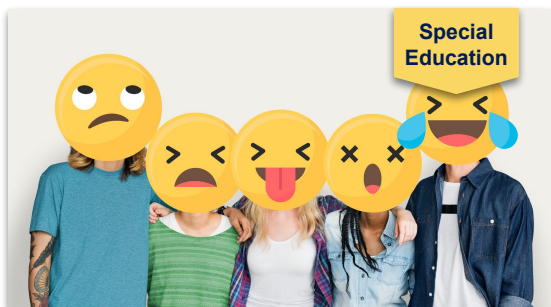
Grades K-12

**Virtual
90 minutes**

Special Education

Don't "HULK" Out! Improving Behaviors & Incorporating Behavior Practices & Behavior Goals

The virtual version of this training focuses on developing behavior goals. The face-to-face version focuses on developing behavior goals, incorporating SEL in the classroom, and utilizing behavior strategies with their students.

Participants will...
- Demonstrate how to effectively write and implement a behavior goal.
- Examine how SEL plays an integral role in behavior intervention.
- Analyze strategies for behavior intervention and SEL.

Grades K-12

Face-to-Face 3 hours

Cross-Curricular

Equitable Practices for Disciplining Students with Disabilities

In this session, participants will gain an overall understanding of discipline practices for students with an IEP, analyze equitable practices that impact disciplining students with a disability, and develop an equity plan for their school/district utilizing their own school/district data.

Participants will...
- Define and discuss the discipline procedures for students with disabilities.
- Analyze equitable practices in your school/district that impact discipline for students with disabilities.
- Develop an Equity Action Plan for your school/district that impacts discipline for students with disabilities.

Grades K-12

Face-to-Face 3 hours

Cross-Curricular

Establishing & Maintaining Equity & Inclusion in Educational Practices

In this session, participants will discuss and establish current educational practices around equity and inclusion and create a plan to increase equitable practices in the classroom.

Participants will...
- Define equitable and inclusive practices.
- Identify inequities in current educational practices.
- Create an individualized plan for increasing equity within the classroom/school setting.

Grades K-12

Face-to-Face 5 hours

Follow-Up Support Available

PGS Domain III:
Standard 7

Math

Cross-Curricular

Mathematics Instruction: Equity-Based Practices

This session invites math teachers to reflect on their own and their students' multiple identities. Rich possibilities for learning result when teachers draw on these identities to offer high-quality, equity-based teaching to all students.

Participants will...
- Define **mathematical identity** and explain how it relates to equity.
- Define **equity** as it relates to mathematics instruction.
- Examine the five equity-based mathematics teaching practices.

Grades K-12

Virtual
90 minutes

Face-to-Face
5 hours

The Power of a Positive Classroom: Mindset & Relationships

In this training, participants will reflect on the role of the teacher in creating a positive classroom culture by identifying strategies for maintaining a positive mindset and building strong teacher-student relationships.

Participants will...
- Identify strategies for achieving a positive mindset.
- Identify strategies for building positive relationships with students.

Grades K-5 | 6-12

Virtual
90 minutes

PGS Domain IV: Standard 8

Cross-Curricular

Access, Access, Access! A Review of the Access for All Guide 2.0

This session provides participants an opportunity to explore the revised Access for All Guide 2.0.

Participants will...
- Examine the four types of adaptations and six deficit areas included in the AFA Guide 2.0.
- Use the AFA Guide 2.0 to determine appropriate adaptations for specific student scenarios.

Grades K-12

Virtual
90 minutes

Face-to-Face
3 hours

Special Education

Building a Better IEP: Specials and LRE

Participants in this session will examine the Special Considerations, Special Education and Related Services, and Least Restrictive Environment pages on an Individualized Education Program (IEP).

Participants will...
- Examine the sections of an IEP.
- Locate questions in the IEP Guidance Document to assist in writing compliant IEP components.

Grades K-12

Virtual
90 minutes

Special Education

Child Find Checks & Balances

Participants in this session will take a closer look at the Child Find process as well as review their own district's procedures for a successful Child Find campaign.

Participants will...
- Define **Child Find**.
- Summarize the Child Find process.
- Review their districts' Child Find procedures.

Grades K-12

Face-to-Face
3 hours

Follow-Up
Support Available

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PGS Domain IV: Standard 8

Facilitating Productive Professional Learning Communities

Cross-Curricular

This session will delve into the foundational concepts of professional learning communities (PLCs), exploring their purpose, benefits, and impact on teaching and learning outcomes. Participants will learn how PLCs can be used to create a vibrant and collaborative professional learning culture.

Participants will...
- Identify key components and characteristics of a successful PLC.
- Explore the essential questions of learning as a framework for PLCs.
- Create an action plan for implementing effective PLC practices.

Grades K-12

Face-to-Face 3 hours

IEP: 101 (Individualized Education Program)

Special Education

This training will provide participants with an overview of the Individualized Education Program (IEP) components as well as IDEA procedures and best practices for developing IEPs that address the functional and academic needs of students with disabilities.

Participants will...
- Review the Individuals with Disabilities Education Act (IDEA) requirements for the Individualized Education Program (IEP).
- Explore the required components of the IEP.
- Discuss guidance to ensure IEPs are appropriate, standards-based, & compliant.

Grades K-12

Face-to-Face 5 hours

Follow-Up Support Available

It All Begins with the PLAAFP!

Special Education

Participants will engage in hands-on activities and learn a comprehensive data analysis process for identifying strengths, deficits, and areas of impact of students with disabilities. Participants will use the process to develop effective IEP services that will ensure Educational Benefit and a Free Appropriate Public Education (FAPE).

Participants will...
- Define PLAAFP and identify the components of a PLAAFP.
- Examine the process of creating a comprehensive PLAAFP.
- Develop a PLAAFP that aligns with IDEA requirements and provisions of a FAPE.

Grades K-12

Face-to-Face 5 hours

Follow-Up Support Available

PGS Domain IV:
Standard 8

Special Education

Special Education

Special Education

Least Restrictive Environment: Best Practices

This virtual session invites participants to explore Least Restrictive Environment and to encourage participants to consider LRE as a service, not a place.

Participants will...
- Define Least Restrictive Environment.
- Examine IDEA requirements in determining student placement.
- Discuss questions to consider when determining student placement.

Grades K-12

Virtual 90 minutes

Manifestation Determination Review

In this session, participants will learn about Discipline Procedures for students with disabilities in Mississippi as well as the Manifestation Determination Review Process.

Participants will...
- Define **MDR** and its purpose.
- Explain the MDR process.
- Discuss collaboration for MDR meetings.

Parts 1 and 2 must be requested together for the virtual trainings.

Grades K-12

Virtual 2 x 90 minutes

Face-to-Face 3 or 5 hours

Follow-Up Support Available

Measurable Annual IEP Goals & Progress-Monitoring

This session will provide a deep dive into strategies for developing measurable, standards-based annual goals that are compliant with IDEA regulations and enable students to make progress with the general education curriculum.

Participants will...
- Discuss the purpose of annual IEP goals and determine how to align goals to the PLAAFP.
- Develop a measurable, standards-based IEP goal.
- Identify strategies to monitor student progress.

Grades K-12

Face-to-Face 3 hours

Follow-Up Support Available

Cross-Curricular

NEW

Special Education

Promoting Equity: Upholding the Rights of Students with Disabilities

This session is geared towards administrators and leadership teams who work with students with disabilities and their families. In this session, teams will learn strategies to build rapport with families and become confident in being an active member of the IEP team. Teams will discuss how decisions are made in determining a student's least restrictive environment and will understand the implications that these decisions will have on the student in years to come.
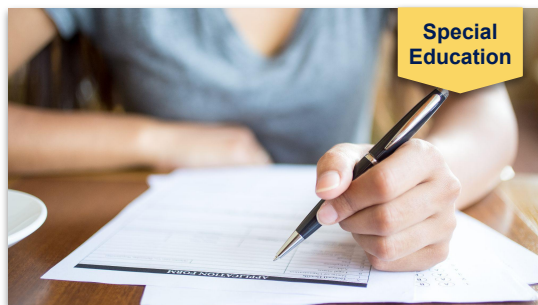
The session will promote...
- Parent Awareness of Legal Rights and Expectations of the Role.
- Making LRE decisions and determining placement.
- Protecting staff and students through confidentiality and understanding SPED law.

Grades K-12

**Virtual
90 minutes**

**Face-to-Face
3 hours**

Transition-Driven IEP

Participants will examine the best practices and IDEA 2004 requirements for developing the transition component of the Individualized Education Program (IEP).

Participants will...
- Develop meaningful, measurable postsecondary goals.
- Identify age-appropriate transition services.
- Create annual IEP goals that track both academic and functional progress.

Grades 5-12

**Virtual
90 minutes**

**Follow-Up
Support Available**

PGS Domain IV:
Standard 9

Special Education

NEW

Assessment Insights: Navigating the Reevaluation Process

This session highlights the 13 disability categories under IDEA, the LEA's reevaluation requirements, the requirements in conducting a reevaluation, and the MDE monitoring tool. The session also includes case study scenarios.

Participants will...
- Review the 13 disability categories under IDEA.
- Identify the reevaluation requirements of the Local Education Agency.
- Examine the requirements in conducting a reevaluation.
- Review the MDE monitoring tool for reevaluations.

Grades K-12

Face-to-Face 3 hours

Follow-Up Support Available

Special Education

IEP Meeting: Participants, Paperwork, & Protocols

Participants will explore all aspects involved with planning, conducting, and finalizing the IEP meeting process. This session is geared to novice special educators with five or fewer years of experience in the field.

Participants will...
- Explore the concepts involved with planning, conducting, and finalizing the IEP process.
- Complete all forms related to the IEP meeting.
- Identify protocols that align with conducting an IEP meeting.

Grades K-12

Face-to-Face 5 hours

Follow-Up Support Available

Special Education

NEW

Prior Written Notice

This session provides an overview of the purpose and requirements of the Prior Written Notice and includes hands-on practice with development.

Participants will...
- Define the purpose of the Prior Written Notice (PWN).
- Identify when and where to use a PWN.
- Write an effective and efficient PWN.

Grades K-12

Virtual 90 minutes

Face-to-Face 3 hours

While leaders would benefit from participating in all of the trainings offered in this catalog, the following sessions would be especially appropriate for leaders in the work they do to support educators.

Child Find Checks & Balances
Equitable Practices for Disciplining Students with Disabilities
IEP: 101
Literacy Trainings
Manifestation Determination Review
Mathematics Instruction: Equity-Based Practices
Professional Growth System Trainings
The Power of a Positive Classroom: Body Language & Classroom Organization
The Power of a Positive Classroom: Mindset & Relationships
The Power of a Positive Classroom: Procedures

Recommended Trainings

Recommended Trainings
For Assistant Teachers

While assistant teachers would benefit from participating in all of the trainings offered in this catalog, the following sessions would be especially appropriate for assistant teachers in the work they do as paraprofessionals.

Adapting Grade-Level Texts for Students with Severe Learning Disabilities
Hands-On Math: C-P-A for Conceptual Understanding
Know the Why of SDI
Literacy Trainings
Mathematics Instruction: Equity-Based Practices
Teaching for All: Scaffolding
Instructing Students with Autism
Instructing Students with Significant Cognitive Disabilities
Teaching Students with VI: An Introduction
The Power of a Positive Classroom: Body Language & Classroom Organization
The Power of a Positive Classroom: Mindset & Relationships
The Power of a Positive Classroom: Procedures
Teaching Strategies for Students with Visual Impairments

Recommended Trainings

Early Childhood
Dr. Jill Dent
jdent@mdek12.org

EL Supports
Sandy Elliott
selliott@mdek12.org

Literacy
Kristen Wells-Wynn
kwells@mdek12.org

Office of Special Education
Ginger Koestler
gkoestler@mdek12.org

Gifted
Mat Sheriff
msheriff@mdek12.org

Additional PD Contacts

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

Professional Development Sessions

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General Qs

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