



# IGNITE

NNPS SUMMER LEARNING ACADEMY

REIMAGINE • RECHARGE • REFLECT

SUMMER 2021

REFLECT  
RECHARGE  
REIMAGINE

NEWPORT NEWS



PUBLIC SCHOOLS

*College, Career and Citizen-Ready!*



## Summer Conference Overview

IGNITE is a summer-long conference open to NNPS employees who want to build their expertise and get smarter around their craft. While classes are offered throughout the summer, there are two focus weeks with a variety of courses offered. Join us June 22-24, August 2-5, and the many open dates in between to extend your learning.

IGNITE courses are designed with innovation and application in mind as we explore the focus initiatives deemed important in NNPS. This exciting development opportunity is aligned with three of the goals outlined in our strategic plan, [Journey 2025](#). Consider how you can get smarter in one or more of these areas:

- **Student Success**

*NNPS educators engage and challenge all students in authentic, rigorous, and culturally relevant learning experiences that foster innovation and critical thinking.*

- Research-based instructional strategies
- Content area and curriculum exploration
- Literacy

- **Student & Staff Wellness**

*NNPS educators create an environment that promotes social, emotional and physical well-being for students and employees.*

- Social and emotional learning
- Youth development and growth mindset
- Effective discipline practices

- **Employee Expertise**

*NNPS is cultivating a premier workforce by prioritizing adult learning and innovation.*

- Blended learning and technology integration
- NNPS Profile of a Learner

Our IGNITE Catalog features something for everyone with over 100 learning opportunities. Search for applicable courses that meet your interests and needs!

## Registration

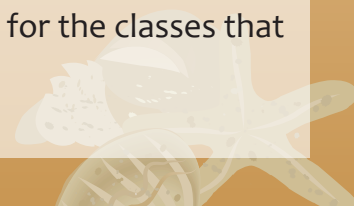
### Current NNPS Employees:

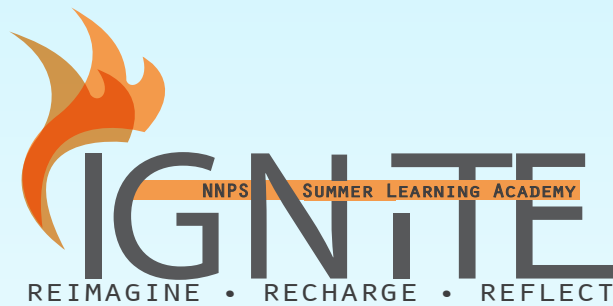
Click on any course title in this catalog to go directly to the registration page in Frontline.

### New Hires:

Access our [New Hire IGNITE Registration System](#) to sign up for courses. Search for the classes that interest you and follow the directions to register.

Contact Octavia Brown at [octavia.brown@nn.k12.va.us](mailto:octavia.brown@nn.k12.va.us) for registration questions.





# Course Schedule

See the registration site for full course details, including applicable grade levels, locations and session times.

## JUNE 22

- NNPS Blended Learning Conference

## JUNE 23

- Number Talks with Sherry Parrish
- Enriching our Daily Interactions Webinar Series for Preschool
- Anchor Charts in Science and Social Studies
- K-5 Science is a Verb
- K-5 Mystery Science
- K-5 Discovery Education Experience
- Student Engagement in the K-5 Science and Social Studies Classroom
- K-2 Problem Solving: Using Model Drawings and the RDW Process
- 3-5 Problem Solving: Using Model Drawings and the RDW Process
- Using Exit Tickets to Inform Instruction
- Expand Your Differentiation Toolkit with DreamBox
- Exploring the Eureka Way with Models, PART 1: Number Bonds
- Exploring the Eureka Way with Models, PART 2: Tape Diagrams
- Exploring the Eureka Way with Models, PART 3: Arrays and the Area Model
- K-2: Choose Your Own Literacy Adventure
- 3-5: Choose Your Own Literacy Adventure
- Starting Strong with a Language-Focused Classroom
- A Conscious Comeback
- Keep Calm and Break The Escalation Cycle
- Choice Boards in Kindergarten
- Designing Tech-Integration with the 4 Shifts Protocol (4-S-P)
- Digitally Confident Creators: Engaging Students in Writing with Book Creator
- Total Participation Techniques in a Blended Classroom
- Micro-credentials and YOU! Google Certified Educator, Nearpod & Flipgrid

- Integrating Discovery Education Across the Curriculum
- Sun, Summer, Synergy SE

## JUNE 24

- Who's Got Number Sense? Eureka Fluency Resources for the Busy Teacher!
- K-2 Problem Solving: Using Model Drawings and the RDW Process
- 3-5 Problem Solving: Using Model Drawings and the RDW Process
- Grade 1 NSA : How to Assess and Use the Data to Help Students
- Let's Talk Data: IEP Progress Monitoring and Specially Designed Instruction (SDI) for SWD
- A Window into the Whole Child
- Open Dialogue about Blended Instruction for Elementary Teachers
- Flipped Writing Instruction with 1st Grade
- Designing Tech-Integration with the 4 Shifts Protocol (4-S-P)
- Micro-credentials and YOU! Google Certified Educator, Nearpod & Flipgrid
- Reevaluating Reevaluations
- Compliance 101

## JUNE 28

- Picture Perfect STEM

## JUNE 29

- Shades and Grades: Black Girls Negotiating Power Dynamics at School

## JUNE 30

- SPED 101 For Building Administrators: What Does it All Mean?

## JULY 1

- The Ages and Stages of the Eureka Way: Understanding the Vertical Progression of Common Eureka Models

### **JULY 6**

- Planning with a Partner

### **JULY 7**

- Beginner Desmos Activity Builder (Level 1)
- Intermediate Desmos Activity Builder (Level 2)
- Advanced Desmos Activity Builder (Level 3)

### **JULY 8**

- NNPS Cohort: Advancing with Blended and Online Learning

### **JULY 12**

- High Leverage Practices in Special Education

### **JULY 13**

- How to use Eureka Assessments to Inform Instruction
- Planning with a Partner
- Specially Designed Instruction: Mathematics
- NNPS Cohort: Intro to Blended and Online Learning
- Forged in STEM

### **JULY 14**

- Standards-Based IEPs: Part I

### **JULY 15**

- Standards-Based IEPs: Part II

### **JULY 19**

- How to use Eureka Assessments to Inform Instruction

### **JULY 20**

- Planning with a Partner

### **JULY 21**

- Co-teaching for English Learner Success

### **JULY 23**

- Insights into Gifted Learners: Characteristics of Gifted Students and How to Support Their Academic, Social, and Emotional Needs

### **JULY 26**

- Grade 1 NSA : How to Assess and Use the Data to Help Students

### **JULY 27**

- Planning with a Partner

### **JULY 28**

- ESL Teachers: Digging Deeper with TEAM and Interactive Learning
- Referred for an Evaluation by SST, Now What?

### **JULY 29**

- ESL Teachers: Digging Deeper with TEAM and Interactive Learning
- Setting Up Your Classroom for Success: Creating Emotional Safety for an Effective Classroom

### **AUGUST 2**

- Starting SMART in Secondary Social Studies
- Taking Care of Ourselves: Meditation and Mindfulness Techniques
- Seesaw Learning Journals: Blended Learning Strategies for Beginner Users
- Seesaw Learning Journals: Choice Boards & Flipped Instruction
- Building Classroom Community and Engaging Students Using Video

### **AUGUST 3**

- Kindergarten: Making the Most of Your Fluency Activities
- Making the Most of your Eureka Fluency Activities: Grade 3-5
- Talking Less, Teaching More: Effective Direct Instruction in Secondary Social Studies
- Explore Learning for Science
- Legends of Learning for Middle School Science
- Culturally Responsive Practices in the World Language Classroom
- Enhancing Literacy Skills in the World Language Classroom
- Let's Talk Data: IEP Progress Monitoring and Specially Designed Instruction (SDI) for SWD
- Specially Designed Instruction: English
- Insights into Gifted Learners: Characteristics of Gifted Students and How to Support Their Academic, Social, and Emotional Needs
- Quality Social Emotional Learning Instruction with Caring School Community
- Youth Development: What's the Big Idea?
- Student Choice and Voice: Using WeVideo to Amplify Student Voice
- Leveraging Canvas for Instructional Leadership
- Reevaluating Reevaluations
- Compliance 101

#### **AUGUST 4**

- Grades K-2: Planning for Eureka Module 1
- Grades 3-5: Planning for Eureka Module 1
- Beginner Desmos Activity Builder (Level 1)
- Teaching Social Studies with Sources
- Vocabulary Strategies for the Hybrid/Virtual Learner
- The Dictado: A Powerful Biliteracy Strategy
- Differentiation Through Technology, Digital Platforms, Critical Thinking, and Creativity
- Standards-Based IEPs: Part I
- A Window into the Whole Child
- A Conscious Comeback
- Creating an Effective Learning Environment
- Seesaw Learning Journals: Blended Learning Strategies for Beginner Users
- Seesaw Learning Journals: Choice Boards & Flipped Instruction
- Building Classroom Community and Engaging Students Using Video
- Bookcreator and Flipgrid in your Blended Classroom
- Forged in STEM
- Canvas + Blended Learning = Student Achievement
- Sun, Summer, Synergy SE

#### **AUGUST 5**

- K-5 Eureka Math: Moving Forward While Addressing Gaps in Understanding
- Keep Calm and Break the Escalation Cycle
- Canvas for Science - Mastery Pathways
- Canvas for Science - New Quizzes
- Unpacking the Standards
- Tech Tools for the World Language Classroom
- Comprehensible Input: What is it? Why is it Vital for World Language Instruction?
- Twice-Exceptional Students: Tips and Strategies for Success
- Standards-Based IEPs: Part II
- Ignite Student Learning using Brain Breaks and Choice Boards
- I HEART STEM! For New or Novice Teachers Unfamiliar With NNPS STEM
- SPED 101 For Building Administrators: What Does it All Mean?

#### **AUGUST 10**

- ESL Teachers: Digging Deeper with TEAM and Interactive Learning

#### **AUGUST 11**

- ESL Teachers: Digging Deeper with TEAM and Interactive Learning

# STUDENT SUCCESS

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
PK	<p><a href="#">Enriching Our Daily Interactions Webinar Series for Preschool</a> This is an ASYNCHRONOUS session. Make note of the following important details: Participants can complete this online, self-paced course between the dates June 23-August 5 by completing webinar(s) from the Virginia Quality webinar library (see webinar access information in Frontline). Participants may complete VA Quality webinar(s) of their choosing, up to 9 total, earning 1 recertification point per webinar. Each webinar includes a 30-45-minute video followed by two reflection questions about the topic. Participants must complete the Google Survey to receive recertification points. Please contact Annemarie Hanrahan (<a href="mailto:annemarie.hanrahan@nn.k12.va.us">annemarie.hanrahan@nn.k12.va.us</a>) if you have questions.</p>	Annemarie Hanrahan	Online, self-paced: June 23-August 5	up to 9
K	<p><a href="#">Kindergarten: Making the Most of Your Fluency Activities</a> In this course, participants will explore ideas on how to customize fluency activities to meet the needs of their students, watch examples of our own Newport News teachers in action, and have opportunities to practice fluency activities.</p>	Wendy Lash	August 3 11:00-12:00 Zoom	1
K-5	<p><a href="#">Anchor Charts in Science and Social Studies</a> This an asynchronous course devoted to learning about various types of anchor charts that can be used for science and social studies. In this course, participants will learn why anchor charts are useful in the science and social studies content areas, how to create your own anchor chart, see different types of anchor charts, and will learn how to keep your anchor charts relevant. Participants will work to create and submit their own anchor chart and will be awarded 4 points after the completion of the course and all requirements.</p>	Joe Tobin & Brittany Rolfes	Online, self-paced: June 23-August 20  Access the course at: <a href="https://nnps.instructure.com/enroll/8K9XX3">https://nnps.instructure.com/enroll/8K9XX3</a>	4
K-5	<p><a href="#">K-5 Science is a Verb</a> This asynchronous professional learning experience will help participants identify ways that students can become active and engaged in the science content. Participants must complete the course assignments and exit ticket to be awarded four recertification points.</p>	Joe Tobin	Online, self-paced: June 23 - August 20  Access the course at: <a href="https://nnps.instructure.com/enroll/6AMH9K">https://nnps.instructure.com/enroll/6AMH9K</a>	4
K-5	<p><a href="#">K-5 Mystery Science</a> This asynchronous professional learning experience will provide participants with information about using Mystery Science in the K-5 classroom. Participants will learn about different connections to the NNPS curriculum along with other features Mystery Science provides. Participants must complete all course assignments to earn four recertification points.</p>	Joe Tobin	Online, self-paced: June 23 - August 20  Access the course at: <a href="https://nnps.instructure.com/enroll/7ATCMP">https://nnps.instructure.com/enroll/7ATCMP</a>	4

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-5	<a href="#">K-5 Discovery Education Experience</a> This asynchronous professional learning experience will allow participants to learn more about Discovery Education Experience and the different resources that are available. Participants must complete all course assignments to earn four recertification points.	Joe Tobin	Online, self-paced: June 23 - August 20  Access the course at: <a href="https://nnps.instructure.com/enroll/8DCPWW">https://nnps.instructure.com/enroll/8DCPWW</a>	4
K-5	<a href="#">Student Engagement in the K-5 Science and Social Studies Classroom</a> Participants will engage in different activities to take a deeper dive into student engagement in blended learning and in-person learning. Participants must complete all course assignments to earn four recertification points.	Joe Tobin	Online, self-paced: June 23 - August 20  Access the course at: <a href="https://nnps.instructure.com/enroll/EH9W9B">https://nnps.instructure.com/enroll/EH9W9B</a>	4
K-5	<a href="#">Number Talks with Sherry Parrish</a> Number talks offer students the opportunity to use and develop mental math strategies that support their mathematical development. This Number Talks synchronous session will engage participants in developing a better understanding of number talks and how to utilize them effectively with students in the upcoming school year. Author Sherry Parrish will lead this powerful learning opportunity.	Sherry Parrish, Author & Consultant	June 23 9:00-12:00 Zoom	3
K-5	<a href="#">Number Talks with Sherry Parrish</a> Number talks offer students the opportunity to use and develop mental math strategies that support their mathematical development. This Number Talks synchronous session will engage participants in developing a better understanding of number talks and how to utilize them effectively with students in the upcoming school year. Author Sherry Parrish will lead this powerful learning opportunity.	Sherry Parrish, Author & Consultant	June 23 1:00-4:00 Zoom	3
K-5	<a href="#">Who's Got Number Sense? Eureka Fluency Resources for the Busy Teacher!</a> This synchronous session will address the importance of mathematical fluency for student learning. The presenters will share ways they have each found to include Eureka fluency practice throughout the day. Video recordings of NNPS teachers in action will be included. Participants will brainstorm other ways to best utilize Eureka fluency resources to develop number sense in all students.	Lisa Coffman, Jenny Shenk, Sarah Olsen	June 24 9:00-10:00 Zoom	1
K-5	<a href="#">Who's Got Number Sense? Eureka Fluency Resources for the Busy Teacher!</a> This synchronous session will address the importance of mathematical fluency for student learning. The presenters will share ways they have each found to include Eureka fluency practice throughout the day. Video recordings of NNPS teachers in action will be included. Participants will brainstorm other ways to best utilize Eureka fluency resources to develop number sense in all students.	Lisa Coffman, Jenny Shenk, Sarah Olsen	June 24 11:00-12:00 Zoom	1

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K-5	<p><a href="#">Who's Got Number Sense? Eureka Fluency Resources for the Busy Teacher!</a></p> <p>This synchronous session will address the importance of mathematical fluency for student learning. The presenters will share ways they have each found to include Eureka fluency practice throughout the day. Video recordings of NNPS teachers in action will be included. Participants will brainstorm other ways to best utilize Eureka fluency resources to develop number sense in all students.</p>	Lisa Coffman, Jenny Shenk, Sarah Olsen	June 24 2:00-3:00 Zoom	1
K-2	<p><a href="#">K-2 Problem Solving: Using Model Drawings and the RDW Process</a></p> <p>In this course, participants will reflect on their own thoughts about solving and teaching word problems and learn about problem solving in Eureka through model drawing and the Read, Draw, Write (RDW) process. Participants will also grapple with word problems and watch some of our NNPS teachers solving application problems with their students.</p>	Wendy Lash	June 24 9:00-12:00 Zoom	3
K-2	<p><a href="#">K-2 Problem Solving: Using Model Drawings and the RDW Process</a></p> <p>In this asynchronous Canvas course, participants will reflect on their own thoughts about solving and teaching word problems and learn about problem solving in Eureka through model drawing and the Read, Draw, Write (RDW) process. Participants will also grapple with word problems and watch some of our NNPS teachers solving application problems with their students.</p>	Wendy Lash	Online, self-paced June 23 - August 5  Access the course at: <a href="https://nnps.instructure.com/enroll/LPAMJL">https://nnps.instructure.com/enroll/LPAMJL</a>	3
3-5	<p><a href="#">3-5 Problem Solving: Using Model Drawings and the RDW Process</a></p> <p>In this course, participants will reflect on their own thoughts about solving and teaching word problems and learn about problem solving in Eureka through model drawing and the Read, Draw, Write (RDW) process. Participants will also grapple with word problems and watch some of our NNPS teachers solving application problems with their students.</p>	Wendy Lash	June 24 1:00-4:00 Zoom	3
3-5	<p><a href="#">3-5 Problem Solving: Using Model Drawings and the RDW Process</a></p> <p>In this asynchronous Canvas course, participants will reflect on their own thoughts about solving and teaching word problems and learn about problem solving in Eureka through model drawing and the Read, Draw, Write (RDW) process. Participants will also grapple with word problems and watch some of our NNPS teachers solving application problems with their students.</p>	Wendy Lash	Online, self-paced June 23 - August 5  Access the course at: <a href="https://nnps.instructure.com/enroll/MDM9RP">https://nnps.instructure.com/enroll/MDM9RP</a>	3
K-5	<p><a href="#">How to use Eureka Assessments to Inform Instruction</a></p> <p>In this session we will look at how the Eureka mid-module and end-of-module assessments are designed and how to use the rubric to assess student knowledge. We will discuss how to analyze the results and how to use that data to inform instruction moving forward. Participants will prepare to use the assessments more effectively during the 2021-22 school year.</p>	Dawn Bailey	July 13 9:00-11:00 Zoom	2



Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-5	<a href="#">How to use Eureka Assessments to Inform Instruction</a> In this session we will look at how the Eureka mid-module and end-of-module assessments are designed and how to use the rubric to assess student knowledge. We will discuss how to analyze the results and how to use that data to inform instruction moving forward. Participants will prepare to use the assessments more effectively during the 2021-22 school year.	Dawn Bailey	July 19 9:00-11:00 Zoom	2
1	<a href="#">Grade 1 NSA : How to Assess and Use the Data to Help Students</a> We will explore how the first grade NSA is designed and how to use the tasks to assess student knowledge. We will discuss how to analyze the results and how to use that data to inform instruction moving forward. We will start with the Fall/First Grade Readiness assessment and move on to the Midyear/Spring Grade 1 assessment. Participants will prepare to use the assessments more effectively during the 2021-22 school year.	Dawn Bailey	June 24 9:00-11:00 Zoom	2
1	<a href="#">Grade 1 NSA : How to Assess and Use the Data to Help Students</a> We will explore how the first grade NSA is designed and how to use the tasks to assess student knowledge. We will discuss how to analyze the results and how to use that data to inform instruction moving forward. We will start with the Fall/First Grade Readiness assessment and move on to the Midyear/Spring Grade 1 assessment. Participants will prepare to use the assessments more effectively during the 2021-22 school year.	Dawn Bailey	July 26 9:00-11:00 Zoom	2
3-5	<a href="#">Making the Most of your Eureka Fluency Activities: Grade 3-5</a> In this course, participants will explore ideas on how to customize fluency activities to meet the needs of their students, watch examples of our own Newport News teachers in action, and have opportunities to practice fluency activities.	Wendy Lash	August 3 9:00-10:00 Zoom	1
K-2	<a href="#">Grades K-2: Planning for Eureka Module 1</a> Do you like to get ahead in planning? In this course, participants will have the opportunity to plan for Module 1 with other colleagues from their grade level. The focus will be on planning the first two steps: discerning the plot and finding the ladder.	Wendy Lash	August 4 9:00-12:00 Zoom	3
3-5	<a href="#">Grades 3-5: Planning for Eureka Module 1</a> Do you like to get ahead in planning? In this course, participants will have the opportunity to plan for Module 1 with other colleagues from their grade level. The focus will be on planning the first two steps: discerning the plot and finding the ladder.	Wendy Lash	August 4 1:00-4:00 Zoom	3
K-5	<a href="#">Using Exit Tickets to Inform Instruction</a> In this Canvas course, participants will view a Eureka webinar entitled, "Using Exit Tickets to Inform Instruction." They will post on a discussion board, answer a survey, and complete a culminating activity that will help inform the develop a plan to adjust/modify instruction.	Wendy Lash	Online, self-paced: June 23- August 5  Access the course at: <a href="https://nnps.instructure.com/enroll/GJB9T4">https://nnps.instructure.com/enroll/GJB9T4</a>	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-5	<p><a href="#">Expand Your Differentiation Toolkit with DreamBox</a></p> <p>Participants will engage in an asynchronous learning experience in Canvas that will allow them to dive deeply into the ways that DreamBox can be used to differentiate learning and monitor progress with Priority Standards. Additionally, participants will learn more about using data collection tools, such as MI, to identify gaps in learning in conjunction with DreamBox. This course is intended for participants who already have a basic knowledge of DreamBox and wish to learn more about utilizing specific features in DreamBox to inform instructional decisions and to monitor student progress.</p>	Tiffany Lindfors	<p>Online, self-paced: June 23-August 5</p> <p>Access the course at: <a href="https://nnps.instructure.com/enroll/HR9L7L">https://nnps.instructure.com/enroll/HR9L7L</a></p>	3
K-5	<p><a href="#">Exploring the Eureka Way with Models, PART 1: Number Bonds</a></p> <p>This is part 1 of a separate 3-part series. Participants will engage in asynchronous learning through Canvas to deeply dive into the models of Eureka. This learning will be centered around Eureka Webinars, blog posts and articles that will lead up to a culminating vertical video study discussion activity. Part 1 of this series will explore the progression of the number bond beginning in kindergarten and ending in fifth grade.</p>	Tiffany Lindfors	<p>Online, self-paced: June 23-August 5</p> <p>Access the course at: <a href="https://nnps.instructure.com/enroll/A3LWCH">https://nnps.instructure.com/enroll/A3LWCH</a></p>	3
K-5	<p><a href="#">Exploring the Eureka Way with Models, PART 2: Tape Diagrams</a></p> <p>This is part 2 of a separate 3-part series. Participants will engage in asynchronous learning through Canvas to deeply dive into the models of Eureka. This learning will be centered around Eureka Webinars, blog posts and articles that will lead up to a culminating vertical video study discussion activity. Part 1 of this series will explore the progression of the number bond beginning in kindergarten and ending in fifth grade.</p>	Tiffany Lindfors	<p>Online, self-paced: June 23-August 5</p> <p>Access the course at: <a href="https://nnps.instructure.com/enroll/YC9JP6">https://nnps.instructure.com/enroll/YC9JP6</a></p>	3
K-5	<p><a href="#">Exploring the Eureka Way with Models, PART 3: Arrays and the Area Model</a></p> <p>This is part 3 of a separate 3-part series. Participants will engage in asynchronous learning through Canvas to deeply dive into the models of Eureka. This learning will be centered around Eureka Webinars, blog posts and articles that will lead up to a culminating vertical video study discussion activity. Part 1 of this series will explore the progression of the number bond beginning in kindergarten and ending in fifth grade.</p>	Tiffany Lindfors	<p>Online, self-paced: June 23-August 5</p> <p>Access the course at: <a href="https://nnps.instructure.com/enroll/CYYXK8">https://nnps.instructure.com/enroll/CYYXK8</a></p>	3
K-5	<p><a href="#">K-5 Eureka Math: Moving Forward While Addressing Gaps in Understanding</a></p> <p>In this course, participants will learn the purpose of moving forward while addressing gaps. They will learn how to use fluency activities in a meaningful way, effectively engage students with mathematical visuals to support learning, use lesson complexity to differentiate, and incorporate “zero problems” to scaffold student learning.</p>	Dawn Bailey, Wendy Lash & Tiffany Lindfors	<p>August 5 9:00-10:00 Zoom</p>	1
K-5	<p><a href="#">The Ages and Stages of the Eureka Way: Understanding the Vertical Progression of Common Eureka Models</a></p> <p>This professional development is appropriate for all K-5 instructional staff who are interested in learning more about the vertical alignment of the models of Eureka. Participants will engage in a learning experience that will explore the progression of common Eureka models across all grade levels. Learning will be centered around number bonds, tape diagrams, and area models.</p>	Tiffany Lindfors	<p>July 1 10:00-11:00 Zoom</p>	1

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-2	<a href="#">K-2: Choose Your Own Literacy Adventure</a> Participants will engage in asynchronous professional learning by selecting topics of interest from the K-2 Literacy Choice Board. Topics include the science of reading, phonological awareness, phonics, and writing. Participants must complete one general session and one specific session on a topic of interest and complete a reflection exit ticket. Participants can choose to complete as many sessions from the choice board as they would like. Five recertification points will be awarded for every two sessions and reflections completed.	Shaundalyn Thomas	Online, self-paced: June 23- August 5 Choice board link in Frontline	5
3-5	<a href="#">3-5: Choose Your Own Literacy Adventure</a> Participants will engage in asynchronous professional learning by selecting topics of interest from the 3-5 Literacy Choice Board. Topics include the science of reading, phonological awareness, phonics, and writing. Participants must complete one general session and one specific session on a topic of interest and complete a reflection exit ticket. Participants can choose to complete as many sessions from the choice board as they would like. Five recertification points will be awarded for every two sessions and reflections completed.	Shaundalyn Thomas	Online, self-paced: June 23- August 5 Choice board link in Frontline	5
6-12 math	<a href="#">Planning with a Partner</a> Teachers will plan and create resources for their content in preparation for the upcoming year with a member of the Math Instructional Support Team. Participants will receive 3 recertification points for working on their resources. This is also a wonderful opportunity for teachers to join and ask any questions about our curriculum, platforms, or share ideas.	Christina Nowlin	July 6 9:00-12:00 Zoom	3
6-12 math	<a href="#">Planning with a Partner</a> Teachers will plan and create resources for their content in preparation for the upcoming year with a member of the Math Instructional Support Team. Participants will receive 3 recertification points for working on their resources. This is also a wonderful opportunity for teachers to join and ask any questions about our curriculum, platforms, or share ideas.	Alison Moir	July 13 1:00-4:00 Zoom	3
6-12 math	<a href="#">Planning with a Partner</a> Teachers will plan and create resources for their content in preparation for the upcoming year with a member of the Math Instructional Support Team. Participants will receive 3 recertification points for working on their resources. This is also a wonderful opportunity for teachers to join and ask any questions about our curriculum, platforms, or share ideas.	Alison Moir	July 20 9:00-12:00 Zoom	3
6-12 math	<a href="#">Planning with a Partner</a> Teachers will plan and create resources for their content in preparation for the upcoming year with a member of the Math Instructional Support Team. Participants will receive 3 recertification points for working on their resources. This is also a wonderful opportunity for teachers to join and ask any questions about our curriculum, platforms, or share ideas.	Christina Nowlin	July 27 1:00-4:00 Zoom	3
6-12 math	<a href="#">Beginner Desmos Activity Builder (Level 1)</a> Have you heard the HYPE about Desmos Activity Builder? Would like to try it for the first time? Join us for this beginner session and you will learn how to: facilitate a lesson, use the dashboard, understand the purpose of the sketchpad, provide student feedback, create questions, and use card sorts. We will even show you how to find some GREAT pre-made activities.	Alison Moir	July 7 9:00-12:00 Zoom	3

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
6-12 math	<a href="#">Beginner Desmos Activity Builder (Level 1)</a> Have you heard the HYPE about Desmos Activity Builder? Would like to try it for the first time? Join us for this beginner session and you will learn how to: facilitate a lesson, use the dashboard, understand the purpose of the sketchpad, provide student feedback, create questions, and use card sorts. We will even show you how to find some GREAT pre-made activities.	Mary Parrish	August 4 9:00-12:00 Zoom	3
6-12 math	<a href="#">Intermediate Desmos Activity Builder (Level 2)</a> You finally dipped your toe into the greatness of the Desmos Activity Builder and you are ready to create your own from scratch! This session will show you how to include images, videos, links, tables, graphs with hidden folders, and graphs with images. You will also learn how to make your own card sort and how to edit & add from other activities.	Christina Nowlin	July 7 1:00-4:00 Zoom	3
6-12 math	<a href="#">Advanced Desmos Activity Builder (Level 3)</a> Have you lost track of how many Desmos activities you have created and now you are ready for NEXT LEVEL? Join us to learn the amazing SELF-CHECKING capabilities of the Desmos activities. This aspect provides INSTANT feedback to your students on their understanding. You will leave this session knowing how to create self-checking multiple choice questions, free response questions, multiple select questions, and card sorts. We might even have time for self-checking TABLES!	Mary Parrish	July 7 1:00-4:00 Zoom	3
6-12 social studies	<a href="#">Starting SMART in Secondary Social Studies</a> The first weeks of school are critical in developing classroom procedures and strategies for keeping students engaged in learning. Come and learn from experienced social studies teachers some of the best strategies to start your year off on the right foot! The session will include time to begin designing your classroom procedures plan.	Jessica Mitchell & Rachel Gower-Kinney	August 2 8:30-10:30 Zoom	2
6-12 social studies	<a href="#">Talking Less, Teaching More: Effective Direct Instruction in Secondary Social Studies</a> Social studies teachers often struggle with the amount of material that needs to be "covered" while still providing opportunities for students to engage in critical thinking. Interactive direct instruction and effective engagement strategies can provide both depth and breadth of learning. Learn strategies from experienced social studies teachers to start the year off on the right foot!	Jessica Mitchell & Rachel Gower-Kinney	August 3 8:30-10:30 Zoom	2
6-12 social studies	<a href="#">Teaching Social Studies with Sources</a> As we transition to more authentic assessment in social studies, it is important for teachers to incorporate more inquiry and source-based activities in their classrooms. Are you struggling to find the right way to incorporate primary sources in your classroom? Tired of the same primary source analysis activities? Join experienced secondary social studies teachers for a session on different strategies for working with primary sources and how to build the skills for completing the Documents Based Questions.	Jessica Mitchell & Rachel Gower-Kinney	August 4 8:30-10:30 Zoom	2
6-12 science	<a href="#">Explore Learning for Science</a> Secondary science teachers will learn about the most effective strategies for using the Explore Learning Gizmos in the daily classroom setting.	Rodney Culverhouse	August 3 9:00-10:30 Zoom	1.5
6-8 science	<a href="#">Legends of Learning for Middle School Science</a> Teachers will learn how to use this game-based program for student engagement and remediation strategies that can be used synchronously or asynchronously.	Rodney Culverhouse	August 3 10:30-12:00 Zoom	1.5

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
6-12 science	<a href="#">Canvas for Science - Mastery Pathways</a> This session will discuss how to use Mastery Pathways in Canvas for adaptive learning to support differentiated instruction.	Rodney Culverhouse & Delrose Adkinson	August 5 9:00-10:30 Zoom	1.5
6-12 science	<a href="#">Canvas for Science - New Quizzes</a> This session will provide details on how to use the New Quiz function in Canvas and effectively use it in science and with Mastery Pathways.	Rodney Culverhouse	August 5 11:00-12:30 Zoom	1.5
6-12 English	<a href="#">Vocabulary Strategies for the Hybrid/Virtual Learner</a> Vocabulary is critical to a student's success. Frequently as educators, particularly at the middle and high school levels, we neglect to teach vocabulary in a manner that is explicit and direct for our students. We often provide students with the vocabulary they need but fail to teach them how to access that vocabulary and make the words their own. Recognizing that a robust vocabulary improves all areas of communication (listening, speaking, reading and writing) and contributes to reading comprehension, this session will focus on vocabulary strategies that are meaningful, fun, and effective.	Danielle Smith & Arleatrice Winters	August 4 10:00-11:30 Zoom	1.5
6-12 English	<a href="#">Unpacking the Standards</a> Explore how to effectively align priority standards and instruction. This session will focus on planning with priority standards (what our students must know and be able to do in order to be prepared for the next unit or grade level) to increase student achievement. Leave with practical ideas to try the next day.	Danielle Smith & Arleatrice Winters	August 5 10:00-11:30 Zoom	1.5
6-12	<a href="#">The Dictado: A Powerful Biliteracy Strategy</a> In this session participants will learn a brief overview and the guidelines for implementation of The Dictado, a writing method recommended for Spanish and English language arts. Participants will also engage in practicing the strategy to better understand the steps of implementation, and will receive sample sentences. The presenter will share some insights (her lessons learned) regarding The Dictado implementation.	Susanna Bailey & Paolo Mendizabal	August 4 10:00-11:00 Zoom	1
6-12 world	<a href="#">Culturally Responsive Practices in the World Language Classroom</a> During this session, educators will discuss the impact of culture on learning. Together, we will identify behaviors, attitudes, and skills that support culturally responsive teaching. Teachers will have the opportunity to share their own practices and will leave equipped with strategies for enhancing culturally responsive World Language Instruction.	Susanna Bailey	August 3 10:00-11:00 Zoom	1
6-12 world	<a href="#">Enhancing Literacy Skills in the World Language Classroom</a> During this session, we will discuss multiple ways in which literacy is addressed in current concepts and practices of world language education. We will explore teaching strategies, practices, and activities that enhance reading comprehension skills within the world language classroom.	Susanna Bailey & Kathia Mock	August 3 1:00-2:00 Zoom	1
6-12 world	<a href="#">Tech Tools for the World Language Classroom</a> Learn about engaging technology tools and resources that can be used effectively in the world language classroom! During this session we will learn how to get started with online resources such as GimKit, EdPuzzle, Desmos, Jamboard, Padlet, and more! Our very own world language teachers will share their experiences with these programs and how they have helped keep their students engaged while on the path to proficiency!	Susanna Bailey, Rosemary Carpenter, Christina Willett & Gracie Hart	August 5 10:00-12:00 Zoom	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
6-12 world	<a href="#">Comprehensible Input: What is it? Why is it Vital for World Language Instruction?</a> Whether teaching Spanish, French, German or Latin, most world language teachers are familiar with comprehensible input. During this session, we will take a closer look at the research supporting comprehensible input while exploring various C.I. approaches, techniques, and strategies.	Susanna Bailey, James Sito & LaVerne Flowers	August 5 1:00-2:00 Zoom	1
PK-12	<a href="#">Co-teaching for English Learner Success</a> Do you have English Learners in your class? Are you a classroom or content teacher that has an ESL teacher collaborator? Are you an ESL collaborator? If so, then this module is for you. Complete a Canvas course asynchronously with a Q&A check-in at the end of the course.	April Vazquez, Bruno Morales & Kirsten Vandegriff	Online, self-paced course  Synchronous Q&A: July 21 2:30-3:30 Zoom	5
ESL	<a href="#">ESL Teachers: Digging Deeper with TEAM and Interactive Learning</a> This professional learning opportunity is a two-part process. On the first day, you will have the opportunity to learn more about curriculum updates and resources with TEAM through an interactive platform. After experiencing this interactive learning as a participant, you will have the opportunity to create your own interactive learning experience in preparation for the first few weeks of school.	April Vazquez & Kirsten Vandegriff	July 28 & 29 12:00-2:00 Zoom	5
ESL	<a href="#">ESL Teachers: Digging Deeper with TEAM and Interactive Learning</a> This professional learning opportunity is a two-part process. On the first day, you will have the opportunity to learn more about curriculum updates and resources with TEAM through an interactive platform. After experiencing this interactive learning as a participant, you will have the opportunity to create your own interactive learning experience in preparation for the first few weeks of school.	April Vazquez & Kirsten Vandegriff	August 10 & 11 2:00-4:00 Zoom	5
PK-12	<a href="#">Starting Strong with a Language-Focused Classroom</a> Join this asynchronous learning opportunity and explore how to start the school year off right with 13 things every academic language-focused classroom should have to support all learners.	April Vazquez, Bruno Morales & Lisa Lynk	Online, self-paced June 23-August 5	2
K-12	<a href="#">Differentiation Through Technology, Digital Platforms, Critical Thinking, and Creativity</a> Learn how to integrate technology and digital platforms into already created lessons and as tools for high-performing students.	Kimberly Beckerdite	August 4 8:30-11:30 Zoom	3
K-12	<a href="#">Twice-Exceptional Students: Tips and Strategies for Success</a> Learn more about twice-exceptional students who need both gifted and special education services. Learn tips and strategies to support these learners and help them achieve.	Kimberly Beckerdite	August 5 8:30-11:30 Zoom	3
K-5	<a href="#">Let's Talk Data: IEP Progress Monitoring and Specially Designed Instruction (SDI) for SWD</a> Session features an overview on the types of data to consider when monitoring student growth and IEP progress for Students with Disabilities. The PD will touch on writing S.M.A.R.T. IEP goals and making data-informed decisions when implementing instructional practices, determining accommodations, and other supports for SWDs. Lastly, the PD will focus on data notebook expectations for special education teachers and how to approach formatting IEP progress notes.  This PD has two parts. Part I is the live 2-hour PD session via Zoom, and Part II will be an asynchronous assignment. Participants must complete Part I and II to get full credit hours.	Amura Cameron	June 24 11:00-1:00 Zoom  Asynchronous: Post-session work	5

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-5	<p><a href="#">Let's Talk Data: IEP Progress Monitoring and Specially Designed Instruction (SDI) for SWD</a></p> <p>Session features an overview on the types of data to consider when monitoring student growth and IEP progress for Students with Disabilities. The PD will touch on writing S.M.A.R.T. IEP goals and making data-informed decisions when implementing instructional practices, determining accommodations, and other supports for SWDs. Lastly, the PD will focus on data notebook expectations for special education teachers and how to approach formatting IEP progress notes.</p> <p>This PD has two parts. Part I is the live 2-hour PD session via Zoom, and Part II will be an asynchronous assignment. Participants must complete Part I and II to get full credit hours.</p>	Amura Cameron	<p>August 3 1:00-3:00 Zoom</p> <p>Asynchronous: Post-session work</p>	5
6-12	<p><a href="#">Standards-Based IEPs: Part I</a></p> <p>A standards-based Individualized Education Program (IEP) describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia's course content Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The components are the same as the traditional IEP. It should be noted that in a standards-based IEP, the PLOP and some or all of the annual goals are connected to the specific grade-level SOL. This creates a program that is aimed at getting the student to a proficient level on state standards in addition to addressing functional and/or behavioral needs of the student, as needed. This professional development will focus on developing the PLOP, developing standards-based measurable goals, and identifying services and related services.</p>	Tonya Faulk & Lisa Searcy	<p>July 14 9:00-11:00 Zoom</p>	2
6-12	<p><a href="#">Standards-Based IEPs: Part II</a></p> <p>A standards-based Individualized Education Program (IEP) describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia's course content Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The components are the same as the traditional IEP. It should be noted that in a standards-based IEP, the PLOP and some or all of the annual goals are connected to the specific grade-level SOL. This creates a program that is aimed at getting the student to a proficient level on state standards in addition to addressing functional and/or behavioral needs of the student, as needed. This professional development will focus on determining appropriate assessment options, determining the least restrictive environment, additional components specific to secondary IEPs, and prior written notice.</p>	Tonya Faulk & Lisa Searcy	<p>July 15 9:00-11:00 Zoom</p>	2
6-12	<p><a href="#">Standards-Based IEPs: Part I</a></p> <p>A standards-based Individualized Education Program (IEP) describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia's course content Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The components are the same as the traditional IEP. It should be noted that in a standards-based IEP, the PLOP and some or all of the annual goals are connected to the specific grade-level SOL. This creates a program that is aimed at getting the student to a proficient level on state standards in addition to addressing functional and/or behavioral needs of the student, as needed. This professional development will focus on developing the PLOP, developing standards-based measurable goals, and identifying services and related services.</p>	Tonya Faulk & Lisa Searcy	<p>August 4 9:00-11:00 Zoom</p>	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
6-12	<p><a href="#">Standards-Based IEPs: Part II</a></p> <p>A standards-based Individualized Education Program (IEP) describes a process in which the IEP team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia's course content Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The components are the same as the traditional IEP. It should be noted that in a standards-based IEP, the PLOP and some or all of the annual goals are connected to the specific grade-level SOL. This creates a program that is aimed at getting the student to a proficient level on state standards in addition to addressing functional and/or behavioral needs of the student, as needed. This professional development will focus on determining appropriate assessment options, determining the least restrictive environment, additional components specific to secondary IEPs, and prior written notice.</p>	Tonya Faulk & Lisa Searcy	August 5 9:00-11:00 Zoom	2
6-12	<p><a href="#">High Leverage Practices in Special Education</a></p> <p>High Leverage Practices (HLPs) are educational practices that all special educators should master. They're evidence-based, used frequently in classrooms, and cover four categories: Collaboration, Assessment, Social/emotional/behavioral practices, and Instruction. This professional development session will provide an overview of the HLPs in Special Education. Participants will have a baseline on what all special educators should know how to do.</p>	Tonya Faulk, Chante Lawrence & Lisa Searcy	July 12 9:00-11:00 Zoom	2
6-12	<p><a href="#">Specially Designed Instruction: Mathematics</a></p> <p>When delivering mathematics instruction to students with disabilities with mathematics weaknesses, teachers should incorporate the following practices, all of which have a strong evidence base: Explicit Instruction; Formal Mathematical Language; Concrete-Representational-Abstract Connections; Fact and Computational Fluency; and Word-Problem Solving. This professional development will provide an overview of specially designed instruction for mathematics and evidence-based strategies that can be utilized to support students with mathematics disabilities or difficulty. Participants will need to preview a webinar before the synchronous PD session.</p>	Tonya Faulk, Chante Lawrence & Lisa Searcy	July 13 9:00-11:00 Zoom	3.5
6-12	<p><a href="#">Specially Designed Instruction: English</a></p> <p>Specially Designed Instruction (SDI) meets the needs of students with disabilities. This professional development session will engage special educators in interactive reading activities and focus on strategies and interventions that can be implemented as SDI for English and reading.</p>	Tonya Faulk, Chante Lawrence & Lisa Searcy	August 3 9:00-11:00 Zoom	2



# STUDENT & STAFF WELLNESS

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
K-1	<p><a href="#">A Window into the Whole Child</a></p> <p>This past school year has been like no other! How can you better prepare yourself to meet the needs of the students you will be serving next year? Join us as we broaden our understanding of the whole child. We will strengthen our understanding of the physical, social, emotional, and cognitive development of our students and how this knowledge will benefit you and your future students. A look at the whole child is not complete without exploring practical ways to add culturally relevant practices to our toolbox. Participants will complete some activities asynchronously before gathering virtually for one hour to discuss new learning. Please register by June 17 to allow for one week to complete asynchronous learning.</p>	Kathy Hinchey, Lori Register, Wade Wooley	<p>Blended: Asynchronous Pre-Work</p> <p>June 24 9:00-10:00 Zoom</p>	3
K-1	<p><a href="#">A Window into the Whole Child</a></p> <p>This past school year has been like no other! How can you better prepare yourself to meet the needs of the students you will be serving next year? Join us as we broaden our understanding of the whole child. We will strengthen our understanding of the physical, social, emotional, and cognitive development of our students and how this knowledge will benefit you and your future students. A look at the whole child is not complete without exploring practical ways to add culturally relevant practices to our toolbox. Participants will complete some activities asynchronously before gathering virtually for one hour to discuss new learning. Please register by July 28 to allow for one week to complete asynchronous learning.</p>	Kathy Hinchey, Lori Register, Wade Wooley	<p>Blended: Asynchronous Pre-Work</p> <p>August 4 9:00-10:00 Zoom</p>	3
4-5	<p><a href="#">A Conscious Comeback</a></p> <p>Building relationships, teaching procedures, and establishing classroom community are essential practices for ensuring a successful school year. But, how do we help students readjust to the routines of school while still acknowledging what they have endured over the past year? Participants will asynchronously investigate techniques for setting procedures and for building relationships with and among students. Then, during the synchronous session, we will consider ways to meet students where they are socially and emotionally. We will also explore culturally responsive approaches that foster a sense of belonging for all students. Finally, we will examine ways to respond effectively when challenging behaviors arise.</p> <p>Participants will receive more information regarding how to access the asynchronous component of this session approximately one week before the synchronous session. Participants must complete both sessions (synchronous and asynchronous) to be awarded the recertification points.</p>	Tareva Lister, Sara Sterling, Heather Trueblood	<p>Blended: Asynchronous Pre-Work: June 16-22</p> <p>June 23 9:00-12:00 Zoom</p>	5

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
4-5	<p><a href="#">A Conscious Comeback</a></p> <p>Building relationships, teaching procedures, and establishing classroom community are essential practices for ensuring a successful school year. But, how do we help students readjust to the routines of school while still acknowledging what they have endured over the past year? Participants will asynchronously investigate techniques for setting procedures and for building relationships with and among students. Then, during the synchronous session, we will consider ways to meet students where they are socially and emotionally. We will also explore culturally responsive approaches that foster a sense of belonging for all students. Finally, we will examine ways to respond effectively when challenging behaviors arise.</p> <p>Participants will receive more information regarding how to access the asynchronous component of this session approximately one week before the synchronous session. Participants must complete both sessions (synchronous and asynchronous) to be awarded the recertification points.</p>	Tareva Lister, Sara Sterling, Heather Trueblood	<p>Blended: Asynchronous Pre-Work: July 26-August 3</p> <p>August 4 9:00-12:00 Zoom</p>	5
K-5	<p><a href="#">Keep Calm and Break The Escalation Cycle</a></p> <p>Would you like to spend more time teaching your students and less time managing meltdowns and handling student conflicts? Would you like to be empowered to address the various behaviors that occur in your classroom? Join us for a blended session of synchronous and asynchronous learning to explore the phases of the student behavior escalation cycle and associated teacher response strategies.</p>	Mary Belbin, Jamie Cook & Claudia Scott	<p>Blended: Asynchronous Pre-Work</p> <p>June 23 1:00-2:30 Zoom</p>	3
K-5	<p><a href="#">Keep Calm and Break The Escalation Cycle</a></p> <p>Would you like to spend more time teaching your students and less time managing meltdowns and handling student conflicts? Would you like to be empowered to address the various behaviors that occur in your classroom? Join us for a blended session of synchronous and asynchronous learning to explore the phases of the student behavior escalation cycle and associated teacher response strategies.</p>	Mary Belbin, Jamie Cook & Claudia Scott	<p>Blended: Asynchronous Pre-Work</p> <p>August 5 1:00-2:30 Zoom</p>	3
PK-12	<p><a href="#">Shades and Grades: Black Girls Negotiating Power Dynamics at School</a></p> <p>In a landmark study sponsored by the Georgetown Poverty Law Center, Epstein, Blake &amp; Gonzalez (2017) delineate how black girls' educational experiences are shortchanged when they are seen as disruptive to the educational institutions they attend. This presentation will highlight how formal and informal power interrupts the lives of black girls and pushes them away from the education that is meant to better their lives. Drawing on research, this session will present some of the school-based challenges that black girls face in their journeys toward womanhood. The presentation will also provide practical insights from our work as mental health experts in the schools. Most crucially, this presentation will highlight how black girls are effectively disempowered within their school communities. We will consider our own interactions and expectations and how educators can respond to the challenges that black girls and communities face.</p>	Angie Roberts	<p>June 29 10:00-11:30 Zoom</p>	1.5

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
K-12	<a href="#">Insights into Gifted Learners: Characteristics of Gifted Students and How to Support Their Academic, Social, and Emotional Needs</a> Gifted learners are unique. They have their own characteristics, learning styles, and academic needs. This session provides an insight into the gifted learner. Individuals will learn tips and strategies to support gifted learners and help them achieve. This session is highly recommended for any new gifted education teacher or administrator.	Kimberly Beckerdite	July 23 8:30-11:30 Zoom	3
K-12	<a href="#">Insights into Gifted Learners: Characteristics of Gifted Students and How to Support Their Academic, Social, and Emotional Needs</a> Gifted learners are unique. They have their own characteristics, learning styles, and academic needs. This session provides an insight into the gifted learner. Individuals will learn tips and strategies to support gifted learners and help them achieve. This session is highly recommended for any new gifted education teacher or administrator.	Kimberly Beckerdite	August 3 8:30-11:30 Zoom	3
PK-12	<a href="#">Setting Up Your Classroom for Success: Creating Emotional Safety for an Effective Classroom</a> This course will focus on considerations for setting up classroom environments, management considerations, and common behavioral concerns. Though prior to understanding this, it is important to understand the role of emotion on learning. Participants will learn the impact of emotion on memory and learning and considerations for social emotional learning.	Erika Daniel	July 29 9:00-2:00 Zoom	5
PK-12	<a href="#">Taking Care of Ourselves: Meditation and Mindfulness Techniques</a> We will explore the power of meditation and mindfulness for self-care and overall health and wellness. Meditation and mindfulness techniques are practiced in many health and education centers, organizations such as the US military, and major corporations. Countless universities all over the world have conducted research showing the health benefits of meditation to reduce overall stress. Meditation techniques can train our attention so that we become more aware of the moment, concentrate better, and develop loving kindness.	Anne Hearth	August 2 12:00-3:00 Zoom	up to 5
K-12	<a href="#">Quality Social Emotional Learning Instruction with Caring School Community</a> Teachers and staff will reflect on why creating a caring community is important in schools, explore and become familiar with CSC, engage in strategies for reflection and building relationships and community in CSC and subject/content areas, and prepare to implement CSC for the in-person setting.	Erika Daniel	August 3 9:00-11:00 Zoom	2
K-12	<a href="#">Quality Social Emotional Learning Instruction with Caring School Community</a> Teachers and staff will reflect on why creating a caring community is important in schools, explore and become familiar with CSC, engage in strategies for reflection and building relationships and community in CSC and subject/content areas, and prepare to implement CSC for the in-person setting.	Erika Daniel	August 3 2:00-4:00 Zoom	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Location	Points
PK-12	<p><a href="#">Creating an Effective Learning Environment</a></p> <p>Do any of the following describe one or more of your students?</p> <ul style="list-style-type: none"> <li>*difficulty moving from one task to another</li> <li>*frequently off task</li> <li>*works only as long as teacher is involved</li> <li>*doesn't start assignments</li> <li>*disruptive in class</li> <li>*easily emotional in situations</li> <li>*disorganized</li> </ul> <p>If so, join us to discuss ways to create an effective learning environment. We will discuss executive functioning skills, such as initiation, emotional control, self-monitoring, planning/organizing, and inhibition and how visual supports can enhance those skills. Participants will be required to take a brief executive function questionnaire to examine their own personal strengths and weaknesses.</p>	Anne Hearth & Trisha Mills	August 4 12:00-3:00 Zoom	3
PK-12 & admin	<p><a href="#">Youth Development: What's the Big Idea?</a></p> <p>Positive Youth Development promotes student success and well-being by fostering positive experiences, relationships, and environments in Newport News Public Schools. PYD is, primarily, aligned with the Journey 2025 Strategic Plan goals of Student Success, Student and Staff Wellness, and Enhanced Partnerships. This session will provide content in the key areas of the NNPS Youth Development Model: Skill Building, Student Empowerment and Contribution, Healthy Relationships and Bonding, Safe Space, Belonging and Membership, Positive Norms, Expectations, and Perceptions, Access to Services, and Equity.</p>	Bridget Adams, Mike Nichols, Jaraun Ransome & Christina Buckingham	August 3 8:30-11:30 Virtual	3
PK-12 & admin	<p><a href="#">Youth Development: What's the Big Idea?</a></p> <p>Positive Youth Development promotes student success and well-being by fostering positive experiences, relationships, and environments in Newport News Public Schools. PYD is, primarily, aligned with the Journey 2025 Strategic Plan goals of Student Success, Student and Staff Wellness, and Enhanced Partnerships. This session will provide content in the key areas of the NNPS Youth Development Model: Skill Building, Student Empowerment and Contribution, Healthy Relationships and Bonding, Safe Space, Belonging and Membership, Positive Norms, Expectations, and Perceptions, Access to Services, and Equity.</p>	Bridget Adams, Mike Nichols, Jaraun Ransome & Christina Buckingham	August 3 12:30-3:30 Virtual	3

# EMPLOYEE EXPERTISE

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
PK-1	<p><a href="#">Seesaw Learning Journals: Blended Learning Strategies for Beginner Users</a></p> <p>Join us to learn more about Seesaw Learning Journals and how you can use this platform to facilitate engaging and empowering learning experiences for your students, whether they are in the classroom or learning from home.</p> <p>Participants will learn how to incorporate the use of Seesaw into their daily instructional practice, applying the components of the Catlin Tucker Blended Learning Course. We will focus on the use of the 5Es Learning Experience, Building Community, and Formative Assessment.</p>	Karen Griffin & Lindsey Smith	<p>Blended: Asynchronous Pre-Work for Each Session</p> <p>August 2 &amp; 4 10:00-11:00 Zoom</p>	5
PK-1	<p><a href="#">Seesaw Learning Journals: Choice Boards &amp; Flipped Instruction</a></p> <p>Join us to learn more about Seesaw Learning Journals and how you can use this platform to facilitate engaging and empowering learning experiences for your students, whether they are in the classroom or learning from home.</p> <p>Participants with previous experience using Seesaw with students will learn how to incorporate the components of the Catlin Tucker Blended Learning Course into their daily instructional practice. We will focus on the use of choice boards and flipped instruction.</p>	Karen Griffin & Lindsey Smith	<p>Blended: Asynchronous Pre-Work for Each Session</p> <p>August 2 &amp; 4 1:00-2:00 Zoom</p>	5
PK-5	<p><a href="#">Open Dialogue about Blended Instruction for Elementary Teachers (Unconference format)</a></p> <p>Join us for an informal discussion centered around blended instruction for the upcoming school year. We learned a lot last year about what worked and what didn't. How can we capitalize on lessons learned on incorporating blended strategies now that students are 1:1 with devices? This will not be a "sit and get" session; we will all benefit from sharing with each other!</p>	Christina Chonka & Shelby Scott	<p>June 24 9:00-10:15 Zoom</p>	1.5
K	<p><a href="#">Choice Boards in Kindergarten</a></p> <p>Have you ever thought about using choice boards to increase student engagement and voice in the classroom? Even our youngest learners have utilized choice boards to expand their voice in the classroom. Join us to learn how to plan and implement choice boards in your classroom.</p>	Charlotte Bordino & Heather Brown	<p>June 23 9:00-10:00 Zoom</p>	2
1	<p><a href="#">Flipped Writing Instruction with 1st Grade</a></p> <p>Have you ever felt that you don't have enough time to teach all the things. We have used Catlin Tucker's Flipped Classroom approach to enable more teacher time and discussions in our writing instruction. Join us to see how we planned, implemented, and reflected on a flipped writing approach.</p>	Charlotte Bordino & Debra Thompson	<p>June 24 9:00-10:00 Zoom</p>	1

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
K-5	<p><a href="#">Building Classroom Community and Engaging Students Using Video</a> Join us to learn more about how you can leverage Flipgrid to build classroom community and engage your students at the start of the school year. Participants will learn how to incorporate the use of Flipgrid into their daily instructional practice, applying the components of Blended Learning.</p>	Shelby Scott & Lindsey Smith	<p>Blended: Asynchronous Pre-Work for Each Session</p> <p>August 2 &amp; 4 8:30-9:30 Zoom</p>	4
K-5	<p><a href="#">Ignite Student Learning using Brain Breaks and Choice Boards</a> Join us to learn more about strategies to ignite student learning using brain breaks along with choice boards and how you can use them to facilitate engaging and empowering learning experiences for your students. Participants will learn how to incorporate the use of these research-based strategies into their daily practice.</p>	Pamela Johnson & Zachary Lowman	August 5 11:00-1:00 Zoom	2
K-5	<p><a href="#">Bookcreator and Flipgrid in your Blended Classroom</a> Recall seeing the shy student who never wants to speak aloud? How about that student who shies away from any type of public displays of checks for understandings...they'd rather look like they don't know the answer or get it wrong than put themselves out there for their peers to see and hear. There is a way to include those students, and it involves subscribing to the "student voice and choice" way of designing learning opportunities. By creating choice boards or choices for students to choose how they'd like to respond, you are giving your students a license to maximize their creativity and problem-solving skills. Students respond and enjoy being stewards of their own learning; it's important that we give them the opportunities to use different tools like Bookcreator and Flipgrid to share their creativity and ideas! Participants will be introduced to Bookcreator and Flipgrid before interacting with each tool as a student to experience the engagement and joy that these two tools offer our children.</p>	Alex Bradshaw, Ed Rhett & Devin Sophy	August 4 10:00-11:00 Zoom	1
K-5	<p><a href="#">Designing Tech-Integration with the 4 Shifts Protocol (4-S-P)</a> We've learned a lot this past school year when it comes to integrating technology into our daily instruction. Without even realizing it, we've probably been designing lessons with our colleagues that included aspects of the TPACK (Technological, Pedagogical, and Content Knowledge) framework, the SAMR (Substitution, Augmentation, Modification, and Redefinition) framework, and the Triple-E (Engage, Enhance, Extend) framework. Reflecting on those lessons and planning for the blended learning that will take place next school year, wouldn't it be great if we had a redesign tool that could help us look at the student-centered value aspect of our technology integration in our lesson designs? Well, the 4 Shifts Protocol may be just the resource we need. Author Scott McLeod describes the 4 Shifts Protocol as a "fairly new resource that helps teachers, principals, and instructional/technology coaches shift student experiences toward deeper learning, greater student agency, more authentic work, and rich technology infusion. The protocol provides some fairly concrete 'look fors' and 'think abouts' and can be used as both a diagnostic and a redesign tool."</p>	Emily Erb & Jonathan Goeller	June 23 10:00-12:00 Zoom	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
K-5	<p><a href="#">Designing Tech-Integration with the 4 Shifts Protocol (4-S-P)</a></p> <p>We've learned a lot this past school year when it comes to integrating technology into our daily instruction. Without even realizing it, we've probably been designing lessons with our colleagues that included aspects of the TPACK (Technological, Pedagogical, and Content Knowledge) framework, the SAMR (Substitution, Augmentation, Modification, and Redefinition) framework, and the Triple-E (Engage, Enhance, Extend) framework. Reflecting on those lessons and planning for the blended learning that will take place next school year, wouldn't it be great if we had a redesign tool that could help us look at the student-centered value aspect of our technology integration in our lesson designs? Well, the 4 Shifts Protocol may be just the resource we need. Author Scott McLeod describes the 4 Shifts Protocol as a "fairly new resource that helps teachers, principals, and instructional/technology coaches shift student experiences toward deeper learning, greater student agency, more authentic work, and rich technology infusion. The protocol provides some fairly concrete 'look fors' and 'think abouts' and can be used as both a diagnostic and a redesign tool."</p>	Emily Erb & Jonathan Goeller	June 24 10:00-12:00 Zoom	2
PK-5	<p><a href="#">I HEART STEM! For New or Novice Teachers Unfamiliar With NNPS STEM</a></p> <p>This session is ideal for new elementary and/or PK teachers, as well as teachers who want to know more about what our very own award-winning STEM program has to offer in NNPS! Participants will embark on a journey through standards-aligned STEM experiences that can be implemented with their students. Participants will also learn the faces behind the STEM department and ways we can support innovation in classrooms. This session will consist of 2 hours of asynchronous learning, and 1 hour of STEM Share and Q&amp;A time.</p>	Jennifer Barker	Blended: Asynchronous Pre-Work  August 5 3:00-4:00 Zoom	3
K-5	<p><a href="#">Picture Perfect STEM</a></p> <p>Participants will experience an asynchronous course designed around a powerful tool for guiding instruction. Utilizing diverse fiction and non-fiction literacy, teachers will learn how to use the Picture Perfect STEM Materials in their school to engage students in literacy-based, STEM-related discovery. The session will last 3 hours. 2 hours will be spent working with the resources and lessons provided based on grade level bands, and 1 hour will be spent reflecting and planning how to implement a standards-aligned Picture Perfect STEM lesson with their students in the upcoming school year.</p>	Jennifer Barker	Online, self-paced: June 28- August 5  Facilitator will email course access link	3
3-8	<p><a href="#">Digitally Confident Creators: Engaging Students in Writing with Book Creator</a></p> <p>Join us in this blended course to learn more about Book Creator and how you can use it to engage your students in meaningful writing, whether they are in the classroom or learning from home. Participants will learn how to incorporate Book Creator into their literacy practice through the use of the 5E Model and blended learning strategies.</p>	Erin Brown & Jen Oliver	Blended: Asynchronous Pre-Work  June 23 9:00-11:00 Zoom	3

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
K-12	<p><a href="#">NNPS Cohort: Intro to Blended and Online Learning</a>            Are you interested in learning more about the principles and practices related to blended and online learning? If so, join this NNPS cohort to learn together. This learning experience will occur in a blended format. Participants will receive access to the self-paced course, Introduction to Blended and Online Learning, developed by Dr. Catlin Tucker. This is not your typical "course"; it is a compilation of short, video-based modules that participants will complete on their own time. Four synchronous cohort meetings led by an NNPS facilitator will be interwoven with the modules so that participants can debrief, reflect, and share learning. The course will officially open on July 1; you must register by then. The four synchronous meeting dates will be: July 13, 20, 27, and August 3.</p> <p>NOTE: This is a repeat of the course that was offered in fall 2020. Prior participants who want to revisit their learning and reflect together are welcome.</p>	Billie Hart & Angela Rhett	Blended: Asynchronous Modules  Virtual Check-Ins: July 13, 20, 27, & Aug. 3 Time TBD Zoom	12
K-12	<p><a href="#">NNPS Cohort: Advancing with Blended and Online Learning</a>            This opportunity is open to our cohort of digital champions who completed the Intro to Blended and Online Learning course last fall. This advanced course will follow a similar format with self-paced, video-based modules developed by Dr. Catlin Tucker. Course topics include metacognitive skill building, next level station rotation model, choice boards &amp; choose your own adventure learning experiences, playlists to differentiate and personalize learning, and increasing student agency with the 5E instructional model. Cohort participants will meet in a group to debrief, reflect, and share learning. Five synchronous cohort meetings led by an NNPS facilitator will be interwoven with the modules so that participants can debrief, reflect, and share learning. The course will officially open on July 1; you must register by this date. The five synchronous meeting dates will be: July 8, 15, 22, 29, and August 5.</p> <p>NOTE: This is open to participants who completed Introduction to Blended and Online Learning (from October 2020).</p>	Billie Hart & Angela Rhett	Blended: Asynchronous Modules  Virtual Check-Ins: July 8, 15, 22, 29, & Aug. 5 Time TBD Zoom	15
K-12	<p><a href="#">Total Participation Techniques in a Blended Classroom</a>            Join us to learn more about Total Participation Techniques and how you can use them to facilitate engaging and empowering learning experiences for your students. Participants will learn how to incorporate the use of Total Participation Techniques to engage K-12 students in active learning into their daily practice. We will delve into ways these activities can be incorporated into daily station rotation and choice board models. Participants will learn how to collect real-time formative data to document student growth by incorporating blended learning strategies and applying best practices.</p>	Pamela Johnson & Jodi Johnson	June 23 1:00-3:00 Zoom	2
K-12	<p><a href="#">Micro-credentials and YOU! Google Certified Educator, Nearpod &amp; Flipgrid</a>            Curious about picking up free or low-cost micro-credentials in instructional technology? This 90-minute seminar will help prepare you for getting micro-credential certifications in Google, Flipgrid and Nearpod. If I can get them, so can you! Join us for an overview of the application and test process and stick around for a Q&amp;A.</p>	Nick Swan	June 23 1:30-3:00 Zoom	1.5



Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
K-12	<a href="#">Micro-credentials and YOU! Google Certified Educator, Nearpod &amp; Flipgrid</a> Curious about picking up free or low-cost micro-credentials in instructional technology? This 90-minute seminar will help prepare you for getting micro-credential certifications in Google, Flipgrid and Nearpod. If I can get them, so can you! Join for an overview of the application and test prep.	Nick Swan	June 24 10:00-11:30 Zoom	1.5
6-12	<a href="#">Forged in STEM</a> Forged in STEM is an original STEM series hosted by STEM Specialist Kevin Nelhuebel. Our synchronous session will feature real-world problem solving using craft materials as you are guided through the engineering design process. Learn how you can bring STEM and the engineering design process to your class. Materials will be ordered and provided. You must register by July 8 to participate.	Kevin Nelhuebel	July 13 10:00-12:00 Zoom	2
6-12	<a href="#">Forged in STEM</a> Forged in STEM is an original STEM series hosted by STEM Specialist Kevin Nelhuebel. Our synchronous session will feature real-world problem solving using craft materials as you are guided through the engineering design process. Learn how you can bring STEM and the engineering design process to your class. Materials will be ordered and provided. You must register by August 2 to participate.	Kevin Nelhuebel	August 4 10:00-12:00 Zoom	2
9-12	<a href="#">Integrating Discovery Education Across the Curriculum</a> Join us to learn more about Discovery Education and how you can use it to facilitate engaging and empowering learning experiences for your students, whether they are in the classroom or learning from home. Learn how to use Discovery Education in a blended learning environment and apply best practices to optimize student learning.	Betsy Orlando & Carol Marcolini	June 23 1:00-2:00 Zoom	1
9-12	<a href="#">Student Choice and Voice: Using WeVideo to Amplify Student Voice</a> Join us to learn more about integrating student-created video. Incorporating video as a choice to demonstrate learning empowers and engages students. Learn how to use WeVideo in a blended learning environment and apply best practices to optimize student learning. Participants will learn how to incorporate the use of WeVideo into their daily practice through the use of choice boards, alternative assessments, and individual reflections.	Carol Marcolini	Blended: Asynchronous Pre-Work & Post-Session Work  August 3 10:00-12:00 Zoom	5
9-12	<a href="#">Canvas + Blended Learning = Student Achievement</a> Join us on August 4th from 10:00-12:00 pm. Learn how to leverage Canvas and Blended Learning practices to maximize student learning. You will learn how to incorporate Canvas into your daily practice using blended learning strategies such as station rotation, choice boards, or flipped instruction.  Prerequisite: Completion of Canvas Level 1 course.	Delrose Adkinson	Blended: Asynchronous Pre-Work & Post-Session Work  August 4 10:00-12:00 Zoom	5
Admin.	<a href="#">Leveraging Canvas for Instructional Leadership</a> Join us in a collaborative experience to learn how administrators can use Canvas to model what they want to see in classrooms. Canvas to promote staff collaboration and communication to refine teaching and learning practices that cultivate student achievement.	Delrose Adkinson	August 3 10:00-11:00 Zoom	1

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
PK-12	<a href="#">Sun, Summer, Synergy SE</a> Have a working understanding of Synergy SE but want to further your knowledge? Looking to refresh your knowledge of Synergy SE to prepare for the upcoming school year? In this IGNITE session, we will review some of the more advanced functions of Synergy SE, as well as prepare to start the new school year off right!	Michelle Stevens	June 23 9:00-11:00 Zoom	2
PK-12	<a href="#">Sun, Summer, Synergy SE</a> Have a working understanding of Synergy SE but want to further your knowledge? Looking to refresh your knowledge of Synergy SE to prepare for the upcoming school year? In this IGNITE session, we will review some of the more advanced functions of Synergy SE, as well as prepare to start the new school year off right!	Michelle Stevens	August 4 9:00-11:00 Zoom	2
K-12	<a href="#">Reevaluating Reevaluations</a> Wondering how to make your reevaluation meetings go smoother? Confused about what actually happens at these meetings and what it means for your students? In this IGNITE session, we will review the reevaluation process, share helpful tips and guidance to facilitate these meetings, as well as provide specific examples to assist in data collection and the preparations for these meetings.	Michelle Stevens	June 24 9:00-11:00 Zoom	2
K-12	<a href="#">Reevaluating Reevaluations</a> Wondering how to make your reevaluation meetings go smoother? Confused about what actually happens at these meetings and what it means for your students? In this IGNITE session, we will review the reevaluation process, share helpful tips and guidance to facilitate these meetings, as well as provide specific examples to assist in data collection and the preparations for these meetings.	Michelle Stevens	August 3 9:00-11:00 Zoom	2
PK-12	<a href="#">Compliance 101</a> Overwhelmed when it comes to the compliance aspect of special education? Do you find the timelines, terms, and specifics confusing? In this IGNITE session, we will review the basics of special education compliance, share helpful tips, and answer any questions to help further your understanding.	Richard Dirmeyer & Michelle Stevens	June 24 1:00-3:00 Zoom	2
PK-12	<a href="#">Compliance 101</a> Overwhelmed when it comes to the compliance aspect of special education? Do you find the timelines, terms, and specifics confusing? In this IGNITE session, we will review the basics of special education compliance, share helpful tips, and answer any questions to help further your understanding.	Richard Dirmeyer & Michelle Stevens	August 3 1:00-3:00 Zoom	2
Admin.	<a href="#">SPED 101 For Building Administrators: What Does it All Mean?</a> An overview of Special Education for building administrators and support staff (principals, assistant principals, specialists, interventionist, etc.) who would like to learn more about their role in the following areas: IEP meetings (acting as Designee); supporting special education teachers with data and IEP progress monitoring; the continuum of special education services (LRE); specialized programs specific to NNPS (ED/AU/MID/MOIS/SID); and more.	Amura Cameron	June 30 10:00-12:00 Zoom	2

Grades	Course Title & Description	Facilitator(s)	Date, Time & Format	Points
Admin.	<a href="#">SPED 101 For Building Administrators: What Does it All Mean?</a> An overview of Special Education for building administrators and support staff (principals, assistant principals, specialists, interventionist, etc.) who would like to learn more about their role in the following areas: IEP meetings (acting as Designee); supporting special education teachers with data and IEP progress monitoring; the continuum of special education services (LRE); specialized programs specific to NNPS (ED/AU/MID/MOID/SID); and more.	Amura Cameron	August 5 1:00-3:00 Zoom	2
K-12	<a href="#">Referred for an Evaluation by SST, Now What?</a> This PD will focus on defining roles for the case management of referrals for consideration of Special Education Eligibility. Building based teams will learn the regulatory requirements of the referral process as well as best practice in case managing the referral process at the building level. Individuals will better understand the compliance and legal considerations as well as practical ways to case manage a referral from the time permission to evaluate is signed to eligibility determination.	Erika Daniel	July 28 9:00-11:00 Zoom	2
K-12	<a href="#">Referred for an Evaluation by SST, Now What?</a> This PD will focus on defining roles for the case management of referrals for consideration of Special Education Eligibility. Building based teams will learn the regulatory requirements of the referral process as well as best practice in case managing the referral process at the building level. Individuals will better understand the compliance and legal considerations as well as practical ways to case manage a referral from the time permission to evaluate is signed to eligibility determination.	Erika Daniel	July 28 2:00-4:00 Zoom	2

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## QUESTIONS?

Questions about IGNITE course offerings, contact:  
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