

MCS D Teaching and Learning Professional Learning Opportunities 2017-2018

Professional Learning Opportunities for Early Release Schedules

The Teaching and Learning Department are happy to provide professional learning opportunities to each region during predetermined early release dates for 2017-2018. There are five main areas of focus for the training schedule: learning goals and scales, writing to learn, read alouds, graphic organizers, and collaborative conversations. Each offering is presented as a progression, and participants will have an opportunity to participate in each region. The offerings below are based on teacher request for sustained professional development on a topic of their choice. Teacher voice, teacher choice was a consideration in topic selection.

**Lower Keys Training Dates: September 26<sup>th</sup>, 2017; November 6<sup>th</sup>, 2017; February 27<sup>th</sup>, 2018**

**Time: 1pm-3pm at designated Locations**

**Seat Limit: 20 participants**

<b>Training Location</b>	<b>Focus Area</b>	<b>Professional Learning Opportunity</b>	<b>Session One</b>	<b>Session Two</b>	<b>Session Three</b>	<b>Data Driven Alignment</b>
Horace O'Bryant	<ul style="list-style-type: none"> <li>• Learning Goals/Scales</li> <li>• Writing to Learn</li> <li>• Read Alouds</li> <li>• Graphic Organizers</li> </ul>	<b>Foundational Reading Pre K-1</b>  <i>Presented by Really Great Reading</i>	What is Phonemic Awareness and how do you teach it?	What is Phonics/Decoding and how do you teach it?	How do you formatively assess and monitor growth in Phonemic Awareness and Phonics?	Reading Endorsement Coursework, Istation, and RtI data indicate need for phonemic awareness and phonics training.
Gerald Adams	<ul style="list-style-type: none"> <li>• Learning Goals/Scales</li> <li>• Writing to Learn</li> <li>• Read Alouds</li> <li>• Graphic Organizers</li> <li>• Collaborative Conversations</li> </ul>	<b>Guided Reading K-5</b>  <i>Presented by Scholastic AM on site- Small Group PM Large Group</i>	Small Group Primary at POI  The ABCs of Guided Reading at GAE	Observations/Debrief at HOB  The Next Steps in Guided Reading at GAE	Small Group Primary at GAE  Running Records at GAE	Implementation of Guided Reading increases reading comprehension and enhances the capacity of readers to connect with and across texts- reporting category- Cluster 3, currently MCS D's weakest performance area.

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Horace O'Bryant	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>Istation K-5 ELA/Math</b></p> <p><i>Presented by iStation</i></p>	Unpacking and targeting the LAFS/MAFS Using Istation	Meeting the needs of ELLs through Istation	Blended Learning and the Literacy Block	ELL performance persistently lags. Istation is the District's primary tool for Literacy Intervention. Successful Implementation reduces risk of reading failure.
Key West High School	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>Integration of Knowledge and Ideas 6-12</b></p> <p><i>Literacy Coach Presentation</i></p>	Text Dependent Questions	Close Reading	Writing to Learn	Weakest Reporting Category for FSA ELA is <i>Cluster 3: Integration of Knowledge and Ideas</i> . This cluster is grounded in deep reading and written response to text.
Poinciana Elementary	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>Integration of Knowledge and Ideas K-5</b></p> <p><i>Literacy Coach Presentation</i></p>	Text Dependent Questions	Close Reading	Writing to Learn	Weakest Reporting Category for FSA ELA is <i>Cluster 3: Integration of Knowledge and Ideas</i> . This cluster is grounded in deep reading and written response to text.

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Horace O'Bryant	<ul style="list-style-type: none"> <li>● Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>Springboard 6-10</b></p> <p><i>Presented by Kaci Sublette-Marks</i></p>	Planning for Springboard	Differentiating Springboard	Springboard Digital	Springboard Implementation addresses persistently lagging Literature LAFS standards indicated on STAR for grades 6-10.
Key West High	<ul style="list-style-type: none"> <li>● Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>Writing for Diverse Learners</b></p> <p><i>Presented by FDLRS</i></p>	Unpack the FSA Writing Rubric and Associated Tasks through the use of Student Writing Samples	Use the principles of the Universal Design for Learning to meet the needs of Diverse Writers in your classroom.	Differentiating Writing Instruction	FSA Writing Reporting Category is stagnant and teachers have expressed a need for further training in meeting the writing needs of diverse learners.
Horace O'Bryant	<ul style="list-style-type: none"> <li>● Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<p><b>MTSS K-12</b></p> <p><i>Presented by Sarah Morton</i></p>	What is MTSS? Tier 3/Rtl Process	What is MTSS? How to provide Tier 2 Support	What is MTSS? How to strengthen the CORE	Teacher feedback and student performance data indicate this need

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Horace O'Bryant	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> </ul>	<p><b>Illuminate K-12</b></p> <p><i>Presented by Kristen Condella</i></p>	Creating assessments in a collaborative environment.	Custom reporting and creating common assessments	Data Analysis and review.	Supports the needs of data collection and analysis.
Key West High	<ul style="list-style-type: none"> <li>● Collaborative Conversation</li> </ul>	<p><b>Discovery Education</b></p> <p><i>Presented by Discovery Ed. and Cohort</i></p>	Initial training including all components of Streaming Plus. Collaborative boards, SOS strategies and content collections	Continuing with Streaming plus components. Building projects with students. Assigning content to google classroom	SOS strategies in the classroom. Collaborative practice. How to increase student engagement with multimedia resources.	Standards-aligned resources for ELA, Math, Science, Social Studies, and more. Enhancing student engagement with multi-media resources and collaborative practices. Specific supported areas include NGSS Science and Social Studies, Florida Standards for Math and ELA, and CCSS unit lesson plans.

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Horace O'Bryant	<ul style="list-style-type: none"> <li>Learning Goals/Scales</li> <li>Collaborative Conversation</li> </ul>	<p><b>STEMscopes</b></p> <p><i>Presented by Stemscores and Cohort</i></p>	Standards-based instruction involving the 5E Instructional Model	Assigning content to students utilizing progress monitoring areas needed improvement.	Increasing student engagement and collaborative conversations with Claim-Evidence-Reasoning.	Aligned to all NGSSS Science Standards grades K-8. Targeted support for Grade 5 and Grade 8 state tested grade levels.
Key West High	<ul style="list-style-type: none"> <li>Collaborative Conversation</li> </ul>	<p><b>USA Testprep Biology, Civics, US History/Non NMSI AP</b></p> <p><i>In district Presenters</i></p>	Teachers will learn how students can set up their individual accounts and effectively implement.	Teachers will learn how to effectively use USATestprep. Topics covered will be:how teachers can view student progress	Teachers will learn how to effectively use USATestprep. Topics covered will be: track their weak areas, and monitor student activity.	Supports Civics, Biology, and US History EOC courses and Advanced Placement Human Geography,World History, US History and Psychology courses.
Horace O'Bryant	<ul style="list-style-type: none"> <li>Learning Goals/Scales</li> <li>Writing to Learn</li> <li>Read Alouds</li> <li>Graphic Organizers</li> <li>Collaborative Conversation</li> </ul>	<p><b>Significant Cognitively Disabled – Curriculum</b></p> <p>Unique Learning Systems/News To You First Author Teachtown- ASD Galileo – PreK</p> <p><i>Presented by Catherine Kanagy</i></p>	Facilitate access to programs overview and applications. PG P discussions based on available data. Provide curriculum support (horizontally and vertically)	Facilitate data review and development of IEP goals and classroom connections. Re view of PGP progress	Facilitate data review and accessing program reports to support PGP goals and classroom instruction.	Supports educationally relevant teaching resources for both PreK and significant cognitively disabled students along with progress monitoring data reviews

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Sugarloaf School	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> </ul>	<b>Socioemotional Training</b>  <i>Presented by Erin Williams</i>	What IS the behavioral problem?	Strategies for Behavioral Intervention that work	Behavioral Data Analysis and Best Next Steps	Teacher feedback and discipline data indicate this need
Sugarloaf School	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Writing to Learn</li> <li>● Read Alouds</li> <li>● Graphic Organizers</li> <li>● Collaborative Conversation</li> </ul>	<b>Cultural Awareness/ Deep Equity</b>  <i>Presented by Gary Horward, Corwin</i>	Tone and Trust  Cultural Portraits- Who am I and Who are You?	Culturally Responsive Teaching- Teaching and Learning in a Multicultural World	Principles of Culturally Responsive Classrooms and taking action in your classroom.	Subgroup performance, equity and achievement data, and teacher feedback indicate this is an area worth pursuit.
Horace O'Bryant	<ul style="list-style-type: none"> <li>● Learning Goals/Scales</li> <li>● Collaborative Conversation</li> </ul>	<b>Digital Technology within a K-12 Classroom</b>  <i>Presented by Hapara and Digital Tools providers</i>	Hapara as a classroom management and learning management system will be introduced.	Using Hapara and other digital tools such as discovery education and embedded deep links to integrate technology.	Vertical and horizontal teaming to create common learning units embedded with digital objects and tools.	Supports digital collaboration and preparedness for computer based assessments and college readiness

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Key West High	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<p><b>AVID WICOR Strategies in Content area Classrooms</b></p> <p><i>Presented by AVID Representatives</i></p>	Participants will be introduced to WICOR strategies with a focus on graphic organizers in each content area.	Participants will expand upon graphic organizers and Costa's levels of questioning to increase rigor and comprehension in content areas.	Participants will expand upon and create graphic organizers with a content specific focus through a vertical articulation K-5 and 6-12.	Cross Content Curriculum support for diverse populations.
Key West High	<ul style="list-style-type: none"> <li>Graphic Organizers</li> </ul>	<p><b>Microsoft Innovative Educators</b></p> <p><i>Presented by Microsoft</i></p>	Participants will participate in a cohort training on Microsoft 365 in the classroom	Participants will participate in a cohort training on implementing Microsoft 365 in the classroom	Participants will participate in a cohort training on implementing Microsoft 365 in the classroom	21st Century Learners and college and career ready students.
Horace O'Bryant	<ul style="list-style-type: none"> <li>Collaborative Conversations</li> </ul>	<p><b>Enjoying the Struggle in Math!</b></p> <p><i>Presented by Amy Stanton</i></p>	Changing the way students react to math struggles. Hands-on classroom application to build a <b>positive math mindset!</b>	Creating equal access to advanced learning opportunities. Deliberate skills such as perseverance, resiliency, and grit. <b>How to enjoy the struggle!</b>	Student understanding of their thinking process. Growth mindset feedback and praise.	Supports collaboration among all math students and teachers with emphasis lowest 25%.

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Key West High	<ul style="list-style-type: none"> <li>• Career Ready Practices</li> <li>• Cape funding</li> <li>• Local Certification</li> <li>• Certification testing</li> <li>• Perkins funding</li> <li>• Monroe Computes</li> </ul>	<p><b>Career &amp; Technical Education</b>  <i>Presented by CTE Department</i></p>	<p>Participants will engage in CTE development, including industry certifications and end of the year testing.</p>	<p>Participants will engage in CTE development, including industry certifications and end of the year testing.</p>	<p>Participants will engage in CTE development, including industry certifications and end of the year testing.</p>	<p>End of the year certification testing.</p>
Sugarloaf School	<ul style="list-style-type: none"> <li>• Collaborative Conversation</li> </ul>	<p><b>Disrupt your Orbital Velocity with Inquiry</b>  <i>Presented by Theresa Axford</i></p>	<p>Learn how inquiry can help you as a teacher or if you are doing inquiry, share your plans with others.</p>	<p>Review progress and learn new things about how other teachers use inquiry and how it affects student achievement.</p>	<p>Reflect on progress and next steps for using inquiry to affect student achievement.</p>	<p>Using Inquiry to improve student achievement from Visual Learning.</p>
Key West High	<ul style="list-style-type: none"> <li>• Writing to Learn</li> <li>• Graphic Organizers</li> </ul>	<p><b>Achieve 3000</b>  <i>Presented by Achieve</i></p>	<p>Getting Started</p>	<p>Using Data to Inform Instruction</p>	<p>FSA Countdown</p>	<p>Achieve3000 Implementation narrows achievement gaps and produces at least twice as much expected growth than no/poor implementation.</p>



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MCSD Teaching and Learning Professional Learning Opportunities 2017-2018

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