



Professional Development Catalog

Fall 2020

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Re-entry Supports: Unfinished Learning & Acceleration

Questions? Lauren.Allen@dc.gov; Ashleigh.Tillman@dc.gov; Tanaga.Rodgers@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Addressing Unfinished Teaching and Learning in Academic Content Areas: Understand, Diagnose and Take Action!

Join the OSSE TAL Academic Content Team for a **three-part professional learning series** for school teams to support unfinished teaching and learning as a result of COVID-19. In this series, school teams will have the opportunity to collaboratively engage in a foundational session to support their understanding of where students are in relation to grade-level content mastery. The teams will then have the opportunity to divide and conquer content area supports in order to diagnose through the lens of content specific needs and take action based on classroom level content needs.

	Round 1	Round 2
Part One	Addressing Unfinished Instruction: All Content Areas Tuesday, Aug. 18, 2020, 9:30-11 a.m.	Addressing Unfinished Instruction: All Content Areas Wednesday, Sept. 9, 2020, 3:30-5 p.m.
Part Two	Quick Checks for Understanding in Math: Tuesday, Aug. 25, 2020, 9:30-11 a.m. Quick Checks for Understanding in ELA: Monday, Aug. 24, 2020, 9:30-11 a.m. Quick Checks for Understanding in Science: Wednesday, Aug. 26, 2020, 9:30-11 a.m.	Quick Checks for Understanding in Math: Monday, Sept. 14, 2020, 3:30-5 p.m. or Wednesday, Oct. 21, 2020, 2-3:30 p.m. Quick Checks for Understanding in ELA: Tuesday, Sept. 15, 2020, 3:30-5 p.m. Quick Checks for Understanding in Science: Wednesday, Sept. 16, 2020, 3:30-5 p.m.
Part Three	Take Action! Strategies for Teaching Math Remotely: Tuesday, Sept. 22, 2020, 3:30-5 p.m. Take Action! Strategies for Teaching ELA Remotely: Wednesday, Sept. 23, 2020, 3:30-5 p.m. Take Action! Strategies for Teaching Science Remotely: Thursday, Sept. 24, 2020, 3:30-5 p.m.	Take Action! Strategies for Teaching Math Remotely: Tuesday, Oct. 6, 2020, 3:30-5 p.m. or Tuesday, Nov. 10, 2020, 3-4:30 p.m. Take Action! Strategies for Teaching ELA Remotely: Wednesday, Oct. 14, 2020, 1-2:30 p.m. Take Action! Strategies for Teaching Science Remotely: Wednesday, Oct. 28, 2020, 10-11:30 a.m.

Participants are encouraged to register as a school team to ensure the cycle of understanding, diagnosing and taking action (UDT cycle) can be implemented across all content areas. Full participants will have the additional opportunity to sign up for a content specific work group to further collaborate with colleagues and receive technical assistance.

For more information, contact: Lauren Allen, Science Specialist, at Lauren.Allen@dc.gov; Tanaga Rodgers, Math Specialist, at Tanaga.Rodgers@dc.gov; or Ashleigh Tillman, Literacy Specialist, at Ashleigh.Tillman@dc.gov.



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

Re-entry Supports: Unfinished Learning & Acceleration

Questions? Lauren.Allen@dc.gov; Ashleigh.Tillman@dc.gov; Tanaga.Rodgers@dc.gov. Check out OSSE's Teaching and Learning Resources website: <https://osse.dc.gov/service/k-12-teaching-and-learning-resources>.

Ensuring Equitable Experiences for All Students: Learning Acceleration Series LEA and school-based leaders are invited to join OSSE and TNTP for a back-to-school training series, Ensuring Equitable Experiences for All Students, which will focus on both short- and long-term strategies for restarting school and accelerating student learning.

- **SESSION 1: Why Acceleration vs. Remediation? The Roots of the Opportunity Gap and Its Growth During COVID-19 Planning:** In this session, participants are introduced to [The Opportunity Myth](#), with a heavy focus on teacher expectations and how that is foundational to the mindset necessary to pursue acceleration vs. remediation. We will orient participants with the tools and resources shared in the Acceleration Guide as well as the scope of learning planned for the summer. This session will support district and school leaders to begin to reflect and collaborate around what went well in remote learning, what their gaps/learnings are, how identity and bias have contributed to student learning and engagement, and how they are currently planning for the fall. In breakout groups, leaders will explore aspects of their identity and understanding their biases (conscious and unconscious).
- **SESSION 2: Reflecting on Our At-Home Learning Successes and Challenges:** Participants will reflect on the experiences of families and students during spring at home learning. We will share guiding questions to help participants reflect on these experiences and begin to create a plan that will accelerate learning for students. The session will support district and school leaders to begin to articulate their school's most significant successes and challenges with at home learning, focuses specifically on typically marginalized students and their experience. Leaders will explore next steps around building a student and family advisory committee. In breakout groups, leaders will self-assess against key re-entry planning components. Topics for self-assessment will include current school needs, current vision, goals, and plan for the 2020-2021 school year, and the systems that are/are not in place.
- **SESSION 3: Academic Priorities – Planning for Accelerating Student Learning:** In this session, participants will explore the steps for prioritizing the most critical pre-requisite skills and knowledge for both Mathematics and ELA. Leaders will have the opportunity to split into separate groups for this session, based on their subject area and grade level expertise. We will walk leaders through the steps for prioritizing and planning to accelerate student learning. By the end of this session, leaders will be building upon their current plans to support teachers in creating rigorous and inclusive learning experiences that can be executed across a range of contexts
- **SESSION 4: Planning Your Approach to Diagnosing Student Learning:** In this session, participants will plan their approach for diagnosing their students' unfinished learning. We will explore resources that can be used in supporting teachers and leaders in diagnosing students' unfinished learning of the critical prerequisite skills and knowledge. We will also explain how leaders should expect teachers to use the information gleaned from diagnostics to accelerate student learning and improve students' experiences, with a focus on, and clear connection, to increasing equity. We'll also discuss the importance of monitoring students' progress and provide strategies for leaders to adjust their supports of teachers based on student results.
- **SESSION 5: Meaningful Inclusion for Students with Learning & Thinking Differences:** In this session, participants will explore the academic priorities and approach to diagnosing student learning they set in previous sessions with a lens toward students with learning & thinking differences, including the appropriate family engagement and communication strategies. We will lead participants through a discussion of the myths and misconceptions about students with learning and thinking differences and discuss how stigmas, systemic barriers, and ineffective practices impact outcomes for students with learning and thinking differences. We will also support leaders in understanding local and federal guidance as well as barriers to implementing necessary support services during school closures further widened the opportunity gap for students with IEPs. Finally, participants will reinvest in defining the role they play in educating, and advocating for, students with IEPs to eliminate barriers to the four critical resources described in The Opportunity Myth.
- **SESSION 6: Supporting multilingual learners (MLLs)/English language learners (ELLs):** In this session, participants will explore the academic priorities and approach to diagnosing student learning they set in previous sessions with a lens toward students with learning & thinking differences, including the appropriate family engagement and communication strategies. We will explore the needs of multilingual learners (MLLs)/English language learners (ELLs), among the most vulnerable of our students during any hybrid return models. We will lead participants through a discussion of the myths and misconceptions about MLL/ELL students and discuss how stigmas, systemic barriers, and ineffective practices impact outcomes for MLL/ELL students. We will help participants understand how distance learning and systemic gaps in access to technology and family engagement further widened the opportunity gap for MLL/ELL students. We will also support leaders in identifying best practices for accelerating the language and literacy development of MLLs/ELLs as well as ways to bridge the gap in family engagement by providing access to information in students' home language. Finally, participants will reinvest in defining the role they play in educating and advocating for MLLs/ELLs to eliminate barriers to the four critical resources described in The Opportunity Myth.
- **SESSION 7: Planning Your Training for Teachers and Leaders:** In this session, participants will develop their plan to supporting their teachers in building their accelerating learning plan. We will explore leaders' means to train teachers and other leaders to understand the most critical prerequisite skills and knowledge for each grade level and subject area, diagnose students' unfinished learning, provide acceleration support.

Session 1: Thursday, Aug. 20, 2020, 9 a.m.-12 p.m.
Session 2: Tuesday, Sept. 1, 2020, 9-11:30 a.m.
Session 3: Thursday, Sept. 3, 2020, 9 a.m.-12 p.m.
Sessions 4, 5, 6, 7: TBD (September 2020)

AUDIENCE: The workshop series is intended for LEA leaders and school-based leaders, including instructional leaders.

OSSE will present this series in partnership and collaboration with TNTP.



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

Questions? Ashleigh.Tillman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Using Educational Technology Platforms to Build Background Knowledge and Increase Reading Comprehension

OSSE invites English Language Arts (ELA) grades 6-12 teachers and instructional coaches to register for a web-based, professional development opportunity, highlighting online platforms in order to build background knowledge and employ active reading strategies to support an increase in reading comprehension of complex texts. In a world where we are using technology every day, it is essential that educators are able to:

- Leverage technological resources for instruction,
- Increase the use of active reading strategies, and
- Provide opportunities to Build Background in order to make content accessible.

Wednesday, Sept. 30, 2020, 9-10 a.m.

AUDIENCE: ELA Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders.

This will be an interactive experience leveraging technology platforms and complex texts to provide meaningful, engaging, strategies for students in order to increase their engagement and reading comprehension.

Participants will receive two professional learning units for attending.

All Students CAN Write: Embedding Universal Design for Learning Principles to Support Writing Instruction in Remote Settings

OSSE invites English Language Arts (ELA) grades 5-12 teachers and instructional coaches to register for a half-day professional development opportunity around the implementation of the research-based instructional framework, Universal Design for Learning (UDL). In this session, participants will:

- Engage with the origins, principles and case studies to reflect writing instructional practices,
- Plan for implementation using rigorous and complex texts and tasks, and
- Reflect on accessibility features of daily instruction in order to increase and improve student engagement and achievement on rigorous, writing tasks.

Monday, Oct. 5, 2020, 3:30-5 p.m.

AUDIENCE: ELA Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders.

Participants will receive two professional learning units for attending.

Providing Targeted Feedback on Student Writing Remotely

OSSE invites English Language Arts (ELA) grades 6-12 general and special education teachers and instructional coaches to register for a professional development opportunity highlighting online platforms to provide targeted feedback to students on writing. In a world where we are using technology every day, it is essential that educators are able to leverage technological resources for instruction and to provide timely feedback to students that is not as cumbersome as the traditional pen-to-paper technique. This will be an interactive experience leveraging student work samples to provide meaningful, focused, and timely feedback to students in order to revise or strengthen their writing. At the end of this session, participants will be able to:

- Create a writing lesson plan that incorporates targeted feedback opportunities,
- Support students in providing targeted, peer feedback, and
- Utilize student writing samples to model writing technique, form and stylistic elements.

Thursday, Oct. 8, 2020, 9-10 a.m.

AUDIENCE: ELA Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders.

This will be an interactive experience leveraging technology platforms and complex texts to provide meaningful, engaging, strategies for students in order to increase their engagement and reading comprehension.

Participants will receive two professional learning units for attending.



Questions? Ashleigh.Tillman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Culturally Responsive Literacy Instruction: Expanding the Middle School Canon

(Book Study) OSSE invites English Language Arts (ELA) grades 5-8 teachers to register for a 6-week book-study of Culturally Responsive, Literacy Instruction for middle school learners. The study group will focus on the text Culturally Responsive Teaching and the Brain by Zaretta Hammond. In an ever diversifying world it is essential that students see themselves represented in the literature they are reading each day. Through this series teachers will learn:

- Brain research behind CRT and cognitive development,
- Tools and strategies to expand the canon within their own learning contexts to support the needs of diverse learners, and
- Resources to create an action for integration of grade-level, culturally relevant texts within their lessons.

Every Thursday for Six Weeks, 3:30-4:30 p.m., Oct. 8-Nov. 12, 2020

AUDIENCE: ELA Grades 5-8 general education and special education teachers.

Active participants who attend the web-based sessions and complete the collaborative planning will receive 12 professional learning units

Deepening Reading Comprehension through STEM

OSSE invites Science and STEM Teachers and Instructional Coaches to register for a professional development opportunity exploring methodologies for improving reading comprehension and supporting Common Core English Language Arts (ELA) practices in alignment with Next Generation Science Standards (NGSS). In this session, participants will:

- Learn about Novel Engineering, a research-based approach from Tufts University that integrates engineering and literacy in a variety of grade levels,
- Explore how the approach builds off literature already being used in the classroom providing opportunities for cross content collaboration is planning and instruction, and
- Plan to provide students with the skills, strategies and tools to read and engage with complex text through a scientific lens in order to address engineering problems and devise solutions.

2 sessions:

Grades K-5 Session: Oct 21, 2020, 2-3:30 p.m.

Grades 6-8 Session: Oct. 7, 2020, 2-3:30 p.m.

AUDIENCE: STEM, Science and English Language Arts (ELA) teachers in Grades K-8.

Participants will receive two professional learning units for attending.

Digital Storytelling and SEL: Accessing Student Voice in the Age of Remote Learning

OSSE is hosting a professional development opportunity focused on using digital tools for storytelling in the age of remote learning. Research has found that embedding SEL objectives into academic courses increases student's success. These skills will be even more vital as schools look towards recovery and re-entry. In this session, we will discuss the five competencies of SEL and how they align to literacy standards. Participants of the session will:

- Dig into the elements of storytelling aligned to Common Core State Standards for Literature, Writing, Speaking and Listening,
- Engage with digital storytelling platforms, and
- Brainstorm for application during remote learning.

Wednesday, Jan. 27, 2021, 1-3 p.m.

AUDIENCE: General and special education teachers, instructional coaches, journalism teachers, and counselors.

The session will equip participants in being prepared to increase engagement, develop and enhance speaking and listening and elevate student voice during distance learning. Additionally, participants will have the opportunity to engage and collaborate with colleagues across the city to enhance and strengthen practice.

Participants will receive two professional learning units for attending.

Questions? Ashleigh.Tillman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Quick Checks for Understanding in ELA OSSE is excited to host a professional learning opportunity to support unfinished teaching and learning as a result of COVID-19. This session is built around a framework that encourages deep understanding of the ELA standards and responsive, research-based instructional strategies. Literacy educators will dig into four categories of formative assessments that can be used to quickly diagnose student learning in English Language Arts Instruction. Participants will:

- Determine student understanding of prerequisite and connecting skills using formative data,
- Identify ways to collect data (face-to-face or virtual) in order to provide equitable instruction for all students, and
- Examine ways to use data from quick checks to inform instruction.

Participants will receive two professional learning units for attending.

2 SESSIONS

Wednesday, Nov. 4, 2020, at 2-3:30 p.m.

Wednesday, Jan. 6, 2021, at 3-4:30 p.m.

AUDIENCE: English Language Arts (ELA) Grades K-12 general education and special education teachers,

Take Action! Strategies for Teaching ELA Remotely The OSSE Academic Content Team in the Division of Teaching and Learning is excited to host a professional learning opportunity to support unfinished teaching and learning as a result of COVID-19. The session is built around a framework that encourages deep understanding of the standards, quick diagnosis of student learning and responsive, research-based instructional strategies. The session will focus on instructional strategies to support unfinished teaching and learning in face-to-face and virtual learning environments. By the end of the session, participants will:

- Create an instructional plan that addresses unfinished instruction in whole and small group settings
- Consider ways to scaffold instruction in face-to-face and virtual learning environments
- Explore strategies for differentiation in face-to-face and virtual learning environments

Participants will receive two professional learning units for attending.

2 SESSIONS

Tuesday, Nov. 10, 2020, 2-3:30 p.m.

Wednesday, Jan 13, 2021, 3-4:30 p.m.

AUDIENCE: ELA Grades K-12 general education and special education teachers, instructional coaches, and instructional leaders.

Culturally Responsive Literacy Instruction: A Framework to Increase Engagement and Student Achievement OSSE invites English Language Arts (ELA) grades 3-12 teachers and instructional coaches to participate in a two-part, professional development learning series around culturally responsive teaching framework and pedagogical practices. In this session, participants will:

- Gain a foundational understanding of the intersection between the achievement gap and brain development research;
- Using research, gain a foundational understanding of how students' cultural backgrounds, interests and experiences are critical components of their education,
- Engage with videos and hands-on instructional strategies and reflection, and
- Complete an action plan to incorporate culturally responsive strategies and texts in lesson plans and/or units.

Teachers will leave with the knowledge needed to shift their mindset in order to make their literacy environment culturally responsive which will increase student engagement and student achievement while developing a more inclusive mindset and improve instructional practice.

Participants will receive three professional learning units for full participation.

Session 1: Wednesday, Dec. 2, 2020, 2-3:30 p.m.

Session 2: Wednesday, Dec. 9, 2020, 2-3:30 p.m.

AUDIENCE: ELA Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders.

Check out OSSE's Teaching and Learning Mathematics website: osse.dc.gov/page/mathematics.
Questions? Contact TAL PD Math Specialist Tanaga Rodgers at: Tanaga.Rodgers@dc.gov.

Quick Checks for Understanding in Math Class Mathematics teachers in grades K-12 are invited to explore the use of formative assessments to address unfinished instruction. During the session we will examine different forms of quick checks in order to support student learning in face-to-face and online learning environments. We will also identify different ways to use formative assessment data to provide equitable learning opportunities for all students.

Participants will:

- Determine student understanding of prerequisite and connecting skills using formative data in order to build new knowledge
- Identify ways to collect data (face-to-face or virtual) in order to provide equitable instruction for all students
- Describe ways to use formative assessment data to inform instruction

Participants will receive two professional learning units for attending.

Tuesday, Aug. 25, 2020, 9:30-11 a.m.

Monday, Sept. 14, 2020, 3:30-5 p.m.

Wednesday, Oct. 21, 2020, 2- 3:30 p.m.

AUDIENCE: K-12 mathematics teachers and coaches.

STEM Talks for Early Learners Early positive experiences in STEM are critical for future academic success and the development of STEM-related habits of mind. In this session, participants will make connections between current research and resources for science and math implementation. Strategies and activities to engage young learners in science, technology and mathematics will be provided. Educators will also explore resources for increasing STEM discourse and engaging families in math exploration at home. During the session participants will:

- Identify ways to make lessons interdisciplinary and strategies for developing STEM-related habits of mind
- Learn strategies to increase STEM talk in early childhood settings
- Gather and share resources with families that encourage STEM at home

Participants will receive two professional learning units for attending.

Friday, Aug. 28, 2020, 1-3 p.m.

Tuesday, Sept. 29, 2020, 4-6 p.m.

AUDIENCE: Pre-K – Grade 3 science and math teachers.

Supporting a Range of Math Learners: How to Use Choice Boards and Menus Anticipating a wider range of math learners as a result of extended school closures? Choice boards and menus are two tools that can help teachers meet the needs of different students. Learn how to meet a variety of needs without creating 25 different plans for every math lesson. In this session we will link math concepts across and within grades in an effort to serve different levels of readiness in your math classroom. During the session participants will:

- Link math content standards within and across grade levels to meet the needs of a range of math learners
- Develop menus and choice boards that serve different levels of readiness and learning needs
- Provide more opportunities for choice in math class

Participants will receive two professional learning units for participating.

Wednesday, Aug. 26, 2020, 10 a.m.-12 p.m.

AUDIENCE: K-12 mathematics teachers and coaches.

Check out OSSE's Teaching and Learning Mathematics website: osse.dc.gov/page/mathematics.
Questions? Contact TAL PD Math Specialist Tanaga Rodgers at: Tanaga.Rodgers@dc.gov.

Take Action! Strategies for Teaching Math Remotely Join us for a web-based professional development in which participants will learn how to use formative assessment data to create an action plan for instruction and student learning. Math teachers will gain strategies to support whole group and small group instruction in face-to-face and online learning environments. By the end of the session, participants will:

- Identify best practices and resources to target whole class needs, including pacing considerations
- Examine ways to approach whole and small group instruction including scaffolding and differentiation considerations
- Adapt instructional strategies for online learning environments to ensure equitable learning experiences

Participants will receive two professional learning units for attending.

Tuesday, Sept. 22, 2020, 3:30-5 p.m.

Tuesday, Oct. 6, 2020, 3:30-5 p.m.

Tuesday, Nov. 10, 2020, 3-4:30 p.m.

AUDIENCE: K-12 mathematics teachers and coaches.

Debrief: Designing Math Instruction with Virtual Manipulatives As a follow-up to the popular summer session, *Designing Math Instruction with Virtual Manipulatives*, OSSE invites math educators to debrief and collaborate. Did you try a virtual manipulative with students and have new questions? Are you getting ready to use a task with students and want some feedback? Are you looking for ways to use virtual manipulatives to teach a particular standard? Join us for an informal debrief with Q&A specific to your needs. Participants will:

- Share lesson ideas, experiences and best practices
- Reflect on ways to manage virtual manipulatives
- Discuss current challenges and potential solutions when using virtual manipulatives

Debrief sessions will be held by grade band so we can focus on the unique needs of each audience. Participants who wish to attend but did not attend the summer professional learning are encouraged to watch the recording on the [OSSE Mathematics webpage](#). Participants will receive one professional learning unit for attending.

Tuesday, Oct. 13, 2020, 4-4:45 p.m. (Grades 5-8)

Wednesday, Oct. 14, 2020, 4-4:45 p.m. (Grades K-4)

Thursday, Oct. 15, 2020, 4-4:45 p.m. (Grades 9-12)

AUDIENCE: K-12 Mathematics teachers, general and special education teachers, instructional and technology integration coaches.

Educator Content Sessions: Productive Struggle in the Secondary Math Class Join OSSE and math educators from grades 6-12 on Thursdays in November to get a glimpse of productive struggle in action. Each week we will highlight a secondary classroom example of students engaging in productive struggle. Teachers will share how they foster productive struggle using digital tools in a remote learning environment. At the end of each session, math teachers will be encouraged to ask questions, share challenges and brainstorm solutions together. Each week different tasks and aspects of productive struggle will be shared.

Some concepts that may be explored are:

- Building a community where productive struggle can thrive
- Planning lessons that provide opportunity for productive struggle
- Supporting students with productive struggle during the lesson

Participants are encouraged, but not required, to attend all three sessions. One professional learning unit will be offered at each session.

Thursday, Nov. 5, 2020, 4-5 p.m.

Thursday, Nov. 12, 2020, 4-5 p.m.

Thursday, Nov. 19, 2020, 4-5 p.m.

AUDIENCE: Mathematics Grades 6-12 general education and special education teachers and instructional coaches.

Questions? Lauren.Allen@dc.gov. Check out OSSE's Teaching and Learning Resources website:

osse.dc.gov/service/k-12-teaching-and-learning-resources.

3 SESSIONS:

Sept. 14, 2020, 10-11 a.m.

Sept. 28, 2020, 3-4 p.m.

Oct. 22, 2020, 10-11 a.m.

AUDIENCE: Elementary
General Education Science
and/or STEM educators or
Support Staff

An Introduction to the Next Generation Science Standards In 2013, the DC State Board of Education adopted The Next Generation Science Standards (NGSS). Together with the Common Core State Standards in Mathematics and English Language Arts, the NGSS hold the promise of transforming STEM education and preparing all DC students to succeed, in education, work, and their daily lives. OSSE invites to this NGSS introductory webinar educators new to the District or those who are new to supporting science instruction. During this hour, we will discuss instructional shifts and innovations in classroom learning specific to science standards and engineering practices. Participants will also explore the dimensions of learning along with tools and resources to further explore the NGSS. Participation in this webinar is highly recommended prior to attending the "The Inclusive Science Classroom: Supporting All Learners."

Take Action! Strategies for Teaching Science Join us for a web-based professional development in which participants will learn how to use formative assessment data to create an action plan for instruction and student learning. Teachers will gain strategies to support whole group and small group instruction in face-to-face and online learning environments. By the end of the session, participants will:

- Identify best practices and resources to target whole class needs, including pacing considerations,
- Consider ways to approach whole and small group instruction including scaffolding and differentiation considerations, and
- Adapt instructional strategies for online learning environments to ensure equitable learning experiences.

Participants will receive two professional learning units for attending.

Tuesday, Sept. 24, 2020, 3:30-5 p.m.

AUDIENCE: K-12 Science and STEM teachers and instructional coaches

STEM Talks for Early Learners Early positive experiences in STEM are critical for future academic success and the development of STEM-related habits of mind. In this session, participants will make connections between current research and resources for science and math implementation. Strategies and activities to engage young learners in science, technology and mathematics will be provided. Educators will also explore resources for increasing STEM discourse and engaging families in science and math exploration at home.

Participants will receive two professional learning units for participating.

Tuesday, Sept. 29, 2020, 4-5 p.m.

AUDIENCE: ECE educators and support staff in child care centers, pre-K-third grade STEM and Science teachers at DCPS and public charters, and community-based organizations (CBOs)

Deepening Reading Comprehension through STEM for Elementary School Students

OSSE invites grades pre-K-5 teachers and instructional coaches to register for a professional development opportunity exploring methodologies for improving reading comprehension and supporting Common Core English Language Arts (ELA) practices in alignment with Next Generation Science Standards (NGSS). In this session, participants will:

- Learn about Novel Engineering, a research-based approach from Tufts University that integrates engineering and literacy in a variety of grade levels.
- Explore how the approach builds off literature already being used in the classroom providing opportunities for cross content collaboration in planning and instruction.
- Support teachers in planning to provide students with the skills, strategies and tools to read and engage with complex text through a scientific lens in order to address engineering problems, devise solutions, and improve reading comprehension.

Thursday, Oct. 21, 2020, 2-3:30 p.m.

AUDIENCE: English Language Arts (ELA) and Science Grades PK-5 general education and special education teachers, instructional coaches, and instructional leaders, and instructional coaches



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

Questions? Lauren.Allen@dc.gov. Check out OSSE's Teaching and Learning Resources website:

osse.dc.gov/service/k-12-teaching-and-learning-resources.

Deepening Reading Comprehension through STEM for Middle School Students

OSSE invites middle school science teachers, grades 6-8 teachers and instructional coaches to register for this professional development opportunity exploring methodologies for improving reading comprehension and supporting Common Core English Language Arts (ELA) practices in alignment with Next Generation Science Standards (NGSS). In this session, participants will:

Wednesday Oct. 7, 2020, 2-3 p.m.

AUDIENCE: English Language Arts (ELA) and Science Grades 6-12 general education and special education teachers, instructional coaches, and instructional leaders

- Learn about Novel Engineering, a research-based approach from Tufts University that integrates engineering and literacy in a variety of grade levels.
- Explore how the approach builds off literature already being used in the classroom providing opportunities for cross content collaboration in planning and instruction.
- Support teachers in planning to provide students with the skills, strategies and tools to read and engage with complex text through a scientific lens in order to address engineering problems, devise solutions, and improve reading comprehension.

Quick Checks for Understanding in Academic Content Areas: Science Session

OSSE invites Science teachers Grades K-12 to register for a web-based professional development in which participants will spend time digging into content-based formative assessments in order to identify the best mode of instruction for face-to-face and/or hybrid learning including differentiation strategies to provide equitable learning opportunities. In this session, participants will:

Wednesday, Nov. 4, 2020, 2-3:30 p.m.

AUDIENCE: K-12 Science and STEM teachers and instructional coaches

- Determine student understanding of prerequisites based on diagnostic or formative data,
- Use the data to identify the best mode(s) of instruction in order to provide equitable instruction for all students, and
- Consider differentiation strategies and/or supports for face-to-face or hybrid instruction.

Science in Focus: Meeting the Rigor of the Next Generation Science Standards

Next Generation Science Standards (NGSS) identify scientific and engineering practices, cross-cutting concepts, and core ideas in science that all K-12 students should master to be prepared for success in college and 21st-century careers. By adopting these standards, the District has set a high bar for science performance that reflects the needs of a changing career landscape. These expectations set by standards and assessments will require shifts in instruction. In service of schools and students, OSSE is committed to supporting LEAs and schools as they continue the transition to the NGSS.

Dec. 7, 2020, 10-11:30 a.m.

AUDIENCE: K-12 Science and STEM teachers, instructional coaches, and instructional leaders

This webinar will aid school and instructional leaders in understanding the cognitive complexity of the NGSS and utilizing the DC Science Assessment resources for creating tasks for instruction and assessment that are better aligned to the new expectations. Participants will also learn about resources to support instruction planning and educator or staff development.

The Inclusive Science Classroom: Supporting All Learners

The Inclusive Science Classroom will focus on leveraging principles of Universal Design for Learning (UDL) to increase access to high-quality instruction in Science. This training will showcase research and evidence-based practices in the science classrooms and use case studies to explore modifications in planning and implementation. Participants will discuss options for digital applications to support learning for all students and explore how to utilize these resources to implement high leverage practices. Participants will receive one professional learning unit for attending.

Wednesday, Jan. 13, 2021, 3-4 p.m.

AUDIENCE: K-12 Science and STEM teachers and instructional coaches

Questions? Anika.Harris@dc.gov. Check out OSSE's English Learner Instructional Resources website: osse.dc.gov/page/english-learner-instructional-resources.

Supporting English Learners through the Sheltered Instruction Observation Protocol (SIOP)

This interactive series aims to familiarize participants with select components of the SIOP Model so they can design and deliver content and English language development instruction in a manner that is accessible to English learners (ELs). The SIOP Model, a program model LEAs may implement to deliver English language development services to their ELs, is a research-based instructional method that was created to respond to the needs of ELs in content-area classrooms. Participants will engage in activities that simultaneously replicate virtual learning activities for the classroom and deepen their knowledge of SIOP. The series consist of five sessions meeting September through January and three sessions to be held in the spring. The series is ideal for those who are new to SIOP as well as those with a basic working knowledge of the SIOP Model.

The theme for each session is as follows:

- Session 1: Second Language Acquisition
- Session 2: SIOP Model Overview
- Session 3: Lesson Preparation: Content and Language Objectives
- Session 4: Language Objectives Intensive Part 1 (prerequisite: Session 3)
- Session 5: Language Objectives Intensive Part 2 (prerequisites: Sessions 3 and 4)

By the end of the five fall sessions, participants will:

- Define the components and key features of the SIOP Model;
- Describe the principles of second language acquisition theory and their effect in the content area classroom;
- Evaluate the elements of language and content objectives, the Lesson Preparation component's critical features; and
- Discuss the benefits and limitations of select digital learning resources for instruction with ELs.

Each synchronous virtual session will be followed by an asynchronous application activity to solidify participants' understanding of how to incorporate SIOP in their instructional settings. The facilitator will also offer optional 20-minute consultations, at a mutually agreeable time, for those participants desiring one-on-one support with the session material.

Participation in all five sessions is strongly encouraged. Space is limited. Teams of educators from the same school will be given preference in registering. Participants may earn up to 10 professional learning units (PLUs) for full attendance at all five sessions plus up to five additional PLUs for completion of all five application activities.

FIVE SESSIONS on Fridays @ 12-1:45 p.m.
Sept. 25, Oct. 16, Nov. 13, Dec. 18, 2020
and Jan. 15, 2021

AUDIENCE: Grades pre-K-12 general education, EL and special education teachers, instructional coaches, and instructional leaders.

Questions? Anika.Harris@dc.gov. Check out OSSE's English Learner Instructional Resources website: osse.dc.gov/page/english-learner-instructional-resources.

WIDA Self-Paced eWorkshops

Educators in the District of Columbia have access to an expanded selection of WIDA's online learning content beginning **Sept. 1, 2020 through Aug. 31, 2021**. WIDA's eight self-paced eWorkshops feature research-based content including strategies and resources educators can put into use immediately.

Educators may elect to complete one or all of the following eWorkshops:

- **WIDA Writing Rubric:** Supports educators using the WIDA Writing Rubric to work effectively with multilingual learners in their writing development. For grade 1–12 ESL teachers.
- **Doing and Talking STEM:** Supports educators as they interact with the resources introduced on the Doing and Talking Math and Science website, developed by WIDA researchers. For grade K–12 science, math, and ESL teachers.
- **Classroom Teachers: Engaging Multilingual Newcomers:** Explores community building and instructional strategies for teachers of multilingual learners who have recently arrived in the US or who are new to US schools. For K–12 classroom teachers.
- **Leading for Equity: Classroom Walkthrough:** Introduces leaders to a classroom walkthrough resource that highlights practices and principles of exemplary and equitable teaching for multilingual learners. For K–12 school leaders.
- **Developing Language for Learning in Mathematics:** Illustrates the benefits of designing mathematics instruction to provide multilingual students opportunities to use language to express their ideas and co-construct ideas with others. For K–12 math and ESL teachers.
- **Social Studies: Engaging Multilingual Learners through Inquiry**
Focuses on the use of student and class assets to plan inquiry-based instruction, and explores how to consider the content and language needs of multilingual learners in social studies. For K-12 social studies teachers and ESL teachers.
- **School Improvement Planning for Equitable Education of Multilingual Learners:** Introduces leadership principles and practices to provide equitable educational opportunities for multilingual learners, based on a distributive leadership model. For any K-12 school leader. (Available starting winter 2021)
- **Engaging with the WIDA Standards: A Collaborative Approach:** Explores ways to use the WIDA ELD Standards, 2020 Edition to support multilingual learners' achievement and language development. For K-12 educators. (Available starting winter 2021)

The content is free and available to those who have a WIDA Secure Portal. Educators with an existing WIDA Secure Portal account will find the courses uploaded to their account on Sept. 1, 2020. **Those desiring a WIDA Secure Portal account may request access by completing [this form](#).** Upon completion of a self-paced eWorkshop, participants can print a Certificate of Completion.

Questions? Santiago.Sanchez@dc.gov. Check out OSSE's Dual Language website:

<https://osse.dc.gov/page/dual-language>

Defining Instructional Programs for Multilingual Education This training session will focus on instructional program definitions and essential features for planning and implementing dual language programs. This virtual PD is focused on providing an overview of dual language programs that are currently offered in DC public and charter schools as well as research-based practices to successfully implement an instructional program in-person or during distance learning in compliance with the laws and policies related to educational services provided to English learners. By the end of this session, participants will:

- Possesses in-depth understanding of dual language program definitions, features, and goals;
- Develop a school dual language profile that clearly reflects the instructional model implemented; and
- Identify areas of improvement to strengthen teaching and learning practices across grade-levels where instruction in two languages is provided.

Wednesday, Sept. 30, 2020, 9-11 a.m.

AUDIENCE: Administrators, grades K-12 dual language educational leaders, instructional coaches, and curriculum developers.

Participants will receive tools to define, analyze, and monitor the dual language program implemented in each of their schools/grades in order to make informed decisions.

Teaching Strategies to Develop Cross-Language Connections This interactive session will focus on metalinguistic skills acquired by emergent bilinguals while becoming literate in two languages. Using language strategically in a bilingual context is an effective research-based practice and students benefit from having two languages that interact and complement each other. Cross-language connections can be leveraged when teachers are intentionally planning activities to help students to think and talk about language, and in the case of biliteracy, understanding the relationship between and within languages. The strategies will be modeled to be implemented in a distance learning environment. By the end of this session, participants will:

- Identify a set of strategies that will help students to improve abilities to detect, understand, and talk about how their languages are similar and different;
- Gain in-depth knowledge on how cross-language connections develop a self-expanding bilingual communicative system; and
- Plan strategies to support student's in developing skills to identify, analyze, and manipulate language forms and language structures between and across languages.

Wednesday, Oct. 21, 2020, 3-5 p.m.

AUDIENCE: Grades K-12 dual language educational leaders, instructional coaches, bilingual teachers, and general education teachers.

It is highly recommended but not required to attend to participate in PD sessions: Planning Instruction for Emergent Bilinguals and The Dictado, an Instructional Approach to Develop Language Arts Skills.

This interactive session will give the participants an opportunity to understand, plan, and implement cross-language connection strategies in a virtual learning environment. Additionally, participants will have the opportunity to exchange ideas with other dual language teachers delivering instruction in a bilingual setting.

Questions? Santiago.Sanchez@dc.gov. Check out OSSE's Dual Language website:

<https://osse.dc.gov/page/dual-language>

Planning Instruction for Emergent Bilinguals This session is designed to provide teachers guidance and support on the implementation of the research-based instructional framework, Universal Design for Learning (UDL) in a dual language context. The virtual PD is focused on planning units of learning to facilitate the collaboration among teachers delivering instruction in two languages. By the end of this session, participants will:

- Engage with the principles of teaching for biliteracy using UDL framework to create biliterate units of learning;
- Analyze their current planning process and instructional practices to have students learn content and language in a dual language classroom; and
- Plan for implementation of biliterate units of learning aligned with the UDL Instructional framework.

Wednesday, Nov. 18, 2020, 3 — 5 p.m.

AUDIENCE: Grades K-12 dual language teachers, instructional coaches, and general education teachers.

It is highly recommended but not required to attend to participate in PD sessions: Teaching Strategies to Develop Cross-Language Connections and The Dictado, an Instructional Approach to Develop Language Arts Skills.

Participants will have the opportunity to share planning protocols and enrich their experience by exploring tools to plan biliterate units of learning. This virtual PD will provide instructional coaches and teachers an opportunity to reflect on daily instruction to improve students' achievements on standard-based instruction in two languages.

The Dictado, An Instructional Approach to Develop Language Arts Skills This training session will focus on using the dictado as a culturally relevant strategy to refine language arts skills in both English and the partner language. The dictado is a research-based strategy grounded in the principle that all learning is social, and learning is enhanced for students when they have opportunities to work within their zones of proximal development and with a more capable peer or adult. The activities planning for this session will be designed to implement the dictado in a distance learning environment. By the end of this session, participants will:

- Understand the dictado as an effective approach to develop students' self-correction and metalinguistic skills;
- Plan a minilesson to implement a dictado to promote teacher-student and Student-student collaboration to learn and practice language arts skills; and
- Use explicit guidance and teaching supports to improve students' competence in reading, writing, oracy, and metalanguage.

Wednesday, Dec. 9, 2020, 3-5 p.m.

AUDIENCE: Grades K-12 dual language educational leaders, instructional coaches, curriculum developers, and bilingual teacher leaders.

It is highly recommended but not required to attend to participate in PD sessions: Teaching Strategies to Develop Cross-Language Connections and Planning Instruction for Emergent Bilinguals.

Participant will receive tools to plan, implement, and monitor a dictado routine. Additionally, participants will engage in professional interactions with other dual language teachers to reflect on highly effective instructional practices to improve the quality of instruction delivered in dual language classrooms.

Questions? Santiago.Sanchez@dc.gov. Check out OSSE's Dual Language website:

<https://osse.dc.gov/page/dual-language>

Dual Language Curriculum Development and Learning Environment This training session will focus on tools to evaluate the quality of instructional materials in a language other than English. The design and/or access to high-quality instructional resources to deliver instruction in a language other than English is an important feature of dual language programs. OSSE offers this PD session to support LEAs in the analysis and evaluation of instructional resources considered to deliver instruction in a dual language classroom. OSSE will not either evaluate curricula or provide instructional resources for dual language instruction. This virtual PD will provide dual language educators the opportunity to practice tools to identify and evaluate the curriculum materials while creating learning environments and delivering instruction for emergent bilinguals. By the end of this session, participants will:

- Use tools to identify high-quality instructional resources as a vehicle to deliver standard-based instruction;
- Identify the characteristics of high-quality materials to deliver instruction in a dual language instructional model; and
- Receive guidance to ensure that instructional resources are culturally and linguistically appropriate for dual language instruction.

Wednesday, Jan. 13, 2021, 9 — 11 a.m.

AUDIENCE: Administrators, grades K-12 dual language educational leaders, instructional coaches, curriculum developers, and teacher leaders.

This interactive session will equip participants in being prepared to increase the quality of instruction in two languages. Additionally, participants will have the opportunity to collaborate with colleagues working in dual language schools across the city.

Questions? Jennifer.Carpenter@dc.gov or Angela.Awonaike@dc.gov

Online Course: Using High-leverage Practices Improve Outcomes for ALL Students is a six-week online course comprised of four online modules with assignments, each focusing on a different domain of evidence-based, high-leverage practices that correlate with improved academic and social-emotional outcomes for all learners, regardless of disability status.

DATES: This online course will run from Oct. 13 – Nov. 20, 2020

Module 1 Collaboration	Module 2 Assessment	Module 3 Social-emotional Learning	Module 4 Instruction
<ul style="list-style-type: none"> Identify the key skills and structures that support efficient, effective collaboration between general education teachers, special education teachers, paraprofessionals, and support staff. Apply knowledge of these skills and structures to use a sample shared problem-solving protocol to address common instructional issues. Discuss evidence-based principles for fostering positive relationships between educators and families. 	<ul style="list-style-type: none"> Identify formal and informal assessment tools and strategies used to collect information on students' present levels of academic and functional performance and identify their strengths and needs for support. Apply knowledge of these tools and strategies to integrate assessment data to create a comprehensive learner profile. Identify the key elements of data-based instructional strategies. 	<ul style="list-style-type: none"> Identify routines and procedures that support the development of a respectful, consistent, positive classroom environment that empowers students to take ownership of their learning. Identify key elements of effective social skills instruction that can be integrated into classroom routines, procedures, and delivery of content. 	<ul style="list-style-type: none"> Practice using data to identify appropriate learning goals. Identify key elements of specially-designed instruction. Identify the key elements of instructional strategies that support metacognition.

AUDIENCE: This series was created for general educators who wish to develop their capacity to effectively teach students with disabilities and for general education and special education co-teaching pairs who wish to deepen their instructional practice together.

Participation Option	PLUs Earned for Completion	How do I choose this option?
Complete all modules	12	It's easy! Just register for the course and get to work. You will receive three professional learning units for each module that you complete.
Complete one or more individual modules	Three for each module completed	

SPED Using Data to Develop High-Quality IEPs

Questions? Jennifer.Carpenter@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Online Course: Using Data to Develop High-quality IEPs is an eight-week online course comprised of six online modules with assignments, each focusing on a different aspect of the IEP development process. The modules and discussion guides are based OSSE's IEP Quality Series. This online professional development series is focused on building special educators' capacity to develop high-quality individual education programs (IEPs).

Through engagement in this series, participants will learn and understand:

- Legal requirements pertaining to IEP development and provision of special education services
- How to use data to develop individualized, impactful, and actionable IEPs

Module 1 Getting Started	Module 2 Using Data to Describe Students' Present Levels of Performance	Module 3 Using Data to Draft Appropriately Ambitious IEP Goals
Online module opens: Oct. 13, 2020 Synchronous Seminar Date: Oct. 15, 2020	Online module opens: Oct. 19, 2020 Synchronous Seminar Date: Oct. 22, 2020	Online module opens: Oct. 26, 2020 Synchronous Seminar Date: Nov. 5, 2020
Module 4 Using Data to Design Individualized Accommodations and Supports	Module 5 Using Data to Propose Appropriate Service Hours and Setting	Module 6 Preparing to Act
Online module opens: Nov. 9, 2020 Synchronous Seminar Date: Nov. 19, 2020	Online module opens: Nov. 23, 2020 Synchronous Seminar Date: Dec. 3, 2020	Online module opens: Dec. 7, 2020 Synchronous Seminar Date: Dec. 17, 2020

AUDIENCE: All LEA, school and special education leaders; special education teachers; and related service providers serving students with disabilities ages 3 – 22. Interested educators have the following options for participation:

Participation Option	PLUs Earned for Completion	How do I choose this option?
Participate in all sessions	24	It's easy! Just register for the course and get to work. You will receive four professional learning units for each module that you complete.
Complete two or more modules*	Four for Module one Four for each additional module	

*All participants are required to complete Module 1 before advancing to additional modules



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

ST Secondary Transition 101

Questions? Jennifer.Carpenter@dc.gov or chelsea.kovacs@schooltalkdc.org

Online Course: Secondary Transition 101 is comprised of four synchronous 1.5 hour, seminar sessions, each focusing on a different aspect of the Secondary Transition process. This online professional development series will be offered twice this fall. It is designed to build special educators' capacity to develop and implement high-quality Individualized Transition Plans (ITPs) for transition-age youth. The series includes an emphasis on virtual transition planning, assessments, & services to accommodate individual needs during the coronavirus (COVID-19) pandemic. Participants will get the opportunity to try out some online tools to support student transition programming, while maintaining a safe social distance. These online sessions are hosted in collaboration with SchoolTalk, Inc. and the Office of the State Superintendent of Education (OSSE).

Session 1 Legal & Theoretical Background of Secondary Transition	Session 2 Parts of the Transition Plan Pt. 1	Session 3 Parts of the Transition Plan Pt. 2	Session 4 The Final IEP
<p>Participants will:</p> <ul style="list-style-type: none"> o familiarize themselves with post-secondary outcomes of students with disabilities in DC and across the US o understand the federal and local laws, theory, and research that support the IDEA's secondary transition mandate 	<p>Participants will:</p> <ul style="list-style-type: none"> o define student and family involvement in the development and implementation of the Transition Plan o define the three transition domains o identify (distance learning and in-person) age-appropriate transition assessments to guide all transition programming 	<p>Participants will:</p> <ul style="list-style-type: none"> o draft individualized post-secondary & annual transition goals based on age-appropriate transition assessments o identify (distance learning and in-person) transition services and course of study to help students meet transition goals 	<p>Participants will:</p> <ul style="list-style-type: none"> o identify procedural requirements as students reach age of majority and prepare to exit high school o understand how to connect youth and families to adult service agencies o review the purpose of the summary of performance
<p>Wednesday, Sept. 30, 2020 4 – 5 p.m. or Thursday, Oct. 29, 2020 4 – 5 p.m.</p>	<p>Wednesday, Oct. 7, 2020 4 – 5 p.m. or Thursday, Nov. 5, 2020 4 – 5 p.m.</p>	<p>Wednesday, Oct. 14, 2020 4 – 5 p.m. or Thursday, Nov. 12, 2020 4 – 5 p.m.</p>	<p>Wednesday, Oct. 21, 2020 4 – 5 p.m. or Thursday, Nov. 19, 2020 4 – 5 p.m.</p>

AUDIENCE: This series was created for special educators who wish to develop their capacity to effectively develop and implement high-quality Individualized Transition Plans.

Participation Option	PLUs Earned for Completion	How do I choose this option?
Participate in all sessions	six	It's easy! Just register for the course and get to work. You will receive 1.5 PLUs for each session that you participate in.
Participate in one or more individual sessions*	1.5 for session one 1.5 for each additional session completed	

*All participants are required to attend Session 1 before advancing to additional sessions



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Webinar: Understanding and Implementing Section 504

Join OSSE for a training that explores both the law and the school's role for Section 504 of the Rehabilitation Act of 1973. Section 504 is a civil rights law that requires school districts to provide eligible students with disabilities a free and appropriate public education (FAPE). Section 504 contains non-discrimination requirements which state that all students with a physical or mental impairment that substantially limits one or more major life activities must be protected from discrimination and receive education services that are equal to that of their non-disabled peers. This training will guide participants through:

- An overview of Section 504;
- A step-by-step walk-through of the Section 504 process from referral
- to implementation; and
- Section 504 best practices and frequently asked questions.

Participants will receive a certificate for two professional learning units following participation and survey completion.

Monday, Oct. 26, 2020, 9 —11 a.m.

AUDIENCE: All public or public charter school staff members currently service in the District of Columbia Public Schools and public charter schools

Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Webinar: Student Support Teams The Student Support Team (SST) is a collaborative, school-based, problem-solving team that is organized to address academic, medical, behavioral/emotional, and/or other problems that may interfere with a student's ability to obtain an appropriate education. OSSE's Division of Teaching and Learning will provide an introduction and deep dive into the SST process with a two-part training to empower school teams to build and improve their SST teams and processes. The SST Foundations training is part one of this series, and will include:

- An overview of the SST process and Response to Intervention (RtI);
- Best practices for the SST process;
- Selecting appropriate interventions; and
- Curriculum-based monitoring

All public or public charter school staff members in the District who are interested in learning more about the SST process, or who are part of their school's current SST process, are invited to participate. Participants will receive a certificate for two professional learning units following participation and survey completion.

2 SESSIONS

Sept. 17, 2020, 9 – 11 a.m.

Oct. 2, 2020, 9— 11 a.m.

AUDIENCE: All public or public charter school staff members in the District who are interested in learning more about the SST process, or who are part of their school's current SST process, are invited to participate.

Webinar: Response to Intervention for Middle and High Schools Response to Intervention (RtI) is a school-based, multi-level prevention system of identification and intervention for students at academic or behavioral risk. OSSE's Division of Teaching and Learning will hold an RtI training on implementing the system in a secondary setting. The training will include:

- Academic and behavioral instruction and intervention;
- Contextual factors particular to tiered interventions in middle and high school; and
- Structured problem-solving

This training is open to middle and high school educators, administrators, and support staff who are interested in learning about RtI for the first time, or who would like a refresher. Participants will receive a certificate for two professional learning units following participation and survey completion.

Dec. 8, 2020, 9—11 a.m.

AUDIENCE: Secondary educators interested in learning about Response to Intervention currently employed in the District of Columbia Public Schools or public charter schools.

Questions? Angela.Awonaike@dc.gov. Check out OSSE's Teaching and Learning Resources website:

osse.dc.gov/service/k-12-teaching-and-learning-resources.

Webinar: Developing an Effective Response to Intervention System Response to Intervention (RtI) is a school-based, multi-level prevention system with identification and intervention for students at academic or behavioral risk. OSSE's Division of Teaching & Learning will hold a training for school-based leaders on developing and improving school RtI systems. This training will focus on:

- Response to Intervention key concepts;
- Planning professional development;
- Screening and progress monitoring; and
- Selecting interventions

Participants will leave the training with knowledge and tools to assess their present systems of students support and tools to support areas of improvement. Participants will receive a certificate for two professional learning units following participation and survey completion.

THREE SESSIONS

Sept. 15, 2020, 10 a.m. -12 p.m.

Oct. 20, 10 a.m. -12 p.m.

Nov. 17, 2020, 10 a.m. -12 p.m.

AUDIENCE: School administrators, Student Support Team leaders, and other members of Response to Interventions teams currently employed in the District of Columbia Public Schools or public charter schools.

Webinar: Response to Intervention Response to Intervention (RtI) is a school-based multi-tiered systems of support (MTSS). Focused on academics, this multilevel prevention system supports identification and intervention for student at academic or behavioral risk. OSSE's Division of Teaching and Learning will hold an RtI training with the following focus:

- RtI tiers;
- Academic and behavioral instruction and intervention;
- Progress monitoring and data analysis'

This training is open to District of Columbia educators, administrators, and support staff who are interested in learning about RtI for the first time, or who would like a refresher.

Participants will receive a certificate for two professional learning units following participation and survey completion.

THREE SESSIONS

Sept. 10, 2020, 9 —11 a.m.

Oct. 15, 2020, 9 —11 a.m.

Nov. 10, 2020, 9 —11 a.m.

AUDIENCE: All school-based educators interested in learning about Response to Intervention currently employed in the District of Columbia Public Schools or public charter schools.

PBIS Positive Behavior Interventions and Supports

Questions? Kristian.Lenderman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Team Professional Learning Opportunity: Strengthening and Adjusting PBIS Tier 1

OSSE, in partnership with the Center for Social Behavior Support, will guide school leadership teams through using the fundamental components of Tier 1 Positive Behavioral Interventions and Supports (PBIS) with adjustments and considerations to build a roadmap that addresses the current reality. Teams will work through a plan for various teaching and learning contexts such as in-person, distance learning, and hybrid, as well as, stakeholder engagement, a critical component of implementation fidelity, throughout the three days. The following topics will be addressed:

- Day 1: Relationships/Connections/ Communication
 - Positive, Safe and Predictable Learning Environments (Part 1)
- Day 2: Positive, Safe and Predictable Learning Environments (Part 2)
 - Teaching and Learning for Integrated SEB & Academics
- Day 3: Team Data-Based Decision Making
 - Rethinking Discipline: Responding with Compassion & Grace

Participants will be offered six professional learning units for full participation.

Tuesday, Wednesday, Thursday, Aug. 19-21 from 9 a.m. – 12:30 p.m. (Repeated Nov. 3-5)

AUDIENCE: LEA and school-based teams in order for effective planning to occur; however, individual administrators and educators are also invited to attend.

Using the Equity Field Guide to Support Implementation

Schools are working towards more equitable approaches to discipline and educational supports are not equitable in many schools. OSSE, in partnership with the Center for Social Behavior Support, will host a webinar that will introduce a five-point multicomponent approach to reduce disproportionality in schools. It is anchored to the Positive Behavioral Interventions and Supports (PBIS) Multi-Tiered Framework and incorporates a focus on instruction, policy with meaningful and authentic use of data.

Participants will be offered three professional learning units for full participation.

Tuesday, Sept. 15, 2020, 9 a.m.—12 p.m.

AUDIENCE: This training is geared towards teachers, administrators and support staff serving grades K-12.

Building Systems and Using Data to Support Tier 2 practices

Within an MTSS framework, Tier 2 (targeted) support consists of aligning data, systems, and practices necessary to support students we are not being responsive to through our universal supports. Tier 2 is sometimes described as a systematic intensification of universal effective behavior supports. OSSE, in partnership with the Center for Social Behavior Support, will host a webinar with a focus on the systems and data used to measure, implement and monitor Tier 2 interventions through Check In Check Out, an evidence based practice. The discussion will include strategies for implementing in-person, hybrid, and remote learning settings.

Participants will be offered three professional learning units for full participation.

Thursday & Friday, Sept. 17-18, 2020, 9 a.m.—12:30 p.m. both days

AUDIENCE: This training is geared towards leadership or implementation teams consisting of teachers, administrators and support staff serving grades K-12.

Remote FBA's: How to do them with Equity and Fidelity in the Current Reality The purpose of an FBA is to closely analyze the environmental factors impacting a person's maladaptive behavior, and determine the function, or why, the person is engaging in the behavior. It requires close examination of both the environment and the person demonstrating the behavior. In our new remote reality, how can FBAs be conducted with equity and fidelity, especially in consideration of the stressors family members and caregivers are currently managing? OSSE, in partnership with **The Special Education Cooperative** will host a webinar to provide some insight and considerations.

We also welcome special guest, **Bobbie J. Gallagher, Ph.D., BCBA**, for a guided Q & A session. Gallagher, Ph.D., BCBA, is a Board-Certified Behavior Analyst at the doctoral level with more than 20 years of experience in the field of ABA. Participants will be offered professional learning units for full participation.

Wednesday, Sept. 23, 2020, 2-3:30 p.m.

AUDIENCE: This training is geared towards teachers, administrators and support staff serving grades K-12.



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

PBIS Positive Behavior Interventions and Supports

Questions? Kristian.Lenderman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Positive Behavior Supports for the Virtual Classroom

OSSE will host a half-day training that will provide tools to help translate positive behavior supports from the physical to the virtual world. In this workshop, participants will learn how to implement basic Tier 1 behavioral interventions virtually by focusing on expectations and procedures in their classrooms. The training will review:

- Setting up clear expectations
- Create acknowledgement systems
- Respond to behavior
- Increasing probabilities for success

Wednesday, Oct. 14, 2020, 10 a.m.—12 p.m.

AUDIENCE: All general education and special education teachers, instructional coaches, and instructional leaders.

Participants will be offered two professional learning units for full participation in each session.

Data-Driven Decision Making for School-wide Behavioral Systems

Don't know where to go next to support your school-wide behavioral systems? Come join OSSE to learn how to implement data decision making into your weekly routine. In this training, teams will learn how to leverage specific data to make better informed decisions around behavior in their schools. We will spend time developing team norms and expectations, then exploring how to collect and analyze behavioral data on a school wide level. Educators should leave this training with tangible next steps to improve school wide systems, routines and procedures informed by data.

Wednesday, Dec. 2, 2020, 10 a.m.—12 p.m.

AUDIENCE: All general education and special education teachers, instructional coaches, and instructional leaders.

Participants will be offered two professional learning units for full participation in each session.

Helping Families Use Positive Behavior Supports

As families become an even more integral part to student learning, educators can support caregivers in creating positive behavior supports in the home to promote student learning and healthy relationships. In this half day workshop, we will share ideas on how to help families:

- Set up clear expectations
- Create acknowledgement systems
- Respond to behavior
- Increasing probabilities for success

Wednesday, Oct. 28, 2020, 10 a.m.—12 p.m.

AUDIENCE: All general education and special education teachers, instructional coaches, and instructional leaders.

Participants will be offered two professional learning units for full participation in each session.



HOW DO I REGISTER? Visit the [OSSE Training Registration Application](#), and search for a training by title, topic, or date.

Questions? Kristian.Lenderman@dc.gov. Check out OSSE's Teaching and Learning Resources website: osse.dc.gov/service/k-12-teaching-and-learning-resources.

Culture of Care Institute

OSSE, in collaboration with Pure Edge, Inc., will host a three-day Culture of Care institute for educators and leaders. The Culture of Care training prepares educators to deliver breathing, mindful movement and relaxation exercises in the classroom and to train colleagues to do the same. Participants will learn and be able to communicate how this approach promotes social emotional learning (SEL) in the classroom. The training is delivered in three full-day sessions. Each session includes a self-care practice for participants, as well as time for Q & A and practical implementation strategies. The sessions are highly interactive and participants will practice teaching the exercises with colleagues. Participants will become familiar with the Pure Edge online resource library to support establishing a Culture of Care at their school site.

- Session 1 – Building Belonging: Start with Heart
- Session 2 – SEL and Self-Care
- Session 3 – Introduction to Brain Breaks
- Session 4 – Implementing a Culture of Care

Participants will be offered ten professional learning units for full participation in all sessions.

Session 1: Tuesday, Sept. 22, 2020, 2-4:30 p.m.

Session 2: Thursday, Sept. 24, 2020, 2-4:30 p.m.

Session 3: Tuesday, Sept. 29, 2020, 2-4:30 p.m.

Session 4: Thursday, Oct. 1, 2020, 2-4:30 p.m.

AUDIENCE: All general education and special education teachers, instructional coaches, and instructional leaders.

Live, Learn, Share – Educator Self-Care Follow Up

OSSE, in collaboration with Pure Edge, Inc., will host a follow up to the Educator Self-Care series entitled “Live, Learn, Share.”

In this series of one hour webinars, you will focus on enhancing your own skills so that you may share with others. Participants will apply focused awareness to building safe and supportive relationships, strengthening co-regulation with others, and building interaction skills that support social competence and academic success.

Participants will be offered five professional learning units for full participation in each session.

**Monday through Friday,
Aug. 31 – Sept. 4, 2020
from 1 – 2p.m. each day.**

AUDIENCE: All general education and special education teachers, instructional coaches, and instructional leaders.