



# Professional Learning Catalog

## *Summer 2021*

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### HELPFUL LINKS

[Subscribe to the monthly TAL PD Bulletin](#)

[TAL PD Team Contact Info](#) • [TAL Resource Page](#)

[View upcoming training dates and access registration links in the OSSE Training Registration App](#)  
(if unable to connect to app, type in browser: <https://octo.quickbase.com/db/bj339wdcr>)

Questions? [Ashleigh.Tillman@dc.gov](mailto:Ashleigh.Tillman@dc.gov). Check out the Teaching and Learning resource page on the OSSE website: [osse.dc.gov/page/teaching-and-learning-professional-development-opportunities](https://osse.dc.gov/page/teaching-and-learning-professional-development-opportunities)

## Prioritizing Content to Accelerate Learning

Are you an **instructional leader** responsible for planning intentional strategies to accelerate students' learning this upcoming school year? The Division of Teaching and Learning at the Office of the State Superintendent of Education (OSSE) is excited to provide a 90-minute professional learning opportunity for school leaders to support and prioritize accelerated learning as a result of coronavirus (COVID-19) in their LEA continuous education plans. In this session, instructional leaders will:

- Summarize research-based practices as it relates to prioritizing academic content and accelerating learning.
- Clarify leader actions to support teaching and learning with specific content considerations.
- Develop a course of action, utilizing standard-based resources and data, to support teachers.

Following this session, school leaders will be equipped with knowledge and resources to prioritize content and accelerate learning in their school building. For questions, please contact Ashleigh Tillman at [Ashleigh.Tillman@dc.gov](mailto:Ashleigh.Tillman@dc.gov)

### 2 SESSIONS

10:30 a.m. – 12 p.m.

June 3 or July 13

**AUDIENCE:** School leaders such as principals, assistant principals, instructional coaches, content team or grade-level leads, reading specialists and STEM coordinators

## Rebounding Learning Visibly: Design Classroom Experiences that Accelerate Student Learning

OSSE, in partnership with Corwin, invites literacy teachers serving grades K-12, general and special education, instructional coaches, reading specialists, interventionists and instructional leaders to register for a professional learning series, Rebound: Making Literacy Visible. Educators are in need of strategies, tools and resources to rebound and accelerate learning as we return back to in-person learning this fall. In this session, you will build on your toolbox with resources and tools to ensure students gain a full year's worth of growth. We think it's time we focused on what works, what doesn't work, and what can't hurt. This work makes clear that students must develop surface-level knowledge if they are ever going to go deep. And we know that deep learning can facilitate transfer, which has been a goal shared by educators for as long as there have been teachers. During this learning series, participants will:

- Learn how to apply the principles of Visible Learning research to the literacy classroom,
- Understand the three phases of learning—surface, deep and transfer—and the unique importance of each,
- Learn which literacy practices have the will accelerate students learning and growth,
- Learn how to maximize and strategize teaching time, and
- Plan for application using the right approach at the right time, in order to intentionally design classroom experiences to rebound and accelerate student learning.

### 3-Day Learning Series:

Session 1A: Tuesday, July 27, 8:30 a.m.-3:30 p.m.

Session 1B: Wednesday, July 28, 8:30 a.m.-3:30 p.m.

Session 1C: Thursday, July 29, 8:30-11:30 a.m.

**AUDIENCE:** K-12, general and special education, instructional coaches, reading specialists, interventionists and instructional leaders.

By applying the practices of Visible Learning research to learning, participants can plan for rebounding by tapping into prior knowledge and accelerating learning to support students in capacity building for the three phases of learning. Not only will each participant receive a copy of Visible Learning for Literacy (e-book copies only), they will also receive 16 professional learning units (PLUs) for full participation in this professional learning opportunity. K-12 general and special education teachers, instructional coaches, reading specialists, reading interventionists, and instructional leaders are encouraged to register.



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

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

**Online Course: Introduction to Learner Variability** is an online course comprised of two live webinar sessions and up to four optional asynchronous "breakout" modules.

Through engagement in this series, participants will:

- Develop an understanding of the research on learner variability and its impact on teaching and learning,
- Deepen their understanding of learner factors and strategies to design learning experiences that maximize for learner variability, and
- Integrate learner variability into their daily lessons and planning process.

### Live Webinar 1

#### Understanding Learner Variability

*\*Participants must attend Live Webinar 1 to be prepared to engage in the breakout modules.*

Guiding questions:

- How does learner variability impact your teaching and learning?
- What is learner variability?
- How can research impact your teaching and learning?

Register for One Session for Live Webinar 1:

**Tuesday, June 22, 2021**

**10 – 11:30 a.m.**

OR

**Wednesday, June 23, 2021**

**3 – 4:30 p.m.**

### Asynchronous Breakout Module Options

Between the live webinars, four breakout options will be offered. You may register for as many as you like.

*\*Participants must attend Live Webinar 1 and complete at least one breakout module to be prepared for Live Webinar 2, Putting It into Practice.*

Cultivating Student Agency & Learner Mindsets	Designing for Learner Variability: Cognition	Integrating SEL into Everyday Lessons is Learner Variability	Designing for Learner Variability: Student Engagement
<ul style="list-style-type: none"> <li>• Learner Mindsets</li> <li>• Fostering Agency &amp; Motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Deep dive into cognitive factors and strategies</li> <li>• Supporting complex learners</li> </ul>	<ul style="list-style-type: none"> <li>• SEL &amp; Equity in the classroom: Disrupting Deficit Thinking</li> <li>• Understanding Stereotype Threat &amp; Adverse Experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Factors and strategies that support different components</li> <li>• Feedback matters</li> </ul>

**All four asynchronous breakout modules will be open from Friday, June 28 – Friday, July 9, 2021.**

### Live Webinar 2

#### Putting It into Practice

Guiding questions:

- How can learner variability support UDL and Tier I instruction?
- How can learner variability support continuous cycles of improvement throughout your MTSS framework?

Register for One Session for Live Webinar 2:

**Tuesday, July 13, 2021**

**10 – 11:30 a.m.**

OR

**Wednesday, July 14, 2021**

**3 – 4:30 p.m.**



**HOW DO I REGISTER?** Visit the [OSSE Training Registration Application](#),

and search for a training by title, topic, or date.

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

**Online Course: Using Data to Develop High-quality IEPs** is an online course comprised of four modules with assignments, each focusing on a different aspect of the IEP development process. This online professional development series is focused on building special educators' capacity to develop high-quality individualized 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, and
- How to use data to develop individualized, impactful, and actionable IEPs.

Module 1 Using Data to Describe Students' Present Levels of Performance	Module 2 Using Data to Draft Appropriately Ambitious IEP Goals
Online module opens: June 21, 2021 Live Webinar: Tuesday, June 22, 10 - 11 a.m.	Online module opens: June 28, 2021 Live Webinar: Tuesday, June 29, 10 - 11 a.m.
Module 3 Using Data to Design Individualized Accommodations and Supports	Module 4 Using Data to Propose Appropriate Service Hours and Setting
Online module opens: July 5, 2021 Live Webinar: Tuesday, July 6, 10 - 11 a.m.	Online module opens: July 12, 2021 Live Webinar: Tuesday, July 13, 10 - 11 a.m.

**AUDIENCE: All LEA and school leaders; special education coordinators and teachers; and related service providers serving students with disabilities aged 3 – 22.**

**Online Course: Using High-leverage Practices to Improve Outcomes for ALL Students** is an 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.

Module 1 Collaboration	Module 2 Assessment	Module 3 Social-emotional Learning	Module 4 Instruction
<ul style="list-style-type: none"> <li>• Identify the key skills and structures that support effective collaboration between educators.</li> <li>• Discuss evidence-based principles for fostering positive relationships between educators and families.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify formal and informal assessment tools and strategies used to identify students' strengths and needs for support.</li> <li>• Identify the key elements of data-based instructional strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify routines and procedures that support the development of a respectful, consistent, positive classroom environment.</li> <li>• Identify key elements of effective social skills instruction .</li> </ul>	<ul style="list-style-type: none"> <li>• Practice using data to identify appropriate learning goals.</li> <li>• Identify key elements of specially designed instruction.</li> <li>• Identify instructional strategies that support metacognition.</li> </ul>
Online module opens: June 21 Live Webinar: Thursday, June 24 9 - 10 a.m.	Online module opens: June 28 Live Webinar: Thursday, July 1 10 - 11 a.m.	Online module opens: July 5 Live Webinar: Thursday, July 8 22, 10 - 11 a.m.	Online module opens: July 12 Live Webinar: Thursday, July 15 10 - 11 a.m.

**AUDIENCE: All LEA and school leaders; special education coordinators and teachers; and related service providers serving students with disabilities aged 3 – 22.**



**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](mailto:Angela.Awonaike@dc.gov). Check out the Teaching and Learning resource page on the OSSE website: [osse.dc.gov/page/teaching-and-learning-professional-development-opportunities](https://osse.dc.gov/page/teaching-and-learning-professional-development-opportunities)

**Using Data to Identify Intervention Needs** Join OSSE for a two-part online training on data-based decision making for MTSS implementation. Participants will explore using multiple data sources to identify instructional gaps and trends in student needs. Participants will then walkthrough making decisions about instruction and identifying appropriate interventions.

This training is open to DC educators currently serving in DC public schools or charter schools. Participation of school intervention teams is recommended.

Three professional learning units will be used for each day of full participation.

**Available Sessions:**

June 22 and June 23, 2021, 9 a.m.–12 p.m.

July 13 and July 14, 2021, 9 a.m. –12 p.m.

**AUDIENCE:** Student Support Teams. All Prek-12 educators.



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

## Supporting English Learners in Math

Searching for ways to deliver high-quality instruction for English and multilingual learners? Want to increase your students English proficiency while simultaneously developing math understanding? These three sessions will help participants learn how to use and experience the benefits of a lesson design process that supports differentiation for the varied levels of English and multilingual learners in math classrooms.

	Part 1: Language Demands & Instructional Goals	Part 2: Intentional Communication	Part 3: Designing Effective Lessons
Cohort 1	July 20, 2021, 9-11 a.m.	July 21, 2021, 9-11 a.m.	July 22, 2021, 9-11 a.m.
Cohort 2	Aug. 17, 2021, 1-3 p.m.	Aug. 18, 2021, 1-3 p.m.	Aug. 19, 2021, 1-3 p.m.

Three-part course

Cohort 1: July 20-22, 9-11 a.m.

Cohort 2: Aug. 17-19, 1-3 p.m.

AUDIENCE: K-12 mathematics teachers, dual language and English language learner teachers, instructional coaches and leaders

Participants are encouraged to attend all three parts as the content works best when implemented together. A total of six professional learning units will be issued for active participation in all three sessions.

## Differentiating K-8 Math Instruction

Are you wondering how you might address gaps in student learning? This course helps teachers understand what it means to support all students by differentiating three aspects of the math curriculum: content, process and product. Teachers examine a variety of approaches that help them make instructional adjustments to content, provide activities that address how different students learn, and offer multiple ways for students to demonstrate what they've learned. Each part of the course will have a different focus:

Part 1: Knowing Your Students & Transforming Tasks	Part 2: Supporting Choice with Think-Tac-Toe	Part 3: Tiering Tasks
Examine forms of assessment and match instructional practices to meet the needs of students. Learn methods for transforming tasks to provide access for a wide range of learners.	Explore a framework that allows a teacher to vary the content, process and product for students.	Analyze a set of tiered tasks to provide access for all learners and consider the importance of collecting data to track students' learning.

Three-part series

June 29, 30 and July 1  
1-3 p.m.

AUDIENCE: Mathematics grades K-8 teachers, instructional coaches and interventionists

Participants are encouraged to attend all three, two-hour sessions because the content builds throughout the series. Educators who complete all three sessions will earn six professional learning units.



## Developing Number Sense

Number sense is more than memorizing facts and being proficient with computation! Number sense is a foundational skill that involves understanding numbers, their various meanings and representation and how they relate to other numbers and to our base ten system. Join OSSE and Math Solutions in uncovering strategies that empower your students to navigate the number system with confidence!

- Understand the characteristics of number sense and six strategies for developing students' sense of number
- Develop students' ability to determine the reasonableness of answers and foster flexible computation strategies
- Experience the power of routines that promote thinking and communicating about numbers across learning environments

Three-part course

Cohort 1: June 2, 9 and 16  
1-3 p.m.

Cohort 2: Aug. 9-11  
2-4 p.m.

**AUDIENCE: K-5 teachers and Instructional coaches, interventionists**

	Part 1: Examining Number Sense	Part 2: Estimation & Mental Math	Part 3: Number Sense Routines
Cohort 1	June 2, 2021, 1-3 p.m.	June 9, 2021, 1-3 p.m.	June 16, 2021, 1-3 p.m.
Cohort 2	Aug. 9, 2021, 2-4 p.m.	Aug. 10, 2021, 2-4 p.m.	Aug. 11, 2021, 2-4 p.m.

This course is not limited to K-5 teachers, if you have students in need of these foundational math skills you may want to consider this course. Participants are encouraged to attend all three parts of the course because the content and strategies are connected. Participants will receive six professional learning units for participation in all three parts.

## Making Sense of Fraction Computation: Multiplication & Division Edition

Interested in teaching fractions in a way that connects concepts and procedures? Aiming to build students' fraction operation sense? In this three-part course, participants will explore instructional strategies that build on students' understanding of whole number operations to make sense of multiplying and dividing fractions.

Part 1: How Students Learn	Part 2: Multiplying Fractions	Part 3: Dividing Fractions
Insight into what it means to do fraction computation with understanding	Discover connections between whole number multiplication, the properties of operations and fractions	A focus on patterns and estimation to build division understanding
July 27, 2021, 1-3 p.m.	July 28, 2021, 1-3 p.m.	July 29, 2021, 1-3 p.m.

Three-part course

July 27-29, 1-3 p.m.

**AUDIENCE: Mathematics grades 4-6, general education and special education teachers, coaches and instructional leaders**

Participants are strongly encouraged to attend all three sessions because the content build and the strategies are intended to be implemented together for maximum impact. Each session is two hours and active participants will receive six professional learning units.





## Number & Operations Base 10: A Focus on Addition & Subtraction

Join OSSE and Math Solutions to gain deeper insight into how our youngest mathematicians build understanding of addition and subtraction computation. With an emphasis on place value, sense-making and using tools strategically participants will walk away with classroom-ready routines, games and tasks to build students understanding of number and operations in base 10. This three-part course is perfect for math teachers with a range of learners. This course will build teacher's understanding of the progression of whole number addition and subtraction standards across grades K-3.

**Three-part course**  
**June 29, 30 and July 1**  
**10 a.m.-12 p.m.**  
**AUDIENCE: K-3 teachers,**  
**interventionists and**  
**Instructional leaders**

Part 1: Strategies	Part 2: The Power of Ten	Part 3: Using Appropriate Tools
Uncover what students need to understand in order to utilize specific strategies as called for in the Common Core	Follow the progression of working with smaller numbers to adding two-digit numbers with games and routines to foster students' "ten-ness"	Explore the hundred chart and open number line as a tool for understanding our number system and representing computation strategies
June 29, 2021, 10 a.m.-12 p.m.	June 30, 2021, 10 a.m.-12 p.m.	July 1, 2021, 10 a.m.-12 p.m.

Participants are encouraged to attend all three parts as the content will build on itself. A total of six professional learning units will be issued for active participation in all three sessions.

## Number & Operations Base 10: A Focus on Multiplication & Division

Multiplication and division are a large part of the essential learning in grades 3-5. Join OSSE and Math Solutions to collaboratively develop a shared understanding of these essential learnings so that you can develop a cohesive approach to support student learning. With an emphasis on manipulatives, the properties of operations and sense-making, participants will build their understanding of the progression of multiplication and division standards across grades 3-5.

**Three-part course**  
**July 14-16**  
**10 a.m.-12 p.m.**  
**AUDIENCE: Grade 3-5**  
**teachers, interventionists**  
**and Instructional leaders**

Part 1: Geometric Model for Multiplication	Part 2: Division Computation	Part 3: True, False & Open Sentences
Use manipulatives to teach factors, multiples, prime and composite numbers	Explore alternative division algorithms that build on number sense	Explore the role of the properties of operations in computation strategies
July 14, 2021 10 a.m.-12 p.m.	July 15, 2021 10 a.m.-12 p.m.	July 16, 2021 10 a.m.-12 p.m.

Participants are encouraged to attend all three parts as the content will build on itself. A total of six professional learning units will be issued for active participation in all three sessions.





## Making Sense of Fractions

Are your learners struggling to make sense of fractions? Looking to build students conceptual understanding? Fractions are the priority domain for learners in grades 3-5 and a firm understanding of these numbers is necessary for middle and high school mathematics. OSSE, in partnership with Math Solutions, invites mathematics teachers and coaches, grades 3-5 to participate in a six-part series to build understanding of fractions as numbers and make connections between whole number knowledge and fraction knowledge. In this course, participants will:

- Articulate the progression of Common Core fraction standards
- Describe the similar ways in which fractions and whole numbers operate
- Characterize teaching strategies for building fraction sense and distinguish the importance of each
- Implement instructional strategies that engage students in the habits of mathematical thinkers

July 7-9, 10 a.m.-12 p.m.

July 14-16, 10 a.m.-12 p.m.

**AUDIENCE: Mathematics grades 3-5 general education and special education teacher, and instructional leaders**

<b>Part 1: Laying the Groundwork</b> Explore relationships between division and equal shares	<b>Part 2: The Fraction Kit</b> Making sense of values with the fraction kit model	<b>Part 3: Equivalency &amp; Number Line</b> Go beyond procedures to understand partitioning, fractions as numbers and equivalent fractions
July 7, 2021, 10 a.m.-12 p.m.	July 8, 2021, 10 a.m.-12 p.m.	July 9, 2021, 10 a.m.-12 p.m.
<b>Part 4: Benchmark Fractions</b> Build fraction sense with benchmark fractions	<b>Part 5: Fractions &amp; Decimals</b> Translate between decimal and fraction notation to build fraction sense	<b>Part 6: Fraction Games</b> Games and routines to strengthen fraction sense
July 14, 2021, 10 a.m.-12 p.m.	July 15, 2021, 10 a.m.-12 p.m.	July 16, 2021, 10 a.m.-12 p.m.

Participants are welcome to attend the sessions as a series or individual sessions as needed. However, participants should be aware that the course content builds. Each session will be two hours and participants will receive 12 professional learning units for participation in the entire series.

## Building Brain Power with Culturally Responsive Mathematics Instruction

More than a motivational tool, culturally responsive teaching is a serious and powerful mindset that can be used to accelerate student learning. Join OSSE in a two-part series that focuses on how to use brain science and culture to address the needs of culturally- and linguistically-diverse students. In this session, participants will:

- Explore the relationships between brain science, culture and mathematics teaching
- Develop understanding of how students' cultural backgrounds, interests and experiences are critical components of their education.
- Interact with tools and resources to create meaningful math learning and support a positive math identity.

Two-part course

July 9 and 15, 1-2:30 p.m.

**Audience: K-12 general education and special education teachers and instructional leaders**

Join us and gain the knowledge needed to shift your mindset towards a more culturally responsive, engaging and rigorous mathematics environment. Participants will receive three professional learning units for active participation in both sessions.



Questions? [Lauren.Allen@dc.gov](mailto:Lauren.Allen@dc.gov). Check out OSSE's Teaching and Learning Resources website: [osse.dc.gov/service/k-12-teaching-and-learning-resources](https://osse.dc.gov/service/k-12-teaching-and-learning-resources).

## 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.

June 16, 2020; 2– 3:30 p.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.

July 21, 2021, 2 – 3:30 p.m.

**AUDIENCE:** K-12 science and STEM teachers, department/grade-level leads, and instructional coaches

**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 two professional learning units for attending. Prior participation in the *An Introduction to the Next Generation Science Standards* is required.

## 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 educators new to the District or those that are new to supporting science instruction to an NGSS introductory experience. 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 workshop is highly recommended prior to attending the “The Inclusive Science Classroom: Supporting All Learners.”

June 22, 2021, 11-12 p.m.

**Self-Paced Workshop will be available Aug. 16, 2021 on the OSSE STEM & Science [webpage](#).**

**AUDIENCE:** Elementary general ed, science and/or STEM educators or support Staff



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and search for a training by title, topic, or date.

Questions? [Ashleigh.Tillman@dc.gov](mailto:Ashleigh.Tillman@dc.gov). Check out the ELA and Literacy resource page on the OSSE website: [osse.dc.gov/page/english-language-arts-and-literacy](https://osse.dc.gov/page/english-language-arts-and-literacy)

**Early Literacy: Self-Paced Professional Learning Modules** OSSE in partnership with The Literacy Architects invites educators serving pre-K through Grade 3, general and special education teachers, instructional coaches, reading specialists and interventionists to register for a self-paced professional learning series focused on foundational, literacy development in reading and writing. Participants receive access to the self-regulated modules to support asynchronous professional learning, development and application for up to six weeks (each course takes 3-4 hours to complete including the application assignments). The course completion window is June 28 – Aug. 6. All courses must be taken and will not be offered in any other sequence or order.

**Course 1: *Phonological Awareness*.** In this course, participants will review the various components of phonological awareness, in addition to Tier 1 and intervention activities that are appropriate for each area. It includes ideas for both in-person and online phonological awareness instruction, in addition to examples of how these skills can be developed through simple at-home activities by parents and guardians.

**Course 2: *Phonemic Awareness*.** In this course, participants will learn the why and how of building phonemic awareness in our youngest students through strong Tier 1 instruction and targeted intervention. It includes ideas for both in-person and online phonemic awareness instruction, in addition to examples of how these skills can be developed through simple at-home activities by parents and guardians.

**Course 3: *Alphabet Knowledge*.** In this course, participants will learn about research and best practices in developing alphabet knowledge with our youngest learners. The course will focus on why it is important to move away from a “Letter of the Week” model of introducing letters and what characteristics to think about when teaching letters in an engaging way.

**Course 4: *Emergent Writing*.** In this course, participants will learn about writing instruction in the preschool and early elementary classrooms. After reviewing the importance of language development and its connection to writing, participants will learn about the writing process and developmentally appropriate strategies for our young learners.

Participants will engage in content that supports:

- Scarborough’s Rope and the importance of early literacy instruction in the reading process,
- The developmental timeline of phonological awareness and activities to address each area,
- The hierarchy of difficulty for phonemic awareness skills and activities,
- How to describe and teach phonemes based on the manner and place of articulation,
- Ideas for developing a scope and sequence for alphabet instruction that is based on letter sounds, names, shapes, and interest, and
- Generative, conceptual, and procedural knowledge and the connection to writing development.

Participants receive access to the self-regulated modules to support asynchronous professional learning, development and application for up to six weeks (each course takes 3-4 hours to complete including the application assignments). Participants who complete all course work in the six-week window (June 28-Aug. 6) will receive 16 Professional Learning Units (PLUs). For more information contact Ashleigh C. Tillman, literacy specialist, at [Ashleigh.Tillman@dc.gov](mailto:Ashleigh.Tillman@dc.gov). Course access will open July 1 and must be completed within six-weeks of beginning; the course will close on Aug. 6, 2021.

**Six-week completion window:  
June 28 – Aug. 6.**

**AUDIENCE:** Pre-K-3, general and special education teachers, instructional coaches, reading specialists and interventionists.



**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](mailto:Ashleigh.Tillman@dc.gov). Check out the ELA and Literacy resource page on the OSSE website: [osse.dc.gov/page/english-language-arts-and-literacy](https://osse.dc.gov/page/english-language-arts-and-literacy)

## Rebounding Learning Visibly: Design Classroom Experiences that Accelerate Student Learning

OSSE, in partnership with Corwin, invites literacy teachers serving grades K-12, general and special education, instructional coaches, reading specialists, interventionists and instructional leaders to register for a professional learning series, Rebound: Making Literacy Visible. Educators are in need of strategies, tools and resources to rebound and accelerate learning as we return back to in-person learning this fall. In this session, you will build on your toolbox with resources and tools to ensure students gain a full year’s worth of growth. We think it’s time we focused on what works, what doesn’t work, and what can’t hurt. This work makes clear that students must develop surface-level knowledge if they are ever going to go deep. And we know that deep learning can facilitate transfer, which has been a goal shared by educators for as long as there have been teachers. During this learning series, participants will:

- Learn how to apply the principles of Visible Learning research to the literacy classroom,
- Understand the three phases of learning—surface, deep and transfer—and the unique importance of each,
- Learn which literacy practices have the will accelerate students learning and growth,
- Learn how to maximize and strategize teaching time, and
- Plan for application using the right approach at the right time, in order to intentionally design classroom experiences to rebound and accelerate student learning.

### 3-Day Learning Series:

Session 1A: Tuesday, July 27, 8:30 a.m.-3:30 p.m.  
 Session 1B: Wednesday, July 28, 8:30 a.m.-3:30 p.m.  
 Session 1C: Thursday, July 29, 8:30-11:30 a.m.

**AUDIENCE:** K-12, general and special education, instructional coaches, reading specialists, interventionists and instructional leaders.

By applying the practices of Visible Learning research to learning, participants can plan for rebounding by tapping into prior knowledge and accelerating learning to support students in capacity building for the three phases of learning. Not only will each participant receive a copy of Visible Learning for Literacy (e-book copies only), they will also receive 16 professional learning units (PLUs) for full participation in this professional learning opportunity. K-12 general and special education teachers, instructional coaches, reading specialists, reading interventionists, and instructional leaders are encouraged to register.

## Learning Acceleration: Success Criteria for Reading and Writing

OSSE in partnership with Corwin Learning invites English Language Arts (ELA) grades K-8 general and special education teachers and instructional coaches to register for a professional learning series focused on accelerating student learning in reading and writing by focusing on teacher clarity in instruction which will deepen practice and instruction in academic vocabulary, authentic writing and reading proficiency and engagement. Participants will:

- Explore learning experiences that promote academic language learning,
- Explore teacher clarity practices that engage students in a variety of settings as metacognitive skills in reading and writing,
- Support teachers in creating clear outcomes for literacy instruction, and
- Understand how to use data to inform instructional decisions to support the needs of all learners

### 2 Sessions:

Session 1A: Thursday, June 24, 2021  
 from 8:30 a.m.-3:30 p.m.  
 Session 1B: Friday, June 25, 2021  
 from 8:30 a.m.-12 p.m.

**Audience:** K-8 general and special education teachers and instructional coaches

Planning for instruction using student data in order to drive teacher clarity and the implementation of evidence-based practices will support the reciprocal process of language, reading, and writing; therefore, participants will be required to participate in two sessions that will include opportunities to engage with research, your student data, discuss and plan for implementation and leave with a plan to begin learning acceleration. Participants will be offered 9 professional learning units (PLUs) for full participation in this training.



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

Questions? [Santiago.Sanchez@dc.gov](mailto:Santiago.Sanchez@dc.gov). Check out OSSE's Dual Language website:  
[osse.dc.gov/page/dual-language](https://osse.dc.gov/page/dual-language)

**Nutriendo la equidad mediante la instrucción bilingüe** La división de enseñanza y aprendizaje de OSSE en colaboración con WIDA Español, facilitarán tres seminarios web. Estos seminarios en línea invitarán a los participantes a explorar la planeación de la instrucción de una clase bilingüe desde una perspectiva que valora y reconoce las aportaciones de los bilingües emergentes a la comunidad escolar. Los participantes colaborarán en el análisis de la instrucción que es guiada por un contexto sociocultural que refleja las prácticas lingüísticas y culturales de los bilingües emergentes.

Cada uno de los seminarios web estará centrado en los siguientes temas:

**Seminario Web 1:** Identificar los idiomas y cultural bilingües como recursos valiosos

**Seminario Web 2:** Desarrollo de conocimientos a través de la colaboración y modalidades múltiples

**Seminario Web 3:** Análisis de prácticas bilingües y flexibilidad a través de la instrucción

Al final de los tres seminarios, los participantes:

- Reconocerán el valor de las aportaciones que hacen los bilingües Emergentes reflejadas en los lenguajes y las ideologías;
- Analizarán las formas de crear contextos significativos para el uso del lenguaje conectados a los conceptos y habilidades académicas; y
- Conectarán e identificarán las consideraciones para los bilingües emergentes en un plan de instrucción.

Los participantes que asistan a los tres seminarios guiados por un facilitador de WIDA serán elegibles para obtener un certificado de OSSE de hasta 5 unidades de aprendizaje profesional.

**Seminario Web1: Miércoles 9 junio de 2021**

**Seminario Web2: Miércoles 16 de junio de 2021**

**Seminario Web3: Miércoles 23 de junio de 2021**

**Todos en un horario de 10-11:30 a.m.**

**AUDIENCIA:** Maestros bilingües en grados K-12, líderes escolares de instrucción, maestros líderes de grado, y escritores de currículo.

Questions? [Santiago.Sanchez@dc.gov](mailto:Santiago.Sanchez@dc.gov). Check out OSSE's Dual Language website:  
[osse.dc.gov/page/dual-language](https://osse.dc.gov/page/dual-language)

**Yearlong Curricular Unit Maps for Biliteracy** OSSE's Division of Teaching and Learning, in partnership with Talu Educational Solutions, will facilitate an eight-part series that will focus on three-pillar aligned dual language curricular units. These virtual sessions are designed to integrate equity-based biliteracy thematic yearlong scope and sequence to ensure that dual language teachers and leaders have the foundational knowledge, guidance, and program aligned process for developing yearlong curriculum maps. By the end of this PD series, participants will be able to:

- Use guidance to develop yearlong curriculum maps in a dual language program;
- Use the content practices and standards, second language acquisition theory, language development standards, and social justice standards to map and develop integrated units of learning;
- Design integrated instruction that connect content, global citizenship, Language acquisition, and cross-content practices across two languages; and
- Incorporate the essential components of the instructional design process for each curriculum map and model unit of learning.

The sessions will focus on:

**Sessions 1 and 2:** Bundled themes and essential questions for highly effective curricular unit maps

**Sessions 3 and 4:** Content, language, and social justice standards, cross-disciplinary practices, transferable concepts, and standards aligned unit performance task descriptions

**Sessions 4 and 6:** The biliteracy domains and analysis of summative and formative data

**Sessions 7 and 8:** Developing of high-quality aligned instructional plans

Participants who attend all eight PD sessions are eligible to receive nine (18) OSSE professional learning units (PLUs).

**Session 1: Tuesday, July 6, 2021 – 9 a.m.-12 p.m.**

**Session 2: Thursday, July 8, 2021 – 9 a.m.-12 p.m.**

**Session 3: Tuesday, July 13, 2021 – 9 a.m.-12 p.m.**

**Session 4: Thursday, July 15, 2021 – 9 a.m.-12 p.m.**

**Session 5: Tuesday, July 20, 2021 – 9 a.m.-12 p.m.**

**Session 6: Thursday, July 22, 2021 — 9 a.m.-12 p.m.**

**Session 7: Wednesday, Aug. 4, 2021 – 1-2:30 p.m.**

**Session 8: Wednesday, Sept. 1, 2021 – 1-2:30 p.m.**

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

Questions? [Anika.Harris@dc.gov](mailto:Anika.Harris@dc.gov). Check out the English Learners Instructional Resources page on the OSSE website: [osse.dc.gov/page/english-learner-instructional-resources](https://osse.dc.gov/page/english-learner-instructional-resources).

**Engaging English Learners in Instruction During the 2021-22 School Year** This two-part series will dive into Social Emotional Learning for English Learners (ELs). As students return to in-person education, we must recognize that Social Emotional Learning (SEL) will be key to their success. This is true for all students, but potentially even more so for our ELs, as it promotes strong relationships with educators and peers, lessens the challenge of learning new cultural norms, and can help to ease the transition back into the in-person school setting. These two sessions will support teachers in laying the groundwork for student success by recognizing that social emotional needs have a direct impact on students' potential for academic success.

Teachers will identify ways to incorporate their new knowledge into upcoming lesson plans and/or teacher feedback. By the end of this series, participants will:

1. Develop a knowledge base of culturally and linguistically responsive teaching/culturally responsive pedagogy,
2. Explain how culture impacts learning, relationship, and community,
3. Identify ways to incorporate culturally and linguistically responsive practices into lesson plans,
4. Recognize the interconnection between engagement, social emotional learning, and behavior,
5. Analyze best practices in classroom engagement for ELs, and
6. Analyze and adapt upcoming lesson plans to incorporate engagement strategies.

**Tuesday and Wednesday,  
Aug. 24-25, 2021**

**9-10:30 a.m. each day**

**AUDIENCE:** All teachers and school leaders who support ELs in grades K-12.



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



# LEA Leaders English Learner Policy and Programs

Questions? [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov). Check out the English Learner Policy and Programs page on the OSSE website: [osse.dc.gov/page/english-learner-policy-and-programs](https://osse.dc.gov/page/english-learner-policy-and-programs).

## Office Hours with the Office of Multilingual Education

LEA English learner coordinators, LEA leaders, and school leaders are invited to attend monthly office hours with the Office of Multilingual Education to ask questions and discuss solutions surrounding English learner and dual language programming. These will be informal sessions that vary depending on the attendees' questions and will include opportunities for peer feedback and problem solving.

Thursday, June 24, 2021 11 a.m.-12 p.m.  
Thursday, July 22, 2021 11 a.m.-12 p.m.  
Thursday, Aug. 19, 2021 11 a.m.-12 p.m.  
Thursday, Sept. 16, 2021 11 a.m.-12 p.m.

**AUDIENCE:** LEA English learner coordinators, LEA leaders, and school leaders

## English Learners and the Continuous Education Guiding Principles and LEA Plans

Are you seeking guidance and collaboration as you plan for a successful start of the school year for your English learner students? This session will provide an overview of the updated continuous education guiding principles and LEA plan application with regard to English learners specifically. The session will address the key elements of plans for serving English learners and considerations for ESSER activities to accelerate English learners' learning.

By the end of this series, participants will be prepared to:

- Summarize the continuous education guiding principles related specifically to English learners,
- Address English learners in LEA continuous education plans, and
- Develop ESSER activities that will pro-actively support English learners.

June 1, 2021, 2:30-4 p.m.

[Register here](#)

**AUDIENCE:** LEA EL coordinators, principals, and other school/LEA leaders

## The Principles of Evaluating Your LEA's English Learner Program

This multi-session training is grounded in research-based content to assist LEAs in complying with Title III of the Every Student Succeeds Act (ESSA) which provides that LEAs regularly evaluate the effectiveness of their English learner (EL) program. Such evaluations allow LEAs to take specific actions to improve the program's ability to foster EL achievement in English language development and academics. Participating LEA leaders will become critical consumers of data and research as they grow in their understanding of the significance of and justification for a robust formal EL program evaluation protocol. Specifically, they will be looking to meet civil rights requirements, established in *Castañeda v. Pickard*, that their EL program succeeds in producing results indicating that ELs' language barriers are being overcome within a reasonable period of time.

The series will be delivered in four modules, with one 60-minute individual LEA coaching session conducted after each module.

By the end of this series, participants will:

- Understand federal, state, and local requirements for EL programming,
- Review how WIDA English Language Development Standards Framework impacts EL learning,
- Unpack data essentials for program evaluations,
- Identify the components of an effective program evaluation, and
- Develop a successful EL program evaluation protocol.

Participation is limited to no more than six LEA teams. Teams must include, at a minimum, a school administrator, an LEA EL coordinator, and a data manager. Coaching sessions will be scheduled at the beginning of the series and will conclude the week of Aug. 2, 2021.

Four modules on Wednesdays from 9-10:30 a.m. and one coaching session per LEA team between sessions.

- June 30, 2021 [Register here](#)
- July 14, 2021 [Register here](#)
- July 21, 2021 [Register here](#)
- July 28, 2021 [Register here](#)

**AUDIENCE:** Teams from LEAs serving grades preK-12 to include, at a minimum, school administrators, data managers, and EL coordinators.



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

# LEA Leaders English Learner Policy and Programs

Questions? [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov). Check out the English Learner Policy and Programs page on the OSSE website: [osse.dc.gov/page/english-learner-policy-and-programs](https://osse.dc.gov/page/english-learner-policy-and-programs).

## LEA Implementation of the WIDA ELD Standards, 2020 edition

Looking to make the most of integrated, standards-based content and language instruction at your LEA? This session will provide support for LEAs' rollout and implementation of the 2020 edition of the WIDA English language development (ELD) Standards. The purpose of the session is to discuss what implementation of the WIDA ELD Standards looks like at the LEA, school, and classroom level, and how LEA EL coordinators can work in collaboration with school leaders to create an plan for implementing the standards at their LEA.

By the end of this series, participants will be prepared to:

- Discuss the benefits of using the WIDA ELD Standards across the content areas,
- Describe what it looks like to use the WIDA ELD Standards in lesson planning, delivery, and assessment, and
- Develop a WIDA ELD Standards implementation plan for their LEA.

**June 8, 2021, 2-3:30 p.m.**

**Register here**

**AUDIENCE:** LEA EL coordinators, principals, instructional coaches, and other school/LEA leaders

Participants are encouraged to register in LEA teams and complete training in the WIDA ELD Standards before or after this session. Access to WIDA's eLearning Portal is required. Those who need access can sign up here.

## Going Deeper with LEA Implementation of the WIDA ELD Standards, 2020 Edition: For LEA Leaders Only

This is multi-session experience builds upon the earlier *LEA Implementation of the WIDA English Language Development (ELD) Standards, 2020 Edition* professional development session for LEA leaders and EL coordinators. These three sessions will be anchored in WIDA's eWorkshop on the WIDA ELD Standards Framework 2020, which explores ways to use the updated framework to support leaders in selecting administrative moves to multilingual learners' achievement and language development.

Each session will introduce participants to a different component of the framework and deepen understanding of the components through discussion prompts and experiential activities.

Ideally, participants will also complete the asynchronous WIDA eWorkshop independently to solidify their understanding of the updated framework. In these sessions, participants will:

- Begin to identify the purpose and function of the components of the WIDA ELD Standards Framework 2020, and
- Describe ways to use components of the WIDA standards for administrative purposes in their settings.

Access to WIDA's eLearning Portal is required. Those who need access can sign up here.

**3 SESSIONS from 10:30 a.m. – 12 p.m.**

**Monday, Aug. 2, 2021 Register here**

**Wednesday, Aug. 4, 2021 Register here**

**Friday, Aug. 6, 2021 Register here**

**AUDIENCE:** All grades K-12 LEA leaders and EL coordinators. Teams of leaders and EL coordinators are strongly encouraged to participate together.



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

# LEA Leaders English Learner Policy and Programs

Questions? [Jennifer.Norton@dc.gov](mailto:Jennifer.Norton@dc.gov). Check out the English Learner Policy and Programs page on the OSSE website: [osse.dc.gov/page/english-learner-policy-and-programs](https://osse.dc.gov/page/english-learner-policy-and-programs).

## English Learner Identification and Data

Are you responsible for English learner identification and key data elements? This session will provide updated guidance on English learner identification for the coming school year, including a review of the English learner fields in the data collection template, the Early Access to English Learner Data Qlik App, and how to resolve any remaining provisional identifications (PEL and PNEL) from the previous school year.

By the end of this series, participants will be prepared to:

- Refine their procedures for appropriate English learner identification,
- Ensure screening of all students with PEL or PNEL status,
- Ensure that all needed English learner data are collected, recorded, and provided to OSSE as described in the data collection template, and
- Use the Early Access to English Learner Data Qlik App.

**Aug. 5, 2021 10-11:30 p.m.**

[Register here](#)

**AUDIENCE:** LEA EL coordinators, data managers, and enrollment coordinators

## New LEA English Learner Coordinator Orientation

New LEA English learner coordinators are encouraged to attend this “101”-style overview session. Participants will be introduced to OSSE’s English learner policies and procedures, key resources and supports. New English learner coordinators gain an understanding of LEAs’ legal responsibilities for identifying, serving, and assessing English learner students and next steps to start the school year off strong.

By the end of this series, participants will be prepared to:

- Prepare for timely English learner identification and parent notification,
- Describe LEAs’ legal responsibilities for serving English learners,
- Identify key OSSE resources on English learner policy and programming, and
- Determine next steps in planning for a successful start of the school year for their English learner students.

**July 28, 2021, 1:30-3 p.m.**

[Register here](#)

**AUDIENCE:** New LEA English learner coordinators, and any LEA EL coordinator interested in a refresher on EL policies



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

Questions? [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov) or [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out the School Culture and Climate resource page on the OSSE website: <https://osse.dc.gov/page/school-climate-and-culture>

**Advancing Trauma Informed Culture in Schools** The Office of the State Superintendent of Education (OSSE), in collaboration with InSite Solutions, will host a virtual session on trauma-informed culture in schools and classrooms. This seminar will support educators in advancing trauma-informed practices within their schools and classrooms. Foundational neurobiology will be reviewed. Session time will focus on examining concrete trauma-informed practices at the system and classroom level. Learning exercises will facilitate practical application within individual schools. Cohorts are encouraged to attend together to facilitate this application. Attendees will leave with resources for further advancing trauma-informed practices following training.

Each school that participates in the training will receive an opportunity (subject to availability of hours) to complete a case consultation session with InSite Solutions.

The consultation session is designed to support sustainability in competency areas around educator wellbeing and trauma-informed care.

This training opportunity and corresponding consultation sessions are only available for current staff serving in DC Public Schools and public charter schools. Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please contact Nakanya Magby, School Climate Specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

**SINGLE SESSIONS: Wednesday, June 30 and Aug. 4, 10:00 a.m.-12:00 p.m.**

**Thursday, July 8, and Sept. 9, 2021, 10:00 a.m.-12:00 p.m.**

**AUDIENCE: All school based educators /staff grades PK-12.**

**Educator Wellbeing and Mindfulness in Today's World** The Office of the State Superintendent of Education (OSSE), in collaboration with InSite Solutions, will host a virtual session on educator wellbeing and mindfulness. Educators are facing unprecedented levels of stress. This seminar will go beyond basic self-care to provide concrete, accessible wellbeing practices that fit into the demanding schedules of educators and address the burnout and primary/secondary traumas that are specific to working in education. These practices will focus on cognitive change, mindfulness, boundary setting, and other strategies that do not demand extra time or resources to accomplish. Learning will be both didactic and experiential.

Each school that participates in the training will receive an opportunity (subject to availability of hours) to complete a case consultation session with Insight Solutions. The consultation session is designed to support sustainability in competency areas around educator wellbeing and trauma-informed care. This training opportunity and corresponding consultation sessions are only available for current staff serving in DC Public Schools and public charter schools. Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please contact Nakanya Magby, school climate specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

**SINGLE SESSIONS: Thursday, June 17, June 24, July 1, July 22, July 29, 2021 and Aug. 12, 2021, 10:00 a.m.-12:00 p.m.**

**AUDIENCE: All school based educators/staff grades PK-12.**



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

Questions? [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov) or [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out the School Culture and Climate resource page on the OSSE website: <https://osse.dc.gov/page/school-climate-and-culture>

**Addressing Microaggressions in PK-12 Settings** Ample evidence suggests that PK-12 students are adversely impacted by microaggressions from peers and adults in schools; however, educators may lack the knowledge and skills to appropriately respond to these instances of covert discrimination. The purpose of this session is to increase educators' knowledge of microaggressions and provide strategies to address school-based microaggressions and support students who have experienced microaggressions. At the conclusion of this workshop, participants will:

Thursday, July 15, 2021, 10:00 a.m.-12:00 p.m.

**AUDIENCE:** All educators, leaders, and instructional coaches grades PK-12.

- Increase their knowledge about microaggressions and their impact on students
- Respond to microaggressions in an appropriate manner
- Support students who have experienced microaggressions
- Implement school-based interventions to address the systemic factors which may maintain microaggressions

Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please contact Nakanya Magby, school climate specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

**Increasing Equity and Culturally Responsiveness in Our Tiered Supports** This training session will focus on a five-point multicomponent approach to increase equity in schools. It is anchored in the Positive Behavioral Interventions and Supports (PBIS) multi-tiered framework and incorporates a focus on instruction, and policy with meaningful and authentic use of data. Participants will leave the training with a clear understanding of:

Tuesday, June 29, 2021, 10:00 a.m.—12:00 p.m.

**AUDIENCE:** All educators, leaders, and instructional coaches grades K-12.

- Shared understanding of MTSS/PBIS
- 5-Point approach for enhancing equity
- Culturally responsive field guide for teams and coaches
- Activities to enhance perspective taking

Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please contact Nakanya Magby, school climate specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

Questions? [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov) or [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out the School Culture and Climate resource page on the OSSE website: <https://osse.dc.gov/page/school-climate-and-culture>

**Interactive Story-telling and Social and Emotional Learning for Early Childhood** OSSE, in partnership with Dramatic Solutions, will host a webinar that combines storytelling and participant-centered practices to build social and emotional skills, support engagement, and encourage creative and critical thinking skills for early learning programs. Through a mixture of demonstration, practice, and reflection, participants will collaborate to learn a story, expand upon it, and add points of participation – both verbally and physically. Educators will learn how to interactively engage their students while developing self-regulation skills and learning how to build healthy relationships.

**Monday, July 19, 2021, 1 – 3 p.m.**

Participants will be offered two professional learning units (PLUs) for full participation and may also be eligible for follow-up technical assistance with Dramatic Solutions. If you have questions, please contact Jessica Dulay, school climate specialist at [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov).

**AUDIENCE:** Educators working with grades pre-K through grade 2.

## Games, Creative Exercises, and Brain Breaks for Social & Emotional Learning and Academic Achievement (Level 1)

This online training explores how active and cooperative drama strategies can support academic achievement for High School, Middle School, and Elementary School Students. These scientific research-based strategies are proven with grades 1-12 and are revolutionizing how we teach and learn. The interactive and engaging approach empowers the students to engage, retain and transfer information. The activities will help educators engage their participants more effectively with tools they can use in their curricula or modules that make learning more fun and act as a strong vehicle for social and emotional learning and academic enrichment.

**Tuesday, July 20, 2021, 1– 3 p.m.**

Participants will be offered two professional learning units (PLUs) for full participation and may also be eligible for follow-up technical assistance with Dramatic Solutions. If you have questions, please contact Jessica Dulay, school climate specialist at [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov).

**AUDIENCE:** Educators working with grades 1-12.

**Healing Trauma Informed Approach through Drama** This live online training will explore the effects of trauma, why drama techniques are appropriate for trauma survivors, and activities that participants can apply in their work. They will review the concepts and theories of Adverse Childhood Experiences, Executive Functioning Development and Complex Trauma. Participants will learn how stepping into the roles of mediator and negotiator, participants will learn how they can detect early signs of stress, conflict, resolve disagreements, avoid possible negative consequences and most importantly build resiliency. We will explore role-training options and processing strategies that will help participants delve into common triggers and problems in the classroom. It incorporates brain-based, hands-on, skills development learning to help participants and group leaders become more flexible and effective troubleshooters and problem solvers.

**Wednesday, July 21, 2021, 1 – 3 p.m.**

Participants will be offered two professional learning units (PLUs) for full participation and may also be eligible for follow-up technical assistance with Dramatic Solutions. If you have questions, please contact Jessica Dulay, school climate specialist at [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov).

**AUDIENCE:** Educators working with grades 1-12.



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



Questions? [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov) or [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out the School Culture and Climate resource page on the OSSE website: <https://osse.dc.gov/page/school-climate-and-culture>

**Culturally Responsive Social and Emotional Learning** OSSE, in collaboration with Dramatic Solutions, will host a dynamic and interactive training that increases positive classroom management systems. Participants will explore how to separate cultural behaviors from disruptive behaviors. In many cases, the two are confused due to biases, misperceptions, and miscommunications. Our hands-on, drama-based training approach with educators exposes active collaborative strategies to support students whether it is face-to-face, virtual, or in a hybrid setting. Participation in this session will deepen awareness around the process of reflecting upon our unconscious biases while learning about other cultural behaviors and applying supportive behavior management strategies.

Participants will be offered two professional learning units (PLUs) for full participation and may also be eligible for follow-up technical assistance with Dramatic Solutions. If you have questions, please reach out to Jessica Dulay, School Climate Specialist at [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov).

**Thursday, July 22, 2021, 1:00 p.m.—3:00 p.m.**

**AUDIENCE:** Educators working with grades 1-12.

**Establishing Relationships as a Foundation for a Positive School Climate** Establishing and maintaining relationships with students, staff members, and families is vital for establishing a positive school climate. Having trusting relationships between adults and students can help increase student motivation, encourage self-efficacy, and improve academic achievement. In order to build relationships, educators must take an intentional approach to ensure all students and families feel heard and seen in their classroom, both in person and virtually. In this training, participants will:

- Learn the importance of identifying strategies for building supportive relationships
- Create systems to sustain those relationships; and
- Gain access to a tool-kit of 10 strategies to utilize throughout the school year that allows them to develop a plan on how and when to use them effectively.

Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please reach out to Nakanya Magby, school climate specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

**Thursday, August 5, 2021, 10:00 a.m.—12:00 p.m.**

**AUDIENCE:** All educators, leaders, and instructional coaches grades K-12.

## 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 monthly routine. In this training, teams will learn how to leverage specific data to make data informed decisions around behavior in their schools. By the end of the training, participants will:

- Build fluency with the data-based decision-making process
- Accurately frame a precision problem statement
- Create a customized solution matrix that meets the needs of your school
- Create an action plan to operationalize the solution matrix

Participants will be offered two professional learning units (PLUs) for full-participation in the session. If you have questions, please reach out to Nakanya Magby, school climate specialist at [Nakanya.Magby@dc.gov](mailto:Nakanya.Magby@dc.gov).

**Thursday, July 15, 2021, 10:00 a.m.-12:00 p.m.**

**AUDIENCE:** All educators, leaders, and instructional coaches in grades K-12.



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



Questions? [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out OSSE's School Climate and Culture Website:

<https://osse.dc.gov/page/school-climate-and-culture>.

### Restorative Justice in the Classroom Institute

The Restorative Justice in the Classroom Institute will introduce participants to the range of formal and informal restorative justice (RJ) practices that can be used to create positive learning environments as communities re-enter school buildings and recover from the pandemic. Participants will learn restorative concepts, skills and practices that can be utilized in the classroom for creating community, learning content, addressing student behavior, and rebuilding a strong classroom culture. Session topics include Restorative Justice for Young Learners, Special Education and RJ, and Race, Equity Inclusion and Diversity and RJ among others.

Visit [RestorativeDC.org/events](https://RestorativeDC.org/events) to explore all Restorative Justice Programming including additional Summer Institutes, PD topics, Skills and Planning Sessions, offered throughout the summer by Restorative DC in collaboration with OSSE. Participants will receive professional learning units (PLUs) for full participation in each session.

**July 19 - July 22, 10 a.m. – 12 p.m. and continue 1- 3 p.m.**

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

### Restorative Justice and Student Behavior Institute

The Restorative Justice and Student Behavior Institute will introduce participants to the underlying assumptions of restorative discipline and explain how it differs from a punitive approach. Key elements of restorative discipline will be discussed as part of the school community's re-entry into the school building and recovery process after the pandemic. Session topics include the role of restorative discipline in the re-entry and recovery process, how mental health issues impact and inform restorative discipline practices, circle processes that improve student-to-student and student-to-teacher relationships in the classroom and community, and conceptualize restorative discipline as part of a positive school climate that aligns with a Multi-Tiered System of Support (MTSS) for all students in the community.

Visit [RestorativeDC.org/events](https://RestorativeDC.org/events) to explore all Restorative Justice Programming including additional Summer Institutes, PD topics, Skills and Planning Sessions, offered throughout the summer by Restorative DC in collaboration with OSSE. Participants will receive professional learning units (PLUs) for full participation in each session.

**July 26 - July 29, 10 a.m. – 12 p.m. and continue 1 – 3 p.m.**

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

### Restorative Justice Applications and Alignment Within a Multi-Tiered System of Support (MTSS)

According to the US Department of Education, a positive school culture fosters safety, promotes a positive academic, disciplinary and physical environment, and encourages trusting and caring relationships between adults and students. As different initiatives work toward a common vision of improving school climate, how can schools organize high-quality systems and practices to create consistent outcomes? In this session, we will examine how Restorative Justice fits into a Multi-Tiered System of Support (MTSS) framework.

Participants will learn how to use this structure to:

1. Align practices to a three-tiered framework
2. Utilize teams to increase efficiency and make data-based decisions
3. Integrate practices and provide supports for ALL students

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**July 8, 10 a.m. – 12:00 p.m. and July 29, 1 – 3 p.m.**

**AUDIENCE:** This training is geared toward 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.

Questions? [Jessica.Dulay@dc.gov](mailto:Jessica.Dulay@dc.gov). Check out OSSE's School Climate and Culture Website:  
<https://osse.dc.gov/page/school-climate-and-culture>.

## Restorative Justice, Social Emotional Learning and Mental Health

Restorative practices are dialogue-based processes that center a community around equitable and inclusive relationships of trust, understanding, and collaboration. These practices, including community building circles, are trauma-informed and provide ample opportunities for social-emotional learning for students, school staff, and families. During this workshop participants will explore how restorative practices can be utilized to provide key mental health and wellness supports and promote SEL learning. Participants will practice and plan community-building circles and other restorative practices in virtual settings, and understand how these practices integrate with and support existing mental health and SEL frameworks, such as Multi-Tiered System of Supports (MTSS).

Visit [RestorativeDC.org/events](https://RestorativeDC.org/events) to explore all Restorative Justice Programming including additional Summer Institutes, PD topics, Skills and Planning Sessions, offered throughout the summer by Restorative DC in collaboration with OSSE. Participants will receive two professional learning units (PLUs) for full participation in each session.

July 8, 1 – 3 p.m. and July 19, 1 – 3 p.m.

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

## Restorative Justice in the Classroom for Young Learners

For restorative practices to be useful for young learners, restorative practitioners must consider the developmental range of children in grades K-8 and accommodate a young learner's attention span, energy level, learning style, and expressive and receptive language capacity. This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the primary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.

Visit [RestorativeDC.org/events](https://RestorativeDC.org/events) to explore all Restorative Justice Programming including additional Summer Institutes, PD topics, Skills and Planning Sessions, offered throughout the summer by Restorative DC in collaboration with OSSE. Participants will receive two professional learning units (PLUs) for full participation in each session.

July 1, 10 a.m. – 12 p.m. and July 22, 10 a.m. – 12 p.m.

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

## Parent and Family Engagement Through a Restorative Framework

Families play an important role in the success of the school community and strong relationships between schools and families are even more critical during virtual learning. Participants will gain a deeper understanding of the needs and perspectives of families; the ways in which strong family engagement practices impact learning; and how to work together to promote positive student behavior. We will explore strategies to further engage families to create a culture of collaboration, including how to leverage school partnerships with community-based organizations. The workshop format will encourage sharing/co-creating strategies that have been successful in the new normal across DC schools, both DCPS and public charter.

Visit [RestorativeDC.org/events](https://RestorativeDC.org/events) to explore all Restorative Justice Programming including additional Summer Institutes, PD topics, Skills and Planning Sessions, offered throughout the summer by Restorative DC in collaboration with OSSE. Participants will receive two professional learning units (PLUs) for full participation in each session.

August 5, 10 a.m. – 12 p.m.

**AUDIENCE:** This training is geared toward 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.