

Professional Development Offerings: 2021-2022

To register for courses, please log in to Alachua County Instructional Improvement System (ACIIS) at <https://alachua.truenorthlogic.com>.
 For questions concerning training details, contact the PD Office @ 955-7650 or the Course Facilitator.

Targeted Audience	Date(s)	Title and Description	ACIIS Course/Section #	Facilitator(s)
School-Level Administrators and Select District Admin	<p>Group 1 (Elementary Administrators) September 28, October 28, and November 30 8:30-10:30 a.m.</p> <p>Group 2 (Secondary Administrators) September 28, October 26, and November 30 1:30-3:30 p.m.</p> <p>*One representative/admin per school *More Information to Come</p>	<p>Inclusive Leadership: A Plan for Self-Assessment, Reflection, and Growth</p> <p>This professional development series will provide insights into the constructs of inclusive leadership and how leaders can assess their proficiencies and areas for growth within each area. The sessions will also include an exploration of high leverage practices and culturally responsive practices with specific strategies that leaders can use in coaching teachers. Session participants will complete a protocol and explore resources for infusing inclusive principles into their schools. Participants will be invited to contextualize what they learn by working on a current problem of practice based upon their previous data analyses and individual needs.</p> <p>*Superintendent Priority</p>	<p>Course # 23498</p> <p>Group 1: Section # 32277</p> <p>Group 2: Section # 32278</p>	<p>CEEDAR Center Representatives:</p> <p>Dr. Cheryl Cowart Moss</p> <p>Dr. Will Hunter</p>



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<p>Pre-K-12 Teachers (All Content Areas)</p>	<p>Online, self-paced courses</p>	<p>English for Speakers of Other Languages (ESOL) These courses support teachers in obtaining their ESOL Endorsement and/or in meeting their out of field ESOL requirement. All five 60 credit hour ESOL courses are available as well as the ESOL Overview. All courses are 100% online and facilitated through Canvas. *Refer to page two in the linked document if you have questions regarding which course(s) you need.</p>	<p>Click here for specific course/section information</p>	<p>Tristin Ballentine Amy Bliss Ashley Purdy</p>
<p>Pre-K-12 Teachers (All Content Areas)</p>	<p>Online, self-paced courses</p>	<p>Reading Endorsement Competencies These courses support teachers in learning about best practices in literacy instruction. Courses support teachers in obtaining their Reading Endorsement. The following competencies are available this Fall: Competency 1: Instructional Foundations of Language and Reading Competency 2: Applications of Research-Based Instruction Competency 3: Foundations of Assessment Competency 4: Foundations and Applications of Differentiated Instruction Competency 5: Demonstration of Accomplished Practices (Practicum) *Competencies 1-4 can be taken in any order, but competency 5 must be taken last. *Refer to this FAQ document if you have questions.</p>	<p>Click here for specific course/section information</p>	<p>Kayla Sutcliffe Rana Hyder Elizabeth Filippi Destiny Collins Maria Tzounakos</p>



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Pre-K-12 Teachers	Virtual August 24, 2021 4:00 pm - 7:00 pm	<p>Verbal De-escalation Techniques</p> <p>*This is <u>NOT</u> a NCI refresher training. This training is only for people who have NOT participated in any NCI Trainings. Participants will learn the stages a person goes through when in a crisis and how to recognize them. They will also learn how to appropriately respond to each stage; which includes how to verbally de-escalate a situation and evaluate the cause of the behavior.</p> <p>* <i>FDLRS</i></p>	<p>Course # 21444</p> <p>Section # 32195</p>	Paige Mace
K-5 Teachers	Online August 17, 2021 - May 27, 2022 8:00 am - 12:00 pm	<p>K-5 B.E.S.T. Math Standards (Canvas Course)</p> <p>The Canvas Course: K-5 B.E.S.T. Standards will give a brief overview of how B.E.S.T. Standards differ from current standards, and will give lesson plans for transition lessons to be implemented during this school year in each grade level to avoid knowledge gaps during the 2022-2023 implementation school year.</p>	<p>Course # 23562</p> <p>Section # 32222</p>	Mackenzie McNickle



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K-5 Teachers	<p style="text-align: center;">Online August 17, 2021 - May 27, 2022 8:00 am - 12:00 pm</p>	<p>ELA B.E.S.T. Introduction K-5 The Canvas Course: ELA B.E.S.T. Introduction K-5 will give an in-depth overview of the new B.E.S.T. ELA standards.</p>	<p style="text-align: center;">Course # 23561 Section # 32221</p>	<p style="text-align: center;">Mackenzie McNickle</p>
6-12 Teachers	<p style="text-align: center;">December 4, 2021</p>	<p>Teaching the Holocaust 2021 The daylong training will take place at Buchholz High School in the Media Center. We will also offer a zoom option for individuals who want to participate from home. It will take place from 8 a.m. until 4 p.m. on Saturday 12/04/2021. Dr. Jonathan Grant, a history professor at FSU, will facilitate it. The training will be broken into 5 sessions each with a different topic related to aspects of the Holocaust. The Task Force on Holocaust Education will provide a stipend and lunch for teachers who attend in person.</p>	<p style="text-align: center;">Course # 22391 Section # 32309</p>	<p style="text-align: center;">Dr. Jonathan Grant</p>



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<p>K-12 Teachers Principal Recommendation Required</p>	<p>October 5, 2021 Time: 4:30-7:30pm</p>	<p>Clinical Educator Training Teachers with at least 3 years of teaching experience are invited to attend Clinical Educator Training. This training focuses on the skills and methods used to supervise a student intern. Teachers are required to attend this training prior to having an intern in their classroom. Attending this training does not guarantee an intern will be placed in the teacher's classroom. Participants will develop clinical skills for the following: diagnosis of professional performance; diagnosis of student performance; feedback on performance; preparation and implementation of professional development plans; and reflection.</p>	<p>Request approval from principal</p>	<p>Denise Connard Destiny Collins</p>
<p>3-5 Teachers</p>	<p>September 15-29, 2021</p>	<p>Elementary 3-5 Math High-Yield Teaching Strategies Teachers in grades 3-5 will meet for three zoom meetings that contain information on the new BEST content standards, the mathematical thinking & reasoning standards, problem-based learning, the productive struggle, number sense, teaching math facts and automaticity standards, number talks, teaching fractions, developing procedural fluency, lesson development, and engagement strategies.</p>	<p>Course # 23580 Section # 32317 or 32318</p>	<p>Mackenzie McNickle</p>



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<p>5th Grade Teachers</p>	<p>September 29, 2021</p>	<p>Science Instructional Shifts 5th grade teachers will work to unpack the science benchmarks and test item specifications to develop a plan of action using the Instructional Framework. The framework focuses on strategies, science reading strategies, demonstrations/labs, academic vocabulary and teacher questioning.</p>	<p>Course # 23587</p> <p>Section # 32359</p>	<p>Lisa Sauberan</p>
<p>Secondary Teachers</p>	<p>October 5, 2021- April 12 2022</p>	<p>Secondary ELA/Reading Cohort 2021-2021 The district has prioritized professional development for secondary reading and ELA teachers, specifically teachers of students who are struggling readers and writers. The cohort will include support for teachers of below grade level readers, collegial review of lesson plans and student work, unpacking standards, highlighting reading strategies, learning with and from your colleagues. Meetings on Tuesdays 10/5, 11/2, 1/18, 2/8, 3/8, and 4/12.</p>	<p>Course # 22307</p> <p>Section # 32360</p>	<p>Don Fitzpatrick and Richard Wells</p>



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<p>Secondary Teachers</p>	<p>September 28,2021</p>	<p>Teengagement Resources Review and Collaboration (Fall 2021) Teachers will review the best practices for the Teengagement units, the reading strategies recommended in the Teengagement resources, and will collaboratively discuss best practices based on prior use experience.</p>	<p>Course # 22307</p> <p>Section # 32339</p>	<p>Don Fitzpatrick</p>
<p>K-8 Teachers</p>	<p>September 15,2021</p>	<p>iReady Teacher Toolbox and Ready Reader Usage Teachers will learn what resources are available and how to best include them in their instructional practice. Teachers will attend a two-hour training that includes general introduction to the Teacher Toolbox and then individual teacher resource exploration to allow teachers to make instructional decisions for the coming weeks.</p>	<p>Course # 22855</p> <p>Section # 32335</p>	<p>Don Fitzpatrick</p>



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K-8 Teachers	September 21 or 23, 2021	<p>iReady Post Diagnostic Data Dive and Planning Teachers will learn which of the reading competencies students need to begin work on right away. The data will help teachers create instructional groups based on the students' reading competency needs. Teachers will attend a ninety minute training that includes general introduction to the data dashboard and then individual teacher data dives to allow teachers to make instructional decisions for the coming weeks.</p>	Course # 22855 Section # 32337 or 32338	Don Fitzpatrick
K-12 Teachers	September 2021-August 2022	<p>WIDA Self-Paced Learning: English Language Development (ELD) Standards Framework: A Collaborative Approach (not for ESOL endorsement) This eWorkshop explores ways to use the WIDA English Language Development Standards Framework, 2020 Edition to support multilingual learners' achievement and language development. Each module engages participants in components of the framework and contains prompts for educators to discuss the module topic in local settings.</p>	Course # 22240 Section # 32380	Don Fitzpatrick



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<p>K-12 Social Studies Teachers</p>	<p>September 2021- August 2022</p>	<p>WIDA Self-Paced Learning: Social Studies: Engaging Multilingual Learners through Inquiry (not for ESOL endorsement) This eWorkshop will focus on the use of student and class assets to plan inquiry-based instruction. Through readings, interactions, and videos, participants will identify the benefits and investigate the components of an inquiry approach. Additionally, participants will explore how to consider the content and language needs of multilingual learners in social studies. Completing the entire eWorkshop will take approximately 3-4 hours.</p>	<p>Course # 22240 Section # 32379</p>	<p>Don Fitzpatrick</p>
<p>K-12 Teachers</p>	<p>September 2021- August 2022</p>	<p>WIDA Self-Paced Learning: Home Languages in the Classroom (not for ESOL endorsement) This eWorkshop is made up of six modules, each centered on a guiding question, and all of which follow the same three-part learning cycle: Explore, Make It Work, and Share. Educators will focus on answering the Essential Question, “How can I set up routines and learning activities that promote the use of home languages in my classroom?” Module 1: Home Language Warm-ups Module 2: Home Language Vocabulary Routines Module 3: Bilingual Input and Output Module 4: Reflecting on Bilingual Brains Module 5: Documenting Multilingualism Module 6: Synthesis</p>	<p>Course # 22240 Section # 32378</p>	<p>Don Fitzpatrick</p>



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K-12 Teachers	September 2021- August 2022	<p>WIDA Self-Paced Learning: Classroom Teachers: Engaging Multilingual Newcomers (not for ESOL endorsement)</p> <p>This eWorkshop explores what educators can do to welcome and engage multilingual newcomers and their families into their classrooms and schools. This eWorkshop consists of three modules with videos, readings and interactions to engage the participants.</p> <p>Module 1: The Social and Emotional Needs of Newcomers Module 2: Building Collegial Relationships Module 3: Exploring Instructional Strategies for Multilingual Newcomers</p>	<p>Course # 22240</p> <p>Section # 32376</p>	Don Fitzpatrick
K-12 Math Teachers	September 2021-August 2022	<p>WIDA Self-Paced Learning: Developing Languages for Learning in Mathematics (not for ESOL endorsement)</p> <p>Participants will engage in approximately four hours of self-paced learning. During the eWorkshop, participants will have the opportunity to learn about the benefits of giving students mathematics tasks to solve together and time to exchange ideas about their reasoning as well as how to find and insert reasoning activities into mathematics units. Participants will see and have opportunities to plan ways to support multilingual learners in becoming increasingly effective as they use language to express their own ideas and co-construct ideas with others.</p> <p>Module 1: The Value for Multilingual Learners of Mathematical Discourse Module 2: Facilitating Mathematical Discourse Module 3: Organizing Math Discourse Module 4: Supporting Language for Learning in Mathematics</p>	<p>Course # 22240</p> <p>Section # 32377</p>	Don Fitzpatrick



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K-12 Teachers	Ongoing, asynchronous learning	<p>ESE Recertification Coursework Options</p> <p>The renewal or reinstatement of a Florida professional certificate must earn at least one (1) semester hour of college credit or the equivalent 20 in-service points of training in the instruction of <u>students with disabilities</u> (SWD).</p> <p>Coursework opportunities available to meet ESE recertification requirement.</p>	Click here to view/sign up for coursework opportunities	Independent Study Modules and/or FDLRS PDA Facilitators
Any educators who are in need of Reading Endorsement	Ongoing, asynchronous learning	<p>UF Flamingo Literacy Matrix</p> <p>This online professional development system built in partnership with Just Read, Florida! and the Florida Department of Education provides a route to obtain the Reading Endorsement. View this video for additional information.</p> <p>Click on this flyer to learn more about the UF Literacy Matrix.</p>	Click here to enroll	University of Florida Literacy Matrix course facilitators

