

## WCSD District-wide Professional Learning for **Elementary** Teachers & Counselors

### August 1-2, 2018

The following provides descriptions for mandatory content for elementary teachers on August 1-2.

Date	Time	Content Area	Agenda/Description	Location	Contact
Wed 8/1	8:30 – 3:30	Counselors	Since June-New Statewide Counselor Evaluation Tool-Process and Artifacts, updates and training related to ES Counseling including Assessment, Equity, MTSS/SEL, CTE, School Safety, Community Substance Abuse PD, Bullying/Cyberbullying, SafeVoice, 504 process, Child Abuse, Suicide and Psychologist’s proposed changes to Student Safety Screeners and safety plans, community resources updates.	Dolan Lexus	Katherine Loudon
Wed 8/1	Areas 3 & 4 8:30 – 11:30  Areas 1 & 2 12:30 – 3:30	Early Childhood	<p><i>Students with disabilities, receiving services under IDEA, need to be challenged and exposed to Tier 1 content. Further, as evidenced in the most recent Supreme Court case, Endrew, IEP teams are charged with ensuring that the IEP contains goals that are rigorous and attainable.</i></p> <p><i>Part 1: In this Professional Learning:</i></p> <ul style="list-style-type: none"> <li>• <i>case managers will learn how the law effects their daily work</i></li> <li>• <i>case managers learn how to identify the Nevada Pre-K Standards and Early Childhood Guidelines to write measurable goals and objectives that will help prepare students for kindergarten. Case managers will gain an understanding of standard based classroom activities and assignments and they will learn strategies for supporting students on their caseload to manage the cognitive load while accessing the essential concepts from the standards.</i></li> </ul>	Brown Center	Tina Springmeyer
Wed 8/1	Areas 3 & 4 8:30 – 11:30  Areas 1 & 2 12:30 – 3:30	English Learners Part 1	Participants will analyze and develop a yearlong plan for WIDA’s Essential Actions for Academic Language Success. They will also review the WIDA oral language documents and connect assessment to practice. In addition, they will review assessment and compliance procedures.	TMCC	Janeen Kelly
Thu 8/2	8:30 – 11:30	English Learners Part 2	Participants will complete on-line WIDA screener assessment training.	Individual School Sites	Janeen Kelly
Thu 8/2	8:30 – 3:30	GT	AM: department updates, assessment, MTSS support and topic choice sessions PM: SLO division breakout sessions	Spanish Springs HS	Cheri DiMartino
Thu 8/2	8:30 – 11:30	Nurses	Policy and procedure updates, delegation education, Acelify training.	Matley Sierra	Margaret Allen

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Thu 8/2	12:30 – 3:30	SLO	Schools will revisit the purpose of SLOs, examine updates on the SLO template, and understand changes to the feedback processes. Connections to school goals and effective teaching practices will be explored. Teachers will also have time to examine student data, plan common assessments, and/or practice reviewing SLOs based on their site needs.	Individual School Sites	Marissa McClish
Wed 8/1	Areas 1 & 2 8:30 – 11:30  Areas 3 & 4 12:30 – 3:30	Social Studies Adoption	<p><b><u>Planning for Effective Social Studies Literacy Instruction with the New NVACS-SS</u></b></p> <p>The Social Studies team will provide schools whole group presentation to guide understanding of the vertical articulation of the new NVACS-SS as well as some best practices for the new inquiry-based curriculum materials. The principal or a volunteer teacher leader will be provided a PowerPoint with detailed notes to guide this discussion. Members of the staff who have attended the half day training this Spring will have additional insights to share with peers during this session.</p> <p>In grade level teams, teachers will plan for social studies instruction by diving into the curricular materials and determining timing for lessons, ways to best handle materials and how to best differentiate to ensure success for all students with the curricular materials. The materials are turn-key but still require thought and preparation. At the end of the session, grade-level teams will have a plan for first quarter implementation of the new NVACS-SS using District resources. During the scheduled time for this session on August 1, the Social Studies and Literacy team will be available questions.</p>	Individual School Sites	Angela Orr
Wed 8/1	Areas 3 & 4 8:30 – 11:30  Areas 1 & 2 12:30 – 3:30	Special Education Part 1	<p><i>Students with disabilities, receiving services under IDEA, need to be challenged and exposed to Tier 1 content. Further, as evidenced in the most recent Supreme Court case, Endrew, IEP teams are charged with ensuring that the IEP contains goals that are rigorous and attainable.</i></p> <p><i>Part 1: In this Professional Learning:</i></p> <ul style="list-style-type: none"> <li>• <i>case managers will receive 30 minutes of content from the Assessment Department to ensure they have an understanding of how Accommodations are linked to the State Assessment Form in AcceliPLAN and learn the difference between Designated Supports and Accommodations.</i></li> <li>• <i>case managers will learn how the law effects their daily work</i></li> </ul> <p>Content will be differentiated by level and program.</p>	TMCC	Lisa Daane

Date	Time	Content Area	Agenda/Description	Location	Contact
Thu 8/2	8:30 – 11:30	Special Education Part 2	<p><i>Students with disabilities, receiving services under IDEA, need to be challenged and exposed to Tier 1 content. Further, as evidenced in the most recent Supreme Court case, Endrew, IEP teams are charged with ensuring that the IEP contains goals that are rigorous and attainable.</i></p> <p><i>Part 2: In this Professional Learning:</i></p> <ul style="list-style-type: none"> <li>• <i>case managers will learn how to identify the Nevada Academic Content Standards and/or the Connector targets to write grade level measurable goals and vertically aligned objectives that will help prepare students to be successful both during and after their school years.</i></li> <li>• <i>Case managers will gain an understanding of NVACs/Connector aligned classroom activities and assignments and they will learn strategies for supporting students on their caseload to manage the cognitive load while accessing the essential concepts of their grade-level standards</i></li> </ul> <p>Content will be differentiated by level and program.</p>	TBD	Lisa Daane