



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org



# Spring 2021 Education Plan and Assurances

## [Miami-Dade County Public Schools]

*Due: December 15, 2020*

Submit to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org)

## Spring 2021 Education Plan and Assurances

### Purpose

The purpose of this document is to guide districts to plan for the continued implementation of the 2020-21 District Reopening Plan through an updated Spring 2021 Education Plan and to capture an updated agreement of assurances. The flexibility provided for in DOE Order No. 2020-EO-07 is necessary to respond to and mitigate the impact of the emergency and to promote the health, safety and welfare of persons connected with Florida's educational system. Overall, this document focuses on accomplishing the following four goals:

1. Building on the successful reopening of all public schools to in-person instruction;
2. Promoting parental choice while ensuring that every student is making adequate academic progress;
3. Providing financial continuity to enable each school district to maintain the full panoply of services for the benefit of Florida students and families, including students from vulnerable populations such as low-income families, migrant families, the homeless, English Language Learners (ELLs), students in foster care and students with disabilities; and
4. Empowering every district to maintain high-quality school choices for Florida students and families with a focus on eliminating achievement gaps, which have been exacerbated by the crisis.

### Directions

Districts shall complete this form and email to [ReopeningPlan@fldoe.org](mailto:ReopeningPlan@fldoe.org) no later than December 15, 2020. The subject line of the email must include district name and Spring 2021 Education Plan and Assurances. The district shall complete the plan, agree to all assurances and faithfully implement the plan to receive the statutory flexibilities and financial supports that are offered in DOE Order No. 2020-EO-07. Approval of this plan will be predicated on the ability to deliver the needed resources for intervention programs to address any learning loss or lack of progress for students not on grade level, especially those students who are returning from options other than the traditional brick and mortar setting.

### District Education Plan Assurances

The district must agree to **ALL** of the assurances by checking the corresponding boxes.

**Assurance 1: All schools will remain open.** *The district agrees to the conditions set forth in section II.a. of DOE Order No. 2020-EO-07.* The district will continue to assure that all brick and mortar schools must continue to be open at least five days per week for all students, subject to advice and orders of the Florida Department of Health, local departments of health and subsequent executive orders.

**Assurance 2: Continue the full panoply of services.** *The district agrees to the conditions set forth in sections II.b. and II.e. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide the full array of services that are required by law so that families who wish to educate their children in a brick and mortar school full time will continue to have the opportunity to do so. The district agrees to provide students with Individual Educational Plans (IEPs) the services necessary to ensure that they receive a free and appropriate education. The district agrees to identify students who may have regressed during school closures or during the fall term. School districts must ensure that IEP teams are appropriately determining needed services, including compensatory services. If an ELL's reading, writing, listening or speaking skills have regressed during school closures, school districts agree to

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convene an ELL committee meeting with appropriate staff and parents to determine if additional or supplemental English for Speakers of Other Languages services are needed.

☒ **Assurance 3: Continue progress monitoring and interventions.** *The district agrees to the conditions set forth in sections II.c. and II.d. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide robust progress monitoring and requisite interventions to all students, with tiered support for students not making adequate progress. Students who are receiving instruction through innovative learning modalities must transition to another learning modality if they fail to make adequate progress. The district agrees to provide monthly progress monitoring reports to parents/guardians for students identified as performing below grade level and/or demonstrating decline on the district's progress monitoring system. The district agrees to provide the department with a detailed report, in a format prescribed by the Florida Department of Education, based on progress monitoring data that delineates the interventions provided to students and the effectiveness of each intervention at the end of the spring semester. The purpose of this report is to identify and differentiate between effective and ineffective intervention strategies provided to students not making adequate progress. The district agrees to continue to provide supplemental services (afterschool, weekend and summer) for any student who, based upon progress monitoring or other data, has not achieved grade-level mastery or who is not on track to achieve a minimum of one year of academic growth during the 2020-21 school year. The district agrees to identify these students and provide written notice of the need and availability of these services to parents/guardians.

☒ **Assurance 4: Continue charter school flexibility.** *The district agrees to the conditions set forth in section II.f. of DOE Order No. 2020-EO-07.* The district agrees to continue to extend the same flexibility in instructional methods and funding to every charter school that submits a Spring 2021 Education Plan.

☒ **Assurance 5: Innovative learning modality.** *The district agrees to the conditions set forth in sections II.g. and II.h. of DOE Order No. 2020-EO-07.* The district agrees that if a student receiving instruction through the innovative learning modality is failing to make adequate progress, the parents/guardian must be contacted and the student must be transitioned to face-to-face instruction. The district agrees that a student who is not making adequate progress will only be allowed to remain in the innovative learning modality if the district or charter school: 1) provides written notice to the parent or guardian that the child is not making adequate progress and any associated education risks; and 2) obtains written acknowledgement from the parent or guardian verifying the receipt of this information and the intent to remain in the innovative learning modality. The district agrees that students transitioned out of the innovative learning modality must be given additional interventions and supports. School districts and charter schools must not unreasonably restrict the decision of a parent or guardian to alter the learning modality (in-person, innovative, virtual) that best suits their child's needs. Restricting when changes can be made to a certain time of the semester or requiring more than a week's notice prior to changing a student's learning modality are presumptively unreasonable.

☒ **Assurance 6: Truancy/Attendance of students.** *The district agrees to the conditions set forth in section II.i. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide enhanced outreach to parents/guardians to ensure maximum in-person student enrollment and participation in public schools.

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☒ **Assurance 7: Continue professional development.** *The district agrees to the conditions set forth in section II.j. of DOE Order No. 2020-EO-07.* The district agrees to continue to provide professional development to teachers and leaders to become proficient in the delivery of grade-level standards within all learning modalities, as well as the utilization of progress monitoring for remediation and intervention.

### District Spring 2021 Education Plan

**Directions:** The district must address each of the following areas and their sub-components in the corresponding text box below. Please remember to clearly label the required information you are providing below accordingly, e.g., 1.a., 2.b., 4.c., etc. Additionally, please check to make sure you have **thoroughly and clearly answered each required area and sub-component below prior to submission.**

1. **Spring Intervention Plan.** The district shall explain in detail a proposed 2021 Spring Intervention Plan with the following three components:
  - a. A focus on closing achievement gaps, particularly those that have been exacerbated during the pandemic. Include the district's plan for additional instructional time including after school, weekends and/or summer programs, and an explanation of how lost instruction time has been or will be made up.
  - b. Targeted outreach for students who are demonstrating a decline on the district's progress monitoring system for reading and mathematics, by grade level and by learning modality.
  - c. Specify additional interventions and supports that will be provided to students who are transitioned out of the innovative learning model.

**1.a.** Miami-Dade County Public Schools (M-DCPS) is committed to ensuring all students succeed academically, regardless of learning modality, with a particular focus on closing achievement gaps. It was clear to us from the beginning that the global pandemic and resulting school closures would have long-lasting negative effects on students, especially among fragile populations, leading to unprecedented learning losses and a widening of existing achievement gaps. We recognized the need to provide for the continuity of services required by law, albeit virtually, as a result of school closures to promote equity among our students. Since March 2020, the district has conducted over 1,750 initial eligibility IEP meetings and 23,100 annual IEP meetings. LEP Committees for English Language Learners (ELL) were also conducted virtually during this period.

To begin mitigating learning loss, our district implemented the Securing Opportunities for Academic Recovery (SOAR) program in the summer of 2020. This was an expansion of summer services beyond what is normally offered that included additional student populations that were impacted by the school closures. Through SOAR, academically fragile students were provided additional instructional time to mitigate learning loss from the last quarter of the 2019-2020 school year. This summer program targeted unengaged students during quarter four as well as those needing credit/course recovery and provided tutoring to grade 9 and grade 10 students who did not take the Algebra I EOC and FSA ELA, respectively, due to the cancelation of state assessments. In addition, SOAR provided summer reading camps for grade 2 and 3 students and extended school year services for students with disabilities. The district also made available online via the student portal a series of engaging grade-level resources and implemented reading and math challenges to incentivize students to access these learning tools during the summer and minimize the impact of both the school closures and the summer slide.

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During the summer, and in preparation for the upcoming school year, we developed learning loss indices for Students with Disabilities and English Language Learners, both of which were included in our Florida Department of Education-approved Reopening Plan back in July. These indices were developed to assist schools in identifying and addressing academic regression among Students with Disabilities and English Language Learners and included multiple data points such as iReady diagnostic results in Reading and Math, academic grades, and attendance.

For the 2020-2021 school year, M-DCPS also developed a comprehensive districtwide plan to serve as a roadmap for schools that includes strategies, best practices, and resources that are deployed through existing student and school support mechanisms, such as the School Improvement Plan (SIP) and the Multi-Tiered Systems of Supports (MTSS) at the local school level. This districtwide plan, also known as the M-DCPS Continuous Learning Plan (CLP), provides the instructional framework to address academic regression and continue our efforts to reduce and eliminate achievement gaps. The CLP provides school leadership teams with guidance and resources—both instructional and financial—to identify and support students, including fragile populations, who may have experienced unprecedented learning loss. This plan focuses on three levels that align with the Multi-Tiered System of Supports (MTSS): Level 1 – Accelerating Student Learning; Level 2 – Assessing and Addressing Student Learning Gaps; and Level 3 – Providing Extended Learning Opportunities. In Level 1, the primary strategy is to provide grade-level instruction for all students with standard supports and services. Continuous progress monitoring using evidence-based formative assessment tools is implemented to inform instruction and remediation of grade-level standards. To assist our English Language Learners (ELLs) in accessing the grade-level curriculum, scaffolded lessons have been created for every unit of study that students will encounter in English Language Arts. These lessons address reading, speaking, listening, and writing by embedding strategies and checkpoints for understanding to gauge student progress. Level 2 focuses on targeted interventions in reading and mathematics with additional supports and services for students not making adequate progress. Required intervention courses in reading for grades K-12 provide students with tiered instruction using evidence-based curriculum resources. M-DCPS also provides schools with the opportunity to schedule intervention courses in mathematics for grades 6-12 to increase instructional time and remediation of grade-level standards. At the elementary level, mathematics remediation is embedded during the instructional time through a differentiated instruction model for students not mastering the standards. Finally, Level 3 includes specific intervention and learning opportunities for students that provide additional instructional time such as before/after school tutoring, Saturday Academy, Winter Break Academy, Spring Break Academy, and expanded summer services through SOAR.

Schools in our district are currently implementing the CLP and will continue to do so in the second semester of the 2020-2021 school year. In order to provide additional interventions and supports, schools will be able to utilize a plethora of district-approved supplemental instructional materials and software programs. A list of these supplemental materials may be accessed [here](#). The district will continue to provide guidance to teachers and school leaders on the implementation of these interventions and the appropriate use of these supplemental instructional resources.

For additional details about the Continuous Learning Plan, please click [here](#) to access the document.

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**1.b.** The district has conducted targeted outreach to the families of students who demonstrate a decline on the district's progress monitoring system, regardless of modality, since the beginning of the 2020-2021 academic year. This progress monitoring system considers several student-level indicators, including attendance and performance on formative assessments.

An example of these targeted outreach efforts includes a campaign launched in November for roughly 6,000 disengaged students/families participating in My School Online. As part of this effort, students with excessive absences were assigned to district-level administrators who were responsible for contacting families and assisting schools in addressing barriers to attendance/engagement. Students were identified and assigned based on program participation and/or individual need. For instance, outreach for students with disabilities was conducted by the district's Department of Exceptional Student Education, and outreach for students enrolled in grades Pre-K and K was conducted by administrators in the Department of Early Childhood Programs. Among our goals in this endeavor were to inform parents who may not have been aware of their child's truancy, support students in reengaging regularly with all of his/her teachers/classes, improve student achievement outcomes, and gain a deeper understanding of the barriers contributing to non-attendance. The results of initial outreach efforts associated with this campaign have informed the district's steps regarding the potential need for additional services for disengaged My School Online students, including, but not limited to, home visits to establish contact, truancy services, referrals to community-based organizations, and mental health support/services.

In preparation for the second semester of the 2020-2021 school year, the district has developed Universal Screening Criteria (USC) to identify students who are not making adequate progress in My School Online and provide written notification to their parents and advise them of the associated risks in continuing in this modality. Parents will be required to acknowledge receipt of this correspondence and to submit a response to their child's school prior to the start of the spring semester. The USC includes components such as academic performance (grades) in the core subject areas, attendance/absences, iReady AP1 results in Reading and Math for students in grades K-8, status in meeting graduation requirements for junior and seniors, progress on meeting IEP goals (for students with disabilities), and teacher recommendation.

**1.c.** In an effort to mitigate learning loss resulting from the pandemic, including students who are transitioned out of My School Online, our district's state-approved innovative learning model, schools will offer students extended learning opportunities that include before/after school tutoring, Saturday Academy, Winter Break Academy, and Spring Break Academy. The above-mentioned expanded summer program known as SOAR, which was offered in the summer 2020 to address the needs of students who may have regressed as a result of the pandemic, will be offered again in the summer 2021.

These beyond-the-traditional-bell offerings afford teachers the opportunity to provide data-driven and purposeful instruction designed to address the academic needs of our most fragile learners. Multiple qualitative and quantitative data points are used to target students' learning losses and deficiencies, prerequisite skills, and grade-level content. These strategies will be embedded into School Improvement Plans and the MTSS process implemented by the school-based instructional leadership teams.

2. **Innovative Learning Modality.** The district shall explain in detail its plan to:
  - a. Offer the innovative learning modality only to students who are making adequate academic progress.
  - b. Provide written notice to the parent/guardian that the child is not making adequate progress and describe the associated education risks. The district must obtain a written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in the innovative learning modality. The district must submit a copy of the written acknowledgement form that they will provide to parents/guardians.

**2.a.** Miami-Dade County Public Schools' state-approved Innovative Model, My School Online, allows students to participate remotely in their enrolled schools' programs, is implemented across all school types, and is available to all families who chose this learning modality. MSO provides synchronous and asynchronous instruction using the same curriculum as in-person instruction and offers students the ability to interact with their teachers and peers daily. Since the onset of the pandemic, the district has been closely monitoring the academic performance of all students to identify those who might not be performing adequately to provide additional supports to them as needed.

As indicated earlier, the district will utilize the Universal Screening Criteria (USC) to identify students who are not making adequate progress in My School Online. The USC includes components such as academic performance (grades) in the core subject areas, attendance/absences, iReady AP1 results for students in grades K-8, status in meeting graduation requirements for junior and seniors, progress on meeting IEP goals (for students with disabilities), and teacher recommendation.

**2.b.** The district has crafted a letter to inform parents of students not making adequate progress about their child's academic performance in My School Online, including the associated risks of remaining in this modality. This letter will also include language about the transition to in-person learning and will be disseminated in English, Spanish, and Haitian Creole via the district's parent portal, U.S. mail, the district's mobile application, and email. The district will require written acknowledgement from the parent or guardian verifying the receipt of this information and their intent to have their child remain in My School Online or transition to in-person learning.

Please click [here](#) to access the letter to parents.

3. **Enhanced Outreach - Truancy/Attendance of Students.** The district shall list strategies they are implementing to:
  - a. Identify vulnerable students who have had limited or no contact with the district and transition them to the appropriate learning modality, including students who have yet to appear or enroll for the 2020-21 school year.
  - b. Identify VPK- and kindergarten-eligible students with the goal of engaging students to maximize kindergarten readiness to support long-term achievement.

**3.a.** Miami-Dade County Public Schools utilizes a multi-tiered system of supports to address chronic absenteeism. This tiered approach enables the district to focus on engagement and outreach that is universal and/or individualized. The interventions are organized into three tiers. Recognizing that the current crisis has exacerbated student attendance and school enrollment, the district and schools have accelerated attendance interventions as outlined in the district's attendance action plan called the *iAttend Plan*. These interventions and strategies are applied to students in all learning modalities, both virtually (My School Online-MSO) or in-person.

***Tier 1- School-wide Implementation for Attendance Support-Students With 5 Absences (In-Person and MSO)- Engagement Strategies***

The following preventive strategies have been intensified and escalated to meet individual student needs:

- Enhancement of current practices of consistent communication and engagement.
- Utilization of attendance data reports.
- Increased phone calls, home visits, parent conferences.
- Incentives for attendance.
- Daily personal phone calls to the homes of children when they are absent.
- Outreach efforts: for parents who have selected virtual learning, outreach strategies are used to encourage parents of students who are not accessing their education in an MSO environment to consider returning to the schoolhouse to better address their needs.
- Preventive outreach plan: school teams have created Attendance Review Committees (ARCs) and developed a preventive outreach plan which includes conducting home visits. The school level teams consist of (but, not limited to): Principals, Assistant Principals, Counselors, Grade Level/Department Teams, Community Involvement Specialists, and School Social Workers.

***Tier 2-Targeted School Interventions-Students With 5+ Absences & Disengaged Students (In-Person and MSO) Engagement Strategies***

When chronic absenteeism/disengagement persist, the school escalates the strategies to Tier 2, which include:

- Daily review of attendance data.
- Record all contact efforts and use collected data to coordinate support for students and parents.
- Increased phone calls, home visits, parent conferences.
- Automated calls, emails and text messages to families and students.
- Virtual meetings that include families, staff members, and school administrators.
- Daily personal phone calls to the homes of absent students.
- Outreach efforts for MSO students: for parents who have selected virtual learning, outreach strategies are used to encourage parents of students who are not accessing their education in an MSO environment to consider returning to the schoolhouse to better address their needs.
- School-site preventive outreach plans.
- Establishment of Attendance Review Committees: these school-level teams consist of (but, not limited to): Principals, Assistant Principals, Counselors, Grade Level/Department Teams, Community Involvement Specialists, and School Social Workers.
- Additional school-based support from other district departments, including School Police, Mental Health Services, and Community Engagement.



- The district has developed a comprehensive communications and outreach toolkit that outlines various strategies, as well as targeted and community messaging for schools to use. Included in the toolkit are sample social media posts and a fact sheet highlighting the importance of attendance, available in three languages, to distribute to families. Training on this outreach effort will be also be provided to schools.

### ***Tier 3-Intensive Case Management: School, District, and External Community Support Students With 10+ Absences & Disengaged Students (In-Person and MSO)-Truancy Strategies***

Once a student has 10 or more absences or continues to be disengaged, the interventions are escalated to Tier 3 by providing intensive case management with support from multiple departments and outside agencies.

- The district's School Police will increase the number of home visits and wellness checks.
- The district will work with community-based organizations (CBOs) who provide services at select school sites. The CBOs will assist with intensive case management which include care coordination and home visits.
- We will also expand collaborative relations with various public agencies to assist in locating disengaged students.
- The district's Federal and State Compliance Office will expand support to schools to address truancy cases. This office will intensify involvement with school site Attendance Review Committee teams to assist with required interventions for students identified as truant.

### **Tier 3 Targeted Outreach for Disengaged/Truant Students**

Through its Federal and State Compliance Office, M-DCPS provides additional support services for students identified as truant for having 15 or more absences in a 90-day calendar period. As part of the District's commitment to encourage regular school attendance for compulsory age children, and to re-engage youth as partners in education, truancy packets are submitted to local social service agencies for additional truancy diversion services. Only the cases for which parents give consent can be submitted to the agencies. To date, truancy referrals have been initiated for 1,789 students in M-DCPS.

### **Targeted Outreach for Students Who Have Yet to Appear or Enroll for the 2020-21 School Year**

On September 11, 2020, M-DCPS had approximately 1,500 students who did not appear or enroll within the first two weeks of the academic year. Since then, school-based staff has implemented a variety of outreach strategies to locate these students and support them in receiving instruction. Through such efforts, M-DCPS has successfully re-engaged approximately 500 of these students. The above-referenced comprehensive communications and outreach toolkit will be leveraged to contact the remaining students and assist with transitioning them to in-person learning. School-based, region office, and central office personnel will continue using a variety of escalating outreach strategies, including phone calls, written notification, and home visits, to locate and support students through this process.

### **3.b VPK and Kindergarten**

#### **Engagement Strategies**

- Maximize engagement and accelerate learning of VPK and Kindergarten eligible students through

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the CLP by providing standards-based instruction that includes comprehensive district-developed curriculum resources, Waterford Early Learning technology program and parental support that is aligned to instruction via the Ready Rosie platform.

- Implement Kindergarten Success tutorial program for identified Kindergarten students to provide intervention and mitigate learning gaps.
- Increase technology devices available for VPK and Kindergarten families with Title I and Head Start funds as appropriate.
- Expand outreach to families with Parent Academy webinars and social media posts on available program openings.
- Utilize Transition to Kindergarten Ambassadors to work with the Early Learning Coalition and Head Start Grantee delegate agencies to support private providers through *Lunch and Learn* remote sessions that are aligned to standards and share curriculum support resources to increase Kindergarten readiness.
- Provide families in the Head Start and Pre-K ESE program with at-home materials and increase parental participation with the Children's Trust Book Club to build at-home libraries.
- Implement Kindergarten Rocks-n-Enrolls campaign to promote early Kindergarten enrollment, meaningful summer activities and readiness.

### **Truancy/Attendance Strategies:**

- Support schoolwide attendance efforts with follow-up calls to families of Pre-K and Kindergarten students that focus on identifying/addressing barriers to attendance and/or online participation.
- Support attendance of special populations such as Head Start and Pre-K ESE through Head Start Collaboration Meetings and IEP meetings with parents to further develop team plans.
- Utilize School Social Workers and, where appropriate, conduct support Wellness Checks with families.
- Consider Extended School Year (ESY) for student regression or students who could use more time to consolidate skills.
- Make available a Summer VPK Program that specifically targets Pre-K ESE students who may not have activated their COEs and would benefit from additional instructional time to increase Kindergarten Readiness.

4. **Professional Development.** The district shall list professional development opportunities provided and planned to support teachers and leaders in implementing the Spring 2021 Education Plan, including:
  - a. Innovative and virtual learning modalities;
  - b. Interventions to support students in various learning modalities; and
  - c. Technology needs (especially new learning management systems).

**4.a. & 4.c.** In 2012, M-DCPS launched its Digital Convergence initiative, which created both the infrastructure through the purchase of devices and digital tools and the culture through strategic professional development that allowed us to quickly pivot to the distance learning modality back in the spring of 2020. Our teachers and students have been gradually moving towards blended learning since significant investments in devices, professional development, and digital resources have been made over the years.

Also, since the inception of the Digital Convergence initiative, schools have been participating in technology integration professional development. Teachers participating in these PDs have served as technology leaders to conduct turn-key training for their peers, provide support by modeling lessons, and equip students with 21st Century skills (i.e., collaboration, communication, critical thinking, and creativity). One of the metrics included in the district's strategic plan calls for the creation of a cadre of teachers at each school who will support effective use of technology. Over the years, in conjunction with the digital leader cadre, the district has built teacher capacity in technology and digital literacy.

When the COVID-19 school closures forced us to rethink teaching and learning and move entirely to a distance learning format, our first priority was to ensure that teachers, school leaders, students, and their families were given the tools to succeed in this new environment. Since the initial school closures, the district has provided strategic professional development sessions specifically designed to support teachers and leaders in the transition to My School Online, the district's innovative learning modality. Sessions included training on Microsoft Teams, Zoom, and the multitude of digital resources that are available to students and teachers in our district. Many of these PD sessions are on-demand and are available to teachers anytime, anywhere through the District's employee portal.

In order to onboard instructional personnel for the reopening of schools this year, the district reserved the following days for professional development:

- [Synergy: Districtwide Summer Professional Development Conference](#) – July 15-17
- New Teacher Orientation - August 12, 13, 14, 17
- New Teacher Planning Day - August 18
- Teacher Planning Days – August 19 and 28
- Innovative Learning Model Training – August 20 – 26

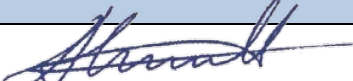
**4.b** In addition, in preparation for the second semester of the 2020-2021 school year, teachers were provided training on specific content area knowledge and instructional strategies that support face-to-face and distance teaching and learning on November 3<sup>rd</sup> during the mandatory district PD day. School site leaders received training in mid-November focused on the Continuous Learning Plan (CLP), which is the district's roadmap to ensure students who may have regressed and may be struggling academically in either one of the learning modalities receive the necessary interventions and supports. The sessions included specific strategies for supporting teachers in accelerating student learning, assessing/addressing learning gaps, and coordinating extended learning opportunities in schools. Additional training and support for school leaders and teachers in monitoring student progress and implementing the appropriate interventions will be provided in early January.

[PD Menu for November 3<sup>rd</sup>](#)

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### Acknowledgement

The district verifies that the information they provide to the Florida Department of Education contained in this form is consistent with, and meets the intent of, the provisions outlined in DOE Order No. 2020-EO-07.

<b>Name and title of person responsible for completion and submission of the Spring 2021 Education Plan.</b>
Marie Izquierdo, Chief Academic Officer
<b>Contact information: email, phone number</b>
<a href="mailto:izquierdo@dadeschools.net">izquierdo@dadeschools.net</a> ; 305-995-1451
<b>Date submitted</b>
December 10, 2020
<b>Superintendent Signature (or authorized representative)</b>


Miami-Dade County Public Schools  
Office of Academics and Transformation

**Spring Education Plan Professional Development Offerings**

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
December 2, 2020	Bilingual Education and World Languages	<p><b>Session Title: iWorld Nearpod Private Library</b></p> <p><b>Description:</b> The purpose of this session is to inform participants of the various standards-based lessons aligned to LAFS and WIDA to address language acquisition and the four domains: reading, writing, speaking, and listening.</p> <p><b>Target Audience:</b> Teachers of ELLs in grades 6-12</p> <p><b>Session Openings:</b> 100</p>
December 1, 2020	Bilingual Education and World Languages	<p><b>Session Title: Achieve 3000 Close Reading Strategies</b></p> <p><b>Description:</b> The purpose of this session is to inform participants on the supplemental technology software for secondary English Language Learners. This session will focus on close reading strategies and collaborative conversations to develop listening, speaking skills for WIDA standards.</p> <p><b>Target Audience:</b> Teachers of ELLs in grades 6-12</p> <p><b>Session Openings:</b> 100</p>
December 3 and 10, 2020	Bilingual Education and World Languages	<p><b>Session Title: Achieve 3000 Test Prep and Data Analysis</b></p> <p><b>Description:</b> The purpose of this session is to inform participants on the supplemental technology software for secondary English Language Learners. This session will focus on preparing for success on high stakes state assessment by analyzing Achieve 3000 data reports.</p> <p><b>Target Audience:</b> Teachers of ELLs in grades 6-12</p> <p><b>Session Openings:</b> 100</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
December 8-9, 2020	Bilingual Education and World Languages	<p><b>Session Title: iTutor for ELLs</b></p> <p><b>Description:</b> The purpose of this session is to inform participants on the supplemental digital tutoring program available to ELLs in grades 6-12. iTutor will focus on both LAFS and WIDA standards and better prepare students for the Florida Standards Assessment.</p> <p><b>Target Audience:</b> Teachers in grades 6-12</p> <p><b>Session Openings:</b> 100</p>
January 5 and 7, 2021	Bilingual Education and World Languages	<p><b>Session Title: Getting Reading for 2021 February FTE – ESOL Compliance</b></p> <p><b>Description:</b> The purpose of this session is to inform ESOL Compliance Liaisons and school administrators of all ESOL program requirements that must be followed in preparation for the FEFP Audit by the State of Florida Auditor General in 2021-2022.</p> <p><b>Target Audience:</b> ESOL Compliance Liaisons and School Administrator</p> <p><b>Session Openings:</b> 350</p>
January 12-14, 2021	Bilingual Education and World Languages	<p><b>Session Title: Imagine Math K-2</b></p> <p><b>Description:</b> The purpose of this session is to inform participants on the supplemental digital technology program, Imagine Math. This session will provide an overview of Imagine Math and how to supplement math instruction for ESOL students during whole group and small group instruction in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Mathematics Teachers of ELLs in grades K-2</p> <p><b>Session Openings:</b> 150</p>
January 12-14, 2021	Bilingual Education and World Languages	<p><b>Session Title: Imagine Math Grades 3-12</b></p> <p><b>Description:</b> The purpose of this session is to inform participants on the supplemental digital technology program, Imagine Math. This session will provide an overview of Imagine Math and how</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p>to supplement math instruction for ESOL students during whole group and small group instruction in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Mathematics Teachers of ELLs in grades 3-12</p> <p><b>Session Openings:</b> 300</p>
January 11-14, 2021	Bilingual Education and World Languages	<p><b>Session Title:</b> ACCESS for ELLs Online Training Modules K-12</p> <p><b>Description:</b> The purpose of this session is to provide an overview of online training modules for ACCESS for ELLs test administrators. Participants will be reviewing released sample items the requirements for each proficiency level according to the WIDA rubric, how to effectively use the WIDA rubric when scoring the speaking sections and the focus of academic English language provided within student responses</p> <p><b>Target Audience:</b> ACCESS for ELLs Test Administrators in grades K-12</p> <p><b>Session Openings:</b> 300</p>
January 13 January 27 February 10 February 24 March 10 2021	Social Sciences	<p><b>Session Title:</b> 7<sup>th</sup> grade Civics Power Hour</p> <p><b>Description:</b> Department of Social Sciences, is offering virtual after-school one-hour training sessions to assist teachers in the EOC-tested course, 7th Grade Civics. These “Power Hour” sessions will include an emphasis on standards-aligned sample activities, data driven instruction and remediation, and technology integration in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> 7<sup>th</sup> grade Civics teachers</p> <p><b>Session Openings:</b> 200</p>
January 14 January 28 February 11 February 25 March 11 2021	Social Sciences	<p><b>Session Title:</b> 11<sup>th</sup> grade U.S. History Power Hour</p> <p><b>Description:</b> Department of Social Sciences, is offering virtual after-school one-hour training sessions to assist teachers in the EOC-tested course, 11<sup>th</sup> grade U.S. History. These “Power Hour” sessions will include an emphasis on standards-aligned sample activities, data driven instruction and remediation, and technology integration in both the Schoolhouse and MSO models.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> 11<sup>th</sup> grade U.S. History teachers</p> <p><b>Session Openings:</b> 200</p>
<p>January 6 January 20 February 10 February 24 March 10 March 24 2021</p>	<p>Social Sciences</p>	<p><b>Session Title:</b> Holocaust Education Conversations with Dr. Miriam Klein Kassenoff</p> <p><b>Description:</b> Department of Social Sciences is offering a Social Studies professional development series titled: “Holocaust Education Conversations with Dr. Miriam Klein Kassenoff” via Zoom. · This virtual Holocaust Education Series is designed to deepen the professional knowledge of Social Science educators in support of meaningful and engaging instruction on meeting the state mandate to teach about the Holocaust. The content includes but is not limited to the following topics: building a base of knowledge about Holocaust Education; answering Frequently Asked Questions on The Holocaust; teaching with various FREE instructional resources available through the Department of Social Sciences’ website, United States Holocaust Memorial and Museum, Yad Vashem, and Facing History and Ourselves and related instruction through connections to art, music, literature, and film.</p> <p><b>Target Audience:</b> Elementary, Middle, and Senior High School teachers who teach about the Holocaust and Holocaust Education Advocates</p> <p><b>Session Openings:</b> 200</p>
<p>January 6 January 13 2021</p>	<p>Social Sciences</p>	<p><b>Session Title:</b> Social Sciences Weekly Wednesday Academy for Elementary Teachers K-5</p> <p><b>Description:</b> The Division of Academics, Department of Social Sciences is offering a Social Studies Weekly Wednesday Academy for Elementary Teachers K-5 via Zoom. · This virtual academy is designed to deepen the professional knowledge of elementary educators in support of meaningful and engaging social studies instruction. Academy content includes the following topics: o Tools, tips, and resources available on the adopted social studies instructional resources; teaching with various instructional resources available through the Department of Social Sciences Website (free resources); enriching social studies instruction through connections with art and music; building a base of Civics knowledge at the elementary level; and how to effectively integrate the mandates in the elementary classroom.</p> <p><b>Target Audience:</b> Elementary Social Studies Teachers</p>



Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Session Openings:</b> 200</p>
January, 2021	Social Sciences	<p><b>Session Title:</b> Social Sciences- Best Practices in Remediation and Mitigating Learning Losses</p> <p><b>Description:</b> Remediation tools, enrichment activities, and data-driven instruction will be the focus of this professional development opportunity in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Teachers charged with providing extra tutoring for 7<sup>th</sup> grade Civics and 11<sup>th</sup> grade U.S. History students</p> <p><b>Session Openings:</b> 200</p>
March 26, 2021	Social Sciences	<p><b>Session Title:</b> 7<sup>th</sup> grade Civics Academy</p> <p><b>Description:</b> Best practices that yield growth in student performance on the 7<sup>th</sup> grade Civics EOC assessment are explored to help teachers instruct in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Tier 1 Supported School- 7<sup>th</sup> grade Civics teachers</p> <p><b>Session Openings:</b> 50</p>
March 26, 2021	Social Sciences	<p><b>Session Title:</b> 11<sup>th</sup> grade U.S. History Academy</p> <p><b>Description:</b> Best practices that yield growth in student performance on the 11<sup>th</sup> grade U.S. History EOC assessment are explored to help teachers instruct in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Tier 1 Supported School- 11<sup>th</sup> grade U.S. History</p> <p><b>Session Openings:</b> 50</p>
February, 2021	Social Sciences	<p><b>Session Title:</b> African American History Advocates</p> <p><b>Description:</b> Best practices are explored regarding the implementation of the African American History state mandate.</p> <p><b>Target Audience:</b> African American History Advocates (K-12)</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Session Openings:</b> 300</p>
<p>March, 2021</p>	<p>Social Sciences</p>	<p><b>Session Title:</b> Women’s History Advocates</p> <p><b>Description:</b> Best practices are explored regarding the implementation of the Women’s History state mandate.</p> <p><b>Target Audience:</b> Women’s History Advocates (K-12)</p> <p><b>Session Openings:</b> 300</p>
<p>April, 2021</p>	<p>Social Sciences</p>	<p><b>Session Title:</b> Elementary and Secondary Social Sciences Department Chairpersons’ Spring Training</p> <p><b>Description:</b> Social Sciences updates, best practices, leadership expectations, and technology integration will be the focal point of this annual Spring training.</p> <p><b>Target Audience:</b> Elementary, Middle, and Senior High School Social Studies Contacts</p> <p><b>Session Openings:</b> 400</p>
<p>12/7/2020 (12:00 pm – 3:30 pm)</p>	<p>Secondary English Language Arts</p>	<p><b>Session Title: B.E.S.T. Standards Training (Virtual Session)</b></p> <p><b>Description:</b> Train the members of the ELA Textbook Selection Committee on the B.E.S.T. standards as they examine textbooks for the new textbook adoption.</p> <p><b>Target Audience:</b> Members of the ELA Textbook Selection Committee</p> <p><b>Session Openings:</b> 50</p>
<p>January 7<sup>th</sup>, 8<sup>th</sup>, 11<sup>th</sup>, (8:00 am – 11:30 am)</p>	<p>Secondary English Language Arts</p>	<p><b>Session Title: Scaled Leadership - Spring Continuous Learning Plan (Virtual Session)</b></p> <p><b>Description:</b> Train principals on the Spring Education Plan implementation requirements.</p> <p><b>Target Audience:</b> Principals</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
January 13 <sup>th</sup> , 14 <sup>th</sup> , 15 <sup>th</sup>  (8:00 am – 11:30 am)	Secondary English Language Arts	<p><b>Session Openings:</b> 400</p> <p><b>Session Title:</b> Scaled Leadership - Spring Continuous Learning Plan (Virtual Session)</p> <p><b>Description:</b> Train assistant principals on the Spring Education Plan implementation requirements.</p> <p><b>Target Audience:</b> Assistant Principals</p> <p><b>Session Openings:</b> 400</p>
January 2021	Secondary English Language Arts	<p><b>Session Title:</b> On-Demand Webinar - ESSER Grant Training for Secondary ELA</p> <p><b>Description:</b> Train the ELA teachers/interventionists that will be implementing the curriculum for the ESSER grant. This training will assist teachers in providing students with evidence-based instruction as part of extended learning opportunities in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> ELA Teachers/Interventionist</p> <p><b>Session Openings:</b> No Limit</p>
February 2021 – June 2021	Secondary English Language Arts	<p><b>Session Title:</b> VPLC for ELA Teachers/Interventionist Implementing the ESSER Curriculum (Monthly Virtual Session)</p> <p><b>Description:</b> Monthly support trainings to assist the teachers and/or interventionist with the ESSER curriculum. This training will assist teachers in providing students with evidence-based instruction as part of extended learning opportunities in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> ELA Teachers/Interventionist</p> <p><b>Session Openings:</b> 200</p>
February 2021 – June 2021	Secondary English Language Arts	<p><b>Session Title:</b> Monthly VPLC for ELA/ Intensive Reading Teachers (Monthly Virtual Session)</p> <p><b>Description:</b> Monthly support trainings to assist ELA and Intensive Reading teachers in either the Schoolhouse or MSO models with intervention materials, data reports, supplemental resources, and implementation of pacing guides.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> ELA/ Intensive Reading Teachers</p> <p><b>Session Openings:</b> 200</p>
<p>November 3, 2020 8:30am – 2:30pm</p>	<p>Elementary English Language Arts</p>	<p><b>Session Title: Kindergarten Success Grant</b></p> <p><b>Description:</b> Participants will receive training on the curriculum to be used with students attending the Kindergarten Success Grant intervention/tutorial program in either the Schoolhouse or MSO models. Participants will have hands-on experiences with the curriculum, including selected activities, planning, and progress monitoring.</p> <p><b>Target Audience:</b> Kindergarten Teachers</p> <p><b>Session Openings:</b> 500</p>
<p>November 3, 2020 8:30am – 2:30pm</p>	<p>Elementary English Language Arts</p>	<p><b>Session Title: GEER Grant in Elementary Language Arts/ Reading 1st and 2nd Grade</b></p> <p><b>Description:</b> Participants will receive training on the curriculum to be used with students attending the GEER Grant intervention/tutorial program in either the Schoolhouse or MSO models. Participants will have hands-on experiences with the curriculum, including selected activities, planning, and progress monitoring.</p> <p><b>Target Audience:</b> 1st and 2nd Grade Teachers</p> <p><b>Session Openings:</b> 500</p>
<p>November 3, 2020 8:30am – 2:30pm</p>	<p>Elementary English Language Arts</p>	<p><b>Session Title: GEER Grant in Elementary Language Arts/ Reading Grades 3-5</b></p> <p><b>Description:</b> Participants will receive training on the curriculum to be used with students attending the GEER Grant intervention/tutorial program in either the Schoolhouse or MSO models. Participants will have hands-on experiences with the curriculum, including selected activities, planning, and progress monitoring.</p> <p><b>Target Audience:</b> 3<sup>rd</sup> -5<sup>th</sup> Grade Teachers</p> <p><b>Session Openings:</b> 300</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
December 7-10, 2021  January 7, 13, 25, 2021	Elementary English Language Arts	<p><b>Session Title: ELA K-5 Schools District Instructional Materials Review Committee (DIMRC)</b></p> <p><b>Description:</b> The DIMRC will evaluate instructional materials for the district's core and intervention programs for the 2021 -2022 school year.</p> <p><b>Target Audience:</b> K-5 selected teachers</p> <p><b>Session Openings:</b> 20</p>
January 20, January 27, OR February 3, 2021 2:30p.m. – 3:30p.m.	Elementary English Language Arts	<p><b>Session Title: Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Topic #1: Introduction to the Florida's B.E.S.T. Standards</b></p> <p><b>Description:</b> Virtual Professional Learning Communities (VPLCs) for all K-2 teachers in elementary schools and K-8 Centers on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.</p> <p><b>Target Audience:</b> K-2 Teachers</p> <p><b>Session Openings:</b> 300</p>
February 10, February 17, OR February 24, 2021 2:30p.m. – 3:30p.m.	Elementary English Language Arts	<p><b>Session Title: Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Topic #2: Unpacking and Stacking the K-2 B.E.S.T. Standards</b></p> <p><b>Description:</b> Virtual Professional Learning Communities (VPLCs) for all K-2 teachers in elementary schools and K-8 Centers on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.</p> <p><b>Target Audience:</b> K-2 Teachers</p> <p><b>Session Openings:</b> 300</p>
March 3, March 10, OR March 17, 2021	Elementary English Language Arts	<p><b>Session Title: Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards Topic #3: Instructional Resources for the Florida's B.E.S.T. Standards</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
2:30p.m. – 3:30p.m.		<p><b>Description:</b> Virtual Professional Learning Communities (VPLCs) for all K-2 teachers in elementary schools and K-8 Centers on the new Benchmarks for Excellent Student Thinking (B.E.S.T.) standards.</p> <p><b>Target Audience:</b> K-2 Teachers</p> <p><b>Session Openings:</b> 300</p>
January 2021	Elementary English Language Arts	<p><b>Session Title:</b> ESSER Grant Tutorial Services in Elementary Language Arts/ Reading Grade 1-2</p> <p><b>Description:</b> Participants will receive training on the curriculum to be used with students attending the ESSER Extended learning opportunities in either the Schoolhouse or MSO models. Participants will have hands-on experiences with the curriculum, including selected activities, planning, and progress monitoring.</p> <p><b>Target Audience:</b> 1<sup>st</sup> -2<sup>nd</sup> Grade Teachers</p> <p><b>Session Openings:</b> 500</p>
January 2021	Elementary English Language Arts	<p><b>Session Title:</b> ESSER Grant Tutorial Services in Elementary Language Arts/ Reading Grade 3-5</p> <p><b>Description:</b> Participants will receive training on the curriculum to be used with students attending the ESSER Extended learning opportunities in either the Schoolhouse or MSO models. Participants will have hands-on experiences with the curriculum, including selected activities, planning, and progress monitoring</p> <p><b>Target Audience:</b> 3<sup>rd</sup> – 5<sup>th</sup> Grade Teachers</p> <p><b>Session Openings:</b> 500</p>
January 2021		<p><b>Session Title:</b> Scaled Leadership-January 2021</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
	Elementary English Language Arts	<p><b>Description:</b> School site administrators will receive training in the implementation and continuation of the Spring Continuous Learning Plan. Administrators will be trained on the progress monitoring tools available to identify students that are not making adequate progress in reading. Instructional practices/strategies will be shared to mitigate learning loss and close the achievement gap in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> All Elementary and K-8 Principals and Assistant Principals</p> <p><b>Session Openings:</b> 500</p>
June 2021	Elementary English Language Arts	<p><b>Session Title: Florida's B.E.S.T. Standards and New Instructional Materials</b></p> <p><b>Description:</b> In preparation for the roll out of the new Florida's B.E.S.T. Standards and new instructional materials, M-DCPS will be offering a four-day summer institute to all K-3 teachers on the implementation of new curriculum materials. During this institute, K-3 teachers will receive professional development on the new standards, core, and intervention materials to deepen their knowledge of the standards and instructional materials adopted.</p> <p><b>Target Audience:</b> Kindergarten – 3<sup>rd</sup> Grade Teachers</p> <p><b>Session Openings:</b> 500</p>
January 2021/ PM	Science	<p><b>Session Title: Elementary Science Champions' Blended Learning, Content, Pacing, Best Practices and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to state standards and item specifications through blended learning techniques, and learn student engagement methods in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Grades K-5 Science Teachers</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<b>Session Openings:</b> 900
January 2021/ PM	Science	<p><b>Session Title: Elementary Science Blended Learning – Content/Pacing Q4 Grades K-2</b></p> <p><b>Description:</b> This interactive, online professional development is intended to provide teachers with strategies for blended learning implementation of District content and pacing resources. Participants will learn to incorporate standard aligned resources with effective planning, design and deepen science content knowledge and pedagogy in alignment with SAMR.</p> <p><b>Target Audience:</b> K-2 Science Teachers</p> <p><b>Session Openings:</b> 300</p>
January 2021/ PM	Science	<p><b>Session Title: Elementary Science Blended Learning – Content/Pacing Q4 Grades 3-5</b></p> <p><b>Description:</b> This interactive, online professional development is intended to provide teachers with strategies for blended learning implementation of District content and pacing resources. Participants will learn to incorporate standard aligned resources with effective planning, design and deepen science content knowledge and pedagogy in alignment with SAMR.</p> <p><b>Target Audience:</b> 3-5 Science Teachers</p> <p><b>Session Openings:</b> 300</p>
January 2021/ PM	Science	<p><b>Session Title: Middle School Science Blended Learning, Content, Pacing, and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p>



Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Grades 6 – 8 Science Teachers</p> <p><b>Session Openings:</b> 290</p>
January 2021/ AM	Science	<p><b>Session Title:</b> High School Biology Blended Learning, Content, Pacing, and Engagement</p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for the Biology End of Course Exam. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Secondary Biology Teachers</p> <p><b>Session Openings:</b> 290</p>
February 2021/ AM	Science	<p><b>Session Title:</b> Elementary Science Champions' Blended Learning, Content, Pacing, Best Practices and Engagement – Topic Planning Sessions</p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to state standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Grades K-4 Science Teachers</p> <p><b>Session Openings:</b> 900</p>
February 2021/ AM	Science	<p><b>Session Title:</b> Elementary Science Grade 5 ICAD: Remediation and Progress Monitoring – Planning Session</p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to state standards and item specifications through blended learning techniques, data-driven strategies for remediation and learn student engagement methods.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Grade 5 Science Teachers</p> <p><b>Session Openings:</b> 290</p>
February 2021/ AM	Science	<p><b>Session Title: Middle School Science Blended Learning, Content, Pacing, and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Grades 6 – 8 Science Teachers</p> <p><b>Session Openings:</b> 290</p>
February 2021/ PM	Science	<p><b>Session Title: High School Science Blended Learning, Content, Pacing, and Engagement</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training in High School Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> High School Science Teachers</p> <p><b>Session Openings:</b> 290</p>
March 2021/ PM	Science	<p><b>Session Title: Elementary Science Champions’ Blended Learning, Content, Pacing, Best Practices and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to state standards and item specifications through blended learning techniques, and learn student engagement methods.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Grades K-5 Science Teachers</p> <p><b>Session Openings:</b> 900</p>
March 2021/ PM	Science	<p><b>Session Title: Middle School Science Blended Learning, Content, Pacing, and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Grades 6 – 8 Science Teachers</p> <p><b>Session Openings:</b> 290</p>
March 2021/ PM	Science	<p><b>Session Title: High School Biology Blended Learning, Content, Pacing, and Engagement</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for the Biology End of Course Exam. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Secondary Biology Teachers</p> <p><b>Session Openings:</b> 290</p>
April 2021/ AM	Science	<p><b>Session Title: Elementary Science Champions’ Blended Learning, Content, Pacing, Best Practices and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to state standards and item specifications through blended learning techniques and learn student engagement methods.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Grades K-5 Science Teachers</p> <p><b>Session Openings:</b> 900</p>
April 2021/ AM	Science	<p><b>Session Title: Middle School Science Blended Learning, Content, Pacing, and Engagement – Topic Planning Sessions</b></p> <p><b>Description:</b> This interactive, inquiry-based VPLC is intended to provide teachers with content and pacing training for Comprehensive Science. Participants will learn to incorporate best practices in STEM education, deepen science content knowledge and pedagogy relative to State standards and item specifications through blended learning techniques, and learn student engagement methods.</p> <p><b>Target Audience:</b> Grades 6 – 8 Science Teachers</p> <p><b>Session Openings:</b> 290</p>
April 2021/ AM	Science	<p><b>Session Title: Increasing Student Engagement in High School Science is Virtually Unstoppable</b></p> <p><b>Description:</b> This interactive VPLC will engage secondary science teachers in collaborative activities that support teaching and learning in classrooms that integrate Science, Technology, Engineering, Arts and Mathematics (STEAM). The Professional Development will immerse teachers in best practices, the newest educational trends, and ideas to hook and retain student knowledge.</p> <p><b>Target Audience:</b> High School Science Teachers</p> <p><b>Session Openings:</b> 290</p>
01/30/21 8:30 am – 3:30 pm	STEAM	<p><b>Session Title: VEX Robotics Virtual Programming Challenges</b></p> <p><b>Description:</b> Provide support for our robotics coaches on the upcoming VEX Robotics Virtual Programming Challenges. This session will focus on coaching a robotics team, competition expectations, ethics, discussing strategies for competition and understanding the scoring.</p> <p><b>Target Audience:</b> Robotics Coaches (K-12)</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Session Openings:</b> 100</p>
<p>3/26/21 8:30 am – 11:30 am</p>	<p>STEAM</p>	<p><b>Session Title: STEAM Reminders / Best Practices (K-5)</b></p> <p><b>Description:</b> Provide STE(A)M liaisons (K-5) with specific guidance relating to the STEAM School Designation documentation requirements along with providing reminders to ensure that schools feel comfortable in their submissions, as the end of the school year approaches.</p> <p><b>Target Audience:</b> STEAM / STEM Liaisons (K-5)</p> <p><b>Session Openings:</b> 100</p>
<p>3/26/21 12:30 pm – 3:30 pm</p>	<p>STEAM</p>	<p><b>Session Title: STEAM Reminders / Best Practices (6-12)</b></p> <p><b>Description:</b> Provide STE(A)M liaisons (6-12) with specific guidance relating to the STEAM School Designation documentation requirements along with providing reminders to ensure that schools feel comfortable in their submissions, as the end of the school year approaches.</p> <p><b>Target Audience:</b> STEAM / STEM Liaisons (6-12)</p> <p><b>Session Openings:</b> 100</p>
<p>January 7, 8, 11, 2021</p>	<p>Mathematics and Reading</p>	<p><b>Session Title: 2020-2021 Scaled Leadership for Principals</b></p> <p><b>Description:</b> During this two-hour virtual session, school site administrators will be given an overview of FLDOE’s Spring 2021 Education Plan and Assurances. Information regarding the district’s Universal Screening Criteria, Progress Monitoring Tools and Implementation Plan will be shared. Administrators will review firsthand the various grade level resources and monitoring tools used across the district to close gaps and mitigate learning loss and how those resources can be used to address the Spring 2021 Education Plan Assurances. Specific guidance will also be provided on implementation procedures, timelines and required parent notifications.</p> <p><b>Target Audience:</b> All Principals</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
January 13, 14, 15, 2021	Mathematics and Reading	<p><b>Session Openings:</b> 400 over the course of 3 days</p> <p><b>Session Title:</b> 2020-2021 Scaled Leadership for Assistant Principals</p> <p><b>Description:</b> During this two-hour virtual session, school site administrators will be given an overview of FLDOE’s Spring 2021 Education Plan and Assurances. Information regarding the district’s Universal Screening Criteria, Progress Monitoring Tools and Implementation Plan will be shared. Administrators will review firsthand the various grade level resources and monitoring tools used across the district to close gaps and mitigate learning loss and how those resources can be used to address the Spring 2021 Education Plan Assurances. Specific guidance will also be provided on implementation procedures, timelines and required parent notifications.</p> <p><b>Target Audience:</b> All Assistant Principals</p> <p><b>Session Openings:</b> 700 over the course of 3 days</p>
12/1/20 & 12/14/20 8:30am – 9:30am	Mathematics	<p><b>Session Title:</b> GEER 4th &amp; 5th Grade Intervention in Elementary ELA &amp; Mathematics for the L300 Schools</p> <p><b>Description:</b> During these bi-weekly professional developments the L300 Math Coaches will plan for the effective implementation of the GEER Intervention Program in elementary mathematics for the L300 Schools’ 4th and 5th grade students in need of additional math support. Participants will focus on teaching conceptual development of the MAFS Standards. Teachers will also investigate how to fully develop intervention lessons and differentiated instructional materials which aid in promoting student mastery of the essential pre-requisite standards and ultimately grade-level standards. Topics will include preparing for upcoming instructional math topics and the math essentials needed to assist the teacher in the elementary math class.</p> <p><b>Target Audience:</b> L300 Schools 4<sup>th</sup> &amp; 5<sup>th</sup> Grade Mathematics Teachers</p> <p><b>Session Openings:</b> 25</p>
12/3/2020 12:30pm – 3:30pm	Mathematics	<p><b>Session Title:</b> Elementary Mathematics iCAD (All Regions): An Overview of the Upcoming Florida B.E.S.T. Standards &amp; Effectively Mitigating the Learning Loss in the Elementary Mathematics Classroom</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Description:</b> This course is designed for K-5 classroom teachers representing their school as the Elementary Mathematics Liaison (EML) and will turnkey the professional development content to the mathematics teachers at their respective school sites. This session will center on activities that support the participants in understanding how to enhance instruction in the classroom and best coordinate the effective implementation of Mathematics Florida Standards (MAFS) as well as assist them with mitigating learning losses in the elementary math classrooms. Participants will identify, research, and implement leadership and innovative teaching techniques to improve the school-site mathematics learning community, the instructional process and/or the participants professional learning. They will review instruction based on the standards and collaborate with colleagues to tackle the issues of implementation. While sharing best practices, participants will learn about how to transform a classroom into an environment where students will learn how to examine, interpret, and think critically about math concepts. Other session topics include, but are not limited to, deep strategic planning, teaching mathematics through problem solving, standards-aligned grading and sharing best practices in conducting effective professional learning mathematics communities.</p> <p><b>Target Audience:</b> Elementary Mathematics Elementary Math Liaisons &amp; Math Coaches</p> <p><b>Session Openings:</b> 300</p>
<p>1/7/21 1/21/21 1/28/21 2/1/21 2/18/21</p> <p>3:15pm – 4:15pm</p>	<p>Mathematics</p>	<p><b>Session Title: Elementary Mathematics Acceleration Plan Development Support Sessions</b></p> <p><b>Description:</b> During these sessions, the district elementary math district will assist elementary mathematics teachers with developing acceleration plans and instructional focus calendars that will assist teachers in both the Schoolhouse and MSO models with being able to complete the required classroom instruction based on the Florida Department of Education’s elementary mathematics course descriptions; which will, in turn, ensure that students are adequately prepared for the Spring 2021 FSA Mathematics Assessment.</p> <p><b>Target Audience:</b> Elementary Mathematics Teachers (K-5)</p> <p><b>Session Openings:</b> 300</p>
<p>2/9/21</p>	<p>Mathematics</p>	<p><b>Session Title: Elementary Mathematics iCAD (All Regions): Closing the Deficiency Gaps in the Elementary Mathematics Classroom &amp; Digging into the B.E.S.T. Standards: You can’t Teach what you don’t Know</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
11:30am – 3:30pm		<p><b>Description:</b> This course is designed for K-5 classroom teachers representing their school as the Elementary Mathematics Liaison (EML) to turnkey the professional development content to the mathematics teachers at the school sites. The sessions will center on activities that support the participants in understanding how to enhance instruction in the classroom and best coordinate the effective implementation of Mathematics Florida Standards (MAFS) and assist with supporting teachers with closing the deficiency gaps in the elementary math classrooms in both the Schoolhouse and MSO models. Participants will identify, research, and implement leadership and innovative teaching techniques to improve the school-site mathematics learning community, the instructional process and/or the participants professional learning. They will review instruction based on the standards and collaborate with colleagues to tackle the issues of implementation. While sharing best practices, participants will learn about how to transform a classroom into an environment where students will learn how to examine, interpret, and think critically about math concepts. Other session topics include, but are not limited to, deep strategic planning, teaching mathematics through problem solving, standards-aligned grading and sharing best practices in conducting effective professional learning mathematics communities.</p> <p><b>Target Audience:</b> Elementary Mathematics Elementary Math Liaisons &amp; Math Coaches</p> <p><b>Session Openings:</b> 300</p>
5/25/2021 12:30pm – 3:30pm	Mathematics	<p><b>Session Title: Elementary Mathematics iCAD (All Regions): Using Number Routines to Reinforce the MAFS Standards to Assist with next Grade-Level Transitions</b></p> <p><b>Description:</b> This course is designed for K-5 classroom teachers representing their school as the Elementary Mathematics Liaison (EML) to turnkey the professional development content to the mathematics teachers at the school sites in both the Schoolhouse and MSO models. The sessions will center on activities that support the participants in understanding how to enhance instruction in the classroom and best coordinate the effective implementation of Mathematics Florida Standards (MAFS) and support teachers with using reinforcing the MAFS Standards to assist students with their next grade-level transitions. Participants will identify, research, and implement leadership and innovative teaching techniques to improve the school-site mathematics learning community, the instructional process and/or the participants professional learning. They will review instruction based on the standards and collaborate with colleagues to tackle the issues of implementation. While</p>



Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p>sharing best practices, participants will learn about how to transform a classroom into an environment where students will learn how to examine, interpret, and think critically about math concepts. Other session topics include, but are not limited to, deep strategic planning, teaching mathematics through problem solving, standards-aligned grading and sharing best practices in conducting effective professional learning mathematics communities.</p> <p><b>Target Audience:</b> Elementary Mathematics Elementary Math Liaisons &amp; Math Coaches</p> <p><b>Session Openings:</b> 300</p>
<p>12/01/2020 12:30- 3:30pm</p>	<p>Mathematics</p>	<p><b>Session Title: Middle Grades Mathematics December iCAD: North/Central/South Tier 1</b></p> <p><b>Description:</b> This course is designed for 6-8 math department chairs and coaches representing their schools. The session will center on activities that support the effective implementation of extended learning opportunities designed to mitigate the learning loss due to Covid-19. Also, participants will take the “first-look” to the newly adopted B.E.S.T. Mathematics Standards and they will discuss strategies and procedures that promote deeper learning of Mathematics.</p> <p><b>Target Audience:</b> Middle Grades Math Department Chairs</p> <p><b>Session Openings:</b> 300</p>
<p>1/11/2021 On- Demand</p>	<p>Mathematics</p>	<p><b>Session Title: Middle Grades Mathematics: Elementary and Secondary School Emergency Relief (ESSER) Fund Webinar</b></p> <p><b>Description:</b> During this on-demand professional development participants will prepare for the effective implementation of the ESSER Middle Grades Mathematics Pacing Guides using resources adapted from the Math Nation textbook and the Math Nation platform. Participants will discuss how to strategically address priority standards while teaching the concepts addressed in the 2<sup>nd</sup> and 3<sup>rd</sup> Quarter pacing guides.</p> <p><b>Target Audience:</b> Middle Grades Math Teachers</p> <p><b>Session Openings:</b> 300</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
2/11/2021 12:30-3:30pm	Mathematics	<p><b>Session Title: Middle Grades Mathematics February iCAD (North/Central/South Tier 1): An Overview of the Upcoming Florida B.E.S.T. Standards &amp; Effectively Mitigating the Learning Loss in the Middle Grades Mathematics Classroom</b></p> <p><b>Description:</b> This course will build and sustain a community of learners among the Middle Grades Mathematics Leaders. The Math Department Chairpersons/Coaches will share and engage in strategies designed to help them build and sustain learning teams at the school site. This course will focus on research-based leadership strategies, content development, instructional strategies, innovative teaching techniques, the importance of analyzing individual teacher and school data, and how to lead their grade level teams in setting common goals and actions.</p> <p><b>Target Audience:</b> Middle Grades Math Department Chairs</p> <p><b>Session Openings:</b> 300</p>
5/27/2021 12:30-3:30pm	Mathematics	<p><b>Session Title: Middle Grades Mathematics May iCAD (North/Central/South Tier 1): An Overview of the Upcoming Florida B.E.S.T. Standards &amp; Effectively Mitigating the Learning Loss in the Middle Grades Mathematics Classroom</b></p> <p><b>Description:</b> This course will build and sustain a community of learners among the Middle Grades Mathematics Leaders. The Math Department Chairpersons/Coaches will share and engage in strategies designed to help them build and sustain learning teams at the school site. This course will focus on research-based leadership strategies, content development, instructional strategies, innovative teaching techniques, the importance of analyzing individual teacher and school data, and how to lead their grade level teams in setting common goals and actions.</p> <p><b>Target Audience:</b> Middle Grades Math Department Chairs</p> <p><b>Session Openings:</b> 300</p>
12/02/2020 11:30 am–2:30 pm	Mathematics	<p><b>Session Title: High School ICAD - Tier I Schools</b></p> <p><b>Description:</b> This course is designed for 9-12 math department chairs and coaches representing their schools. The session will center on activities that support the effective implementation of</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p>extended learning opportunities designed to mitigate the learning loss due to Covid-19. Also, participants will take the “first-look” to the newly adopted B.E.S.T. Mathematics Standards and they will discuss strategies and procedures that promote deeper learning of Mathematics.</p> <p><b>Target Audience:</b> Middle Grades Math Teachers</p> <p><b>Session Openings:</b> 300</p>
1/11/2021 On-Demand	Mathematics	<p><b>Session Title: High School Mathematics: Elementary and Secondary School Emergency Relief (ESSER) Fund Webinar</b></p> <p><b>Description:</b> During this on-demand professional development participants will prepare for the effective implementation of the ESSER High School Mathematics Pacing Guides using resources adapted from the Math Nation textbook and the Math Nation platform. Participants will discuss how to strategically address priority standards while teaching the concepts addressed in the 2<sup>nd</sup> and 3<sup>rd</sup> Quarter pacing guides.</p> <p><b>Target Audience:</b> Secondary Math Teachers</p> <p><b>Session Openings:</b> 300</p>
2/10/2021 11:30-2:30pm	Mathematics	<p><b>Session Title: High School ICAD - Tier I Schools: Effectively Mitigating the Learning Loss in the High School Mathematics Classroom and Ensuring Equity and Access for All through B.E.S.T.</b></p> <p><b>Description:</b> This course will build and sustain a community of learners among the High School Mathematics Leaders. The Math Department Chairpersons/Coaches will share and engage in strategies designed to help them build and sustain learning teams at the school site. This course will focus on research-based leadership strategies, content development, instructional strategies, and progress monitoring techniques that will help them with designing supplemental learning opportunities to close student achievement gap.</p> <p><b>Target Audience:</b> High School Math Department Chairs</p> <p><b>Session Openings:</b> 300</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
5/26/2021 11:30- 2:30pm	Mathematics	<p><b>Session Title: High School ICAD - Tier I Schools: Effectively Mitigating the Learning Loss in the High School Mathematics Classroom and B.E.S.T. Expectations</b></p> <p><b>Description:</b> This course will build and sustain a community of learners among the High School Mathematics Leaders. The Math Department Chairpersons/Coaches will share and engage in strategies designed to help them build and sustain learning teams at the school site. This course will focus on research-based leadership strategies, content development, instructional strategies, and progress monitoring techniques that will help them with designing supplemental learning opportunities to close student achievement gap. Participant will also engage in identifying subject specific critical areas and student expectations.</p> <p><b>Target Audience:</b> High School Math Department Chairs</p> <p><b>Session Openings:</b> 300</p>
Jan. 11, 2021 Jan. 13, 2021 Jan. 15, 2021	Life Skills	<p><b>Session Title: CPR/AED Staff Certification (Hybrid)</b></p> <p><b>Description:</b> School site staff will receive training in CPR/AED protocols and will receive their CPR/AED certification after completing course.</p> <p><b>Target Audience:</b> School Site Staff Members</p> <p><b>Session Openings:</b> 225</p>
Feb 2021	Life Skills	<p><b>Session Title: 3 Rs Sex Education Training (Virtual)</b></p> <p><b>Description:</b> Teachers will receive training to become Peer Mentors in the Rights, Respect, and Responsibility curriculum.</p> <p><b>Target Audience:</b> Middle School Physical Education Teachers</p> <p><b>Session Openings:</b> 100</p>
March 2021		<p><b>Session Title: Child Safety Matters Training (Virtual)</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
	Life Skills	<p><b>Description:</b> Teachers will receive training on child trafficking prevention curriculum and will be provided with resources for their students.</p> <p><b>Target Audience:</b> Physical Education Teachers</p> <p><b>Session Openings:</b> 300</p>
April 2021	Life Skills	<p><b>Session Title: Human Growth and Development Teacher Training Workshop (Virtual)</b></p> <p><b>Description:</b> Teachers will learn how to implement Human Growth and Development strategies and resources.</p> <p><b>Target Audience:</b> Middle School Science Teachers</p> <p><b>Session Openings:</b> 300</p>
April 2021	Life Skills	<p><b>Session Title: Florida Panthers Floorball Training (Virtual)</b></p> <p><b>Description:</b> Teachers will receive equipment and resources on Floorball instruction.</p> <p><b>Target Audience:</b> Physical Education (Elementary and K-8)</p> <p><b>Session Openings:</b> 300</p>
January 2021	Advanced Academics	<p><b>Session Title: FIU Dual Enrollment Curriculum Workshop</b></p> <p><b>Description:</b> This FIU virtual workshop will assist all high school teachers currently teaching a Dual Enrollment course or preparing to teach a Dual Enrollment course. Separate sessions will be held virtually in the different academic disciplines and will be facilitated by the respective Deans for each of the FIU curriculum departments. Virtual sessions will focus on the following: university adjunct expectations, Dual Enrollment student expectations, curriculum standards and grading policies, content and pacing of instructional materials, and RIGOR in the college-level course.</p> <p><b>Target Audience:</b> Dual Enrollment teachers, DE Coordinators, Administrators</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Session Openings:</b>120</p>
February 2021	Advanced Academics	<p><b>Session Title:</b> Gifted Strategies in a Virtual Setting</p> <p><b>Description:</b> Teachers of the gifted will receive online resources and examples on how teachers can create a virtual learning environment through differentiated instruction using technology.</p> <p><b>Target Audience:</b> Teachers of the Gifted</p> <p><b>Session Openings:</b>100</p>
February 2021	Advanced Academics	<p><b>Session Title:</b> AP/IB/AICE Teacher Curriculum Review</p> <p><b>Description:</b> AP/IB/AICE workshops provide teachers with an overview of curriculum frameworks, structures, and content of specific AP/IB/AICE courses. Attention is devoted not only to the development of curriculum but also to the teaching strategies and the relationship of the course to the AP/IB/AICE Examination.</p> <p><b>Target Audience:</b> AP/IB/AICE Teachers from a variety of AP/IB/AICE Courses</p> <p><b>Session Openings:</b> 800</p>
January 27, 2021 (tentative)	Career and Technical Education	<p><b>Session Title:</b> ICE Teacher Testing</p> <p><b>Description:</b> Providing teacher testing to teachers teaching an industry certification that meets the FL-DOE requirements.</p> <p><b>Target Audience:</b> 6-12 CTE teachers</p> <p><b>Session Openings:</b> 60</p>
January 2021	Career and Technical Education	<p><b>Session Title:</b> Cisco Teacher Training</p> <p><b>Description:</b> Provide training in IT Essentials and Networks to Cisco teachers at the selected High Schools</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Selected participating teachers/schools</p> <p><b>Session Openings:</b> 20</p>
January 2021	Career and Technical Education	<p><b>Session Title: Agri-Technology CPT training</b></p> <p><b>Description:</b> Provide training on the Agri-Technology Operations program which will create a pipeline of Certified Production Technicians.</p> <p><b>Target Audience:</b> Selected participating teachers</p> <p><b>Session Openings:</b> 10</p>
February 2021	Career and Technical Education	<p><b>Session Title: EON Reality Training Part I</b></p> <p><b>Description:</b> EON Reality is the world leader in Augmented and Virtual Reality (AVR) education and industry training solutions. In this two-part training, Career and Technical Education (CTE) teachers will learn about the software and hardware tools available and the powerful use of the EON Reality curriculum. Teachers will also receive curriculum crosswalk support for their specialized CTE program area.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 25</p>
February 2021	Career and Technical Education	<p><b>Session Title: MOS: Word Expert Certification Preparation</b></p> <p><b>Description:</b> This program is designed to provide Microsoft Office Specialist Word Expert examination preparation. This advanced virtual program is composed of a weeklong training with an online examination upon completion. Students will have (2) two opportunities to take the exam and passing students will receive Microsoft certification. Exam MO-101: Microsoft Word Expert (Word and Word 2019). Exam competencies include, how to manage document options and settings, use advanced editing and formatting features, create custom document elements, and use of advanced Word features.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
February 2021	Career and Technical Education	<p><b>Session Openings:</b> 20</p> <p><b>Session Title:</b> Perkins I&amp;M Grant – Lego, Minecraft &amp; Microsoft Training</p> <p><b>Description:</b> Ongoing training and monitoring of the Perkins I&amp;M Grant goals and objectives.</p> <p><b>Target Audience:</b> Selected Teachers/Middle Schools</p> <p><b>Session Openings:</b> 20</p>
February - March 2021	Career and Technical Education	<p><b>Session Title:</b> MOS: Excel Expert Certification Preparation</p> <p><b>Description:</b> This program is designed to provide Microsoft Office Specialist Excel Expert examination preparation. This advanced virtual program is composed of a weeklong training with an online examination upon completion. Students will have (2) two opportunities to take the exam and passing students will receive Microsoft certification. Exam MO-201: Microsoft Excel Expert (Excel and Excel 2019). Exam competencies include managing workbook options, settings, format data, advanced charts, tables, and create advanced formulas/macros.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 20</p>
February - March 2021	Career and Technical Education	<p><b>Session Title:</b> Computer Science State Certification</p> <p><b>Description:</b> A teaching certification in computer science prepares the teacher to instruct students in grades K through 12. Teachers are thus able to give a head start to students that wish to pursue careers in computer science. Certification keeps teachers up to date on the latest computer technologies.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 30</p>
March 2021		<p><b>Session Title:</b> EON Reality Training Part II</p>



Session Dates	Department(s)	Session Title, Description, Audience, & Openings
	Career and Technical Education	<p><b>Description:</b> EON Reality is the world leader in Augmented and Virtual Reality (AVR) education and industry training solutions. EON has created the largest AVR library for education and industry with over 8,000 applications and 40 million users around the world. In the EON Reality Training Part II, teachers will create their first AVR program specific project and lesson plan(s) using EON Reality software and hardware.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 25</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Adobe - Photoshop</b></p> <p><b>Description:</b> Photoshop is the world-class imaging and graphic design software that is at the core of just about every creative project from photo editing and compositing to digital painting, animation, and graphic design. Teachers will prepare for and take the Adobe Photoshop Industry Certification Exam</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 20</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Adobe - Illustrator</b></p> <p><b>Description:</b> Illustrator is the industry-standard vector graphics software used by millions of designers and artists to create everything from gorgeous web and mobile graphics to logos, icons, infographics, product packaging, and billboards. Prepare for and take the Adobe Illustrator Industry Certification Exam.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 20</p>
March – April 2021		<p><b>Session Title: Adobe- After Effects</b></p> <p><b>Description:</b> Adobe Certified Associate (ACA) certification is the perfect place to recognize and inspire creativity in your students. It allows students to approach tasks and projects in new ways, working out solutions they couldn't have seen before; and helping you as a teacher become</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
	Career and Technical Education	<p>involved with your student's creative process on a new level. ACA certification offers your students a foundation for success by validating their digital skills and offering you the ability to assess your student's progress, engagement, and involvement. Adobe After Effects is a powerful tool that sets the industry's new standard for motion graphics and visual effects. Create cinematic movie titles, intros, and transitions. Start a fire or make it rain. Animate a logo or character. With After Effects CC, you can take any idea and make it move! And with so many powerful new features, certified students verify more advanced skill using After Effects than their non-certified peers.</p> <p><b>Target Audience:</b> M-DCPS/Charter K-12 teachers</p> <p><b>Session Openings:</b> 20</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Industry Certification: Autodesk Maya</b></p> <p><b>Description:</b> Learn to create and set a project, navigate the user interface, and create polygon-based models. Unwrap a model, rig the model with joints, and animate the model. The successful candidate can create materials and apply them, add cameras, and light and render their scenes. Develop a good knowledge of proper topology and troubleshoot models, rigs, and animations. Prepare for and take the Autodesk Maya Industry Certification Exam.</p> <p><b>Target Audience:</b> M-DCPS/Charter teachers (max 20 participants)</p> <p><b>Session Openings:</b> 10</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Microsoft MTA Security Fundamentals</b></p> <p><b>Description:</b> Provides a foundational understanding of cybersecurity primarily within a Windows environment. Topics include security layers, operating system security, network security, and security software. Course is ideal for those interested in expanding their cybersecurity and/or IT knowledge. Completion of the course prepares one to take the MTA Security Fundamentals certification exam.</p> <p><b>Target Audience:</b> M-DCPS/Charter teachers (max 20 participants)</p> <p><b>Session Openings:</b> 20</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Nursing Assistant Program Updates</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Description:</b> To discuss outcomes regarding clinical rotations and Florida Board of Nursing requirements for Nursing Assistant programs.</p> <p><b>Target Audience:</b> MDCPS/Nursing Assistant Instructors</p> <p><b>Session Openings:</b> 30</p>
March – April 2021	Career and Technical Education	<p><b>Session Title: Health Science 21 Software</b></p> <p><b>Description:</b> Workshop will cover software updates to Health Science 21 specifically in the subject areas of Anatomy &amp; Physiology and Medical Terminology and Billing.</p> <p><b>Target Audience:</b> MDCPS/Health Science Teachers</p> <p><b>Session Openings:</b> 45</p>
January 13-16, 2021 5:30 p.m. - 9:30 p.m. - Zoom	Visual and Performing Arts	<p><b>Session Title: FMEA: Virtual Professional Development Conference &amp; All-State Experience</b></p> <p><b>Description:</b> The FMEA Professional Development Conference is one of the largest music education professional development events in the United States. In addition to approximately 250 clinic sessions and concerts, it is host to 22 All-State Ensembles featuring Florida's top Band, Orchestra, Chorus, Guitar, and Elementary Orff students conducted by world-class conductors and teachers. It is attended by more than 10,000 people, including secondary music directors, elementary music teachers, music supervisors, college students, college music teachers, school administrators, K-12 students performing in the All-State ensembles, students and professional musicians performing with invited performing ensembles, exhibitors, and parents of performing students.</p> <p><b>Target Audience:</b> MUSIC K-12</p> <p><b>Session Openings:</b> 300</p>
January 27, 2021 5:30 p.m. - 8:30PM – Zoom	Visual and Performing Arts	<p><b>Session Title: FBA Solo &amp; Ensemble: How to jump start your program through solo and chamber music.</b></p> <p><b>Description:</b> Participants will receive tutorials on how to navigate FBA S&amp;E Music List, vendors for finding the music, how to register students on MPA Online and how chamber music can be done by</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p>all even when a few play together. In addition, participants will receive copies of the adjudicator scoring sheet to reference specific items to address in preparation for the event.</p> <p><b>Target Audience:</b> Band 6-12</p> <p><b>Session Openings:</b> 300</p>
<p>February 2, 2021 9:00 a.m. – 12:00 p.m. - Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: Elementary Music Orff PD</b></p> <p><b>Description:</b> The session will feature ways of integrating Orff strategies into the classroom. Focuses will include research based teaching strategies differentiated instruction and pedagogical approaches stemming from Orff principles.</p> <p><b>Target Audience:</b> Music K-12</p> <p><b>Session Openings:</b> 300</p>
<p>February 24, 2021 3:00 p.m. – 6:00 p.m. - Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: STEAM MUSIC PD</b></p> <p><b>Description:</b> This hands on session will provide participants an opportunity to develop 5.0 STEAM lessons that are standards based. The session will be grounded in problem based learning strategies.</p> <p><b>Target Audience:</b> MUSIC K-12</p> <p><b>Session Openings:</b> 300</p>
<p>February 24, 2021 5:30 p.m. - 8:30 p.m. – Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: Jazz Band: How to swing, How to solo, How to work the rhythm section!</b></p> <p><b>Description:</b> Participants will receive tools on how to effectively incorporate swing subdivision into your ensembles at any level. Resources, tricks, and tips on incorporating improvisation to beginning students through your advanced high school musicians will be provided. Materials on how to breakdown and rebuild your rhythm section to ensure proper time and feel.</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Target Audience:</b> Band 6-12</p> <p><b>Session Openings:</b> 300</p>
<p>March 13, 2021 9:00 a.m. – 12:00 p.m. - Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: Elementary Music Orff PD</b></p> <p><b>Description:</b> The session will feature ways of integrating Orff strategies into the classroom. Focuses will include research based teaching strategies differentiated instruction and pedagogical approaches stemming from Orff principles.</p> <p><b>Target Audience:</b> Music K-12</p> <p><b>Session Openings:</b> 300</p>
<p>March 2021 TBA Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: FATE: Tech on the Cheap for Middle and High School</b></p> <p><b>Description:</b> Drama Teachers will learn about Technical traits to use in their classrooms and in performances both in-house &amp; virtually.</p> <p><b>Target Audience:</b> Theatre 6-12</p> <p><b>Session Openings:</b> 300</p>
<p>March 2021 TBA Zoom</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: FATE's Drama Teacher Forum</b></p> <p><b>Description: Forum:</b> Tips and tricks of the classroom</p> <p><b>Target Audience: Theatre 6-12</b></p> <p><b>Session Openings:</b> 300</p>
		<p><b>Session Title: Elementary Music Orff PD</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
April 10, 2020 9:00 a.m. – 12:00 p.m. - Zoom	Visual and Performing Arts	<p><b>Description:</b> The session will feature ways of integrating Orff strategies into the classroom. Focuses will include research based teaching strategies differentiated instruction and pedagogical approaches stemming from Orff principles.</p> <p><b>Target Audience:</b> Music K-12</p> <p><b>Session Openings:</b> 300</p>
April 21, 2021 5:30 p.m. - 8:30 p.m. – Zoom	Visual and Performing Arts	<p><b>Session Title: FBA Jazz/Concert Ensemble Curriculum: What do I listen for? What can I do without a band this year? Sight-Reading.....NO!!!</b></p> <p><b>Description:</b> Participants will have a breakdown as to how an FBA adjudicator interprets the sounds and uses the judging rubric. Tips and tools for developing your ensemble/program while under these adverse conditions. Curriculum, skills, and daily routines that help prepare any ensemble through sight reading.</p> <p><b>Session Openings:</b> 300</p>
May 8, 2021 9:00 a.m. – 12:00 p.m. - Zoom	Visual and Performing Arts	<p><b>Session Title: Elementary Music Orff PD</b></p> <p><b>Description:</b> The session will feature ways of integrating Orff strategies into the classroom. Focuses will include research based teaching strategies differentiated instruction and pedagogical approaches stemming from Orff principles.</p> <p><b>Target Audience:</b> Music K-12</p> <p><b>Session Openings:</b> 300</p>
May 2021 TBA	Visual and Performing Arts	<p><b>Session Title: FIU ARTS DAY: MUSIC</b></p> <p><b>Description:</b> In partnership with FIU this session will include multiple presentations workshops and hands on learning activities covering all areas of visual and performing arts. Participants will have the option to choose a subject track that best meets the content area they teach.</p> <p><b>Target Audience:</b> MUSIC K-12</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p><b>Session Openings:</b> 300</p>
<p>May 2021 TBA</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: FIU ARTS DAY: DRAMA</b></p> <p><b>Description:</b> In partnership with FIU this session will include multiple presentations workshops and hands on learning activities covering all areas of visual and performing arts. Participants will have the option to choose a subject track that best meets the content area they teach.</p> <p><b>Target Audience:</b> THEATRE TEACHERS 6-12</p> <p><b>Session Openings:</b> 300</p>
<p>May 2021 TBA</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: FIU ARTS DAY: DANCE</b></p> <p><b>Description:</b> In partnership with FIU this session will include multiple presentations workshops and hands on learning activities covering all areas of visual and performing arts. Participants will have the option to choose a subject track that best meets the content area they teach.</p> <p><b>Target Audience:</b> DANCE TEACHERS 6-12</p> <p><b>Session Openings:</b> 300</p>
<p>March 26, 2021</p>	<p>Visual and Performing Arts</p>	<p><b>Session Title: Tesoro Workshop III: Latin American and Caribbean Art @ FIU</b></p> <p><b>Description:</b> This professional development is sponsored by FIU Frost and the Latin American and Caribbean Center at FIU. Artist Pepe Mar will take you on a journey through "Tesoro", his avatar Paprika, and his personal obsession with the collection of cultural objects. Learn mixed media assemblage using various materials.</p> <p><b>Target Audience:</b> K-12 Visual Arts</p> <p><b>Session Openings:</b> 25</p>
<p>March 26, 2021</p>		<p><b>Session Title: What Remains</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
	Visual and Performing Arts	<p><b>Description:</b> This workshop sponsored by the Bass Museu commemorates the 25<sup>th</sup> anniversary of Felix Gonzalez-Torres' death in Miami. What Remains workshop reflects on the artist' impact on the local community and includes five Caribbean and Latin American contemporaries. Torre's work and life will be explored in this thematic study. Guest speakers and educational materials will be available to all participants.</p> <p><b>Target Audience:</b> K-12 Visual Art Teachers</p> <p><b>Session Openings:</b> 100</p>
March 26, 2021	Visual and Performing Arts	<p><b>Session Title: Artist Series/ Art is Essential -Banners</b></p> <p><b>Description:</b> This series of virtual hands-on workshops sponsored by the Dade Art Educators Association will present local artists at the forefront of "Arts in Education". Materials needed for the hands-on: X-Acto knife, cardboard stock or paper, glue, (optional only vinyl and Cricut machine), and dry or wet media. This workshop is free and open to Dade Art Educators Association members.</p> <p><b>Target Audience:</b> K-12 Visual Arts</p> <p><b>Session Openings:</b> 100</p>
March 26, 2021	Visual and Performing Arts	<p><b>Session Title: Miami Urban Tree Trekkers &amp; Virtual Field Trips</b></p> <p><b>Description:</b> Miami Urban Tree Trekkers is a multidisciplinary K-12 program designed to educate students about the benefits of preserving urban forests in South Florida by visiting 3 different parks throughout the school year: Simpson Park, AD Doug Barnes Park, and Virginia Key Beach North Point Park. As a safety precaution, this program will be offered virtually through a combination of LIVE virtual tours and online resources. Students will get to explore and understand the unique biodiversity of each distinct habitat through various interactive activities including nature journaling, sketching, estimating tree carbon storage, water quality testing, and more. Review the standards met with our MUTTS program lesson plan. The 3 hour workshop will introduce this program and discuss strategies for incorporating environmental education across all subject areas into existing curriculum by utilizing the local environment. We'll explore the benefits of engaging students with nature including improved academic achievement, student health, supporting STEAM education, cultivating confidence, leadership skills, and more. Teachers will receive a LIVE virtual tour of AD</p>



Session Dates	Department(s)	Session Title, Description, Audience, & Openings
		<p>Doug Barnes Park where we will discuss creative ways to engage students through a virtual platform. Open to all K-12 teachers. Participation is free, but space is limited! Please contact our School Programs Manager, Lucia Meneses, at <a href="mailto:education@dadeheritagetrust.org">education@dadeheritagetrust.org</a> or call 786-925-5704 if you have any questions.</p> <p><b>Target Audience:</b> K-12 Visual Arts</p> <p><b>Session Openings:</b> 100</p>
<p>12/15/2020</p> <p>8:30 AM 11:30 AM</p> <p>AND</p> <p>12:30 PM 3.30 PM</p>	<p>LIBRARY MEDIA SERVICES</p>	<p><b>Session Title: Destiny Discover</b></p> <p><b>Description:</b> This course will explore ways to maximize the use of Destiny Discover to give seamless access to the print and digital materials in the school library and help guide students to online resources. This includes how to customize the experience for students and search for resources that align with learning objectives. Participants will learn how to provide access to limitless, curated digital resources while cultivating responsible digital citizenship and keeping students excited about the school media center.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>
<p>12/18/2020 01/22/2021 02/19/2021 03/19/2021 04/23/2021</p> <p>7:00 AM 8:00 AM</p>	<p>LIBRARY MEDIA SERVICES</p>	<p><b>Session Title: Promoting Your Library Program Online</b></p> <p><b>Description:</b> Participants will learn how to transfer what they have always done in their library media program into today's remote learning environment, with new ways of working with students, teachers, and parents. The participant will get practical tips, new ideas, and best practices for using technology and library media resources to promote literacy within their school community so that the media program continues to be the heart of the school.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 150 participants</p>
<p>01/26/2021</p>		<p><b>Session Title: Understanding How to Build and Share Collections</b></p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
AND 01/28/2021  8:30-11:30 am  AND 12:30-3.30 pm  BOTH DAYS	LIBRARY MEDIA SERVICES	<p><b>Description:</b> Participants will learn the basics of searching, building, and sharing collections. The participant will learn how to use Collections by Destiny to help students and teachers sift through volumes of information and work together – sharing resources and ideas.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>
02/16/2021 02/17/2021 02/18/2021  8:30-11:30 am  AND 12:30-3.30 pm  ALL DAYS	LIBRARY MEDIA SERVICES	<p><b>Session Title: Marketing Your Library Resources in New Ways</b></p> <p><b>Description:</b> The participant will explore exciting new ways to increase traffic to their library catalog and create awareness of their library program, using QR codes, permalinks, curriculum tags, widgets and more to promote their library resources.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>
03/16/2021 03/17/2021 03/18/2021  8:30-11:30 am  AND	LIBRARY MEDIA SERVICES	<p><b>Session Title: E-FAIRS/Creating a Collaborative Environment in your School</b></p> <p><b>Description:</b> Participants will learn out how Destiny digital resources can connect libraries with instruction and classroom learning. Using Collections by Destiny, participants will explore how to promote critical thinking and information literacy and new ways to use library resource to collaborate with teachers.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
12:30-3.30 pm ALL DAYS		<b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)
04/20/2021  8:30-11:30 am AND 12:30-3.30 pm	LIBRARY MEDIA SERVICES	<p><b>Session Title: Understanding How to Build and Share Collections</b></p> <p><b>Description:</b> Participants will learn the basics of searching, building, and sharing collections. The participant will learn how to use Collections by Destiny to help students and teachers sift through volumes of information and work together – sharing resources and ideas.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>
04/21/2021  8:30-11:30 am AND 12:30-3.30 pm	LIBRARY MEDIA SERVICES	<p><b>Session Title: Marketing Your Library Resources in New Ways</b></p> <p><b>Description:</b> The participant will explore exciting new ways to increase traffic to their library catalog and create awareness of their library program, using QR codes, permalinks, curriculum tags, widgets and more to promote their library resources.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>
04/22/2021 8:30-11:30 am AND 12:30-3.30 pm	LIBRARY MEDIA SERVICES	<p><b>Session Title: Creating a Collaborative Environment in your School</b></p> <p><b>Description:</b> Participants will learn out how Destiny digital resources can connect libraries with instruction and classroom learning. Using Collections by Destiny, participants will explore how to promote critical thinking and information literacy and new ways to use library resource to collaborate with teachers.</p> <p><b>Target Audience:</b> Media Specialists/ Innovation Specialists/Library Staff</p> <p><b>Session Openings:</b> 24 participants (12 participants AM – 12 participants PM)</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
April 7, 2020 - May 27, 2021 (On-going)	Instructional Technology	<p><b>Session Title: All I Want to do is Zoom, Zoom, Zoom and Microsoft Teams</b></p> <p><b>Description:</b> This interactive, hands-on session will provide participants a deeper understanding of the Microsoft Teams platform and how Zoom integrates with Microsoft Teams to provide a secure learning experience with students and colleagues. Participants will explore the features in Microsoft Teams to support communication and collaborations amongst teachers, students, and administrators in the K-12 classroom. Additionally, participants will learn about the features in Zoom and how to schedule Zoom meetings through the Microsoft Teams integration. Finally, participants will log in to Zoom via the Dadeschools domain at <a href="https://dadeschools.zoom.us">dadeschools.zoom.us</a> to manage and enable account settings and ensure the safety and security of learners.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
July 15, 2020 - May 27, 2021 (On-going)	Instructional Technology	<p><b>Session Title: Getting "I.T." in a Blended Learning Environment</b></p> <p><b>Description:</b> This interactive, hands-on session will offer participants an opportunity to explore a variety of blended learning models. Participants will gain a further understanding of 6 common and 6 uncommon types of blended learning models. Participants will dive deeper into 3 of the models: Flex Model, Flipped Classroom, and Project-Based Learning to help kick-start the implementation of blended learning for the upcoming school year. Finally, participants will share and discuss the types of platforms that can help educator meet the needs of all learners through their blended learning environment. By the end of the session, participants will be able to transform traditional instructional practices into exciting and engaging learning activities.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
January 15, 2021 - May 27, 2021	Instructional Technology	<p><b>Session Title: Getting to Know the Portal</b></p> <p><b>Description:</b> This interactive, hands-on session will provide participants with opportunities to learn about the different applications, services, and sites available on the teacher and student portal via <a href="https://dadeschools.net">dadeschools.net</a>. Participants will be exposed to the available online apps on the portal to help</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
(On-going)		<p>teachers create a blended leaning environment and promote 21<sup>st</sup> century learning. Digital resources include, but not limited to, <i>Attachment Manager</i>, <i>Discovery Education</i>, <i>EVERFI</i>, <i>PowerMyLearning</i>, <i>Virtual Library</i>, and more! Furthermore, participants will be exposed to how to create a personalized email signature and how to maximize email storage space.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
<p>August 25, 2020 - May 27, 2021 (On-going).</p>	<p>Instructional Technology</p>	<p><b>Session Title: KEEP CALM AND TECH ON With Microsoft Forms and Sway</b></p> <p><b>Description:</b> This interactive, hands-on session will provide participants with an opportunity to create tangible activities for the opening of schools using the <i>Microsoft Office 365</i> suite (e.g., <i>Microsoft Forms</i> and <i>Microsoft Sway</i>). Additionally, participants will explore The SAMR Model (Substitution, Augmentation, Modification, Redefinition) stages and 21<sup>st</sup> Century skills (collaboration, communication, creativity, critical thinking, and problem solving) that support the integration of technology in the classroom. Finally, participants will be exposed to the multiple areas of digital citizenship and how to seamlessly emphasize them into daily instructional practice/delivery to create a safe and nurturing learning environment for all learners.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
<p>December 3, 2020 - March 26, 2021 (every Thursday and Friday)</p>	<p>Instructional Technology</p>	<p><b>Session Title: TEA with the Digital Convergence Facilitator Team</b></p> <p><b>Description:</b> Join the Digital Convergence Facilitators to ask questions and collaborate. Drop into this virtual meeting for live, personalized, hands-on Q &amp; A session(s) on Microsoft Teams and Zoom. Learn how to best utilize the integrated tools within Microsoft Teams and/or Zoom to maximize productivity and connect with your learners.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>

Session Dates	Department(s)	Session Title, Description, Audience, & Openings
July 15, 2020 - May 27, 2021 (On-going)	Instructional Technology	<p><b>Session Title: Communication &amp; Caring = A+ Learning Environment</b></p> <p><b>Description:</b> This interactive, hands-on session explores the connections between effective communication and social-emotional learning (SEL) to best meet the needs of all learners, whether face-to-face or virtually. Participants will explore a variety of strategies for developing effective communication skills from both the learner and educator perspective. Participants will participate in rich discussions and share best practices while touching upon digital tools to encourage the social and emotional development for learners and educators alike. Participants will gain a deeper understanding of verbal, non-verbal communication, research findings including Maslow’s Hierarchy of Needs to consider how best to implement different communication practices to plan for successful teaching and learning.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
July 15, 2020 - May 27, 2021 (On-going)	Instructional Technology	<p><b>Session Title: The Various F.A.C.E.S. of Video Conferencing</b></p> <p><b>Description:</b> This interactive, hands-on session will provide participants opportunities to learn how to transform lessons and take video conferencing to the next level. Amp up lessons and learn about virtual <b>Field Trips, Activities, Communities, Experts, Skype (F.A.C.E.S.)</b>, and more. Participants will explore the various ways to implement video conferencing into teaching to engage all learners. Participants will create an implementation plan for the upcoming school year, synthesize and share their learning and best practices by discussing which 21<sup>st</sup> Century tools can help educators “Transform” their lessons by moving them up from the “Enhancement” stages of The SAMR Model (Substitution, Augmentation, Modification, Redefinition) of technology integration. By the end of the session, participants will be able to transform traditional instructional practices into exciting and engaging learning activities.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 30 per session</p>
1.28.21 2.24.21	Instructional Technology	<p><b>Session Title: Discovery Education’s Digital Leader Network (DLN) - Year 1 Teacher Cohort</b></p>

<b>Session Dates</b>	<b>Department(s)</b>	<b>Session Title, Description, Audience, &amp; Openings</b>
3.23.21 4.28.21 5.21.21		<p><b>Description:</b> The interactive, hands-on sessions will offer multiple opportunities for DLN teacher leaders to share best practices and discuss the transformational journey in the digitally blended classroom and virtual space. Additionally, they will explore and share emerging practices with peers to effectively integrate content, tools, and technology integration and continue to develop a professional network and dialogue with innovative teacher leaders across the District.</p> <p><b>Target Audience:</b> PreK-12</p> <p><b>Session Openings:</b> 120 per session</p>
May 2021	Bilingual Education and World Languages	<p><b>Session Title: World Language Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources.</p> <p><b>Target Audience:</b> Spanish Elementary World Language Teachers</p> <p><b>Session Openings:</b> 100 Teachers</p>
May 2021	Bilingual Education and World Languages	<p><b>Session Title: EFL/BISO Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources that can be implemented in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> EFL/BISO Spanish Teachers</p> <p><b>Session Openings:</b> 100 Teachers</p>
May 2021	Bilingual Education and World Languages	<p><b>Session Title: Secondary Spanish (6-12) Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources that can be implemented in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Secondary Spanish Teachers (6-12)</p> <p><b>Session Openings:</b> 100 Teachers</p>

<b>Session Dates</b>	<b>Department(s)</b>	<b>Session Title, Description, Audience, &amp; Openings</b>
June 2021	Bilingual Education and World Languages	<p><b>Session Title: World Language Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources that can be implemented in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Spanish Elementary World Language Teachers</p> <p><b>Session Openings:</b> 100 Teachers</p>
June 2021	Bilingual Education and World Languages	<p><b>Session Title: EFL/BISO Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources that can be implemented in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> EFL/BISO Spanish Teachers</p> <p><b>Session Openings:</b> 100 Teachers</p>
June 2021	Bilingual Education and World Languages	<p><b>Session Title: Secondary Spanish (6-12) Textbook Adoption PD</b></p> <p><b>Description:</b> Participants will become familiar with new textbook content and digital resources that can be implemented in both the Schoolhouse and MSO models.</p> <p><b>Target Audience:</b> Secondary Spanish Teachers (6-12)</p> <p><b>Session Openings:</b> 100 Teachers</p>