

**Mississippi Department of Education
Office of Professional Development
Technical Assistance and Professional Development
Menu of Services**

Content Area:	Mathematics	Grade Band				Duration				
		K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
Session Topic and Description										
<u>CCSSM 101: Overview of the CCSS for Mathematics (CCSSM)</u> This session will detail the development of the CCSSM, structure of the 2014 MS College-and Career-Readiness (CCR) Standards for Mathematics, and the CCSSM labeling system.		x	x	x	x		x			
<u>PARCC 101: PARCC CCSSM Assessment</u> This session will include recent updates and information about resources from the PARCC Assessment Consortium detailing the assessment design, task types, testing time, number of items, accommodations, and policies to help teachers prepare for the PARCC math assessments.		x	x	x	x		x			
<u>Major Shifts in the CCSSM</u> This session will include the major shifts of Rigor, Focus, and Coherence in the CCSSM and the expectation of instructional shifts in the classroom. Participants will evaluate their current pedagogical practices to meet the demands of the CCSSM.		x	x	x	x			x		
<u>CCSSM Lesson Planning</u> This session will allow participants to use their current resources and textbooks to develop CCSSM-aligned lesson plans that meet the needs of diverse learners, the rigor of the CCSSM, and the Standards for Mathematical Practice. <i>(*Attendees must bring a blank lesson plan template and textbook to the session.)</i>		x	x	x	x				x	x
<u>Interpreting the Standards for Mathematical Practice</u> This session will include an in-depth approach to interpreting the Standards for Mathematical Practice which allows teachers to develop the type of questions, activities, and in-class assessments that meet the demand of the CCSSM.		x	x	x	x				x	
<u>Use Appropriate Tools (and Manipulatives) Strategically (MP. 5)</u> This session will focus on identifying and using grade-specific tools/manipulatives to help teachers conceptually understand key standards in the CCSSM.		x	x	x	x				x	

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<u>Creating In-Class Assessments</u> During this session, teachers will use the PARCC Evidence Tables/Assessment Blueprints to create assessments aligned to the CCSSM and the Standards for Mathematical Practice to reach a wide range of learners.		x	x	x	x				x	
<u>Mastering the Hard-to-Teach Standards</u> During this session, participants will deconstruct standards in the CCSSM to identify key skills, concepts, learning targets, and resources necessary to ensure student success on challenging CCSSM content standards.		x	x	x	x				x	
<u>Vertical Articulation of the CCSSM</u> During this session, participants will evaluate how skills relate and progress from one grade to the next and learn how to bridge the gap between the Grades K-12 CCSSM content standards.		x	x	x	x				x	
<u>Planning Intervention and Enrichment Activities</u> During this session, participants will learn how to analyze the PARCC Performance Level Descriptors (PLDs) to develop activities that meet the instructional needs of struggling and advanced learners.		x	x	x	x				x	

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Content Area:	English Language Arts (ELA)	Grade Band					Duration				
Session Topic and Description		K-2	3-5	6-8	9-12		1-hr	2-hr	3-hr	4-hr	1-day
<u>Overview of the CCSS for ELA</u> This session will describe the organization of the CCSS for ELA, including the 2014 MS College- and Career-Readiness Standards for ELA and grade specific standards.		x	x	x	x		x				
<u>Major Shifts in the CCSS for ELA</u> This session will explain the three major shifts in the CCSS for ELA that impact instruction, including literature and informational texts, text complexity, and writing to texts.		x	x	x	x		x				
<u>Staircase of Mastery</u> This session will help participants understand the CCSS for ELA. The CCSS for ELA are built in a staircase that helps ensure students master the standards.		x	x	x	x		x				
<u>Unpacking the CCSS for ELA</u> This session will guide participants in unpacking the CCSS for ELA to learn the specificity of the language as well as gain a deeper understanding of the standards and their impact on instruction.		x	x	x	x		x				
<u>Determining Text Complexity</u> This session will guide participants in the process of determining text complexity which is a major shift in the CCSS for ELA.		x	x	x	x		x				
<u>Writing and the CCSS for ELA</u> This session will describe each writing type of the CCSS for ELA and how to ensure students are writing to the standards.		x	x	x	x		x				
<u>Creating Text Sets</u> This session will provide guidance on how to create text sets that are aligned to the PARCC Model Content Framework to ensure students are reading the text types according to the standards.		x	x	x	x		x				

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Content Area:	English Language Arts (ELA)				Grade Band					Duration					
Session Topic and Description					K-2	3-5	6-8	9-12			1-hr	2-hr	3-hr	4-hr	1-day
<u>PARCC Model Content Framework for ELA</u> This session will show participants how to use the PARCC Model Content Framework for instructional planning.					X	X	X	X			X				
<u>Lesson Planning with the CCSS</u> This session will assist participants in creating individual lesson plans that integrate the four strands of the CCSS for ELA. Participants will utilize the information in this session to begin planning instructional lessons.					X	X	X	X			X				
<u>Close Reading and Text Dependent Questions</u> This session will show participants the art of close reading through the use and creation of text dependent questions.					X	X	X	X			X				
<u>Vocabulary and the CCSS for ELA</u> This session will explain the three tiers of vocabulary and provide instructional strategies for vocabulary instruction which should be integrated into the four strands of the standards.					X	X	X	X			X				
<u>PARCC Assessment for ELA</u> This session will discuss the structure of the PARCC assessment for ELA, the alignment of the assessment to the CCSS for ELA, the PARCC practice items, and the PARCC writing rubrics.					X	X	X	X			X				

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Content Area:	Early Childhood					Grade Band					Duration				
Session Topic and Description						Pre-K	K	1	2	3	1-hr	2-hr	3-hr	4-hr	1-day
<u>Positive Behavioral Interventions and Supports (PBIS) for Early Childhood</u> This session will provide an overview of PBIS and assist participants in understanding how to integrate PBIS in the classroom and home environments through reflection on current classroom and home practices. Antecedents and consequences as well as the role of communication and social skills regarding behavior will be discussed.						X	X	X	X	X	X	X	X		
<u>Preparing students for Kindergarten</u> This session will provide an overview of information for Pre-K teachers regarding school readiness, curriculum, assessments, resources, and collaboration among preschool and kindergarten teachers.						X	X					X	X	X	
<u>Utilizing the Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children for unit planning</u> Participants will be given a brief overview of the Mississippi Early Learning Standards (ELS) as well as practical ideas on utilizing a children’s book as the center of unit planning. Participants will leave with a lesson plan for future use. (*Materials will be provided, but attendees may bring their own curriculum, children’s book, and/or pacing guide.)						X							X	X	
<u>Interpreting the Mississippi Early Learning Standards for Classrooms Serving Three- and Four-Year-Old Children</u> This session will provide an overview of the Mississippi Early Learning Standards (ELS) to help participants understand the organization and outcomes of the standards.						X						X			
<u>Ensuring Pre-Kindergarten Student Accomplish Developmental Milestones</u> Participants will receive information about classroom arrangement, appropriate assessments, appropriate learning centers, and transitions.						X	X					X	X	X	

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Session Topic and Description						Pre-K	K	1	2	3	1-hr	2-hr	3-hr	4-hr	1-day
<u>Ideas to Help Improve Your Child’s Reading Skills: Practical Ideas for Parents</u> This session will provide parents with simple activities and literacy strategies organized by six different concepts that can be used at home.						X	X	X			X	X			
<u>Early Intervention for Reading Difficulties</u> This session will provide participants with an overview of areas of reading difficulties and suggested activities that correlate with each area of reading difficulty.						X	X					X	X		
<u>Early Childhood Special Education</u> Early childhood staff are available to provide professional development to early childhood special education teachers regarding policy, child outcomes, developing the IEP, and classroom adaptations.						X	X				X	X	X	X	X
<u>Technical Assistance</u> Early childhood staff are available to visit on-site to assist administrators and/or teachers in specific areas as needed by the school district, individual school, collaborative, or individual collaborative provider. Types of technical assistance may include topic-focused discussions, in-classroom supports, and coaching.						X	X				X	X	X	X	X

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Content Area:	Special Education					Grade Band					Duration				
Session Topic and Description						K-12	K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<u>Co-Teaching: How to get it started in your building</u> Participants will learn the essentials of co-teaching models and how to implement co-teaching in the inclusion setting.						x								x	
<u>Standards-Based IEP</u> Participants will review the new IEP document, manual and practice developing standard-based goals/objectives						x									x

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Content Area:	Literacy	Grade Band					Duration				
Session Topic and Description		K-2	3-5	6-8	9-12	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<u>Expanded Comprehension</u> Participants explore characteristics, strategies, and assessment of effective classroom comprehension instruction before, during, and after reading.		x	x	x	x			x	x	x	
<u>Building Fluency</u> Participants will become familiar with characteristics, instructional planning, and evidence-based strategies that surround fluency.			x	x	x			x	x		
<u>Redefining the Reading Block</u> Participants will become familiar with relationships between showing growth on assessments, elements of reading instruction, and how reading instruction looks in the K-3 classroom.			x	x				x	x	x	
<u>Phonemic Awareness:</u> Participants will become familiar with characteristics, instructional planning, and evidence-based strategies that surround phonemic awareness.			x				x	x			
<u>Phonics</u> Participants discuss research, review continuum of phonics skills, design explicit and systematic instruction for advanced phonics skills, analyze assessment tools, and support phonics instruction using key activities and resources.			x	3			x	x	x	x	x
<u>Vocabulary</u> Participants explore types of vocabulary, how to choose vocabulary, how students acquire vocabulary knowledge, how to develop and assess vocabulary knowledge using evidence-based strategies in all content areas.		x	x	x	x	x	x	x	x	x	x

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