



Maryland State Department of Education

2021 VIRTUAL SUMMER WORKSHOP SERIES

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CAREER & TECHNICAL EDUCATION

Work-Based Learning Curriculum

Career preparation is an integral part of a comprehensive education. Code of Maryland Regulation (COMAR) 13A.04.10 requires all school systems to have a program of instruction in career development in grades prek-12. COMAR 13.04.02 requires all Career and Technical Education (CTE) programs of study to provide the opportunity for students to participate in work-based learning experiences. Maryland's Work-based Learning Continuum identifies a progression of work-based learning experiences from elementary school through postsecondary study. The continuum is grounded in research and identifies key outcomes, commitments, metrics, and evidence for each stage of the continuum. The continuum and supporting resources are designed to serve as a guide for the implementation of work-based learning experiences in Maryland. In this session, participants will review background information and supporting legislation, share an overview of the Work-Based Learning Continuum, and review activities to use in the classroom. This session will be offered twice and is intended for all CTE educators, school counselors, and staff.

Session Facilitator: Jennifer Griffin, MSDE

Wednesday, July 21, 1:00 pm - 2:30 pm

To register, visit the [July 21 Eventbrite page](#).

Wednesday, July 28, 1:00 pm - 2:30 pm

To register, visit the [July 28 Eventbrite page](#).



CAREER & TECHNICAL EDUCATION

Advancing Financial Capability Through Digital Learning

With a changing financial landscape, teaching financial literacy and economics is becoming increasingly important. During this session, participants will learn about EVERFI's financial education resources that support k-12 students when it comes to making the best decisions for themselves around their future and finances. From learning banking basics to navigating the global market, EVERFI's resources are intentionally designed to help integrate financial education into any learning environment. Participants will have an opportunity to explore the EVERFI platform and collaborate on ways instructional technology can help prepare students for the financial decisions that await them. This session is intended for social studies, math, and CTE teachers.

Session Facilitators: Anna Evich and Jenny Nakamura, EVERFI

Monday, August 2, 10:00 am - 11:30 am

To register, visit [this Eventbrite page](#).

Strengthening Student Employability with SEL Digital Resources

Today's workforce demands employees with the ability to both master job skills and navigate interpersonal and social dynamics. Whether coping with job stress, resolving interoffice conflict, or building positive team culture, social and emotional intelligence is pivotal for students to succeed in the modern economy. In this session, participants will learn how to utilize digital resources from the EVERFI platform to build a virtual training ground for students to sharpen their SEL skills. Participants will have an opportunity to explore the EVERFI platform and learn how EVERFI's course data can play a pivotal role in informing a school's ongoing SEL efforts. This session is intended for k-12 teachers.

Session Facilitators: Anna Evich & Jenny Nakamura, EVERFI

Tuesday, August 3, 10:00 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



CAREER & TECHNICAL EDUCATION

Diversity, Equity, and Inclusion - The Power of Technology to Build Culturally Responsive Classrooms

We find ourselves in a moment where the dialogue about racism, both systemic and interpersonal, is happening across the nation. As educators continue to build their classes' culture, they are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. Join EVERFI for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms. In this session, participants will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will gain access to free digital lessons available to support student learning around diversity, equity and inclusion, including: 306: African-American History; 306: Continuing the Story; Diversity Foundations; and BINAH: Building Insights to Navigate Antisemitism & Hate. This session is intended for k-12 teachers.

Session Facilitators: Anna Evich & Jenny Nakamura, EVERFI

Wednesday, August 4, 10:00 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



CAREER & TECHNICAL EDUCATION

Why All Educators Should Care About Youth and Registered Apprenticeship

Join staff from the Maryland Department of Labor's Apprenticeship and Training Program as they provide a comprehensive overview of Youth Apprenticeship, Pre-Apprenticeship and Registered Apprenticeship. The overview will include detailed information on how to connect students with Youth and Registered Apprenticeship opportunities. Throughout the presentation examples of success stories will be provided with corresponding data showing the impact of completing a Registered Apprenticeship. Collectively, this session will demonstrate how apprentices enter and advance along recognized career pathways. This session will be offered multiple times and is intended for all educators.

Session Facilitators: Christopher Maclarion & Jeffry Smith, Maryland Department of Labor

Wednesday, July 7, 2:30 pm - 4:00 pm

To register, visit the [July 7 Eventbrite page](#).

Wednesday, July 14, 2:30 pm - 4:00 pm

To register, visit the [July 14 Eventbrite page](#).

Wednesday, July 21, 2:30 pm - 4:00 pm

To register, visit the [July 21 Eventbrite page](#).

Wednesday, July 28, 2:30 pm - 4:00 pm

To register, visit the [July 28 Eventbrite page](#).



COMPUTER SCIENCE

Beginning with Computer Science: Early Childhood

Early childhood is a great time to introduce students to computer science. In this session, participants will be introduced to a ready to use curriculum and explore how to use Scratch Jr. and/or Code.org for implementation. Participants will learn the basics of Scratch Jr, a coding language that young children (ages 4–8) can use to program their own interactive stories and games while learning to solve problems, design projects, and express themselves creatively. This is an excellent entry point for anyone new to coding and/or is interested in learning Scratch. Eligible participants can earn 1 CPD credit upon completion of this session. This session is intended for early childhood educators and others interested in learning block based coding.

Session Facilitator: Maryland Center for Computing Education

Tuesday, June 29 & Wednesday, June 30, 8:30 am – 4:30 pm

To register, complete this [Google Form](#).

Introduction to Scratch Programming

With Scratch, educators can program their own interactive stories, games, and animations. Scratch helps young people learn to think creatively, reason systematically, and work collaboratively – essential skills for life in the 21st century. This workshop is a basic introduction to Scratch for k–8 teachers and will combine synchronous sessions, independent work, and small group collaborations. Eligible participants can earn 1 CPD credit upon successful completion of this workshop. This workshop is intended for any educator interested in learning block based coding.

Session Facilitator: Maryland Center for Computing Education

Tuesday, July 6 – Friday, July 9, 10:00 am – 2:00 pm

To register, complete this [Google Form](#).



COMPUTER SCIENCE

Scratch Encore

This session is designed for those who already know the basics of Scratch and want to dig deeply into high-quality lessons that were designed with support, engagement, and differentiation in mind. Eligible participants can earn 1 CPD credit upon successful completion of this workshop. This session is intended for educators who have some knowledge of Scratch or have taken Intro. to Scratch.

Session Facilitator: Maryland Center for Computing Education

Monday, July 26 - Thursday, July 29, 8:30 am - 12:30 pm

To register, complete this [Google Form](#).

Integrating Computer Science in Elementary Classrooms

In this workshop, participants will learn how to effectively integrate lessons that teach computational thinking skills into their elementary classroom. Explore high interest, plugged and unplugged activities that can support and enhance content in multiple subject areas. This workshop requires participants to have basic knowledge of Code.org, Scratch, or another coding tool appropriate for young children and will combine synchronous sessions, independent work, and small group collaborations. Eligible participants can earn 1 CPD credit upon successful completion of this workshop. This workshop is intended for any k-5 educator.

Session Facilitator: Maryland Center for Computing Education

Monday, August 2 - Thursday, August 5, 8:30 am - 11:30 am

To register, complete this [Google Form](#).

Unplugged Computational Thinking

In this session, participants will learn how to engage students in computational thinking without using a computer. These essential, cross-curricular concepts can be taught without any devices in k-5, as well as with floor robots and other screenless tools. Eligible participants can earn 0.5 CPD credits upon successful completion of this session. This workshop is intended for elementary educators.

Session Facilitator: Maryland Center for Computing Education

Wednesday, July 21 & Thursday, July 22, 8:30 am - 12:30 pm

To register, complete this [Google Form](#).



COMPUTER SCIENCE

Computational Thinking for Middle School Educators

In this session, participants will examine computational thinking concepts in-depth, explore how they are included as part of the curriculum, and create opportunities to utilize these concepts to strengthen learning and engagement for all students. Eligible participants can earn 1 CPD credit upon successful completion of this session. This session is open to all middle school educators, especially those teaching courses that meet the computational learning/thinking requirement.

Session Facilitator: Maryland Center for Computing Education

Wednesday, July 7 & Thursday, July 8, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).

Integrating Artificial Intelligence

Are you new to Artificial Intelligence? Are you curious to know how you can incorporate some of these high-interest ideas and engaging activities in any class? This online class will feature interactive activities from MindSpark Learning and IBM with local online discussion groups. It will build participants' understanding of how Artificial Intelligence affects all of us and how to support the students of today to be informed consumers and creators. This workshop is intended for all educators. In addition to the summer dates and times listed below, additional asynchronous work is required each week. Eligible participants can earn 1 CPD credit upon successful completion of this workshop. This workshop is offered twice.

Session Facilitator: Maryland Center for Computing Education

Monday and Thursday evenings June 28 - July 15,

7:00 pm - 8:00 pm twice a week

To register, complete this [Google Form](#).

Monday and Thursday evenings July 19 - August 5,

7:00 pm - 8:00 pm twice a week

To register, complete this [Google Form](#).



COMPUTER SCIENCE

Deep Dive into Code.org Computer Science (CS) Fundamentals

Developed with Code.org's professional learning values in mind, this Deep Dive workshop provides teachers who have already used Code.org CS Fundamentals with a hands-on learning experience with other like-minded teachers. Teachers are given the space to work through the individual challenges in carefully crafted sessions led by experienced facilitators, most of whom were (and often still are) classroom teachers. Eligible participants can earn 0.5 CPD credit upon successful completion of this session. This session is intended for elementary educators who have taught CS Fundamentals.

Session Facilitator: Maryland Center for Computing Education

Monday, July 19 & Tuesday, July 20, 8:30 am - 12:30 pm

To register, visit this [Code.org registration page](#).

Code.org Computer Science (CS) Fundamentals

The CS Fundamentals curriculum is designed to be an introduction to CS for students of all ages, starting as young as kindergarten pre-readers. The courses blend online, self-guided and self-paced tutorials with "unplugged" activities that require no computer at all. Each course consists of a set of lessons that may be implemented as one unit or over the course of a semester. This workshop will guide teachers new to Code.org Fundamentals in implementing the units effectively with their students and will combine synchronous and independent sessions.

Session Facilitator: Maryland Center for Computing Education

Monday, July 19 & Tuesday, July 20, 8:30 am - 12:30 pm

To register, visit this [Code.org registration page](#).



COMPUTER SCIENCE

Introduction to Cybersecurity

In this session, participants will learn the foundations of cybersecurity: key vocabulary, core concepts, connections to computer science, and an overview of careers and opportunities. Eligible participants can earn 0.5 CPD credits upon successful completion of this course. This session is intended for high school computer science teachers or other interested educators.

Session Facilitator: Maryland Center for Computing Education

Tuesday, June 29 - Thursday, July 1, 12:00 pm - 4:00 pm

To register, complete this [Google Form](#).

Techquity and Artificial Intelligence

Techquity, or Teaching Equity in Technology through Artificial Intelligence, is a unit for middle and high school students that offers many hands-on engaging activities while highlighting the inequities that technology can foster if not made with care. In this workshop, participants will discover lessons that explore innovations in computing and raise awareness of issues of equity and impact. Eligible participants can earn 1 CPD credit upon completion of this workshop. This workshop is intended for middle and high school educators.

Session Facilitator: Maryland Center for Computing Education

Monday, July 19 - Thursday, July 22, 8:30 am - 12:30 pm

To register, complete this [Google Form](#).



COMPUTER SCIENCE

School Library Media and K-8 Computer Science

The Maryland Computer Science standards, School Library Media Standards, and Digital Learning Standards have significant areas of overlap. All of these standards can be leveraged by Media Specialists to create highly engaging and effective lessons in many curricular content areas. During this workshop participants will explore the intersections among the standards and examine examples of school library lessons that address these standards as well as content area standards. Participants will develop their own examples that can be implemented in their schools. In addition to the summer date and time listed below, an additional 9 hours of asynchronous work is required to be eligible to earn 1 CPD credit. This workshop is intended for k-8 school library media specialists.

Session Facilitator: Maryland Center for Computing Education

Monday, June 28, 8:30 am - 2:30 pm

To register, complete this [Google Form](#).

Storytelling with Scratch: Bringing Computer Science (CS) Into the School Library and Content Areas

In this session, participants will explore and develop ideas that allow them to reimagine how their students create and re-create stories. Participants will unlock the potential of computer science to enhance their lessons in any content area by having students use the programming language Scratch to create interactive stories, animations and more. Eligible participants can earn 1 CPD credit upon successful completion of this course. This session is open to any educator with a basic knowledge of the Scratch and Scratch Jr. programming language and those who have completed the introductory courses earlier in the summer.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).



COMPUTER SCIENCE

Scratch in Science and Social Studies

In this workshop, participants will explore and develop ideas that allow them to reimagine how their students learn and demonstrate their knowledge of science or social studies. Participants will unlock the potential of computer science to enhance their science and social studies classrooms by having students use the programming language Scratch to depict historical events and to develop models, simulations and demonstrations. Eligible participants can earn 1 CPD credit upon successful completion of this course. This workshop will combine synchronous sessions, independent work, and small group collaborations. This session is open to any educator with a basic knowledge of the Scratch or Scratch Jr. programming language and those who have completed the introductory courses earlier in the summer.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).

Strategies for Effective and Inclusive Computer Science Teaching for Equity

Attract, retain, and support diverse students to your Computer Science (CS) program. Significant disparities exist in enrollment especially in advanced CS courses for females, underrepresented minorities, and economically disadvantaged students. This session will help educators to identify and address some of the root causes of these disparities with research-based professional development. In addition to the session dates and times listed below, there is additional asynchronous work. Eligible participants can earn 2 CPD credits upon completion of this workshop. This session is intended for educators at all levels of teaching or those interested in computer science and equity.

Session Facilitator: Maryland Center for Computing Education

**Wednesdays, July 7, July 14, July 21, July 28, August 4 and August 11,
6:00 pm - 7:00 pm**

To register, complete this [Google Form](#).



ENGLISH LANGUAGE ARTS

Overview of the Science of Writing

This session will provide an overview of the science of beginning writing skills. The facilitator will discuss research on how students learn best as well as strategies to intervene for students with writing difficulties. This session will be offered multiple times and is intended for elementary and secondary reading teachers.

Session Facilitator: Amy Siracusana, Literacy Consultant

Monday, August 2, 9:00 am - 12:00 pm

To register, visit the [August 2 AM Eventbrite page](#).

Monday, August 2, 12:30 pm - 3:30 pm

To register, visit the [August 2 PM Eventbrite page](#).

Tuesday, August 3, 9:00 am - 12:00 pm

To register, visit the [August 3 AM Eventbrite page](#).

Tuesday, August 3, 12:30 pm - 3:30 pm

To register, visit the [August 3 PM Eventbrite page](#).

Overview of the Science of Reading

This session will provide an overview of the science of reading. It will include best practices for teachers of early readers as well as older students with knowledge gaps in the area of reading. This session will provide an overview of the science backed strategies. This session will be offered multiple times and is intended for elementary and secondary reading teachers.

Session Facilitator: Terri Janiak, Literacy Consultant

Monday, August 2, 9:00 am - 12:00 pm

To register, visit the [August 2 AM Eventbrite page](#).

Monday, August 2, 12:30 pm - 3:30 pm

To register, visit the [August 2 PM Eventbrite page](#).

Tuesday, August 3, 9:00 am - 12:00 pm

To register, visit the [August 3 AM Eventbrite page](#).

Tuesday, August 3, 12:30 pm - 3:30 pm

To register, visit the [August 3 PM Eventbrite page](#).



ENGLISH LANGUAGE ARTS

Equity Lessons in the ELA Classroom

As a wise colleague once said, "You can't help a student rise if you have buried him first." In this session, author Lori Wojtowicz, explains how her book, *Writing Crossing the Hall: Exposing an American Divide* allowed her to see the well-intentioned dirt on her hands—especially when it came to issues of equity and race. Participants in this session will engage in an interactive discussion on these issues. Wojtowicz doesn't profess to have answers, only questions that she hopes spark self-reflection. This session is intended for ELA and reading teachers of all grade levels.

Session Facilitator: Lori Wojtowicz, Literacy Consultant

Monday, August 2 & Tuesday, August 3, 9:00 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).

An Introduction to the What Works Clearinghouse: Understanding How to Identify High-Quality Research to Inform Practice

In a world full of articles and studies, how do you know what education research you can trust? In this presentation, participants will learn what constitutes high-quality research according to the What Works Clearinghouse (WWC). Participants will also learn how the WWC reviews and rates education research and how to interpret the WWC's research findings. Additionally, participants will explore examples of how research findings can be meaningfully applied in the classroom. This session is for educators who are interested in learning more about high-quality research in education and how to be a critical consumer of research. This session is intended for k-12 educators.

Session Facilitator: Danielle DeLisle, Mathematica

Tuesday, August 3, 1:00 pm - 2:30 pm

To register, visit this [Eventbrite registration page](#).



ENGLISH LANGUAGE ARTS

Storytelling with Scratch: Bringing Computer Science into the School Library and Content Areas

Participants will explore and develop ideas that allow them to reimagine how their students create and re-create stories. In this session, participants will unlock the potential of computer science to enhance their English Language Arts classroom by having students use the programming language, Scratch, to create interactive stories, animations and more. Eligible participants can earn 1 CPD credit upon successful completion of this course. This session is open to any educator with a basic knowledge of the Scratch or Scratch Jr. programming language. See Computer Science offerings for Intro courses.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).

Implementing High-Quality Curriculum in Your Language Arts Classroom

The Maryland State Department of Education is in the process of evaluating all 24 local school systems' English language arts and mathematics curriculum for alignment with the Maryland College and Career Ready Standards. In this session, educators will learn about and apply the components of a high-quality English language arts curriculum to inform planning and instruction. This session is intended for k-12 English language arts teachers.

Session Facilitators: Laura Liccione; Tara Corona; & Anders Alicea, MSDE

Monday, July 26, 9:30 am - 12:00 pm

To register, this [Eventbrite registration page](#).



ENGLISH LANGUAGE ARTS

Additional Literacy Workshops Available:

For information on **Elementary or Secondary “Language Essentials for Teachers of Reading and Spelling” (LETRS)** training contact Gail Green at <ana.green@maryland.gov>.

For information on **Adolescent Literacy** training for teachers of EL students contact Kathy Maher-Baker at <kathleen.maher-baker@maryland.gov>.

For information on **Early Childhood LETRS** training contact Vanessa Williams at <vanessa.williams2@maryland.gov>.



EQUITY & CULTURAL PROFICIENCY

Book Study: *How to Be an Anti-Racist* by Ibram Kendi

In this book study, participants will explore racism and antiracism and engage in discussions that will facilitate actions that individuals and groups can take to make changes within themselves and their workplace. From the publisher: Antiracism is a transformative concept that reorients and reenergizes the conversation about racism—and, even more fundamentally, points us toward liberating new ways of thinking about ourselves and each other. At its core, racism is a powerful system that creates false hierarchies of human value; its warped logic extends beyond race, from the way we regard people of different ethnicities or skin colors to the way we treat people of different sexes, gender identities, and body types. Racism intersects with class and culture and geography and even changes the way we see and value ourselves. In *How to Be an Antiracist*, Kendi takes readers through a widening circle of antiracist ideas—from the most basic concepts to visionary possibilities—that will help readers see all forms of racism clearly, understand their poisonous consequences, and work to oppose them in our systems and in ourselves. The book will be provided via a Kindle download. Registrants must let the presenter know if they will not be participating by Tuesday, June 22. A waiting list will be available if registration exceeds the course maximum. Downloads are only available for the class maximum. This book study is intended for educators of all grade levels and content areas.

Session Facilitator: Mary Howlett-Brandon, MSDE

Tuesday, July 6; Thursday, July 8; Tuesday, July 13; and Thursday, July 15, 12:00 pm - 1:30 pm

To register, visit this [Eventbrite registration page](#).



EQUITY & CULTURAL PROFICIENCY

Book Study: *White Fragility* by Robin DiAngelo

In this book study, participants will engage in courageous conversations about the social and emotional factors that block white engagement in deep conversations about race. From the publisher: In this book, antiracist educator Robin DiAngelo deftly illuminates the phenomenon of white fragility and “allows us to understand racism as a practice not restricted to ‘bad people’” (Claudia Rankine). Referring to the defensive moves that white people make when challenged racially, white fragility is characterized by emotions such as anger, fear, and guilt, and by behaviors including argumentation and silence. These behaviors, in turn, function to reinstate white racial equilibrium and prevent any meaningful cross-racial dialogue. In this in-depth exploration, DiAngelo examines how white fragility develops, how it protects racial inequality, and what we can do to engage more constructively. The book will be provided via a Kindle download. Registrants must let the presenter know if they will not be participating by Tuesday, June 22. A waiting list will be available if registration exceeds the course maximum. Downloads are only available for the class maximum. This book study is intended for educators of all grade levels and content areas.

Session Facilitators: Mary Howlett-Brandon & Leah Jaspers, MSDE

Tuesday, July 20; Thursday, July 22; Tuesday, July 27; and Thursday, July 29, 12:00 pm – 1:30 pm

To register, visit this [Eventbrite registration page](#).



EQUITY & CULTURAL PROFICIENCY

Book Study: *Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism* by Tracey A. Benson & Sarah E. Fairman

In this book study, participants will use the book to focus discussions on how unconscious bias impacts the school environment. Participants will have the opportunity to develop a personal plan of action for their workplace. From the publisher: In *Unconscious Bias in Schools*, two seasoned educators describe the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students in schools. "Regardless of the amount of effort, time, and resources education leaders put into improving the academic achievement of students of color," the authors write, "if unconscious racial bias is overlooked, improvement efforts may never achieve their highest potential." In order to address this bias, the authors argue, educators must first be aware of the racialized context in which we live. All too often, conversations about race become mired in questions of attitude or intention—"But I'm not a racist!" This book shows how information about unconscious bias can help shift conversations among educators to a more productive, collegial approach that has the potential to disrupt the patterns of perception that perpetuate racism and institutional injustice. The book will be provided via a Kindle download. Registrants must let the presenter know if they will not be participating by Tuesday, July 6. A waiting list will be available if registration exceeds the course maximum. Downloads are only available for the class maximum. This book study is intended for educators of all grade levels and content areas.

Session Facilitators: Anne Arundel County Public Schools Equity Specialists
Tuesday, July 20; Thursday, July 22; Tuesday, July 27; and Thursday, July 29, 10:00 am – 11:30 am

To register, visit this [Eventbrite registration page](#).



EQUITY & CULTURAL PROFICIENCY

Using Data to Promote Access and Equity for Maryland's Students in Career and Technology Education (CTE)

This session will help educators use data to identify gaps and areas of promise in enrollment and performance of students in Career and Technical Education. During the session participants will use the [MDCTEDATA.ORG](https://mdctedata.org) data dashboards to explore the data for their school system and their schools. They will also gain an understanding of how the data across the different dashboards can answer various questions regarding course enrollments and program performance and guide their planning and development of CTE courses and programs. This session will be offered twice and is intended for high school educators, education professionals, and administrators.

Session Facilitator: Katherine Stewart, MSDE

Wednesday, July 14, 1:00 pm - 3:00 pm

To register, visit the [July 14 Eventbrite page](#).

Tuesday, August 10, 11:00 am - 1:00 pm

To register, visit the [Aug. 10 Eventbrite page](#).



EQUITY & CULTURAL PROFICIENCY

Advancing Equity for Students through Maryland's Consolidated Monitoring

Achieving equity and access for all students to participate in high quality Career and Technical Education (CTE) is essential. Maryland's Consolidated Perkins and Methods of Administration Monitoring Program is a comprehensive evaluation-compliance-monitoring process that effectively addresses equitable compliance requirements for access and equity in CTE for underrepresented students. This presentation is open to high school and community college leaders and educators but will be especially beneficial for individuals who work in areas related to equity and civil rights compliance, Human Resources, CTE Director/Coordinator/ Administrator, Director of Counseling, Director of Special Education, Title IX Officer, Section 504/Title II Officer, Director of English Learners /English for Speakers of Other Languages Services, and Director of Facilities/Physical Plant.

Session Facilitator: China Wilson, MSDE

Thursday, August 19, 10:00 am - 11:30 am

To register, visit this [Eventbrite registration page](#).

Strategies for Effective and Inclusive Computer Science Teaching for Equity

Attract, retain, and support diverse students to your Computer Science (CS) program. Significant disparities exist in enrollment especially in advanced CS courses for females, underrepresented minorities, and economically disadvantaged students. This session will help educators to identify and address some of the root causes of these disparities with research-based professional development. In addition to the session dates and times listed below, there is additional asynchronous work. Eligible participants can earn 2 CPD credits upon completion of this workshop. This session is intended for educators at all levels of teaching or those interested in computer science and equity.

Session Facilitator: Maryland Center for Computing Education

Wednesdays, July 7, July 14, July 21, July 28, August 4 and August 11, 6:00 pm - 7:00 pm

To register, complete this [Google Form](#).



EQUITY & CULTURAL PROFICIENCY

Diversity, Equity, and Inclusion - The Power of Technology to Build Culturally Responsive Classrooms

We find ourselves in a moment where the dialogue about racism, both systemic and interpersonal, is happening across the nation. As they continue to build a class culture, many educators are looking for ways to address these conversations about race in their classrooms in alignment with culturally responsive teaching practices. Join EVERFI for a conversation about how educators can both strengthen their culturally responsive instruction and facilitate discussions around race, privilege, systemic racism and more in their classrooms. In this session, participants will discuss ways educators can celebrate diversity as well as strategies to create opportunities for deeper classroom conversations surrounding race and equity. Attendees will gain access to free digital lessons available to support student learning around diversity, equity and inclusion, including: 306: African-American History; 306: Continuing the Story; Diversity Foundations; and BINAH: Building Insights to Navigate Antisemitism & Hate. This session is intended for k-12 teachers.

Session Facilitators: Anna Evich & Jenny Nakamura, EVERFI

Wednesday, August 4, 10:00 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



FAMILY ENGAGEMENT

Partnering to Thrive: Family Engagement Strategies for Powerful Partnerships

In this two-part session, educators and school leaders will learn about effective strategies for authentically engaging with families. It will include research on family engagement as well as practical methods for both educators and schools to use to create and enhance systems for developing real, lasting partnerships with families. This session is intended for all educators.

Session Facilitator: Tanya Dunsey Filson, MSDE

Tuesday, July 13 & Wednesday, July 14, 10:00 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



FINE ARTS

Arts Integration Studio - Visual Art

When classroom teachers integrate the arts they can expect improvements in academic and social-emotional outcomes such as creativity, critical thinking, problem-solving, and collaboration skills. During this two-day workshop participants will explore and develop personal creative habits followed by arts-discipline specific instruction, led by master teachers, taught in studio environments to awaken the artist in each participant while providing a deep investigation of the latest artistic techniques.

*Participants can also sign up for 1-on-1 lesson planning coaching. This workshop is intended for prek-12 classroom teachers.

Session Facilitator: Kimberly Brown, MSDE

Monday, June 28 & Wednesday, June 30, 9:30 am - 11:30 am

To register, visit this [Eventbrite registration page](#).

Arts Integration Studio - Music

When classroom teachers integrate the arts they can expect improvements in academic and social-emotional outcomes such as creativity, critical thinking, problem-solving, and collaboration skills. During this two-day workshop participants will explore and develop personal creative habits followed by arts-discipline specific instruction, led by master teachers, taught in studio environments to awaken the artist in each participant while providing a deep investigation of the latest artistic techniques.

*Participants can also sign up for 1-on-1 lesson planning coaching. This workshop is intended for prek-12 classroom teachers.

Session Facilitator: James Dorsey, Prince George's County Public Schools

Monday, June 28 & Wednesday, June 30, 9:30 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



FINE ARTS

Arts Integration Studio - Theatre

When classroom teachers integrate the arts they can expect improvements in academic and social-emotional outcomes such as creativity, critical thinking, problem-solving, and collaboration skills. During this two-day workshop, participants will explore and develop personal creative habits followed by arts-discipline specific instruction, led by master teachers, taught in studio environments to awaken the artist in each participant while providing a deep investigation of the latest artistic techniques.

*Participants can also sign up for 1-on-1 lesson planning coaching. This workshop is intended for prek-12 classroom teachers.

Session Facilitator: Tavish Forsyth, Bird City Improv

Monday, June 28 & Wednesday, June 30, 9:30 am - 11:30 am

To register, visit this [Eventbrite registration page](#).

Arts Integration Studio - Dance

When classroom teachers integrate the arts they can expect improvements in academic and social-emotional outcomes such as creativity, critical thinking, problem-solving, and collaboration skills. During this two-day workshop, participants will explore and develop personal creative habits followed by arts-discipline specific instruction, led by master teachers, taught in studio environments to awaken the artist in each participant while providing a deep investigation of the latest artistic techniques.

*Participants can also sign up for 1-on-1 lesson planning coaching. This workshop is intended for prek-12 classroom teachers.

Session Facilitator: Lacey Sheppard, Anne Arundel County Public Schools

Monday, June 28 & Wednesday, June 30, 9:30 am - 11:30 am

To register, visit this [Eventbrite registration page](#).



FINE ARTS

Arts Education Studio - Collaboration

During this workshop, participants will explore and develop personal creative habits through arts discipline-specific instruction, led by master artists, taught in studio environments to awaken the artist in each participant. Participants will also explore the MSDE Creative Process Map in multi-disciplinary teams, with a coach, to elevate a Big Idea that excites. This workshop is intended for prek-12 arts educators.

Session Facilitators: MSDE Fine Arts Roster

Monday, July 19; Wednesday, July 21; Friday, July 23, 9:00 am - 12:00 pm

To register for Arts Education Studio - Collaboration for **Music**, visit this [Eventbrite registration page](#).

To register for Arts Education Studio - Collaboration for **Media Arts**, visit this [Eventbrite registration page](#).

To register for Arts Education Studio - Collaboration for **Visual Art**, visit this [Eventbrite registration page](#).

To register for Arts Education Studio - Collaboration for **Dance**, visit this [Eventbrite registration page](#).

To register for Arts Education Studio - Collaboration for **Theatre**, visit this [Eventbrite registration page](#).

Arts Integration 1-on-1 Coaching

During these sessions, registrants of Arts Integration Studio can meet for 1-on-1 support in devising a lesson seed that integrates the learning objectives of an arts discipline and a non-arts content area. These sessions are intended for prek-12 classroom teachers and Arts Integration Specialists and are only open to registrants of Arts Integration Studio.

Session Facilitator: Kelli Johnson, Anne Arundel County Public Schools

30-minute sessions will be offered on June 28 and June 30 from 1:00-3:00 pm & June 29 and July 1 from 9:30 am - 11:30 am.

For more information, please contact Alysia Lee <alysia.lee@maryland.gov>.



FORMATIVE ASSESSMENT

Assessment Literacy

Assessment data can be incredibly useful to educators by helping them improve their practice and ensure that classroom time is being maximized. Assessments can empower teachers and improve the teaching and learning process. The use of data, when integrated and connected to instruction and curriculum, creates a cohesive classroom that supports learning goals and greater opportunities for student growth and success. In this course, participants will learn to be more assessment literate educators in the areas of a balanced assessment system, large scale assessments, formative assessment, and student agency. In addition to the summer dates listed below, participants will be required to complete asynchronous work. This course is intended for educators of all contents and grade levels. Eligible participants can earn 1 CPD credit upon completion of this course.

Session Facilitator: Christina Miller, Charles County Public Schools

Thursdays July 15, July 22, July 29, and August 5, 1:00 pm - 3:00 pm

To register, visit this [Eventbrite registration page](#).

Measuring Student Learning in Any Setting

Assessment is the link between teaching and learning and should be part of every lesson that teachers plan, distance or otherwise. This workshop will focus on empowering educators of all grade levels with the tools necessary to measure the impact of instruction, while making the necessary adjustments to ensure all students learn. Participants will focus on a "playlist" of assessment tools that can be used in distance, hybrid, and face-to-face learning. This workshop is intended for educators of all contents and grade levels.

Session Facilitators: Christina Miller; Yvette Motley; & Melinda Wright, Charles County Public Schools

Tuesday, July 20, 8:30 am - 4:30 pm

To register, visit this [Eventbrite registration page](#).



FORMATIVE ASSESSMENT

FAME Facilitator Training

In this workshop, participants will learn how to successfully facilitate the FAME (Formative Assessment for Maryland Educators) cohort in their school or district. They will explore the FAME course content and professional learning design; discover specific leadership actions that can effectively support formative assessment learning; and learn strategies, resources and tools to lead formative assessment adoption. This workshop is intended for any educator who is interested facilitating the FAME cohort in their school or district.

Session Facilitator: Jennifer Wojcik, MSDE

This workshop will take place from **9:00 am - 4:00 pm** on the following dates:

Wednesday, July 7 - To register, visit the [July 7 Eventbrite page](#).

Wednesday, July 21 - To register, visit the [July 21 Eventbrite page](#).



GIFTED & TALENTED

Elementary GT Humanities Model Unit Development

In this session, participants will use a backward design process to create model problem-based/product-based curriculum units which are differentiated using evidence-based curriculum design principles for gifted and talented students. This session is intended for teachers and specialists who work with GT or advanced students. This workshop consists of weekly synchronous meetings and weekly asynchronous writing hours, totaling 48 expected hours. The specific dates and times of the synchronous meetings will be determined by participants at a kick off meeting that will take place on **Monday, June 28 from 4:00 pm - 5:00 pm.**

Session Facilitator: Jeanne Paynter, Ed.D, MSDE Javits Grant Project

For more information, please contact Bruce Riegel at
<bruce.riegel@maryland.gov>.

Middle School GT Humanities Model Unit Development

In this session, participants will use a backward design process to create model problem-based/product-based curriculum units which are differentiated using evidence-based curriculum design principles for gifted and talented students. This session is intended for teachers and specialists who work with GT or advanced students. This workshop consists of weekly synchronous meetings and weekly asynchronous writing hours, totaling 48 expected hours. The specific dates and times of the synchronous meetings will be determined by participants at a kick off meeting that will take place on **Monday, June 28 from 4:00 pm - 5:00 pm.**

Session Facilitator: Jeanne Paynter, Ed.D, MSDE Javits Grant Project

For more information, please contact Bruce Riegel at
<bruce.riegel@maryland.gov>.



GIFTED & TALENTED

Elementary GT STEM Model Unit Development

In this session, participants will use a backward design process to create model problem-based/product-based curriculum units which are differentiated using evidence-based curriculum design principles for gifted and talented students. This session is intended for teachers and specialists who work with GT or advanced students. This workshop consists of weekly synchronous meetings and weekly asynchronous writing hours, totaling 48 expected hours. The specific dates and times of the synchronous meetings will be determined by participants at a kick off meeting that will take place on **Monday, June 28 from 4:00 pm - 5:00 pm.**

Session Facilitator: Jeanne Paynter, Ed.D, MSDE Javits Grant Project

For more information, please contact Bruce Riegel at <bruce.riegel@maryland.gov>.

Middle School GT STEM Model Unit Development

In this session, participants will use a backward design process to create model problem-based/product-based curriculum units which are differentiated using evidence-based curriculum design principles for gifted and talented students. This session is intended for teachers and specialists who work with GT or advanced students. This workshop consists of weekly synchronous meetings and weekly asynchronous writing hours, totaling 48 expected hours. The specific dates and times of the synchronous meetings will be determined by participants at a kick off meeting that will take place on **Monday, June 28 from 4:00 pm - 5:00 pm.**

Session Facilitator: Jeanne Paynter, Ed.D, MSDE Javits Grant Project

For more information, please contact Bruce Riegel at <bruce.riegel@maryland.gov>.



HEALTH EDUCATION

Using a Skills-Based Approach to Substance Abuse Prevention Education - Elementary

Using a Skills-Based Approach to Substance Abuse Prevention Education is a professional learning course for health educators developed by the Maryland State Department of Education and Maryland Public Television. This module is a one-hour, self-paced course designed to build participants' skills in helping students to develop the knowledge, attitudes, and skills needed to make healthy choices. This course is aligned to the specialized training requirements for teaching health education in Maryland Public Schools as required by COMAR 13a.04.18. This module is intended for elementary educators who teach substance abuse prevention education and developed with the support of the Behavior Health Administration of the Maryland Department of Health.

This self-paced module will be available in Summer 2021

Please complete this [Google Form](#) if you would like to pre-register and be notified when this module becomes available.

Using a Skills-Based Approach to Substance Abuse Prevention Education - Secondary

Using a Skills-Based Approach to Substance Abuse Prevention Education is a professional learning course for health educators developed by the Maryland State Department of Education and Maryland Public Television. This module is a one-hour, self-paced course designed to build participants' skills in helping students to develop the knowledge, attitudes, and skills needed to make healthy choices. This course is aligned to the specialized training requirements for teaching health education in Maryland Public Schools as required by COMAR 13a.04.18. This module is intended for secondary educators who teach substance abuse prevention education and is designed to support educators with teaching drug prevention.

This self-paced module will be available in Summer 2021.

Please complete this [Google Form](#) if you would like to pre-register and be notified when this module becomes available.



HEALTH EDUCATION

Teaching Sexual Abuse and Assault Prevention Education - Elementary

Teaching Sexual Abuse and Assault Prevention Education is a professional learning course for elementary educators responsible for delivering sexual abuse and assault prevention education in any grade, Pre-K-5. This module is a one-hour, self-paced course and is designed to support all Maryland elementary educators with the specialized training necessary to implement sexual abuse and assault prevention instruction. Abuse prevention education involves helping children develop the skills, behaviors, and knowledge to help them identify and recognize abuse and seek help from trusted adults. This course is aligned to the specialized training requirements for teaching health education in Maryland Public Schools as required by COMAR 13a.04.18. This module is intended for elementary educators.

This self-paced module will be available in Summer 2021.

Please complete this [Google Form](#) if you would like to pre-register and be notified when this module becomes available.

A Teacher's Guide to Sex Education - Secondary

Providing quality sex education is more than just anatomy and pregnancy. This course is a three-hour, self-paced course designed to help teachers know how to focus on the content that matters most so that students are empowered to make informed decisions and healthy choices. The Teacher's Guide to Sex Education course has 8 units. This course is aligned to the specialized training requirements for teaching health education in Maryland Public Schools as required by COMAR 13a.04.18. This module is intended for secondary educators.

This self-paced module will be available in Summer 2021.

Please complete this [Google Form](#) if you would like to pre-register and be notified when this module becomes available.



HEALTH EDUCATION

Sexually Explicit Media in Health Education

Virtually no one believes that the source of information about sexuality, sex, health; and relationships for youth should be internet pornography. Yet there are research studies that suggest that some youth are receiving part of their education about sex from sexually explicit internet media. Boston Public Health Commission created tools for talking with kids about sexually explicit media. Rather than focus on telling youth what not to do, the instructional material highlights the importance of healthy, respectful dating and sexual relationships. The instructional materials do not presume that youth have viewed pornography and no pornography is shown during the class. This session is intended for health educators.

Session Facilitators: Emily Rothman, ScD & Nicole Daley, MPH, Boston University School of Public Health

Thursday, July 1 from 9:00 am - 1:00 pm.

Interested participants should contact their local school system's health supervisor or Lea Jaspers at <lea.jaspers@maryland.gov> for more information.



INSTRUCTIONAL COACHING

The Impact Cycle

The Impact Cycle provides a framework for instructional coaches to help teachers set and achieve their goals. In this workshop, participants will gain experience using the three stages of the cycle (identify, learn, improve) through examples and guided exercises. Participants are required to purchase *The Impact Cycle* (ISBN 978-1506306865) in order to participate in this course. This session is intended for coaches, mentors, administrators, and other instructional leaders.

Session Facilitator: Sharon Thomas, Instructional Coaching Group

Monday, June 28 & Tuesday, June 29, 8:45 am - 4:15 pm

To register, visit this [Eventbrite registration page](#).

Shrinking the Change: Leveraging Feedback to Improve School Culture

In this abbreviated version of the year-long course, participants will begin by analyzing the current reality of their school's culture of feedback. They will explore the research behind the brain's response to feedback, reflect on their coaching beliefs, and implement innovative feedback strategies that promote autonomy and self-reflection. Finally, participants will set feedback-focused professional learning goals for the upcoming school year. This 2-day workshop is intended for coaches, mentors, administrators, and other instructional leaders.

Session Facilitator: Jennifer Wojcik, MSDE

Tuesday, July 13 & Wednesday, July 14, 9:00 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).



INSTRUCTIONAL COACHING

Supporting New Teachers: A Primer for New Mentors and Coaches

Research indicates that providing support to teachers is one of the strongest determining factors for retaining teachers in the profession. In this abbreviated version of the year-long course, participants will examine the conditions necessary to provide support to teachers by building self-awareness and confidence as a mentor or coach, expanding their understanding of the role of the instructional mentor/coach; and reflecting on personal mentoring/coaching practices. This workshop is intended for coaches, mentors, administrators, or other instructional leaders who are new to their role.

Session Facilitator: Daniel Capozzi, MSDE

Monday, July 19 - Thursday, July 22, 9:00 am - 11:00 am

To register, visit this [Eventbrite registration page](#).

Keynote: Coaching for Well-Being

In this session, participants will learn how coaching (in itself) is a way of enhancing well-being. They will also learn how to use well-being theories during coaching conversations to support educators to consider their own well-being and the well-being of others. At the conclusion of this keynote, participants will have greater awareness of the role of well-being theories in coaching conversations. Participants will also have practical tools and techniques to integrate into their coaching practice. This session is intended for coaches, mentors, department chairs, and other instructional leaders.

Session Facilitator: Christian van Nieuwerburgh, Growth Coaching International

Thursday, August 5, 9:00 am - 10:00 am

To register, visit this [Eventbrite registration page](#).



INSTRUCTIONAL COACHING

Key Coaching Skills Booster

Based on the 3rd Edition of the best-selling book *An Introduction to Coaching Skills* by Christian van Nieuwerburgh, this short skill booster workshop will explore the four key coaching skills: listening to encourage thinking; asking powerful questions; paraphrasing and summarizing; and noticing. Participants will leave with heightened levels of awareness and be able to bring greater intentionality to their coaching practice immediately. This booster is intended for coaches, mentors, department chairs, and other instructional leaders.

Session Facilitator: Chris Munro, Growth Coaching International

Wednesday, August 4, 8:00 am - 11:00 am

To register, visit this [Eventbrite registration page](#).



INSTRUCTIONAL TECHNOLOGY & LIBRARY MEDIA

Diversifying Your Library Collection

In order to ensure that media specialists are providing students and colleagues with the resources needed to help develop and increase their knowledge, libraries must provide collections that offer a multitude of multicultural and diverse selections. Just purchasing the award winners is no longer enough. It is time to start looking critically at the resources that libraries provide and fine-tuning selection practices accordingly. This session will include book talks and resources to help participants and their colleagues increase awareness, drive collection development, and get future-ready. This session is intended for media specialists and school library media supervisors.

Session Facilitator: Dedra Van Gelder, Charles County Public Schools

Tuesday, June 22, 4:00 pm - 5:00 pm

To register, visit this [Eventbrite registration page](#).

#MarylandNeedsDiverseBooks

Books give us a chance to see ourselves in them, but we also learn about others through them. This session will include book talks and resources to help educators who seek to increase their own awareness of cultural literacy and prepare them to provide their future students "windows, mirrors, and sliding glass doors" that will help them understand the multicultural nature of the world. This session is intended for classroom teachers, literacy specialists, and central office staff.

Session Facilitator: Dedra Van Gelder, Charles County Public Schools

Monday, July 12, 4:00 pm - 5:00 pm

To register, visit this [Eventbrite registration page](#).



INSTRUCTIONAL TECHNOLOGY & LIBRARY MEDIA

Code.org Computer Science (CS) Fundamentals

Many library media specialists are using the Code.org CS Fundamentals curriculum to introduce their students to computer science. The CS Fundamentals curriculum is designed to be an introduction to CS for students of all ages, starting as young as Kindergarten pre-readers. The curriculum blends online, self-guided and self-paced tutorials with “unplugged” activities that require no computer at all. This workshop will guide teachers new to Code.org Fundamentals in implementing the units effectively with their students and will combine synchronous and independent sessions. Eligible participants can earn 0.5 CPD credits upon completion. This workshop is intended for library media specialists and others teaching the CS Fundamentals courses.

Session Facilitator: Maryland Center for Computing Education

Monday, July 19 & Tuesday, July 20, 8:30 am - 12:30 pm

To register, visit this [Code.org registration page](#).

School Library Media and K-8 Computer Science

The Maryland Computer Science standards, School Library Media Standards, and Digital Learning Standards have significant areas of overlap. All of these standards can be leveraged by media specialists to create highly engaging and effective lessons in many curricular content areas. During this workshop, participants will explore the intersections among the standards and examine examples of school library lessons that address these standards as well as content area standards. Media specialists will develop their own examples that can be implemented in their schools. In addition to the summer date and time listed below, an additional 9 hours of asynchronous work is required to be eligible to earn 1 CPD credit. This workshop is intended for k-8 school library media specialists.

Session Facilitator: Maryland Center for Computing Education

Monday, June 28, 8:30 am - 2:30 pm

To register, complete this [Google Form](#).



INSTRUCTIONAL TECHNOLOGY & LIBRARY MEDIA

Storytelling with Scratch: Bringing Computer Science into the School Library and Content Areas

In this session, participants will explore and develop ideas that allow them to reimagine how their students create and re-create stories. Participants will unlock the potential of computer science to enhance their library media lessons by having students use the programming language, Scratch, to create interactive stories, animations and more. Eligible participants can earn 1 CPD credit upon successful completion of this course. This session is open to any educator with a basic knowledge of the Scratch or Scratch Jr. programming language. See Computer Science offerings for Intro courses.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).



MATHEMATICS

The Power of Progressions: Untangling the Knotty Areas of Teaching and Learning Mathematics Grades K-2

As more teachers look to add high-yield tasks to their repertoire, the struggle to make it all work becomes real. In this session, participants will examine how problem-based lessons can be used throughout the scope of a unit and how they can harness their power to move student thinking forward. They will identify strategies and explore tasks that help them find a healthy balance between application, conceptual understanding, and procedural fluency. This session is intended for mathematics educators in grades k-2.

Session Facilitator: Graham Fletcher, Consultant

Monday, July 26, 9:00 am - 11:00 am & Monday, October 11, 4:30 pm - 5:30 pm

To register, visit this [Eventbrite registration page](#).

The Power of Progressions: Untangling the Knotty Areas of Teaching and Learning Mathematics Grades 3-5

As more teachers look to add high-yield tasks to their repertoire, the struggle to make it all work becomes real. In this session, participants will examine how problem-based lessons can be used throughout the scope of a unit and how they can harness their power to move student thinking forward. They will identify strategies and explore tasks that help them find a healthy balance between application, conceptual understanding, and procedural fluency. This session is intended for mathematics educators in grades 3-5.

Session Facilitator: Graham Fletcher, Consultant

Monday, July 26, 1:00 pm - 3:00 pm & Tuesday, October 12, 4:30 pm - 5:30 pm

To register, visit this [Eventbrite registration page](#).



MATHEMATICS

Implementing High-Quality Curriculum in Your Mathematics Classroom

The Maryland State Department of Education is in the process of evaluating all 24 local school systems' English language arts and mathematics curriculum for alignment with the Maryland College and Career Ready Standards. In this session, educators will learn about and apply the components of a high-quality mathematics curriculum to inform planning and instruction. This session is intended for k-12 mathematics teachers.

Session Facilitators: Laura Liccione; Tara Corona; & Anders Alicea, MSDE

Monday, July 26, 1:30 pm - 4:00 pm

To register, this [Eventbrite registration page](#).



PHYSICAL EDUCATION

Analyzing the Physical Education (PE) Framework

In this 6 day synchronous and asynchronous workshop for selected teacher leaders, participants will first begin by analyzing the updated PE Framework (2020). Participants will then review and create assessments that align with current best practices. This cadre of teacher leaders will provide professional learning to their local school systems regarding the updated framework, and their work will be considered for publication in the May 2022 update. This workshop is intended for physical education teacher leaders and requires individuals to undergo an application process.

Session Facilitator: Jason Semanoff, MSDE

Thursday, June 24 - Tuesday, July 1

Interested participants should contact their local school system's PE supervisor or Jason Semanoff at <jason.semanoff@maryland.gov> for more information on the application process.



SCHOOL LEADERSHIP & IMPROVEMENT

Components of a High-Quality Curriculum: What You Need to Know Before Selecting or Writing Curriculum

The Maryland State Department of Education is in the process of evaluating all 24 local school systems' English language arts and mathematics curriculum for alignment with the Maryland College and Career Ready Standards. In the session, central office leaders will analyze the components of a high-quality curriculum to identify key features of existing or prospective curricula, address areas of improvement, and envision systemic professional learning opportunities. This session is intended for school system central office/curriculum adoption committees and curriculum writers.

Session Facilitators: Laura Liccione; Tara Corona; & Anders Alicea, MSDE

Friday, July 30, 9:30 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).

Supporting and Improving the Implementation of Curriculum, Planning, and Instruction

The Maryland State Department of Education is in the process of evaluating all 24 local school systems' English language arts and mathematics curriculum for alignment with the Maryland College and Career Ready Standards. In this session, educational leaders will use components of a high-quality curriculum to guide collaborative grade-level planning and professional learning communities. Participants will apply these components to provide targeted feedback on instruction. Office hours will be scheduled to discuss next steps for continuous improvement of high-quality curriculum implementation. This session is intended for k-12 school-based education leaders including department chairpersons, resource teachers, coaches, assistant principals, and principals.

Session Facilitators: Laura Liccione; Tara Corona; & Anders Alicea, MSDE

Thursday, July 29, 9:30 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).



SCHOOL LEADERSHIP & IMPROVEMENT

Root Cause Analysis - Part 1

A well-developed problem statement sets the stage for a successful root cause analysis. This session will begin with a review of school data and results to understand school performance and indicators with attention focused on factors related to identified improvement areas. Next, participants will discuss evident themes in the data and categorize problem area themes. To close, attendees will draft a problem statement that describes the overall scope of the problem themes that were uncovered in the review of school performance data. This session is intended for principals, instructional leadership teams, local school system principal supervisors, curriculum specialists, etc. School teams are preferred and should come to the session with current meaningful student performance data to review in order to draft a well-developed problem statement.

Session Facilitator: Morrall Thompson, MSDE

Wednesday, July 29, 9:30 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).

Supporting Virtual Instruction

This workshop will focus on strategies and tools that principals and other school leaders need in order to support ongoing distance learning, maintaining a strong school community, and instilling best practices for all learners in the virtual classroom. School leaders will gain access to tools and templates to conduct virtual classroom visits and more. A link will be provided for participants to access the presentation and materials. This session will be offered twice and is intended for school administrators and other school leaders.

Session Facilitators: Ed Mitzel & Thomas Fingado, MSDE

Tuesday, June 29 & Thursday, July 15, 9:00 am - 10:00 am

To register, visit the [9-10am Eventbrite page](#).

Tuesday, June 29 & Thursday, July 15, 10:00 am - 11:00 am

To register, visit the [10-11am Eventbrite page](#).



SCIENCE

Promoting Accessibility in Science Instruction

The Next Generation Science Standards vision is that all students will have access to high-quality science learning opportunities and will be able to succeed in science. NGSS instruction is largely dependent on language, and it may inadvertently exclude some learners from full participation if strategic steps aren't taken. All students have important insights to contribute to learning, and scientific communities greatly benefit from the diversity of thought and experience that all students bring. This virtual workshop will provide strategies for making science instruction accessible to a variety of student populations, including students with disabilities and students with limited English proficiency or low reading comprehension. This workshop will be offered twice and is intended for k-12 science teachers.

Session Facilitators: Beth Wolff, Wicomico County Public Schools; Celia Liveringhouse, Baltimore City Public Schools; Melissa Mahoney, Caroline County Public Schools

Tuesday, August 3, 9:00 am - 12:00 pm

To register, visit the [August 3 Eventbrite page](#).

Tuesday, August 10, 9:00 am - 12:00 pm

To register, visit the [August 10 Eventbrite page](#).

Interdisciplinary Science and Environmental Science for Elementary Teachers

This workshop will provide elementary school teachers with in depth background content in science and environmental science in an interdisciplinary manner. Each day will include explanations and demonstrations of environmental lessons. As a result, participants will learn and practice important investigative and scientific method skills while enhancing their knowledge and confidence to lead their students in similar studies. This session is intended for k-6 educators.

Session Facilitators: Jessica Miller, Alice Ferguson Foundation & Tim Emhoff, Charles County Public Schools

Monday, July 12 - Wednesday, July 14, 9:00 am - 3:00 pm

To register, visit this [Eventbrite registration page](#).



SCIENCE

Biology for All: The Inclusion Survival Kit

Do you teach biology? Are you looking for a way to make those “one size fits all” lessons accessible to ALL students? In this session, participants will learn awesome ways to tailor biology lessons to fit their students’ needs. Workshop facilitators will share strategies for teaching all learners the most difficult to understand skills and concepts. This session will be offered twice and is intended for biology teachers.

Session Facilitators: Payton Brown & Kimberly Edillon, Anne Arundel County Public Schools

Thursday, July 15, 9:00 am - 12:00 pm

To register, visit the [July 15 Eventbrite page](#).

Monday, August 2, 9:00 am - 12:00 pm

To register, visit the [August 2 Eventbrite page](#).

Building Your Climate Data Story Workshop

Storytelling is a powerful and engaging tool to provide context for learning, make connections between complex concepts and real life, assess student reasoning, and recognize misconceptions. Using climate change as a broad interdisciplinary topic, participants will explore sequencing and reasoning with data through storytelling. Stories can support student learning, indoor and outdoor investigations, and lead to stewardship and civic action opportunities. Learn how to create a climate story that is supported by data, relevant to students, and leaves space for student-directed questions and learning. The facilitators will make suggestions for implementing this strategy in the classroom using the Maryland Environmental Literacy Standards as the curricular anchor. As the MD E-Lit Standards are designed to be interdisciplinary, this is a great course for all subject areas and grade bands. This session is intended for k-12 educators who teach environmental literacy instruction.

Session Facilitators: Jemima Clark, Washington College; Krysta Hougan; Bart Merrick; & Elise Trelegan, NOAA

Tuesday, August 3 - Thursday, August 5, 9:00 am - 4:00 pm

To register, visit this [Eventbrite registration page](#).



SCIENCE

A Seamless Integration of Reading and Writing in the Science Classroom

How do we move from teaching discrete learning experiences to connected, coherent learning experiences and ideas that intersect with reading and writing? How do we ensure that all students are able to engage in the instruction? This presentation will offer a concrete picture of the seamless integration of reading and writing in the science classroom to support all students in making meaning of science concepts. Participants will go step by step through reading and writing strategies that enhance science instruction for all students. Throughout the presentation participants will engage in student activities that use a variety of reading and writing strategies that enable students to gain a deeper understanding of science content. This session will be offered twice and is intended for k-12 science teachers.

Session Facilitators: Donna Miller & Jennifer Gable, Calvert County Public Schools

Tuesday, July 20, 9:00 am - 11:00 am

To register, visit the [July 20 Eventbrite page](#).

Tuesday, August 10, 1:00 pm - 3:00 pm

To register, visit the [August 10 Eventbrite page](#).

Scratch in Science and Social Studies

In this workshop, participants will explore and develop ideas that allow them to reimagine how their students learn and demonstrate their scientific knowledge. Participants will unlock the potential of computer science to enhance their science classroom by having students use the programming language Scratch to develop models, simulations, and demonstrations. Eligible participants can earn 1 CPD credit upon successful completion of this course. This workshop will combine synchronous sessions, independent work, and small group collaborations and is open to any educator with a basic knowledge of the Scratch or Scratch Jr. programming language. See Computer Science offerings for Intro courses.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).



SOCIAL-EMOTIONAL LEARNING

Youth Mental Health First Aid

This 8 hour public education program introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. The instruction will involve two-hours of on-line, self-paced pre-work followed by a six-hour facilitated workshop.

Participants will need a working camera and microphone to attend and are expected to be on-camera for the entirety of the class so that the instructor can ensure the emotional safety of all participants. Upon completion of this workshop, participants will earn a national certification in Youth Mental Health First Aid. The cost of this workshop is \$70 per person; however, MSDE's Office of Professional Learning will cover these costs using Title II, Part A funds. Please ensure you are committed to attending this workshop prior to registering. This workshop will be offered multiple times and is intended for all educators including teachers, administrators, counselors, social workers, coaches, mentors, nurses, paraprofessionals, etc.

Session Facilitator: Jevon Billups, Mental Health First Aid Maryland

This workshop will be offered from **9:00 am - 3:00 pm** on the following dates:

Tuesday, July 6 - To register, visit the [July 6 Eventbrite page](#).

Wednesday, July 7 - To register, visit the [July 7 Eventbrite page](#).

Thursday, July 8 - To register, visit the [July 8 Eventbrite page](#).

Tuesday, July 13 - To register, visit the [July 13 Eventbrite page](#).

Wednesday, July 14 - To register, visit the [July 14 Eventbrite page](#).

Thursday, July 15 - To register, visit the [July 15 Eventbrite page](#).

Tuesday, July 20 - To register, visit the [July 20 Eventbrite page](#).

Wednesday, July 21 - To register, visit the [July 21 Eventbrite page](#).

Thursday, July 22 - To register, visit the [July 22 Eventbrite page](#).

Wednesday, July 28 - To register, visit the [July 28 Eventbrite page](#).



SOCIAL STUDIES

Digital Literacy/Civic Online Reasoning in Prek-12 Social Studies

In this full-day workshop for district teams of prek – 12 social studies educators and library media specialists, participants will learn about digital literacy and civic online reasoning grade level skills and competencies. Guest speakers will include Dr. Sarah McGrew, author of the civic online reasoning research from Stanford University and Dr. Ilene Berson, developer of KidCitizen from University of South Florida. In the afternoon sessions, participants will backward map competencies and identify grade band expectations for their school and/or district. This workshop is intended for prek-12 library media specialists and social studies teachers.

Session Facilitators: Dr. Sara McGrew, University of Maryland & Dr. Ilene Berson, University of South Florida

Tuesday, July 20, 9:00 am - 3:00 pm

To register, visit this [Eventbrite registration page](#).

American Indians in the Prek-12 State Frameworks

This one day workshop will provide prek – 12 teachers with an introduction to the new content related to American Indians in the State Frameworks for Social Studies. Colleen Smith from the National Museum of the American Indian will offer a content session, including an introduction to the teaching resources available through NA360°. In the second session participants will be divided into grade bands and will have the opportunity to collaborate on new lessons for the new objectives utilizing the NA360° resources. This workshop is intended for elementary and secondary social studies teachers, EL teachers, and central office staff.

Session Facilitator: Colleen Smith, National Museum of the American Indian

Wednesday, July 28, 12:30 pm - 3:30 pm

To register, visit this [Eventbrite registration page](#).



SOCIAL STUDIES

Social Studies and EL Populations

In part one of this two part workshop, participants will develop an understanding of English language development and social studies support strategies. In part two, participants will work to review and create lesson plans to include the new learning on data and teaching strategies. This workshop is intended for elementary and secondary social studies teachers, EL teachers, and central office staff.

Session Facilitators: Kelly Humble, Baltimore City Public Schools; Tracy Oliver, Montgomery County Public Schools; Emma Brant, Dorchester County; Laurel Williams, MSDE; & Ilhye Yoon, MSDE

Thursday, July 22, 9:00 am - 3:00 pm

To register, visit this [Eventbrite registration page](#).

The Inquiry Design Model in Elementary Social Studies

Inquiry can be a fuzzy ideal. This workshop aims to help teachers become clear about the practices of inquiry by designing an inquiry using the Inquiry Design Model™. Participants will join Dr. Kathy Swan in this one day workshop to work through the 10 steps and develop blueprints for Maryland's elementary school classrooms. This workshop is intended for elementary teachers and central office staff.

Session Facilitator: Kathy Swan, University of Kentucky

Tuesday, July 27, 9:00 am - 3:00 pm

To register, visit this [Eventbrite registration page](#).



SOCIAL STUDIES

Scratch in Science and Social Studies

In this workshop, participants will explore and develop ideas that allow them to reimagine how their students learn and demonstrate their knowledge of social studies. Participants will unlock the potential of computer science to enhance their social studies classroom by having students use the programming language Scratch to depict historic events and develop demonstrations. Eligible participants can earn 1 CPD credit upon successful completion of this course. This workshop will combine synchronous sessions, independent work, and small group collaborations and is open to any educator with a basic knowledge of the Scratch or Scratch Jr. programming language. See Computer Science offerings for Intro courses.

Session Facilitator: Maryland Center for Computing Education

Monday, July 12 & Tuesday, July 13, 8:30 am - 4:30 pm

To register, complete this [Google Form](#).



WORLD LANGUAGES

Guiding Learners Along the Proficiency Continuum

This workshop will provide strategies for moving students along the world language proficiency continuum. Participants will begin by deepening their knowledge about proficiency levels. They will also practice designing performance tasks to measure student growth and give meaningful feedback on those tasks. Finally, participants will gain strategies for planning learning experiences that lead to growth in proficiency. This workshop is intended for world language teachers.

Session Facilitator: Leslie Grahn, Consultant

Thursday, July 1, 9:00 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).

Embedding Authentic Resources Into Lessons

In this workshop, participants will become familiar with a variety of approaches for making choices about how to effectively embed authentic resources in their lesson plans. Participants will analyze scenarios and practice using a formula and game board designed to assist with the thinking process. This workshop is intended for world language teachers.

Session Facilitator: Leslie Grahn, Consultant

Thursday, July 1, 1:00 pm - 4:00 pm

To register, visit this [Eventbrite registration page](#).

Teacher and Student Target Language Use

In this workshop, participants will gain strategies for creating a supportive environment to build student confidence in using the target language and for maximizing teacher and student target language use. They will gain thinking frames for planning opportunities for students to perform in all modes of communication in the target language. This workshop is intended for world language teachers.

Session Facilitator: Leslie Grahn, Consultant

Tuesday, July 6, 9:00 am - 12:00 pm

To register, visit this [Eventbrite registration page](#).



WORLD LANGUAGES

Using Authentic Resources to Teach Grammar

The Core Practices for Language Learning by the American Council on Teaching Foreign Languages includes the practice “teach grammar as a concept and use in context.” In this workshop, participants will explore routines and strategies for finding examples of authentic resources for grammar in context, processes, and protocols that lead students to inductively analyze how language structures function, and ways to embed grammar in context into learning experiences in the target language. This workshop is intended for world language teachers.

Session Facilitator: Leslie Grahn, Consultant

Tuesday, July 6, 1:00 pm - 4:00 pm

To register, visit this [Eventbrite registration page](#).