



## Dickinson ISD Asynchronous Instructional Continuity Plan

## Attestations

### Instructional Schedule

- ✓ **Teacher interaction** with students is predictable, sufficient to support schedule.
- ✓ **Teacher availability** for students (e.g. office hours schedule) is planned in advance, predictable, sufficient for student progress, clearly defined, and published in the student syllabus.
- ✓ **Students can access instructional support** from teachers when needed, direct instruction is delivered by teachers, and students know how and when they can interact with their teachers.
- ✓ Students are provided **clear means to engage with academic material on a daily basis**.
- ✓ **Student IEPs** are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE).
- ✓ Student academic work ensures **engagement that is equivalent to direct content work that a student would be engaged in over a normal school year**. As guidance, this direct work with academic content matches or exceeds the following average daily minimums across all subjects:
  - Half day PreK – 90 instructional minutes
  - Full day PreK – 180 instructional minutes
  - K through 5th grade – 180 instructional minutes
  - 6th through 12th grade – 240 instructional minutes

### Materials Design

- ✓ District has adopted a **full, TEKS-aligned curriculum can be executed in an asynchronous remote learning environment**. This includes:
  - ✓ Assessments that ensure continued information on student progress remotely
  - ✓ Instructional materials that support a coherent, logical course sequence that reinforces concepts at appropriate times to ensure continuity of learning remotely
  - ✓ Instructional materials consistently reinforce concepts at appropriate times to ensure retention of knowledge in asynchronous environments
- ✓ Instructional materials include specifically designed resources and/or accommodations and modifications to support students with disabilities and English Learners in an asynchronous environment.
- ✓ There is a plan to ensure district adopted instructional materials are used during instruction and in the hands of students.

### Student Progress

- ✓ Expected student progress in remote asynchronous learning is **planned in advance, defined by day, and ties to the overall course coverage in the course syllabus**.
- ✓ **Daily, trackable student engagement exists** to ensure curricular progress in asynchronous learning. Curricular progress can be measured through any of the following means:
  - ✓ Data from the Learning Management System (LMS) showing progress made that day
  - ✓ Curricular progress evidenced from teacher/student interactions made that day
  - ✓ Completion and submission of assignments planned for that day
- ✓ Districts have **systems to measure academic progress** of all students to **inform instructional practice** in an asynchronous environment.
  - ✓ Progress monitoring includes all students and can be done in any proposed at-home scenario (digital or print)
- ✓ Student **feedback is provided from instructor at least weekly** in asynchronous learning environments including next steps or necessary academic remediation to improve performance.
- ✓ **School grading policies** for remote student work are consistent with those used before COVID for on campus assignments

## Implementation

- ✓ Campuses plan for and implement **professional development calendars** with specific supports for asynchronous instruction. These include the following for educators:
  - ✓ Provide introductory and ongoing content-focused, job-embedded training linked to chosen asynchronous curricular resources
  - ✓ Cover all grade levels and content areas that are participating in asynchronous learning
  - ✓ Develop content knowledge to help educators internalize the asynchronous curriculum and analyze and respond to data with the use of the instructional materials
  - ✓ Explicitly cover asynchronous remote instructional delivery and use of the asynchronous learning platform and/or learning management system
- ✓ Districts provide **explicit communication and support for families** in order to support asynchronous work at home.

Please check the grade level(s) for which these open response		
<input checked="" type="checkbox"/> PK4	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 8
<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 9
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 5	<input checked="" type="checkbox"/> 10
<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 11
	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 12



## Open Responses

**Key Requirement Instructional Schedule:** Describe (or attach a description of) the structure of your asynchronous schedule highlighting any differences by grade level and/or content area.

**Include sample daily schedules for students by grade band**

**Summarize how your instructional schedules meet the criteria:**

Instructional Schedule	
<p>Expectations for daily student interaction with academic content</p>	<p>Students may engage in remote asynchronous learning if</p> <ol style="list-style-type: none"> <li>1. Students opt-in to the district-wide remote instruction at the beginning of a grading period. Teachers will be dedicated to this remote instruction at the district level, though students will still be assigned to their individual campus. Students can opt to change learning modality (remote or face-to-face) at the change of each grading period</li> <li>2. Students who become sick (health reasons/exposure) or in the event of micro closures due to COVID-19.</li> </ol> <p>Students learning through remote instruction are expected to engage in asynchronous instruction daily and synchronous instruction at scheduled times. Students are expected to spend the same amount of time engaging in academic content remotely as they would on-campus. The curriculum writing teams are continuously working to ensure assignments and activities scheduled for each day meet the time requirements as well as aligned to the TEKS. Students must be engaged each day, teachers will post daily engagement requirements in Google Classroom, this will be commensurate with the grade level or course load during normal school hours. Students will be expected to participate in all tutorial sessions and/or video conferencing required by teachers. For advanced high school courses and many CTE courses, remote students may need to report to DHS on assigned days and times to complete performance-based assignments.</p> <p>Students in grades 7-12 who are enrolled in Remote Instruction may participate in after-school UIL Athletics and Fine Arts unless, they are in Remote Instruction due to COVID 19. Remote Instruction students who do not meet daily instruction and attendance requirements will not be able to participate in after-school activities. Students must also meet all eligibility requirements outlined by the UIL to participate in after-school Athletics and Fine Arts activities.</p> <p>Students are expected to engage in the scheduled content asynchronously for a minimum of 300 minutes per day, this will include the time in which the student is connected to the class activities synchronously. Student schedule is determined by an estimated time duration per subject. During the day, students will have access to all activities and complete self-paced assignments independently and in the order in which they prefer. Teachers can track student login time and assignment completions via Google Classroom, and can tailor pacing and content for students based on their individual progress and/or areas where students may require additional practice or support.</p> <p>Additional synchronous opportunities of small group instruction and office hours are provided daily:            Small group instruction time is determined on as-needed basis by teachers based on student progress. Small group instruction is also pre-planned on a regular basis and a part of the teacher's lesson plans.            Office hours attendance is optional and based on student choice. Students with special needs will be accommodated through specific office hours.</p>
	<p>Please see Appendix A with sample student schedules</p> <p>Dickinson ISD is scheduled to begin the school year with 3 weeks of Remote Instruction for all students. During this time period, students will attend school virtually from 8:30 – 3:30 and participate in instruction via the schedules in Appendix A. DISD will continuously monitor the positivity rates and if appropriate will resume face-to-face on campus September 14. Once campuses are open, all students will follow the campus class schedule. Remote students will have the same course and time requirements as the face-to-face students. Elementary 8:30 a.m. – 4:00 p.m., Middle School/Junior High School 7:45 a.m. – 3:15p.m., High School 7:05 a.m. – 2:35 p.m.</p>

<p>How will you ensure all student groups and grade levels will have the opportunity to engage in approx. a full day of academic content every day?</p>	<p>Each student, at every grade level, will have a weekly plan with daily academic requirements that is composed of TEKS-based lessons for core subjects and electives. This plan will be posted to the Teacher’s Google Classroom and accessible by students and parents. All required synchronous times will posted and students are expected to attend any scheduled whole group instruction. Additionally, students will be required to attend small group synchronous instructional times. Teachers will track attendance in each session.</p> <p>Students will receive a weekly schedule in Google Classroom that outlines daily expectations, learning activities, and assignments. The teachers will provide a schedule of the times required for students to attend synchronous sessions as well as guidance for the approximate amount of time a student should spend on their asynchronous learning. During each instructional day, students will be required to make progress towards completion of units through a series of synchronous &amp; asynchronous activities and interactions. Students not making progress will be contacted by the teacher, academic coach or a specified support person.</p> <p>PK-2, students will learn primarily asynchronously, participating in learning across different modalities daily. Students will engage in synchronous academic instruction daily, along with time spent in self-directed asynchronous instruction leveraging both district created resources and adopted instructional materials.</p> <p>For grades 3-12, students will participate in a learning schedule that mirrors face-to-face expectations. Students will be responsible for scheduling time to accommodate the needs of each of their scheduled classes. Teachers will provide guidance on the anticipated amount of time an activity should take. That time will be divided between synchronous and asynchronous learning. All content Teachers will coordinate Zoom meetings in order to allow students maximum participation in all synchronous learning opportunities.</p> <p>All Teachers will</p> <ul style="list-style-type: none"> <li>• Provide high quality lessons and assignments for students that address course standards (TEKS) while balancing remote instruction, the volume of work assigned, and student/teacher interaction(s).</li> <li>• Provide direct instruction, and small group and/or one-on-one interventions regularly</li> <li>• Maintain communication with parents and students via Zoom, Google Meet, phone calls, emails, etc.</li> <li>• Record and post the Zoom and/or Google Meet meetings for students who cannot participate live</li> <li>• Post and maintain office hours for a minimum of one (1) hour per day - notify students and parents of time and how to make contact.</li> <li>• Grade student work, provide feedback, and enter grades in Skyward weekly.</li> </ul> <p>See Appendix C for additional Remote Instruction Expectations for administrators, teachers, bilingual specialists and special area teachers</p>
<p>What are the expectations for teacher/student interactions?</p>	<p>Students will engage in both asynchronous and synchronous learning. Students will interact with teachers and peers via class meetings, check-ins, and scheduled synchronous learning time.</p> <p>Teachers are expected to engage with students through daily feedback, students can interact with teachers and peers daily during the interventions and / or small group instruction via video conferencing. Students should be accustomed to this online interaction with their teachers based on their experience this spring, and teachers will notify which students are to attend intervention sessions, when, and for what subjects. Finally, teachers have published times for daily open office hours where they can meet with students or answer student questions. Attending office hours is not mandatory; students may determine if they choose to attend.</p> <p>Students will have at least three ways to interact with their teachers.</p> <ul style="list-style-type: none"> <li>• Scheduled meetings with their teachers. The weekly list of scheduled times for synchronous meetngs/lessons will be posted for each class.</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers will identify students needing intervention or enrichment options via progress tracking. Teachers, academic coaches and instructional interventionists will coordinate small group supports where relevant, or additional one-on-one meetings.</li> <li>Teachers will have office hours during which they are immediately accessible to students. Students can drop in as needed or make appointments.</li> </ul> <p>Through these three mechanisms, every student in the district should be able to receive the time they need with their teachers, academic coaches, instructional interventionists and support staff to establish learning progression.</p> <p>Each week, students will receive an inventory of activities and/or requirements posted to their Google Classroom. The inventory and objectives will guide students through completion of activities and projects, while deepening students' understanding of concepts relevant to the assignment. The entries will lay out tasks and options each week. Inventory will include items such as: instructional videos (by both teachers and the curriculum publishers), guided and independent practice, discussion questions for engagement with peers, lesson recap videos, formative assessments, projects, and more. In addition, all students have access to instructional software systems and are expected to meet time on task goals within those applications each week. e.g. Prodigy for math facts practice.</p> <p>All tasks will be identified as either synchronous or asynchronous on Google Classroom.</p> <ul style="list-style-type: none"> <li>For synchronous learning activities, teachers will schedule specific times for the class to come together and complete instruction as well as work in pairs, small groups, and/or as a class.</li> <li>During asynchronous learning, students will be able to progress at their own pace through the content. For example, they may choose to spend the morning on math and science, or they may decide to dedicate the morning to one academic subject and balance the remainder of their day between other content for their best learning progression. The degree of flexibility will be tailored to each grade band.</li> </ul> <p>At specified intervals, students will take a quick survey or complete an activity that identifies their learning progression within that unit. This survey/activity will be tied to one of the attendance measures and will also be used to determine if a student needs additional support.</p>
<p>How will teacher/student interactions be differentiated for students with additional learning needs?</p>	<p>Students selected to attend certain small group intervention sessions are based on student need and progress markers.</p> <ul style="list-style-type: none"> <li>Progress Markers will serve as diagnostics for teachers to identify students who need more 1:1 support</li> <li>Teachers may also pull students aside for 1:1 check-in if they notice student progress is insufficient, or if a student is engaging but struggling to make progress</li> <li>Intervention sessions are conducted synchronously over video conferencing</li> </ul> <p>Students with disabilities, students of special populations, EL and GT students will also have access to additional accommodations in the instructional materials. For higher needs, students have more teacher touch points (longer and more frequent) and access to additional tools and accommodations. Students have the opportunity for personalized support during designated office hours. GT students will be provided weekly enrichment and extension opportunities through Gator Quest. Campus GT coordinators will monitor GT student progress within Gator Quest.</p> <p>Academic coaches, instructional interventionists, academic paraprofessionals and special education support staff, using data and student needs requirements, may identify where small groups are collectively struggling on a topic area and provide targeted, direct instruction to the group. They will also identify challenging areas for individual students and work directly with the student(s) to provide intervention and/or adapt the learning plan as needed.</p> <p>Per student requirements, Instructional support coaches and Bilingual coaches will interact with students per IEPs, ARDs, 504 and language needs. These support teachers will have the same office hours as the teachers and will be available to the special education and EL students daily.</p> <p>Special Education general guidelines:</p> <ul style="list-style-type: none"> <li>IEP Services including accommodations/modifications will be followed and implemented based on the student's ARD, IEP, individual needs.</li> </ul>

	<ul style="list-style-type: none"><li>• Admission, Review, and Dismissal (ARD) and 504 committee meetings will be held within the normal timeline. Meetings may be held via Zoom and/or Google Meet.</li></ul> <p>Inclusion Teachers:</p> <ul style="list-style-type: none"><li>• Teachers will meet online with all students.</li><li>• Teachers will participate in a virtual PLCs with general education instructional staff weekly for each content area they are responsible for instructing.</li></ul> <p>Inclusion Paraprofessionals:</p> <ul style="list-style-type: none"><li>• Collaborate and communicate with the case manager and teachers about student progress and needs.</li><li>• Follow general education procedures and protocols as set forth from curriculum &amp; instruction</li></ul> <p>Specialized Program Teachers:</p> <ul style="list-style-type: none"><li>• Instruction during remote learning will continue to maintain unit instruction and pacing as scheduled for face-to-face.</li><li>• Lessons will be designed for students based on IEP goals and objectives.</li><li>• Teachers will meet virtually with all students daily in a whole group, small group, and/or individually as best fits the class and students.</li></ul> <p>Academic Paraprofessionals:</p> <ul style="list-style-type: none"><li>• Specific paraprofessionals will meet virtually with students at a minimum of three times a week.</li><li>• Paraprofessionals will participate in virtual PLCs with general education instructional staff weekly for each content area they are responsible for supporting.</li></ul>
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**Key Requirement Material Design:** Describe how your instructional materials support your asynchronous environment, including how all students can access instructional materials.

See Appendix E for additional Linguistic Accommodations

Subject/Course	Gr	Instructional Materials	Progress Monitoring and Assessments	TEKS aligned	What resources are included to support students w disabilities?	What resources are included to support ELLs?
	PreK	TX Home Learning 3.0  CLI Engage (Children’s Learning Institute)	CIRCLE Progress Monitoring Infant and toddler developmental checklists Anecdotal Notes from whole group, small group, and one-on-one observations	Yes	Additional support personal will be provide instructional supports through small group instruction.  N2Y  Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	CIRCLE Progress Monitoring resources provided in Spanish for teachers and parents. Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction. SIOP Method for instruction/lesson planning
Math	K - 4	TX Home Learning 3.0  HMH Go Math! (district adoption)  Engaging Mathematics (Region IV ESC)  Closing the Distance (Region IV ESC)  K-3 TEA Mathematics Academy materials  Gr 3-4 STAAR Math Workstations Vol 1, 2, & 3 (Region 4)  Click-On TEKS	Formative assessments, Summative assessments, BOY/MOY/EOY NWEA MAP, Gr 3-4 Pre-STAAR Benchmark, Gr 3-4 Mathematics STAAR, K-3 TEA Math Academy support materials	Yes	HMH Go Math! - Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.  Additional support personal will be provide instructional supports through small group instruction.  N2Y  Differentiation and scaffolding supports are embedded within the curriculum.	TX Home Learning 3.0 - resources available in Spanish  Gr 2-4 Closing the Distance (Region 4) resources available in Spanish  Gr 2-4 Engaging Mathematics (Region 4) resources available in Spanish  Gr 3-4 STAAR Math Workstations Vol 1, 2, & 3 (Region 4) resources available in Spanish

		<p>TEA Mathematics Supporting Information</p> <p>Region IV Standard Clarification Documents (select standards)</p> <p>AIRR Resource</p> <p>Lead4ward Field Guides</p>			<p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p> <p>K-3 TEA Math Academy support materials in Spanish</p> <p>HMH Go Math - Available in Spanish, Teacher resources for language acquisition strategies for beginning, intermediate, and advanced/advanced high students denoted for each unit and lesson.</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p>
ELA	K - 4	<p>TX Home Learning 3.0</p> <p>HMH Into Reading</p> <p>K-2 TEA ELAR Academy materials</p> <p>Lucy Calkins Units of Study in Opinion,</p>	<p>Formative assessments, Summative assessment, PreSTAAR Benchmark, Writing diagnostic, BOY/MOY/EOY NWEA MAP , STAAR Test, Anecdotal notes</p>	Yes	<p>HMH Into Reading - Online version makes content accessible through videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment). Leveled readers provide support for core content. Teacher resources include suggestions for intervention,</p>	<p>HMH Tabletop Mini-lessons: English Language Development</p> <p>TX Home Learning 3.0 - resources available in Spanish</p>

		<p>Informational, and Narrative Writing</p> <p>The Comprehension Toolkit K-6</p> <p>Fountas &amp; Pinnell Phonics Grade K-2</p> <p>Fountas &amp; Pinnell Word Study System</p> <p>TEKS Guide</p> <p>Lead4ward Field Guides</p>			<p>guidance, leveled questions, and remediation</p> <p>Additional support personnel will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>HMH Into Reading - resources available in Spanish</p> <p>K-2 TEA ELAR Academy materials - resources available in Spanish</p> <p>TEKS Guide - resources available in Spanish</p> <p>Lead4ward Field Guides - resources available in Spanish</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
Science	K - 4	<p>TX Home Learning 3.0</p> <p>HMH Science Fusion</p> <p>Warm Up to Science (Region IV ESC)</p>	Notebook checks, formative assessments, summative assessments, performance based assessments	Yes	<p>Science Fusion - Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core</p>	<p>TX Home Learning 3.0 - resources available in Spanish</p> <p>Science Fusion - Available in Spanish, Teacher resources for</p>

		<p>Uncovering Student Ideas in Science (NSTA)</p> <p>Lead 4 Ward Field Guides</p> <p>Ideas in Science (NSTA)</p> <p>TEA Science Academy materials</p>			<p>content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.</p> <p>Additional support personnel will be provided instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>language acquisition strategies for beginning, intermediate, and advanced/advanced high students denoted for each unit and lesson.</p> <p>Warm Up to Science (Region IV ESC) - resource available in Spanish</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students.</p> <p>SIOP Method for instruction/lesson planning through small group instruction.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
Social Studies	K - 4	<p>TX Home Learning 3.0</p> <p>Teacher Created Materials</p>	<p>Common Formative Assessments</p> <p>End of Unit Assessments</p>	Yes	<p>Teacher Created Materials are available in leveled readers and teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.</p>	<p>TX Home Learning 3.0</p> <p>Teacher Created Materials are available in Spanish</p>

					<p>Lead4Ward Thinking Stems are also leveled.</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
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Subject/Course	Gr	Instructional Materials	Progress Monitoring and Assessments	TEKS aligned	What resources are included to support students w disabilities?	What resources are included to support ELLs?
Math	5 - 6	<p>TX Home Learning 3.0</p> <p>HMH Think Central</p> <p>McGraw Hill</p> <p>Engaging Mathematics (Region IV ESC)</p> <p>Closing the Distance (Region IV ESC)</p> <p>Grade 5-6 Math STAAR workstations vol. 1</p> <p>Click on TEKS</p>	<p>Closing the Distance “Evaluate” Section, Formative assessments, summative assessments, curriculum-based assessments, BOY/MOY/EOY NWEA MAP , STAAR</p>	Yes	<p><u>5th grade</u>, HMH Go Math! - Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.). Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.</p> <p>N2Y</p> <p><u>6th grade</u>, McGraw Hill ConnectED- Online version makes content accessible through simulations, animation, videos,</p>	<p>All HMH Go Math and McGraw Hill resources are available in Spanish.</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p>

		TEA Supporting Information Lead4ward Field Guides			audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.  Additional support personal will be provide instructional supports through small group instruction.  Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
ELA	5 - 6	TX Home Learning 3.0  HMH Into Reading/Literature  Springboard (GR 6)  The Comprehension Toolkit K-6  TEKS Guide  Lead4ward Field Guides	Formative assessments, Summative assessment, PreSTAAR Benchmark, Writing diagnostic, BOY/MOY/EOY NWEA MAP , STAAR Test, Anecdotal notes	Yes	HMH Into Reading/Literature - Online version makes content accessible through videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation. Additional support personal will be provide instructional supports through small group instruction.  N2Y  Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided	Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.  TX Home Learning 3.0 - resources available in Spanish  SIOP Method for instruction/lesson planning  Linguistic accommodations for instruction, and designated supports for assessment, will be determined by

					to students based on their individualized education plan.	the LPAC committee.
Science	5 - 6	<p>5th TX Home Learning 3.0</p> <p>HMH Science Fusion (5th grade)</p> <p>STEM Scopes (5th and 6th)</p> <p>Warm Up to Science (5th and 6th)</p> <p>Supporting STAAR Achievement in Science (5th grade)</p> <p>Uncovering Student Ideas in Science (NSTA)</p> <p>Lead4ward Field Guides</p>	<p>Notebook checks, formative assessments, summative assessments, performance based assessments, Pre-STAAR Benchmark (5th), STAAR (5th)</p> <p>Stemscopes - Pre Assessments, Progress Monitoring Assessments, Post Assessments, Open-ended assessments</p>	Yes	<p>Science Fusion - Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation</p> <p>Stemscopes - online makes content accessible through audio, videos screen tools and integrated assessments. Leveled readers provide core support for intervention, guidance, leveled questions, and remediation. Intervention component with guided, independent practice, and concept attainment quiz.</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p> <p>N2Y</p>	<p>TX Home Learning 3.0 - resources available in Spanish</p> <p>Science Fusion - Available in Spanish, Teacher resources for language acquisition strategies for beginning, intermediate, and advanced/advanced high students denoted for each unit and lesson.</p> <p>Warm Up to Science (Region IV ESC) - resource available in Spanish</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by</p>

						the LPAC committee.
Social Studies	5 - 6	TX Home Learning 3.0  McGraw Hill	Common Formative Assessments End of Unit Assessments Curriculum-Based Assessments Pre-STAAR Benchmark	Yes	<p>Teacher Created Materials are available in leveled readers and teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.</p> <p>Lead4Ward Thinking Stems are also leveled.</p> <p>McGraw Hill Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.)</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>All Teacher Created Materials resources are available in Spanish</p> <p>All McGraw Hill resources are also available in Spanish</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

Subject/Course	Gr	Instructional Materials	Progress Monitoring and Assessments	TEKS aligned	What resources are included to support students w disabilities?	What resources are included to support ELLs?
Math	7 - 8	TX Home Learning 3.0  McGraw Hill	Closing the Distance “Evaluate” Section, formative assessments, summative assessments, BOY/MOY/EOY NWEA MAP , End of Unit Assessment, Curriculum - Based Assessments,	Yes	McGraw Hill ConnectED- Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance	McGraw Hill has all resources available in Spanish. McGraw-Hill:

		<p>Engaging Mathematics (Region IV ESC)</p> <p>Closing the Distance (Region IV ESC)</p> <p>Grade 7-8 Math STAAR workstations vol. 1</p> <p>Click on TEKS</p> <p>TEA Supporting Information</p> <p>Lead4ward Field Guides</p>	Pre-STAAR Benchmarks, STAAR		<p>and integrated assessment.) Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation. Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>ALEKS-Personalized Student Learning to support language development.</p> <p>TE has EL differentiation embedded into lesson plan outline</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
ELA	7 - 8	<p>TX Home Learning 3.0</p> <p>HMH Into Literature</p> <p>Springboard</p> <p>The Comprehension Toolkit K-6</p> <p>TEKS Guide</p> <p>Lead4ward Field Guides</p>	Formative assessments, Summative assessment, PreSTAAR Benchmark, Writing diagnostic, BOY/MOY/EOY NWEA MAP , STAAR Test, Anecdotal notes	Yes	<p>HMH Into Literature -Online version makes content accessible through videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation.</p>	<p>HMH has EL support embedded into lessons/TE for all activities with - scaffolded instruction for different levels.</p> <p>Springboard-English Language Workshop</p>

					<p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Rdg/Wtg Workshop-comprehension Tool Kit</p> <p>Rosetta Stone/Lexia</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
Science	7 - 8	<p>STEM Scopes</p> <p>Warm up to Science (7th,8th)</p> <p>Review to Go (8th)</p> <p>Supporting STAAR achievement in Science (8th)</p>	<p>Common Formative Assessments</p> <p>End of Unit Assessments</p> <p>Pre-STAAR Benchmarks</p> <p>Progress monitoring Assessments</p>	Yes	<p>Stemscopes-online makes content accessible using audio, videos screen tools integrated assessments, leveled readers provide core support for intervention, guidance, leveled questions, and remediation.</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p>	<p>Stemscopes - Available in Spanish, Teacher resources for language acquisition strategies</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p>

					<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>SIOP Method for instruction/lesson planning.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
Social Studies	7 - 8	<p>McGraw Hill</p> <p>Warm Up to Social Studies</p> <p>5Es Over Texas</p>	<p>Common Formative Assessments</p> <p>End of Unit Assessments</p> <p>Curriculum-Based Assessments</p> <p>Pre-STAAR Benchmarks</p> <p>STAAR</p>	Yes	<p>McGraw Hill Online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.)</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>Region IV: Embedding the ELPs with the E's in Middle School Social Studies</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>

Subject/Course	Gr	Instructional Materials	Progress Monitoring and Assessments	TEKS aligned	What resources are included to support students w disabilities?	What resources are included to support ELLs?
Math	9-12	TX Home Learning 3.0, Algebra 1, Geometry, RISE Math Models, Algebra 2, and Pre Calculus – McGraw Hill, Algebraic Reasoning – Cosenza and Associates, PAP Pre Calculus – Cengage Learning, OnRamps – Canvas Learning Management System, OnRamps Portal, Pre College Algebra – Pearson, Statistics – BFW High School Publisher, AP Statistics – Freeman, AP Calculus –Cengage Learning, RISE Algebra 1, and RISE Geometry – PaceMaker, College Board Resources, Closing the Distance, Khan Academy, TI, Desmos, StatsMedic, SAT, ACT, Lead4Ward, MyMathLab	Teacher made Common Formative and common Summative Assessments, Warm Ups, Exit Tickets, Lead4ward, End of unit Assessments, Pre-STAAR Benchmark, STAAR EOC Algebra 1, AP Statistics and Calculus Tests, SAT, ACT, TSI, ASVAB	Yes	Modification based on IEP by regular ed and special ed teachers.  Additional support personal will be provide instructional supports through small group instruction.  N2Y  Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.  SIOP Method for instruction/lesson planning  Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.
ELA	9-12	TX Home Learning 3.0 9-11: Savas online 9-10PAP- Bedford, Freedom, and Worth 12th grade- McGraw Hill ESL- Cengage/National Geographic, Lexia Learning, Rosetta Stone AP Language Arts & AP Literature- College Board	Teacher made Common Formative and common Summative Assessments, Warm Ups, Exit Tickets, Lead4ward, End of unit Assessments, Pre-STAAR Benchmark, STAAR EOC English I, STAAR EOC English II, AP Literature and Language Tests, SAT, ACT, TSI	Yes	Accommodations based on IEP by regular ed and special ed teachers, differentiated instruction  Additional support personal will be provide instructional supports through small group instruction.  N2Y	Vocabulary support with dictionaries and word walls,  Rosetta Stone.  Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.

		College Prep- College of the Mainland Syllabus			<p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>SIOP Method for instruction/lesson planning.</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.</p>
Science	9-12	<p>HMH - Biology, Chemistry, Physics</p> <p>Pearson- AP Biology</p> <p>Astronomy - OnRamps – Canvas Learning Management System, OnRamps Portal</p> <p>Warm up to science</p> <p>Review to go Biology</p>	<p>Teacher made Common Formative Assessments, Warm Ups, Exit Tickets, Lead4ward, End of unit Assessments, Pre-STAAR Benchmark, STAAR EOC Biology, ACT, SAT, TSI</p>	Yes	<p>HMH online version makes content accessible through simulations, animation, videos, audio, screen tools (such as highlighting, vocabulary assistance and integrated assessment.) Leveled readers provide support for core content. Teacher resources include suggestions for intervention, guidance, leveled questions, and remediation</p> <p>Additional support personal will be provide instructional supports through small group instruction.</p> <p>N2Y</p> <p>Differentiation and scaffolding supports are embedded within the curriculum.</p> <p>Accommodations and/or modifications will be provided to students based on their individualized education plan.</p>	<p>HMH- Available in Spanish, Teacher resources for language acquisition strategies for beginning, intermediate, and advanced/advanced high students denoted for each unit and lesson.</p> <p>Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.</p> <p>SIOP Method for instruction/lesson planning</p> <p>Linguistic accommodations for instruction, and designated supports for assessment, will</p>

						be determined by the LPAC committee.
Social Studies	9-12	McGraw Hill	Common Formative Assessments End of Unit Assessments Curriculum-Based Assessments Pre-STAAR Benchmarks STAAR EOC	Yes	Additional support personal will be provide instructional supports through small group instruction.  N2Y  Differentiation and scaffolding supports are embedded within the curriculum.  Accommodations and/or modifications will be provided to students based on their individualized education plan.	Region IV: Embedding the ELPS With E's in High School Social Studies.  Bilingual/EL Specialists will provide instructional support to Bilingual/EL students through small group instruction.  SIOP Method for instruction/lesson planning  Linguistic accommodations for instruction, and designated supports for assessment, will be determined by the LPAC committee.

All resources used in Dickinson ISD are research based materials. HMH, McGraw Hill and Teacher Created Materials are on the state approved adopted materials list. The supports for students with disabilities and EL's that are provided through these publishers has been vetted by TEA. The ESC Region IV materials have been developed by the Service Center and are TEKS based as well as research based.

ELs will be provided with support as outlined in 7-Steps and Sheltered Instructional training.

Teachers and support staff will work in tandem to properly utilize the resources and provide support through the instructional materials listed above.

<p>How will materials be designed or be adapted for asynchronous instruction, ensuring coherence and retention on knowledge</p>	<p>The Dickinson ISD Curriculum team will attend the TEA webinar series on how to adapt our current curriculum for the remote learning environment. After attending the webinars, the Curriculum team will use that information to further adapt the curriculum for asynchronous instruction.</p> <p>The curriculum currently used by Dickinson ISD is High Quality Instructional Material and will be adapted to remote instruction as well as incorporate portions of Texas Home Learning 3.0.</p> <p>Instructional Materials will be available digitally through Google Classroom and transitioned to Schoology during 2<sup>nd</sup> semester. Teachers will redesign materials as online activities where appropriate so that students have a more interactive experience. The use of videos/screencasts/broadcasts will be part of our remote instruction experience to ensure that students have detailed instructions on how to navigate the instructional materials and receive explicit instruction on new content.</p> <p>Currently, the Curriculum Specialists are redesigning units across all content areas and grades to be coherent with asynchronous instruction. The district is leveraging our existing research based curriculum and instructional materials as the foundation for our asynchronous instruction. In addition, we will utilize Texas Home Learning (THL) 3.0 PK-12. Remote students will follow the same scope and sequence as students who attend face-to-face. Congruent instruction and expectations will allow for students to transition between learning modalities (e.g., remote and face-to-face) at the end of grading period as well as ensure that all students have equal access to learning progression. All instructional resources we use are Texas Essential Knowledge and Skills (TEKS) aligned. Utilizing these resources, we will prioritize the units and TEKS, determine a plan for unfinished learning and ensure access to appropriate just in time scaffolds throughout the school year.</p> <p>The face-to-face and asynchronous lessons and links will be posted to Google Classroom. The lessons will be equivalent in content with adjustments made for either delivery mode. Standard lesson planning protocol will be utilized for all planning. Each unit begins with a core question / topic area and identifies the associated TEKS standards. Teachers, academic coaches and curriculum specialists are using existing curriculum as the foundation for units, and are supplementing with additional materials and content, where needed to best support students utilizing asynchronous instruction. Existing curriculum are TEKS aligned. Every lesson has activities for students to complete on their own and/or with others.</p> <p>All unit plans are being designed in conjunction with the designated campus curriculum leads as well as CTE, Special Education, Gifted and Talented, and English Learner designated support personnel. These teams are providing guidance/feedback to the curriculum design team on the needs for all special populations. Based on the student's IEP, access to a certified Special Education Teacher or Paraprofessional for Synchronous In- Class Support services will be provided. Accommodations and Modifications to instructional materials will be applied in accordance with the student's IEP.</p>
<p>What additional supports (in addition to resources listed above) will be provided for students with disabilities and ELs</p>	<p>To comply with IDEA and our continuous effort to provide quality instruction to all students receiving services, strategic professional development will be provided to General Education Teachers, Special Education Teachers, Bilingual/ ESL Teachers and Paraprofessionals. Professional Development will be provided through:</p> <ul style="list-style-type: none"> <li>• New Teacher Induction</li> <li>• New Teacher Academy</li> <li>• Content Focus Sessions</li> <li>• Mandatory training specialized by area throughout the school year</li> </ul> <p>Continuity in personalized support for students with specialized needs/services (i.e., special education, 504, English Learners, etc.) will be provided appropriately within the asynchronous learning environment as determined by each student's individual education plan; teachers and paraprofessionals will continue to tailor instructional content and activities to meet the specific needs of these students.</p> <p>The Special Ed and Bilingual Education departments will provide teacher training throughout the year. Paraprofessionals will frequently collaborate and communicate with case managers about student progress and needs. Teachers will participate in professional learning communities (PLCs) with teachers of the same grade band/ subject area, as well as with other special education and/or bilingual education teachers.</p>

Students who qualify for homebound services may be provided remote instruction using the district guidelines for the asynchronous plan. In addition, students who qualify for homebound will be monitored by the Homebound Teacher for progress and attendance in collaboration with the assigned teacher(s). The homebound teacher will determine if additional supports/services are needed on a case by case basis.

Special education students who qualify for homebound services may be provided remote instruction using the district guidelines for the asynchronous plan. In addition, students who qualify for homebound will be monitored by the Homebound Teacher for progress and attendance in collaboration with the assigned teacher(s). The ARD committee and homebound teacher will determine if additional supports/services are needed on a case by case basis.

#### **Communication with Student and Provision of Services**

- There will be multiple opportunities for students to connect with teachers.
- Special Education Co-Teach teachers will meet with students remotely on a regularly scheduled basis. Academic Paraprofessionals will meet online with students 3x per week.
- Specialized Program teachers will follow the district instruction framework.
- IEP accommodations/modifications will be followed and implemented based on the student's contingency plan and rigorously tracked.
- Logs will be monitored by the Special Services Department.

#### **Support for Special Education & 504 Students**

- Special education teachers will check in with each parent/student for 1-on-1 progress review every other week, case managers will check in at least once every three weeks.
- Special education Self-Contained classes or courses have support built in
  - RISE Teaching Independence, Restructured & Individualized, Special Education
  - Sails Structured Academics Integrated Life Skills
  - WAVE Woven Academics and Vocational Education
  - TIDES Teaching Independence, Developmental Experiences, & Skills
  - SEALS Secondary Education And Life Skills
  - ABCD Adaptive Behavior Class-Dickinson
  - BLP Behavior Learning Program
  - DEAR Dickinson Education, Acceleration, Recovery
  - ECSE Early Childhood Special Education
- Access to mental health, well-being, and community building resources provided by Campus Counselors and Social Emotional Learning Specialist. Counselors, Gator Wellness Center will be able to provide support and guide students and families to necessary resources.
- ARD facilitators and academic coaches will work with teachers to ensure students have the level of support needed and IEPs and specialized learning plans are adhered to.
- Special education teachers, Instructional Interventionists and support staff will review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
- Special Education teachers and Instructional Interventionists are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is remote instruction or face-to-face.
- Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student's individual plan.
- Parent Handbook with information about resources for general education and special population support is provided to all families.

- Each student with special needs will receive an individualized schedule for check-ins and support to ensure that they receive the differentiation needed to be successful.
- SPED teachers will work in PLCs along with general education content teachers to ensure they are able to finalize adapted lesson plans and curricular materials that meet the accommodations and modifications outlined in each student's IEP.

**Support for Bilingual/ESL Students**

- Bilingual, ESL and teachers will follow the general education guidance and complete differentiated lesson plans whether remote or face-to-face.
- Bilingual, ESL and LOTE teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- BIL, ESL and LOTE teachers are required to complete differentiated lesson plans to meet the needs of the EL students they support whether instruction is remote or face-to-face.
- Bilingual/ESL Professional Learning Communities (PLCs) will occur every week where teachers will utilize the instructional materials and curriculum to meet the needs of their bilingual/ESL learners.
- To support our English Language learners, bilingual coaches will host remote office hours regularly.
- Bilingual coaches will plan and collaborate with the general education teacher to schedule student pull out services as needed.

**Social and Emotional Learning-**

- Students will have access to positive reinforcement and positive reinforcement systems set up by the teacher using a variety on resources such as Google Classroom, Class Dojo, etc.
- Teacher can guide parents on creating structures in the home that help to reduce distractions and give students opportunities for breaks.
- For students requiring Behavior Intervention Plans (BIP), all teachers will work to implement strategies and make adjustments for the home environment.

**Key Requirement Student Progress:** Describe (or attach a description of) how your tracking student engagement and progress in your asynchronous environment.

Student Progress	
<p>What is the expectation for daily student engagement?</p>	<p>Students are expected to log on daily to Google Classroom to receive instruction, submit evidence of learning and interact with peers and their teacher. Daily student engagement expectations and progress will be clearly defined, measurable, and documented in Google Classroom for students and parents to self monitor. Students are required to actively participate in synchronous sessions as assigned. Students are expected to demonstrate engagement through various interactions such as: attending a synchronous lesson at a predesignated time, participate in a survey, answer questions verbally or written, participate in a discussion, watch an instructional video, utilize instructional software, participate in and/or complete projects. Engagement expectations are defined by grade level and/or subjects/courses.</p> <p>Students participate daily by completing instructional tasks, answering questions, submitting assignments, completing projects, or submitting pictures of assignments and tasks. Students are also encouraged to actively participate in teacher office hours for any additional support and answers to questions they may have.</p>
<p>What is the system for tracking daily student engagement?</p>	<p>Daily Student engagement will be tracked via several options</p> <ul style="list-style-type: none"> <li>• Teacher interaction: Students will engage in synchronous learning with teachers and their class on the schedule defined and posted by the teacher. Additionally, students will be checking in with teachers during scheduled office hours as needed.</li> <li>• Student work: progress on assignments will be monitored and teachers will provide feedback at a minimum of weekly.</li> <li>• Students will have multiple opportunities and venues to provide communication outlining what they completed in each academic block.</li> <li>• Student will a short, formative quizzes or surveys to demonstrate progress and content understanding.</li> <li>• Students will participate in small group instruction and/or online discussions.</li> <li>• Students will have activities that may take an extended time period to complete. Students will need to report their progress as scheduled.</li> <li>• Students will continue to have summative assessment requirements that demonstrate their understanding and application of TEKS based knowledge.</li> </ul> <p>Teachers will track daily engagement</p> <ul style="list-style-type: none"> <li>• Record attendance in Skyward</li> <li>• Monitoring student work that has been submitted</li> <li>• Analyze quizzes and surveys</li> <li>• Make audio or written contact with students</li> </ul> <p>Tracking engagement will, at a minimum, follow guidance from TEA ADA funding method 3 possible attendance markers:</p> <ol style="list-style-type: none"> <li>1. Daily Progress in the Management System</li> <li>2. Daily Progress via student-teacher interaction</li> <li>3. Completion / Turn-in of assignments</li> </ol> <ul style="list-style-type: none"> <li>- Daily attendance is taken at a predetermined time</li> <li>- Teachers monitor and check for student "engagement" each day.</li> <li>- Students that are not actively "engaged" and do not have documentation of completing the minimum targeted activities will be marked absent.</li> <li>- Additionally, students have a <b>late night engagement option for Remote Instruction Teachers</b>, where students will have until midnight of each day to be considered "engaged".</li> </ul> <p>The following approaches / terms relating to tracking daily engagement and attendance will be used:</p> <ul style="list-style-type: none"> <li>• <b>Cohesive Measurement</b> - Instructional material must be organized such that there is equity between the attendance models. Learning objectives and activities must be aligned to provide cohesive and consistent learning opportunities. Cogent and equivalent learning modules provide consistency between the attendance models</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>Chunking</b> - For attendance purposes, a student is present when they are engaged, as measured by completing a time block period in a given subject or course. To meet a targeted time period of 45 minutes, some lessons, tasks, and assignments may need to be broken into small segments (chunks)</li> <li>● <b>Time Bundle</b> - Time bundles simplify the verification process. When instruction, lessons, tasks, assignments, seminars, feedback, and assessments are organized into logical time bundles (e.g. 45 minutes), a student demonstrates they have been engaged by completing the tasks assigned to that time</li> <li>● <b>Tracking</b> - Teachers track student completion of time bundles and record attendance when the student meets minimum expectations. When 4-time bundles for elementary (minimum of one for each subject) and 6 time bundles for middle and high school (minimum of one for each subject/period) are complete, the student is marked present for the day. If the student fails to complete the minimum expectation, they are recorded as absent</li> </ul>
<p>How are the expectations for daily student engagement consistent with progress that would occur in an on- campus environment?</p>	<p>All digital platforms and tools (i.e. Google Classroom) utilized on-campus will also be used in the remote asynchronous setting to maintain platform consistency. In addition, the method of tracking engagement is consistent with an on-campus learning environment because they are parallel to the ways in which students would interact with their teachers on-campus through daily minute expectations, progress tracking on learning objectives, and activities completed. The methods described above, are similar to the ways in which students would receive teacher support, peer interaction, and individual work time if they were learning on-campus. Further, regardless of student location – on-campus or remote – students will be participating in the same curriculum and student learning expectations.</p>
<p>What is the system for tracking student academic progress</p>	<p>There will be a multi-pronged approach to tracking student progress including check-ins with teachers, projects/assignments, quizzes, formative and summative assessments, discussions through synchronous learning time and tracking of student engagement.</p> <p>Dickinson ISD will continue to utilize NWEA MAP 3 times a year, campus-created common assessments, district-created curriculum based assessments, quick checks created via the upcoming TEA formative assessment tool, and most importantly individual student interaction. DISD will also track student progress through official grade reports.</p> <p>Report Cards - The purpose of report card grades is to communicate the student’s level of mastery of the designated TEKS-based instructional objectives Progress Reports - Interim progress reports shall be issued for all students after the third and sixth week of each grading period Gradebook - All grades recorded in the gradebook will relate directly to one or more TEKS-based instructional objectives All student work will be graded using the DISD grading guidelines. The grading guidelines will be applied in all learning situations, face-to-face and remote learning. Teachers will provide on-going feedback and provide additional instructional support as needed for student success. Instructional Interventionist will also support struggling students.</p> <p>A student that is not making progress will be contacted by the teacher. The teacher will provide individual or small group support. The teacher can request the grade level interventionist to work with student or provide additional resources for the student. The support for remote learning students will mimic the same progression that is provided during for face-to-face instruction.</p> <p>Students that are not engaged will be contacted by the teacher. If the teacher is not able to have the student engage, a progression of contacts will be made:</p> <ol style="list-style-type: none"> <li>1. Parents will be contacted by teacher</li> <li>2. Counselor will contact student and/or parents</li> <li>3. Campus administrator will contact student and/or parents</li> <li>4. Community in Schools counselor will contact student and/or parents if appropriate</li> <li>5. District attendance Intervention Specialist will contact student and/or parents</li> </ol>
<p>What is the system for</p>	<p>Teachers are expected to provide feedback for asynchronous work with a 24-hour. Daily feedback from teachers to students is conducted through a variety of methods: Google Classroom, Zoom meetings, Google Meet, formative assessments, activities, small group instruction, tutorial time, quick checks and</p>

<p>providing regular (at least weekly) feedback to all students on progress?</p>	<p>submitted assignments. The multiple feedback formats allow students to have a clear understanding of their academic progress on a consistent and frequent basis.</p> <p>Teachers will review each individual student’s progress and conduct outreach for small group intervention sessions where and when appropriate. Weekly student progress feedback from the teacher is not limited to synchronous face-to-face time; it can be done through discussion forums, chat features, email correspondence and other channels in accordance with what their students may prefer or find most effective.</p> <p>Teachers will also utilize their office hours to provide individual feedback to students.</p> <p>Teachers will keep a log and identify their weekly contact with each student. The log will help teachers to ensure that they have made contact with every student in their class a minimum of once a week.</p> <p>The district will also conduct entry diagnostic assessments of math and reading at the beginning of the year and will continue (at the district level) the cadence of district common assessments.</p>
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**Key Requirement Implementation:** Describe specific supports for educators and families to implement effective remote asynchronous instruction.

**Include a sample educator professional development schedule.**

**Summarize how your professional development for educators will support asynchronous instruction:**

Implementation	
<p>How will both initial and ongoing, job-embedded educator development opportunities occur</p>	<p>Teachers and instructional support staff will learn to navigate the remote classroom by receiving training on:</p> <ul style="list-style-type: none"> <li>• Google Classroom as the platform for the delivery daily instructional requirements to our students. Google Classroom will support or face-to-face as well as asynchronous instruction.</li> <li>• The options that will enhance and secure the remote instructional environment using Zoom and/or Google Meet.</li> <li>• The newly adopted secondary ELS resources from the publisher.</li> <li>• Digital citizenship via Eduhero course</li> <li>• How to adapt our current curriculum for the remote learning environment.</li> </ul> <p>Please see Appendix D. Appendix D has 3 components 1) summer training courses that were attended by teachers, staff and administrators 2) CTE online training resources and 3) Technology resources available to all teachers.</p> <p>There was a wide variety of Professional Development held during Summer 2020. A sample of the scope of summer trainings offered to and attended by our District teachers and staff is included. Curriculum writing sessions were held to adapt the current curriculum to the Remote Instruction environment technology sessions were held to train teachers is how to use digital components in their teaching, Fine Arts sessions were conducted to help make the transition to online implementation support sessions were provided for teachers and staff members of our special population.</p> <p>T.E.A. Trainings attended by administrative and curriculum team members            Excellence in Remote Instructional Delivery conducted by the Texas Education Agency July 20-Aug 7            Designing a Remote School Modules 1-3 conducted by the Texas Education Agency July 29-31</p> <p>Throughout the school year, trainings will continue:</p> <ul style="list-style-type: none"> <li>• Weekly PLC meetings lead by campus academic coaches will focus on the individual campus, teacher and student needs.</li> <li>• Monthly Curriculum Leadership team meetings that will focus on adjusting and adapting the curriculum based on student data and teacher feedback.</li> <li>• Train leaders and teachers on executing just-in-time scaffolds.</li> <li>• A-team meetings will be held twice a month in which administrators will address the needs of the district as well as campuses.</li> <li>• Technology trainings to introduce new skills and refine/enhance the technology --- introduced during summer PD.</li> </ul> <p>Additionally, we have purchased training through Solution Tree. The administrators and teacher will attend Global PD throughout the school year in:</p> <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Embedded Formative Assessments</li> <li>• Heart!</li> <li>• Transforming School Culture – Culture in a PLC environment</li> <li>• Learning By Doing – PLC at Work</li> <li>• Taking Action</li> </ul> <p><b>Instructional Specialists</b> are assigned to campuses and will provide the following ongoing educator development and support:</p>

- Provide on-going personalized professional development and instructional coaching through real-time feedback
- Model core content lessons with guidance on content specific instructional strategies and resources
- Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes to district and state requirements
- Assist teachers in disaggregating, analyzing, and disseminating progress monitoring data to drive decisions on instructional placement and responsive action to address students' academic needs
- Assist teachers in developing on-time responsive interventions for students with academic needs

Technology Specialist will continuously support teachers and administrators in all aspects of remote teaching, digital needs as well as face-to-face technology needs. E.g. Google Classroom, screen castify, Eduphoria Aware online testing, swivels, best use of cameras, Zoom and/or Google Meet. A-Team Leadership is a committee of campus and central office administrators. The agenda for each meeting will be dependent upon the immediate needs as well as long range planning. **Technology Specialists** are assigned to clusters of campuses to serve as technology and virtual learning coaches. The Technology Specialists partner with Instructional Specialists to support teachers in the development of purposeful integration of technology and the delivery of high-quality instruction in a virtual environment.

Curriculum Specialists will lead the district in curriculum decisions, training and development.

Curriculum Specialists will:

guide teachers in the implementation of the district's adopted language arts curriculum and literacy framework

Model high-quality lessons aligned to the district instructional expectations and curriculum

Develop content knowledge through the facilitation of collaborative planning and monitoring the alignment of instruction, assessment, and student outcomes

Implement the district coaching cycle by observing teachers and providing real-time feedback

Collaborate with the campus Instructional Specialist provide targeted professional development to teachers

Bilingual Specialists are campus and grade band assigned. They will ensure the teachers meet the needs of the EL students and provide guidance and resources.

Special Education will ensure teachers meet the needs and requirements of students with disabilities.

	Campus Administrators	Curriculum Specialists Directors	Technology Specialists	Teachers/Instructional staff
August	Back to school administrator academy  This digital tool orientation will provide an overview of the tools to help facilitate the transition of online instruction and onboarding educators virtually.	Curriculum Leadership team Math, ELA, Science and Social Studies  Distance Learning Expectations Technology Tips Content area update	Google Classroom Screen Castify  "Preparing for Virtual Instruction" Video conferencing Video creation Google applications	Beginning of school procedures Teaching through Remote Instruction Content Focused PLCs Focus on content knowledge Teaching & learning gradual release model Setting objectives Providing feedback
September	A-Team Leadership Meetings 9/17 & 9/24	Curriculum Leadership Teams Math, ELA, Science and Social Studies	Support for digital instructional models Online assessments	Transitioning from remote instruction to face-to-face Safety procedures

			Essential Standards- Overview Technology Tips Content area updates		How to keep remote and face-to-face instruction in sync Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)
October	A-Team Leadership Meetings 10/8 & 10/22	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-Develop Common Formative Assessments Technology Tips Content area updates	Support for applications and devices Support for Remote Instruction Technology in the classroom	On-line assessments Interpreting and utilizing data Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
November	A-Team Leadership Meetings 11/5 & 11/19	Curriculum Leadership Teams Math, ELA, Science and Social Studies Coaching and Collaboration Essential Standards-Develop Common Formative Assessments Technology Tips Content area updates	Support for applications and devices Support for Remote Instruction Technology in the classroom	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
December	A-Team Leadership Meetings 12/10	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-Student Data Tracking with CBA Technology Tips Content area updates Desegregate CBA Data	Support for applications and devices Online Assessments Support for MAP testing	End of Semester Content Focused PLCs Preparing for students that are transitioning to face-to-face 2 <sup>nd</sup> semester Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
January	A-Team Leadership Meetings 1/21	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-Student Data Tracking with MAP/CBA Technology Tips Content area updates	Support for applications and devices Support for Remote Instruction Technology in the classroom	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers) Course requirements for new semester courses	
February	A-Team Leadership Meetings 2/4 & 2/18	Curriculum Leadership Teams Math, ELA, Science and Social Studies	Support for applications and devices Support for Remote Instruction	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	

			Essential Standards-Using data to plan responsive teaching (RTI) Technology Tips Content area updates	Technology in the classroom	
March	A-Team Leadership Meetings 3/ 4 & 3/25	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-Using data to plan responsive teaching (RTI) Technology Tips Content area updates STAAR Rockin' Review	Support for applications and devices Support for Remote Instruction Technology in the classroom	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
April	A-Team Leadership Meetings 4/22	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-On-Going Technology Tips Content area updates Desegregate Pre-STAAR Benchmark Data	Support for applications and devices Support for Remote Instruction Technology in the classroom	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
May	A-Team Leadership Meetings 5/6	Curriculum Leadership Teams Math, ELA, Science and Social Studies Essential Standards-On-Going Technology Tips Content area updates Summer Professional Development	Support for applications and devices Support for Remote Instruction Technology in the classroom	Content Focused PLCs Navigator Academy (2 <sup>nd</sup> year teachers) Protégé Academy (new teachers)	
How will professional development experiences develop educator content knowledge to support internalizing the asynchronous curriculum and analyzing and responding to data?	<p>As outlined above, teachers will learn how to apply the strategies of a blended or flipped classroom as it applies to asynchronous learning in the context of specific content areas. The professional development experiences will be delivered through remote instruction and address how certain application tools can be implemented in order to facilitate teaching a class in a specific subject. For example, an educator would attend a content specific session and be shown how to teach the class both face-to-face and asynchronously.</p> <p>All educators will participate in training and have ample opportunities to learn the necessary digital and content specific instructional tools to effectively deliver classroom instruction in any environment.</p> <p>Dickinson ISD utilizes NWEA MAP as well as assessments developed within the district. The data from all assessments are a part of the campus PLCs in which the teachers meet with curriculum specialists, campus administrators, and instructional coaches. Data is impactful and is considered in all decisions. NWEA is contracted to provide training throughout the year.</p>				

<p>How will you communicate the expectations for asynchronous instruction to families?</p>	<p>A parent survey has been shared with an overview of Face-to-face and remote instruction to guide parents as they decide which is the best learning environment for their family. The district has created several videos to answer questions and clear up misconceptions as families select the best choice for their student. Information has been posted to multiple social media sites as well as the district website. Parents and community members can submit question questions via the “Just Ask” tool on the DISD website.</p> <p>Families are continuously receiving information on district plans and receiving scheduled updates via the student portal, auto-mass communication platform (School Messenger), as well as on the district website.</p> <p>The Deputy Superintendent has recorded videos explaining remote instruction, schedules, family expectations as well as the district commitment to educating all students in DISD. The videos were posted to the district web page, send out via emails to our families and a link posted to the district face book page.</p> <p>Dickinson ISD has provided training resources for parents as well students. Parents can watch videos on accessing Google Classroom, utilizing student Chromebooks and informational videos on student schedules and remote instruction. Parents can request technical support through the district help desk and has the email of each of their student’s teachers and administrators.</p> <p>Dickinson ISD provides informational emails, posts to social media and information mailed to the student’s residence. All information is provided in English and Spanish.</p>
<p>What are the expectations for family engagement/support of students?</p>	<p>Parents choosing Remote Instruction for their students will sign a commitment form, see appendix B.</p> <p>The families will agree to provide a place for the students to be able to focus on their learning and have an adult available to monitor time on task and completion of assigned tasks. Families choosing remote instruction commit to staying a part of the program and can request a change to face-to-face instruction at the end of each grading period.</p> <p>Families have been responsible for:</p> <ul style="list-style-type: none"> <li>• completing the re-entry selection process by completing a Student Commitment Form (posted on district and campus websites) for each child</li> <li>• Commitment Form will outline the commitments, expectations, and requirements for parents supporting their student’s remote asynchronous learning )See Appendix B)</li> <li>• Parents will continue to receive additional reminders via District communications(text, call, and email)</li> </ul> <p>On-going</p> <ul style="list-style-type: none"> <li>• Parent digital onboarding will be launched initially on a Google site</li> <li>• Parents will be introduced to Google Classroom platform and specifically the tools available to them as a parent such as the parent portal</li> <li>• Parents will also be taught how to leverage several available Dickinson ISD devices and tools</li> </ul>
<p>What additional supports, training, and/or resources will be provided for families who may need additional support?</p>	<p>For technology services and help, parents can access support in the following ways:          Help desk email, phone number to student, parent, and Chromebook troubleshooting support          Stolen devices / Chromebook assistance, contact Dickinson’s Campus law enforcement officer</p> <p>To help parents support students, Dickinson ISD has also made the following resources available: Videos for families and staff on the Dickinson ISD website</p> <p>District staff will continuously monitor “Just Ask and news will be released through social media and the Dickinson ISD website. The Gator Family and Community Engagement Department will partner with campus leaders to provide the following support and resources to our families:</p> <ul style="list-style-type: none"> <li>●Distributing additional resources and support to each campus i.e., school supplies for students</li> <li>●Identifying health and human services support for families in need</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>●Creating opportunities for parent leaders to engage directly with the District leaders to inform and validate district strategies</li><li>●Developing more systems and opportunities for parents to be active partners at the campus level</li></ul> |
|--|---|

Parent Engagement Nights will continue to be provided at each campus for ongoing support and training.

Additionally, time within teacher's daily office hours can be used to support the needs of individual parents.

## Appendix A

### Sample of Student Remote Learning Day by Grade Bands

The schedules contained in Appendix A are designated for the time periods in which all students in the district are participating in Remote Instruction. Once it is appropriate to resume face-to-face instruction, all students, including remote instruction students, will follow a standard campus based face-to-face schedule. School times will vary by grade levels and remote students will be responsible for the same course schedule as face-to-face students.

Teacher office hours will continue however, the hour will be varied based upon the teacher's assigned course schedule. Remote Instruction teachers will post their office hours on their home page of their Google Classroom.

District Remote Instruction 8:30 a.m. – 3:30 p.m. (these times are to be followed when the full district is on Remote Instruction)

When it is appropriate to resume face-to-face instruction hours will vary by grade strands

Elementary campuses 8:30 a.m. to 4:00 p.m.

Middle and Junior High campuses 7:45 a.m. to 3:15 p.m.

High School campuses 7:05 a.m. – 2:35 p.m.

**Pre-Kindergarten Elementary Sample Learning Schedule All Students Remote**

PreK AM	PreK PM	PreK Full day
8:30 – 11:15	12:45 – 3:30	8:30 – 3:30
Emergent Literacy reading and writing	Emergent Literacy reading and writing	Emergent Literacy reading and writing
Language and Communication	Language and Communication	Language and Communication
Mathematics	Mathematics	Mathematics
Science	Science	Science
Physical Development	Physical Development	Physical Development
Social and emotional development	Social and emotional development	Social and emotional development
Technology	Technology	Technology
Fine Arts	Fine Arts	Fine Arts
Office Hours 8:00 – 8:30	Office Hours 3:30 – 4:00	Office Hours 8:00 – 8:30 and 3:30 – 4:00

All half-day Prekindergarten students will follow a similar school day schedule with the Prekindergarten guidelines serving as the foundation for the academic and developmental blocks. Amount of instructional time (synchronous and asynchronous) and breaks will be varied within each day as necessary and appropriate for Prekindergarten students. Students will receive a “Weekly Schedule” that relays the synchronous and asynchronous components of each day. That way, students and families can plan for the week and understand what is expected each day.

**Elementary Sample Learning Schedule All Students Remote**

<b>K Self Contained</b>	<b>1st Grade Self Contained</b>	<b>2nd Grade</b>	<b>3rd grade</b>	<b>4th Grade</b>
Office Hours 8:30 – 9:00	Office Hours 8:30 – 9:00	Social and Emotional 8:30 - 8:40	Office Hours 8:30 – 9:00	Math and Science 8:30 - 10:30
Social and Emotional 9:00-9:10	Specials rotate between P.E., Art and Music 9:00 - 10:00	ELA and Social Studies 8:40 - 10:40	ELA and Social Studies 9:00- 11:00	Office Hours 10:30 - 11:20
ELA and Social Studies 9:10-11:15	Math and Science 10:15 - 12:15	Specials rotate between P.E., art, music 10:45 - 11:45	Office Hours 11:00- 11:40	Social and Emotional 11:20 - 11:30
Lunch 11:15-11:45	Lunch 12:15 - 12:45	Lunch 11:45 - 12:15	Lunch 11:40 - 12:10	Lunch 11:30 - 12:00
Math and Science 11:50 - 1:50	ELA and Social Studies 12:50 - 2:50	Math and Science 12:15 - 2:15	Specials rotate between P.E., art, music 12:15 - 1:15	ELA and Social Studies 12:00 - 1:15
Office Hours 1:50 - 2:30	Social and Emotional 2:50 - 3:00	Office Hours 2:15 - 3:30	Social and Emotional 1:15 - 1:25	Specials rotate between P.E., art, music 1:15 - 2:15
Specials rotate between P.E., Art and Music 2:30 - 3:30	Office Hours 3:00 – 3:30		Math and Science 1:30 - 3:30	ELA and Social Studies 2:15 - 3:00 Office Hours 3:00 – 3:30

Office Hours are for Teachers, Special education support staff, instructional interventionist and bilingual coaches and instructional paraprofessionals. All instructional support staff will be available during office hours to support the needs of our students.

All K – 4 grade students will follow a similar school day schedule with ELA/Social Studies and Math/Science academic blocks, community time, social and emotional time, as well as check-ins with Academic Coaches and Interventionist as needed. The amount of instructional time (synchronous and asynchronous) and breaks will be varied within each academic block as necessary and appropriate for each grade (e.g., PK-2 will have additional breaks, and academic time may be divided into smaller ‘chunks’). GT students are cluster grouped with their academic peers and teachers provide on-going differentiation to meet their individual learning needs in all subjects. Students will receive a “Weekly Schedule” that shows different blocks of time, as well as synchronous and asynchronous components and due dates. That way, students and families can plan for the week and understand what is expected each day.

General Format of academic blocks:

Introduction to a new topic and/or concept

Synchronous instruction at posted time

Synchronous support by teacher, academic coaches and interventionist in small groups or individual meetings

Asynchronous playlist that includes videos, readings, and opportunities for application

Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, collaborative document where each student looks up different information and fills in their findings)

On-going assessments, formative and summative, that will inform instruction as well as intervention.

**Middle School Sample Remote Learning Schedule All Students Remote**

8:30-9:00 and 3:00 – 3:30 Office Hours Teachers available to Students for tutorials			
Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10
Math 9:10-10:10	ELA 9:10-10:10	Social Studies 9:10-10:10	Science 9:10-10:10
ELA 10:15-11:15	Math 10:15-11:15	Science 10:15-11:15	Electives 10:15-11:15
Lunch 11:15-11:45			
Science 11:50-12:50	Social Studies 11:50-12:50	Electives 11:50-12:50	ELA 11:50-12:50
Social Studies 12:55-1:55	Electives 12:55-1:55	ELA 12:55-1:55	Math 12:55-1:55
Electives 2:00-3:00	Science 2:00-3:00	Math 2:00-3:00	Social Studies 2:00-3:00
Office Hours for Teachers, Coaches and Interventionists- 3:00-3:30pm, Students- Independent Practice 3:00 – 3:30			

Office Hours are for Teachers, Special education support staff, instructional interventionist and bilingual coaches and instructional paraprofessionals. All instructional support staff will be available during office hours to support the needs of our students.

All 5 - 6 grade students will follow a similar school day schedule with academic blocks, electives per student selection, social and emotional time, as well as check-ins with Academic Coaches and Interventionist as needed. Amount of synchronous and asynchronous instructional will be varied within each academic block as necessary and appropriate for each grade and content. Grade 5 GT students are cluster grouped with their academic peers and teachers provide on-going differentiation to meet their individual learning needs in all subjects. Grade 6 GT students are enrolled in PreAP classes. Students will receive a “Weekly Schedule” that shows different blocks of time, as well as synchronous and asynchronous components and due dates. That way, students and families can plan for the week and understand what is expected each day.

General Format of academic blocks:

Introduction to a new topic and/or concept:

Synchronous instruction at posted time

Synchronous support by teacher, academic coaches and interventionist in small groups or individual meetings

Asynchronous playlist that includes videos, readings, and opportunities for application

Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, collaborative document where each student looks up different information and fills in their findings)

On-going assessments, formative and summative, that will inform instruction as well as intervention.

**STEM Middle School Sample Remote Learning Schedule All Students Remote**

8:30-9:00 and 3:00 – 3:30 Office Hours Teachers available to Students for tutorials			
Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10	Social and Emotional 9:00-9:10
9:00 – 9:50 5 <sup>th</sup> Grade Brainiac Block	9:00 – 9:50 5 <sup>th</sup> Grade Brainiac Block	Social Studies 9:00 – 9:50	Science 9:00 – 9:50
Math 9:55 -10:45	ELA 9:55 -10:45	Science 9:55 -10:45	Electives 9:55 -10:45
ELA 10:50 – 11:40	Math 10:50 – 11:40	Electives 10:50 – 11:40	ELA 10:50 – 11:40
Lunch 11:45-12:15			
Science 12:20 – 1:10	Social Studies 12:20 – 1:10	ELA 12:20 – 1:10	Math 12:20 – 1:10
Social Studies 1:15 – 2:05	Electives 1:15 – 2:05	Math 1:15 – 2:05	Social Studies 1:15 – 2:05
Electives 2:10 – 3:00	Science 2:10 – 3:00	6 <sup>th</sup> Grade Brainiac Block 2:10 – 3:00	6 <sup>th</sup> Grade Brainiac Block 2:10 – 3:00
Office Hours for Teachers, Coaches and Interventionists- 3:00-3:30pm, Students- Independent Practice 3:00 – 3:30			

Office Hours are for Teachers, Special education support staff, instructional interventionist and bilingual coaches and instructional paraprofessionals. All instructional support staff will be available during office hours to support the needs of our students.

All 5 - 6 grade students will follow a similar school day schedule with academic blocks, electives per student selection, social and emotional time, as well as check-ins with Academic Coaches and Interventionist as needed. Amount of synchronous and asynchronous instructional will be varied within each academic block as necessary and appropriate for each grade and content. Students will receive a “Weekly Schedule” that shows different blocks of time, as well as synchronous and asynchronous components and due dates. That way, students and families can plan for the week and understand what is expected each day.

General Format of academic blocks:

Introduction to a new topic and/or concept, Synchronous instruction at posted time

Synchronous support by teacher, academic coaches and interventionist in small groups or individual meetings

Asynchronous playlist that includes videos, readings, and opportunities for application

Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, collaborative document where each student looks up different information and fills in their findings)

On-going assessments, formative and summative, that will inform instruction as well as intervention.

Dickinson ISD Instructional Continuity Plan Asynchronous responses

**Junior High School Sample Remote Learning Schedule All Students Remote**

1	8:30 - 9:20	50 minutes
2	9:20 - 10:10	50 minutes
<b>BREAK</b>	<b>10:10 - 10:20</b>	<b>10 minutes</b>
3	10:20 - 11:10	50 minutes
4	11:10 - 12:00	50 minutes
<b>LUNCH</b>	<b>12:00 - 12:30</b>	<b>30 minutes</b>
5	12:30 - 1:20	50 minutes
6	1:20 - 2:10	50 minutes
7	2:10 - 3:00	50 minutes
<b>Student Independent Work</b>	<b>3:00 – 3:30</b>	<b>30 minutes</b>
<b>Teacher Office Hour</b>	<b>3:00 – 4:00</b>	<b>60 Minutes</b>

Office Hours are for Teachers, Special education support staff, instructional interventionist and bilingual coaches and instructional paraprofessionals. All instructional support staff will be available during office hours to support the needs of our students.

All 7-8 grade students will follow their school day schedule. The amount of synchronous instructional time will be varied within each course as necessary and appropriate for the content. Students will receive a “Weekly Schedule” that shows synchronous and asynchronous components and due dates. GT students will receive services through PreAP Courses.

General Format of academic blocks:

Introduction to a new topic and/or concept:

Synchronous instruction at posted time

Synchronous support by teacher, academic coaches and interventionist in small groups or individual meetings

Asynchronous playlist that includes videos, readings, and opportunities for application

Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, collaborative document where each student looks up different information and fills in their findings)

On-going assessments, formative and summative, that will inform instruction as well as intervention

Social and emotional time for students and teachers will be incorporated into each instructional block

**High School Sample Remote Learning Schedule All Students Remote**

1	8:30 - 9:20	50 minutes
2	9:20 - 10:10	50 minutes
<b>BREAK</b>	<b>10:10 - 10:20</b>	<b>10 minutes</b>
3	10:20 - 11:10	50 minutes
4	11:10 - 12:00	50 minutes
<b>LUNCH</b>	<b>12:00 - 12:30</b>	<b>30 minutes</b>
5	12:30 - 1:20	50 minutes
6	1:20 - 2:10	50 minutes
7	2:10 - 3:00	50 minutes
<b>Student Independent work</b>	<b>3:00 – 3:30</b>	<b>30 minutes</b>
<b>Teacher Office Hour</b>	<b>3:00 – 4:00</b>	<b>60 minutes</b>

Office Hours are for Teachers, Special education support staff, instructional interventionist and bilingual coaches and instructional paraprofessionals. All instructional support staff will be available during office hours to support the needs of our students.

All 9-12 grade students will follow their school day schedule. The amount of synchronous instructional time will be varied within each course as necessary and appropriate for the content. Students will receive a “Weekly Schedule” that shows synchronous and asynchronous components and due dates. GT students will receive services through PreAP Courses.

General Format of academic blocks:

Introduction to a new topic and/or concept:

Synchronous instruction at posted time

Synchronous support by teacher and interventionist in small groups or individual meetings

Asynchronous playlist that includes videos, readings, and opportunities for application

Asynchronous choice board for exploration (e.g., analog poster project using technology for research, reading a book excerpt and pulling out key concepts, collaborative document where each student looks up different information and fills in their findings)

On-going assessments, formative and summative, that will inform instruction as well as intervention

Social and emotional time for students and teachers will be incorporated into each instructional block

# Appendix B

## Sample of Student Remote Learning Contract

## **Dickinson ISD Remote Instruction Parent/Student Commitment Form**

### **PARENT RESPONSIBILITIES:**

**Access** - Ensure student has a technology device and home access to the Internet. (Technology assistance will be provided to students who qualify for the free or reduced-price school meals.)

**Attendance** - Every minute a student spends online or offline working on their courses accumulates into hours of attendance, and teachers will document daily attendance. Absences for the student's attendance must be reported to the home campus by the parent/guardian. If the student is absent for any reason, parents must ensure the student completes make-up assignments for the dates missed. If a student has excessive absences of more than 10 days, the parent is responsible to appear before the campus Attendance Review Committee at the scheduled time to provide information relating to their student's absences and to support prescribed activities. As long as students login each day and submit assignments prior to 11:59 p.m., they will not be counted absent.

**Monitor Time on Task** - Students must be scheduled for a minimum of four hours of Remote Learning each day. Students must be engaged each day as defined by the teacher's daily plan in Google Classroom. Daily engagement between the student and teacher is required, which may include, but is not limited to,

- Logging into and making progress in Google Classroom
- Daily progress via teacher-student interactions (Google Classroom, emails, Zooms, Google Meet, etc.)
- Completion/turn-in of daily assignments (potentially via Google Classroom, email or mail)

Parents must keep a log of the time their student participated in Remote Learning each day. This log will need to be submitted to the school/district upon request.

**Monitor Assignments and Assessments** - Student progress will be monitored, and all students are required to show growth and proficiency. Grading procedures will be the same as face-to-face instruction in the classrooms. In lieu of the daily presence of a face-to-face teacher, parents should take the lead in guiding the students through the curriculum, submission of assignments, online class sessions, producing projects, and reviewing for assessments. Students may be required to come to a district facility at scheduled times for assessments (beginning of year, middle of year and end of year diagnostics, curriculum-based assessments, state assessments, college preparation/entrance assessments), and parents will need to provide transportation.

**Program Exit** - Exit from Remote Instruction will only be permitted at the end of a grading period (end of 1<sup>st</sup> 9 weeks, end of 1<sup>st</sup> semester, end of 3<sup>rd</sup> 9 weeks). If a student chooses to return to face-to-face instruction, parents must contact campus administration at least two weeks prior to the end of a grading period.

### **STUDENT RESPONSIBILITIES:**

**Time on Task** - The Academic Calendar includes 173 days of instruction for students. Students must be scheduled for a minimum of four hours of Remote Learning each day. Students must be engaged each day as defined by the teacher's daily plan in Google Classroom. Daily engagement between the students and teacher is required, which may include, but is not limited to,

- Logging into and making progress in Google Classroom
- Daily progress via teacher-student interactions (Google Classroom, emails, Zoom, Google Meet, etc.)
- Completion/turn in of daily assignments (potentially via Google Classroom, email or mail)

**Assignments** - Student assignments must be completed by the student. This ensures students acquire the knowledge and the ability to apply the information learned to assessments and real-life situations. Students may not use another student’s submission as their own. When days are missed, students will be counted absent and all assignments must be completed following the DISD grading guidelines. Failure to make-up assignments will result in lower assessment of the student’s academic progress and grade.

**Technology Usage** - Students must adhere to the DISD Internet Use and Student Electronic Mail Policies. Failure to abide by these expectations will not be tolerated at any level.

**I understand and commit to the responsibilities for Remote Instruction.**

**Parent Name:** \_\_\_\_\_

**Student Name:** \_\_\_\_\_

**Phone Number:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

\_\_\_\_\_  
**Parent Signature** **Date**

\_\_\_\_\_  
**Student Signature** **Date**

# Appendix C

## Remote Instruction and Learning Expectations Dickinson ISD

## **Remote Instruction and Learning Expectations Dickinson ISD 2020-2021**

All expectations listed below are related to remote instruction in addition to regular duties during face-to-face instruction.

### **General Expectations for all DISD Employees**

#### Professional Conduct

1. Adhere to the DISD Employee Handbook, and the Code of Ethics and Standard Practices for Texas Educators when providing remote instruction and/or attending virtual meetings.
2. Adhere to DISD professional expectations for dress during work hours/video conferencing.
3. Video must be enabled when providing remote (online) instruction and in virtual meetings/conferencing when equipment capable.
4. When providing remote (online) instruction or attending virtual meetings from a remote location, establish a professional work space that does not reveal private spaces and minimizes noise and distractions in the background.

#### Work Schedule/Attendance

5. Maintain the regular work hours of your assigned campus.
6. Report absences to principal and enter time into the employee system.
7. No out of town travel during school hours or on school days. Should someone need to travel during these times, the employee must take leave time and enter the time into the employee system.
8. During remote instruction, practice CDC safety precautions to keep free of infections.
9. If an employee has been exposed to COVID-19, the employee must contact HR for next steps.
10. Continue with regular assigned responsibilities as identified in each job description.
11. Additional activities/duties may be assigned due to remote instruction.
12. Supervisors may require employees to provide reports, artifacts or other work products that demonstrate work performed or accomplished on telecommuting work days.

#### Communication

13. Communicate with parents using district email, web-based applications (e.g., Google Classroom, Google Phone, Remind 101, or phone calls).
14. Make regular (minimum of weekly) well checks with students and parents by phone, web- applications, video conferencing, phone calls or home visits, reporting concerns to administration.
15. Read and respond to emails, phone messages and texts throughout the assigned campus work day hours.
16. Respond to student and parent calls, emails, and texts within 24 hours.
17. Support district expectations for PPE and safety.
18. Maintain confidentiality as it relates to HIPAA and FERPA.

## Social Emotional Learning

19. Create and maintain connections with students and families.
20. Provide Self-Awareness Checks: pulse meter, zone or regulation, or feelings chart.
21. Implement Character Strong curriculum, support with Restorative Practices.
22. Create a self-care/wellness plan for yourself (after school hours).
23. Provide a safe, predictable and consistent plan for students.
24. Provide opportunities for social connection that promotes self-awareness, social awareness, and relationship skills.

## Expectations for Administrators

1. Establish work environments that promote small group learning during professional development sessions (e.g. Google Classroom).
2. Provide guidance and support for teachers in improving lessons and instruction that included interactive activities during remote instruction.
3. Document activities during the remote instruction days.
4. Stay abreast of research for best practices in effective instructional practices for virtual learning environments and remote instruction and support/evaluate teacher implementation of virtual classrooms to ensure student success.
5. Monitor remote instruction and learning expectations including lesson plans, grade completion, teacher/staff work hours, learning resources, etc.
6. Respond to email/voicemails/phone calls from staff, students, and parents regularly.
7. Communicate with teachers, staff, students, and the community on a regular basis and in accordance with guidance from district offices (messages of reassurance, reinforcing student learning environment, etc.)

## Expectations for Teachers

1. Participate in Google Classroom and remote instruction / virtual learning professional development.
2. Provide instructional content via Google Classroom for all teaching and learning. (Face-to-face and remote instruction / distance learning)
3. Maintain Attendance records and contact logs.
4. Post weekly schedule and instructional objectives on Google Classroom for Zooms and/or Google Meets.
5. Workday continues to consist of planning lessons, direct instruction, small groups, intervention, phone calls, emails, etc.
6. Hold no less than 3 teaching Zooms and/or Google Meets (or similar framework) per week. Record the presentation for students who cannot participate live.
7. Post and maintain office hours, minimum of 1 hour per day - notify students and parents of time and how to make contact.
  - a. Be available to respond immediately to parents and students during your posted office hours
  - b. Coordinate office hours with other subject areas on the same grade level in order to avoid overlapping times.
8. Create target lesson videos and post. (Examples: Introduction to vocabulary, model an example, think aloud, opportunity for guided practice.)
9. Contact parents through phone, email, or home visit if the student is not turning in work.
10. Participate and contribute during team planning virtual meetings at least once per week per grade level and/or course.
11. Attend faculty meetings and follow through with provided guidance.
12. Grade work, provide feedback, and enter grades in Skyward weekly.
13. Hold individual and or small group remote learning meetings/Google Classroom etc., with any student(s) who needs extra help and support.
14. Meet all accommodations and modifications for special education and 504 students.
15. Alert RTI/MTSS campus coordinator for students who need this intervention.
  - a. Provide a variety of Social Emotional Learning opportunities (lunch bunch groups, social interaction opportunities)

16. Submit lesson plans in Eduphoria each week.
17. Maintain substitute teachers plans.

**Expectations for Bilingual/ESL Specialist (5th and 6th grades)(7th and 8th grades)**

1. Provide small group instruction as needed to support classroom instruction for English Learners.
2. Collaborate with teachers to create lessons, videos, assessments, Google Classroom, and serve as the bilingual parent liaison.
3. Support teachers in the use and desegregation of assessment data in order to support instructional moves/intervention/enrichment.
4. Attend PLC's and CLT's.
5. Assist with translation for parents and non-Spanish speaking teachers.
6. Create and manage BOY, MOY, and EOY and assist with accommodation checklists.
7. Attend LPAC meetings via Zoom and/or Google Meet as requested and provide any paperwork necessary for the LPAC meeting.
8. Update PEIMS and Frontline accordingly.
9. Send out progress monitoring reports to parents.
10. Attend ARDS for English Learners to ensure IEP requirements are met and translate as needed.

**Expectations for Special Area Teachers (PE, Fine Arts, CTE, and other electives)**

1. Use Google Classroom for teaching and learning platform.
2. Post weekly schedule and instructional objectives on Google Classroom for Zooms and/or Google Meet
3. Workday continues to consist of planning lessons, direct instruction, small groups, intervention, phone calls, emails, etc.
4. Post and maintain office hours, minimum of 1 hour per day - notify students and parents of time and how to make contact.
  - a. Be available to respond immediately to parents and students during your posted office hours.
  - b. Coordinate office hours with other subject areas on the same grade level in order to avoid overlapping times.
5. Contact parents through phone, email, or home visit if the student is not turning in work.
6. Participate and contribute during team planning at least once per week.
7. Attend faculty meetings.
8. Grade work, provide feedback, and enter grades in Skyward weekly.
9. Hold no less than 1 teaching Zoom and/or Google Meet per grade level and/or course per week. Record the presentation for students who cannot participate live.

## Appendix D Professional Development Summer 2020 Dickinson ISD

This appendix lists the schedule for Summer 2020 professional development. The focus of summer 2020 PD was how to adapt to Remote Instruction, provide support to our special populations, understand how to utilize publisher provided support for Special needs and EL students.

The second portion of this Appendix contains information about Online Resources to support and enhance Instruction in our CTE courses.

The third component of this Appendix contains technology resource training available to our district. The technology dept. will support teachers on these online resources. The introduction or training of various applications will be on an as requested basis as well as scheduled courses. Many of the applications just need teacher awareness in order for them to be incorporated into remote and face-to-face teaching.

Course Title: 7th Social Studies Teacher Academy Day #1  
Course Dates: May 28, 2020 at 8:00 AM to May 28, 2020 at 3:30 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Social Studies

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Course Title: B221: 8th Grade Science Day #1  
Course Dates: May 28, 2020 at 8:00 AM to May 28, 2020 at 2:30 PM  
Description: Current 8th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year.  
Course Categories: Assessment, Curriculum Development, Science

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Course Title: Virtual PD Best Practices Tips and Tricks Training for Curriculum Specialists  
Course Dates: May 28, 2020 at 9:00 AM to May 28, 2020 at 11:00 AM  
Description: This session will focus on best practices, tips, and tricks for individuals delivering Professional Development online. Zoom and online meeting features will be addressed as well as how to use Google Classroom and recommended online resources to deliver innovative PD effectively through distance learning. Join Zoom Meeting <https://Zoom.us/j/92936794901?pwd=Mm05ZW1JTjRqMi9QZ0VRV2c3MnVtQT09> Meeting ID: 929 3679 4901 Password: 198487  
Course Categories: Technology

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Course Title: 7th Social Studies Teacher Academy Day #2 -  
Course Dates: May 29, 2020 at 8:00 AM to May 29, 2020 at 3:30 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Social Studies

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Course Title: 8th Grade Science Day #2  
Course Dates: May 29, 2020 at 8:00 AM to May 29, 2020 at 2:30 PM  
Description: Current 8th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year.  
Course Categories: Assessment, Curriculum Development, Science

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Course Title: 8th Social Studies Teacher Academy Day #1  
Course Dates: June 1, 2020 at 8:00 AM to June 1, 2020 at 3:30 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Social Studies

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Course Title: VIRTUAL: Secondary Theater - Master Class for the Master Theater Artist

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Course Dates: June 1, 2020 at 8:00 AM to June 1, 2020 at 3:00 PM  
Description: We will discuss theater techniques to develop the student artist. Presented by Laurel Powell and staff  
Course Categories: Fine Arts

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Course Title: VIRTUAL: DMS 6th Science Curriculum Development  
Course Dates: June 1, 2020 at 8:00 AM to June 1, 2020 at 4:00 PM  
Description: Teachers will finalize pacing guide, scope and sequence as well as evaluate CAs and CBAs for alignment.  
Course Categories: Curriculum Development, Science

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Course Title: Virtual @ SPRING BRANCH ISD: GT Update: Practical Applications of the Basics  
Course Dates: June 1, 2020 at 8:30 AM to June 21, 2020 at 11:59 PM  
Description: This GT update is based on a Google Site and is self guided and self paced. Participants will review several aspects of the 30 hours from 5 strands. Participants will read articles, watch videos and listen to podcasts as they answer questions, post comments and reflect on their own practices. 3 weeks will be allowed for completion. A link to the site will be sent June 1st. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ SPRING BRANCH ISD. Participants must also register through Event Bright: <https://hac2020summer-sbisd-upd.eventbrite.com>  
Course Categories: Gifted and Talented

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Course Title: 8th Social Studies Teacher Academy Day #2 -  
Course Dates: June 2, 2020 at 8:00 AM to June 2, 2020 at 3:30 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development. Social Studies

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Course Title: VIRTUAL: Elementary Music Collaboration  
Course Dates: June 2, 2020 at 8:00 AM to June 2, 2020 at 3:00 PM  
Description: Elementary music teachers will work collaboratively to plan for the curriculum in the 2020-2021 school year. Presented by Landon Peterson, Melanie Wiggen and staff  
Course Categories: Curriculum Development, , Fine Arts

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Course Title: VIRTUAL: Lead DHS Math Teacher Departmental Planning  
Course Dates: June 2, 2020 at 8:00 AM to June 2, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL PE-Combined Session for Elementary & Secondary  
Course Dates: June 2, 2020 at 8:00 AM to June 2, 2020 at 3:00 PM

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Description: We will learn how to encourage psychomotor learning in play or movement exploration setting to promote health. There will also be guest speakers and collaboration with PE teachers from other school districts. This is a VIRTUAL session. Please contact Tina Knight-Gray for Zoom link information.

Course Categories: Physical Education

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Course Title: VIRTUAL: Secondary Art-From Art to "Fine Art"-developing the student artist

Course Dates: June 2, 2020 at 8:00 AM to June 2, 2020 at 3:00 PM

Description: Learn how to develop the student artist creativity in a virtual environment. Presented by Jennifer Sumrall, Lydia Thompson and staff

Course Categories: Fine Arts

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Course Title: Virtual @ SPRING BRANCH ISD: GT Update: Understanding the New Generation of GT learners

Course Dates: June 2, 2020 at 8:30 AM to June 2, 2020 at 4:00 PM

Description: During this update by Christine Fonseca, Author of The Caring Child, participants will take a deeper look at our current generation of students, iGen, and the social & emotional needs that characterize these students. This session will be offered in an online format. We will be using ZOOM for this update. Participants must attend and actively participate in both sessions for full credit. This will be an interactive session, not just an online lecture. SCHEDULE 9:00 €" 11:00 am -Online training in Zoom, using Polls and Breakout sessions to facilitate engagement and learning 11:00 am €" 12:30 pm -Lunch Break 12:30 €" 2:30 pm -Online training in Zoom, using breakout sessions to facilitate engagement and learning 2:30 €" 2:45 pm -Body break 2:45 €" 3:30pm- Closing session and reflection/planning for upcoming school year A link to the site will be sent June 1st. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ SPRING BRANCH ISD. Participants must also register through Event Bright: <https://hac2020-summer-sbisd-upd.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: Virtual @ WALLER ISD: Identification & Assessment of Gifted Learners (ID)

Course Dates: June 2, 2020 at 8:30 AM to August 3, 2020 at 3:30 PM

Description: This self-paced online course satisfied the requirement for Identification & Assessment Gifted Learners (ID) for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ WALLER ISD. Participants must also register through Event Bright: <https://hac2020-summer-waller-ia.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Depth + Complexity = The Differentiation Solution! - GT UPDATE - 2 DAYS (limit 100)

Course Dates: June 2, 2020 at 8:30 AM to June 3, 2020 at 12:30 PM

Description: This is a virtual training split up over two days. Each day you will attend online from 8:30 - 10:30. Enrollment limited to 100. You may copy and paste the link below to access the Zoom session. VIRTUAL WORKSHOP ACCESS The following link is required for participants to access the live instruction and workshop platform each day: €€ ZOOM TRAINING LINK (Same for both days) €€ TRAINING PASSWORD: dickinson (lower case) €€ Times: 8:30 a.m.-10:15 a.m. CST (same on June 2 & 3) Please try and join the meeting room at least 5 minutes prior to our start time.

Course Categories: ELA/Reading, ELL/Bilingual, Gifted and Talented, Math, Science, Social Studies

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Course Title: Virtual: Technology Integration with Nearpod

Course Dates: June 2, 2020 at 8:30 AM to June 2, 2020 at 3:30 PM

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Description: Nearpod is an instructional platform that combines formative assessment and rich media for an interactive, collaborative learning experience. Lessons can be created quickly, adding in fun activities like Virtual Field Trips, Collaboration Boards, Quizzes, Polls, Matching Paris, and more. Choose from ready-to-run lessons or use your existing PowerPoint and Google Slides presentations. Lessons can be delivered live, in-class or independently through Student-Paced modes (working for Small Group Instruction or even homework). Nearpod's District Strategy Consultant Emily LaFantano will be the featured guest speaker. Copy & Paste this Zoom URL into your web browser:  
<https://us04web.zoom.us/j/78938680456?pwd=THBCdUJaZINPcTNRQkpuRHpCaGINdz09> The Meeting Password is 1fEwUc Join the Google Classroom for this course with Code xxv7vu4

Course Categories: Technology

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Course Title: VIRTUAL: Elementary Music Pedagogy 2020  
Course Dates: June 3, 2020 at 8:00 AM to June 3, 2020 at 3:00 PM  
Description: We will discuss tried and true practices for Elementary music classes to be shared by all and how to apply them to the virtual classroom. Presented by Landon Peterson, Melanie Wiggen and staff  
Course Categories: Fine Arts

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Course Title: VIRTUAL: Secondary Art-Art Collaboration 2020  
Course Dates: June 3, 2020 at 8:00 AM to June 3, 2020 at 3:00 PM  
Description: Teachers will analyze the past year and determine what needs to be done to accomplish the goals for the upcoming year and how to accommodate remote instruction. This session will be presented by Jennifer Sumrall, Lydia Thompson and staff  
Course Categories: Fine Arts

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Course Title: Computer Lab: LOTE Curriculum Writing Day  
Course Dates: June 3, 2020 at 8:30 AM to June 3, 2020 at 3:30 PM  
Description: Curriculum writing and editing for next year and to discuss technology programs we can use. AGENDA 1. Reconcile material that was not covered from 4th Nine weeks. ( Covid-19 Quarantine) -Level 1- irregular present tense verbs and preterit tense -Level 2. Adjust Pacing Calendar for 2020-2021 3. Adjusts Scope & Sequence for 2020-2021 4. Review and adjust as needed for 2020-2021 - Horizontal & Vertical Alignment of Curriculum 5. Discuss Technology- FlipGrid; Google Classroom; Remind; My.HRW.com; etc...  
Course Categories: Assessment, Curriculum Development, LOTE

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Course Title: A129: 8th STEM Science Curriculum Development - Day #1  
Course Dates: June 4, 2020 at 8:00 AM to June 4, 2020 at 4:00 PM  
Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.  
Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: MS/JH Art: Building onto Elementary Skills  
Course Dates: June 4, 2020 at 8:00 AM to June 4, 2020 at 3:00 PM

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Description: Art teachers will discuss what basic skills should be covered in lower levels and how we can build on those. We will also address the issue of the gaps that art students face when they take other electives and miss a year(s) of instructions. This is a virtual course using an online platform. To access the session please use the link provided in the VIRTUAL PD spreadsheet shared by your campus principal.

Course Categories: Fine Arts

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Course Title: VIRTUAL: Integrating the Texas Performing Standards Project (TPSP) into the GT cluster Classroom-GT UPDATE

Course Dates: June 4, 2020 at 8:30 AM to June 4, 2020 at 3:30 PM

Description: Implementing the Texas Performance Standards Project (TPSP) Learn all about the Texas Performance Standards Project and why this tool provides an effective framework for meeting the state goal for gifted and talented services. Participants will explore the TPSP website and its key components to support classroom implementation. Participants will review a project in their respective grade bands, including related rubrics and systematic and systemic considerations. Participants will leave with first steps for an action plan to facilitate the creation of sophisticated student products through the Texas Performance Standards Project (TPSP). Please bring your own laptop. A limited number of Chromebook will be available. Please read the following instructions carefully for important information about this session. Zoom meeting registration is required for admission to this session. Please check your email for instructions from Region IV and complete registration by noon on Wednesday, June 3, 2020. After registering, you will receive a confirmation email containing a link allowing you to access the workshop. Registrants not within the meeting by 8:45 a.m. will not be admitted.

Course Categories: ELA/Reading, ELL/Bilingual, Gifted and Talented, Math, Science, Social Studies

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Course Title: 8th STEM Science Curriculum Development - Day #2

Course Dates: June 5, 2020 at 8:00 AM to June 5, 2020 at 4:00 PM

Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.

Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: MS/JH Art: Engaging Students with Varying Skill Levels

Course Dates: June 5, 2020 at 8:00 AM to June 5, 2020 at 3:00 PM

Description: Art teachers will discuss different solutions to keeping all students engaged. How to reach the students who don't want to participate and how to keep more advanced students engaged and challenged. This is a virtual course using an online platform. To access the session please use the link provided in the VIRTUAL PD spreadsheet shared by your campus principal.

Course Categories: Fine Arts

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Course Title: VIRTUAL: Choir Collaboration 2020-Analysis and steps forward

Course Dates: June 8, 2020 at 8:00 AM to June 8, 2020 at 3:00 PM

Description: We will analyze the past year and what needs to be done to accomplish the goals ahead of us. Presented by Zach Foster and staff.

Course Categories: Fine Arts

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Course Title: Virtual @ SPRING BRANCH ISD: GT Update: Practical Applications of the Basics

Course Dates: June 8, 2020 at 8:30 AM to July 31, 2020 at 3:30 PM

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Description: This GT update is based on a Google Site and is self-guided and self-paced. Participants will review several aspects of the 30 hours from 5 strands. Participants will read articles, watch videos and listen to podcasts as they answer questions, post comments and reflect on their own practices. 3 weeks will be allowed for completion. A link to the site will be sent prior to workshop start. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ SPRING BRANCH ISD. Participants must also register through Event Bright: <https://hac2020summer-practical.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: Virtual: Google's Applied Digital Skills

Course Dates: June 8, 2020 at 8:30 AM to June 8, 2020 at 3:30 PM

Description: Technology will present Google Applied Digital skills, a free technology-integrated curriculum where learners practice life skills while building projects using Google's suite of apps. Join us to learn how to implement this awesome curriculum in your 5th - 12th grade subject area! We will also spend time learning Google features and tools to make your user experience easier, better, and more collaborative.

Course Categories: Technology

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Course Title: VIRTUAL: World Geography-Aligning Instruction, Assessment, and Intervention Day 1 of 2

Course Dates: June 8, 2020 at 8:30 AM to June 8, 2020 at 3:30 PM

Description: World Geography teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, , RTI, Social Studies

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Course Title: English 2 Curriculum Revision

Course Dates: June 9, 2020 at 8:00 AM to June 10, 2020 at 3:00 PM

Description: Approaching 2020-2021 with new virtual parameters

Course Categories: ELA/Reading

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Course Title: VIRTUAL: Vocal Technique and Pedagogy

Course Dates: June 9, 2020 at 8:00 AM to June 9, 2020 at 3:00 PM

Description: We will discuss methods for vocal tone production and class management. Presented by Zach Foster and staff.

Course Categories: Fine Arts

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Course Title: VIRTUAL: 1st and 2nd Grade Science Curriculum Revisions

Course Dates: June 9, 2020 at 8:30 AM to June 9, 2020 at 3:30 PM

Description: Teachers will review and edit current curriculum documents and develop resources for the 2020-2021 school year.

Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: World Geography-Aligning Instruction, Assessment, and Intervention Day 2 of 2

Course Dates: June 9, 2020 at 8:30 AM to June 9, 2020 at 3:30 PM

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Description: World Geography teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.  
Course Categories: Assessment, Curriculum Development, , RTI, Social Studies

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Course Title: VIRTUAL:5th-8th ELAR Curriculum Writing Team DAY 1  
Course Dates: June 9, 2020 at 8:30 AM to June 9, 2020 at 3:30 PM  
Description: 5th-8th ELAR Curriculum Writing Team This curriculum writing session is designed for 5-8 ELAR teachers and coaches. To develop and finalize curriculum documents.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: ELA OL TX SS 101 (half day session)  
Course Dates: June 9, 2020 at 10:30 AM to June 9, 2020 at 1:30 PM  
Description: During this interactive online course, a McGraw-Hill Education Curriculum Specialist will guide participants in a comprehensive basic training to connect teachers with the resources found within the Texas StudySync platform to best meet the needs of all students. Teachers will learn how to maximize StudySync's engaging digital content and multimedia resources to strengthen listening, speaking, reading, writing and critical thinking skills, ensuring students are prepared for the rigor of the TEKS. Teachers will find answers to Frequently Asked Questions related to Texas StudySync's Digital Library and Core ELAR curriculum.  
Course Categories: ELA/Reading

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Course Title: VIRTUAL: Small Group Instruction for Secondary Teachers  
Course Dates: June 10, 2020 at 8:00 AM to June 10, 2020 at 3:00 PM  
Description: Using small group instruction for targeted intervention as well as enriching Tier 1 instruction is not as hard as it seems in the secondary classroom. Step out of your comfort zone and give it a try! Google Class code: vrlwsv - and be sure to login from your district Google account... the one ending in @apps.dickinsonisd.org . Zoom meetingID 281-479-2019 - and you will likely have to run an update of the most recent version of Zoom before you can login so do that before class. Please be logged into both by 7:59 AM on 6/10. I suggest having a notepad unless you plan to download all the handouts to write on.  
Course Categories: ELA/Reading, ELL/Bilingual, LOTE, Math, RTI, Science, Social Studies

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Course Title: VIRTUAL:5th-8th ELAR Curriculum Writing Team DAY 2  
Course Dates: June 10, 2020 at 8:30 AM to June 10, 2020 at 3:30 PM  
Description: 5th-8th ELAR Curriculum Writing Team This curriculum writing session is designed for 5-8 ELAR teachers and coaches. To develop and finalize curriculum documents.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: K-2 ELAR Curriculum Writing  
Course Dates: June 10, 2020 at 1:00 PM to June 10, 2020 at 3:00 PM  
Description: K-2 ELAR Curriculum Team will finalize revised curriculum documents. INVITATION ONLY. Zoom Meeting link sent in email.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: 3rd and 4th Science Curriculum Review  
Course Dates: June 11, 2020 at 8:30 AM to June 11, 2020 at 3:30 PM  
Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020-2021 school year.  
Course Categories: Curriculum Development, Science

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Course Title: Virtual: Bringing the Tech into Math & Science Lessons (Elementary Only)  
Course Dates: June 11, 2020 at 8:30 AM to June 11, 2020 at 11:30 AM  
Description: This session will provide technology tips, tricks, and tools that you can integrate with your math and science curriculum to ensure the students are fully engaged and challenged during your math and science lessons.  
Course Categories: Technology

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Course Title: VIRTUAL: World Cultures-Aligning Instruction, Assessments, and Interventions Day 1 of 2  
Course Dates: June 11, 2020 at 8:30 AM to June 11, 2020 at 3:30 PM  
Description: World Cultures teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions. Please bring your own laptop. Chromebooks may not be available.  
Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: Virtual: Bringing the Tech into ELA & SS Lessons (Elementary Only)  
Course Dates: June 11, 2020 at 12:30 PM to June 11, 2020 at 3:30 PM  
Description: This session will provide technology tips, tricks, and tools that you can integrate with your ELA and Social Studies curriculum to ensure the students are fully engaged and challenged during your ELA and social studies lessons.  
Course Categories: ELA/Reading, Social Studies, Technology

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Course Title: VIRTUAL: 3rd-4th ELAR Curriculum Writing Team  
Course Dates: June 11, 2020 at 1:00 PM to June 11, 2020 at 3:00 PM  
Description: 3rd-4th ELAR Curriculum Writing Team Curriculum will revise final curriculum documents. Zoom Meeting sent in email.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: English 1 Curriculum Revision  
Course Dates: June 15, 2020 at 8:00 AM to June 15, 2020 at 3:00 PM  
Description: How to adapt the current curriculum to the students' needs for 2020-2021

Course Title: Virtual @ SPRING BRANCH ISD: GT Update: Depth & Complexity  
Course Dates: June 15, 2020 at 8:00 AM to August 2, 2020 at 11:00 PM  
Description: Intro to Differentiating with Depth & Complexity Icons- This course will provide you with introductory knowledge about the depth and complexity icon based framework developed by Sandra Kaplan and Betty Gould. These icons are useful for empowering students to develop deeper and more complex thinking habits and skills. You will learn what the icons are and how to use them in any K-12 setting or content area. The course will be run

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through a Google Site link that will be provided 48 hours prior to the course window opening. 3 weeks will be allowed for completion. A link to the site will be sent June 1st. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ SPRING BRANCH ISD. Participants must also register through Event Bright: <https://hacsummer-sbisd-dc.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Geometry Planning Day #1

Course Dates: June 15, 2020 at 8:00 AM to June 15, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: Virtual @ HUMBLE ISD: GT Update Twice Exceptional Students

Course Dates: June 15, 2020 at 8:30 AM to July 31, 2020 at 3:30 PM

Description: This Virtual GT Update course will explore the unique needs of students are Twice-Exceptional. Course is self-paced and online. The course will run July 1 - August 1. Separate registration is required through Event Bright at the following link: <https://hac2020summer-2e-upd.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: Virtual @ HUMBLE ISD: Nature & Needs of the Gifted Learner (NN)

Course Dates: June 15, 2020 at 8:30 AM to July 31, 2020 at 3:30 PM

Description: This course satisfied the requirement for Nature & Needs of the Gifted Learner (NN) for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ HUMBLE ISD. Participants must also register through Event Bright: <https://hac2020summer-nnonline.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: High School U.S. History-Aligning Instruction, Assessments, and Intervention Day 1 of 2

Course Dates: June 15, 2020 at 8:30 AM to June 15, 2020 at 3:30 PM

Description: U.S. History EOC teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: Geometry Planning Day #2

Course Dates: June 16, 2020 at 8:00 AM to June 16, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment  
Curriculum Development, Math

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Course Title: VIRTUAL: 5th Grade Science Curriculum Development - Day #1

Course Dates: June 16, 2020 at 8:30 AM to June 16, 2020 at 3:30 PM

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Description: Current DISD 5th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to the session located in the shared google doc provided by your campus principal.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: Virtual: Get More out of Your Google Classroom

Course Dates: June 16, 2020 at 8:30 AM to June 16, 2020 at 3:30 PM

Description: Take your Google Classroom skills to the next level. Best practices will be shared to help you make the most of this tool. Google Classroom is a learning management tool that connects teachers and students with a blended learning environment. This session is for those looking to brush up on their skills and discover best practices for using Google Classroom effectively. We will have strands for Beginner, Intermediate, and Advanced users. Join Zoom Meeting <https://us04web.zoom.us/j/77418494089?pwd=cHJLTE13aTBVVDJ2SEZJdVpMZVp1UT09> Meeting ID: 774 1849 4089 Password: 8jAvdV

Course Categories: ELA/Reading, Gifted and Talented, Math, Science, Social Studies, Technology

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Course Title: VIRTUAL: High School U.S. History-Aligning Instruction, Assessments, and Intervention Day 2 of 2

Course Dates: June 16, 2020 at 8:30 AM to June 16, 2020 at 3:30 PM

Description: U.S History EOC teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: Geometry Planning Day #3

Course Dates: June 17, 2020 at 8:00 AM to June 17, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Get More out of Your Google Classroom (Repeat Session)

Course Dates: June 18, 2020 at 8:30 AM to June 18, 2020 at 3:30 PM

Description: This is a repeat session. Please only register for one of the Get More Out of Your Google Classroom Workshops. Join Zoom Meeting <https://Zoom.us/j/98230761602?pwd=VGhrZFpGTERHcUZINUYxWWZRSWhyZz09> Meeting ID: 982 3076 1602 Password: 609246 Take your Google Classroom skills to the next level. Best practices will be shared to help you make the most of this tool. Google Classroom is a learning management tool that connects teachers and students with a blended learning environment. This session is for those looking to brush up on their skills and discover best practices for using Google Classroom effectively. We will have strands for Beginner, Intermediate, and Advanced users.

Course Categories: ELA/Reading, Gifted and Talented, Math, Science, Social Studies, Technology

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Course Title: VIRTUAL: World Cultures-Aligning Instruction, Assessments, and Interventions Day 2 of 2

Course Dates: June 18, 2020 at 8:30 AM to June 18, 2020 at 3:30 PM

Description: World Cultures teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions. Please bring your laptop or Chromebook. A limited number of chrome books will be available for use.

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Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: LAS Links Training -

Course Dates: June 18, 2020 at 9:00 AM to June 18, 2020 at 3:00 PM

Description: The LAS LINKS is an online platform chosen by the TEA for the purpose of identification for English Learners. This professional development will provide an overview of the LAS Links materials, provide direct instruction on how to administer the LAS LINKS assessment domains: Listening, Speaking, Reading, Writing, hands-on instruction and practice in applying rubrics, training on how to score the LAS LINKS assessment, including the tabulation, overview of types of scores provided by the assessment, coaching on how to interpret scores, and direction on how to effectively use results to place students in appropriate English Language Learner programs based on the state and federal requirements. Participants will need to e-mail Lisa Herrera a copy of the certificate from LAS LINKS in order to receive credit for the training. This certificate must be kept on file per TEA.

Course Categories: ELL/Bilingual

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Course Title: Virtual @ SPRING BRANCH ISD: GT Update: Depth & Complexity

Course Dates: June 19, 2020 at 8:30 AM to June 19, 2020 at 3:30 PM

Description: Intro to Differentiating with Depth & Complexity Icons- This course will provide you with introductory knowledge about the depth and complexity icon based framework developed by Sandra Kaplan and Betty Gould. These icons are useful for empowering students to develop deeper and more complex thinking habits and skills. You will learn what the icons are and how to use them in any K-12 setting or content area. The course will be LIVE via ZOOM. A link to the site will be sent prior to workshop. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ SPRING BRANCH ISD. Participants must also register through Event Bright: <https://hac2020summer-dcZoom.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: KJHS 8th Grade Science Day #1

Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 4:00 PM

Description: Current KJHS 8th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: Algebra 2 Day #1

Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: AP Calculus

Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: AP Statistics Day #1

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Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-Calculus Day #1  
Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Statistics Day #1  
Course Dates: June 22, 2020 at 8:00 AM to June 22, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Library: 7th Math Teacher Academy Day #1 -  
Course Dates: June 22, 2020 at 8:30 AM to June 22, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Pasadena ISD Presents Texas LRE Teaching the Tough TEKS-11th Grade Making Connections Over Time - 2 days  
Course Dates: June 22, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM  
Description: This is an OUT OF DISTRICT TRAINING. You must register on the Texas LRE website: In the high school Teaching the Tough TEKS, the Law-Related Education team identified TEKS that are challenging to American History students to design this two day workshop. This institute is designed to target low performing high school U.S. History TEKS and to complement existing curriculum. Working with scholars and consultants, participants will learn and receive valuable content, methods and resources. Content presentations are reinforced with practical activities which will be made available to participants free of charge. Registration is free and lunch will be provided on both days.  
Course Categories: Social Studies

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Course Title: Pasadena ISD Presents Texas LRE: Teaching the Tough TEKS in 8th Grade - (2 days)  
Course Dates: June 22, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM  
Description: This is an OUT OF DISTRICT TRAINING. You must register on the Texas LRE website: In the 8th grade Teaching the Tough TEKS Session the Law-Related Education team identified TEKS that are challenging to American History students to design this two day workshop. This institute is designed to target low performing 8th grade TEKS and to complement existing curriculum. Working with scholars and consultants, participants will learn and receive valuable content, methods, and resources. Content presentations are reinforced with practical activities which will be made available to participants free of charge. Registration is free and lunch is provided both days.  
Course Categories: Social Studies

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Course Title: VIRTUAL: Elementary Mathematics (Gr 3-4) Curriculum Writing & Planning - Day 1 of 2  
Course Dates: June 22, 2020 at 8:30 AM to June 22, 2020 at 3:30 PM  
Description: Grade 3 and 4 teachers and academic coaches will review, update, and create curriculum documents. We will discuss and develop curriculum documents necessary to implement and support a Guided Math instructional model, including, but not limited to formative assessments, mathematics workstations, etc.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: KJHS 8th Grade Science Day #2  
Course Dates: June 23, 2020 at 8:00 AM to June 23, 2020 at 4:00 PM  
Description: Current KJHS 8th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.  
Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: Algebra 2 Day #2  
Course Dates: June 23, 2020 at 8:00 AM to June 23, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: AP Statistics Day #2  
Course Dates: June 23, 2020 at 8:00 AM to June 23, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-Calculus Day #2  
Course Dates: June 23, 2020 at 8:00 AM to June 23, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Statistics Day #2  
Course Dates: June 23, 2020 at 8:00 AM to June 23, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Alvin ISD: K-3 Grade Institute: Kids are Citizens, Too! Integrating Social Studies and English Language Arts  
Course Dates: June 23, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM  
Description: This is an OUT OF DISTRICT TRAINING. You must register on the Texas LRE website: Kids need to understand civics too! Join us in this one day institute as we explore hands-on activities and children's literature that will help teachers lay a foundation for teaching responsible citizenship and

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celebrating America's beliefs and principles. The institute will provide resources to address the characteristics of good citizens, the need for rules and laws, and respect for authority, as well as the symbols, customs, and celebrations that represent America's identity. Registration is free and lunch will be provided.

Course Categories: ELA/Reading, Social Studies

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Course Title: Library: 7th Math Teacher Academy Day #2 -

Course Dates: June 23, 2020 at 8:30 AM to June 23, 2020 at 3:00 PM

Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Elementary Mathematics (Gr 3-4) Curriculum Writing & Planning - Day 2 of 2

Course Dates: June 23, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM

Description: Grade 3 and 4 teachers and academic coaches will review, update, and create curriculum documents. We will discuss and develop curriculum documents necessary to implement and support a Guided Math instructional model, including, but not limited to formative assessments, mathematics workstations, etc. Please bring a personal laptop, if possible, as Chromebooks might be limited.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: 5th Grade Science Curriculum Development - Day #2

Course Dates: June 23, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM

Description: Current DISD 5th grade science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to the session located in the shared google doc provided by your campus principal.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: Virtual: The Ed. Tech. Smackdown

Course Dates: June 23, 2020 at 8:30 AM to June 23, 2020 at 3:30 PM

Description: Join us as we go on an adventure with our favorite Ed. Tech. resources. We hope you come away from this session with Tech you can use now. Warning: This session may contain so many tips, tricks, links, and ideas that you may end up with a case of too many open tabs. If that's ok, we will show you some tools to deal with that, too. Join Zoom Meeting <https://Zoom.us/j/73524066521?pwd=b3QwSThWdUJRRG13RExOUzh3bDFUz09> Meeting ID: 735 2406 6521 Password: 8U7NrR

Course Categories: ELA/Reading, Math, Science, Social Studies, Technology

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Course Title: VIRTUAL: 9th - 11th ELA Pearson My Perspectives Resource Training Session #1 (1/2 day; 3 hrs.)

Course Dates: June 23, 2020 at 1:00 PM to June 23, 2020 at 4:00 PM

Description: 9th - 11th ELA Pearson My Perspectives Resource Training Session #1 (1/2 day; 3 hrs.)

Course Categories: ELA/Reading

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Course Title: VIRTUAL: Algebra 2 Day #3

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Course Dates: June 24, 2020 at 8:00 AM to June 24, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-Calculus Day #3  
Course Dates: June 24, 2020 at 8:00 AM to June 24, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Alvin ISD: Liberty Kids Institute 4th-5th Grade Integrating Social Studies and English Language Arts (2 DAYS)  
Course Dates: June 24, 2020 at 8:30 AM to June 25, 2020 at 3:30 PM  
Description: This is an OUT OF DISTRICT TRAINING. You must register on the Texas LRE website: Civic Education at its finest!! Join us for this two-day institute as we explore how to integrate language arts and social studies curriculum to build your students' knowledge of civics. This institute provides professional development for teachers incorporating these social studies concepts: community, government, and history through content-based literacy best practices. Registration is free and lunch will be provided both days.  
Course Categories: ELA/Reading, Social Studies

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Course Title: Library: 8th Math Teacher Academy Day #1 -  
Course Dates: June 24, 2020 at 8:30 AM to June 24, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Virtual @ SPRING BRANCH ISD: Social and Emotional Needs of GT Students  
Course Dates: June 24, 2020 at 8:30 AM to June 24, 2020 at 3:30 PM  
Description: This course satisfied the requirement for Social and Emotional Needs of Gifted Learners for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ Spring Branch ISD. Participants must also register through Event Bright: <https://hac2020summer-seZoom.eventbrite.com>  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Elementary Mathematics (K-2nd) Curriculum Writing & Planning - Day 1 of 2  
Course Dates: June 24, 2020 at 8:30 AM to June 24, 2020 at 3:30 PM  
Description: K-Grade 2 teachers and academic coaches will review, update, and create curriculum documents. We will discuss and develop curriculum documents necessary to implement and support a Guided Math instructional model, including, but not limited to formative assessments, mathematics workstations, etc. Please bring a personal laptop, if possible, as Chromebooks might be limited.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: World History-Aligning Instruction, Assessment, and Intervention Day 1 of 2  
Course Dates: June 24, 2020 at 8:30 AM to June 24, 2020 at 3:30 PM  
Description: World History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.  
Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: Library: 8th Math Teacher Academy Day #2 -  
Course Dates: June 25, 2020 at 8:30 AM to June 25, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Elementary Mathematics (K-2nd) Curriculum Writing & Planning - Day 2 of 2  
Course Dates: June 25, 2020 at 8:30 AM to June 25, 2020 at 3:30 PM  
Description: K-Grade 2 teachers and academic coaches will review, update, and create curriculum documents. We will discuss and develop curriculum documents necessary to implement and support a Guided Math instructional model, including, but not limited to formative assessments, mathematics workstations, etc. Please bring a personal laptop, if possible, as Chromebooks might be limited.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: World History-Aligning Instruction, Assessment, and Intervention Day 2 of 2  
Course Dates: June 25, 2020 at 8:30 AM to June 25, 2020 at 3:30 PM  
Description: World History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.  
Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: Get More out of Your Google Classroom (Repeat Session)  
Course Dates: June 25, 2020 at 8:30 AM to June 25, 2020 at 3:30 PM  
Description: This is a repeat session. Please only register for one of the Get More Out of Your Google Classroom Workshops. Join Zoom Meeting <https://Zoom.us/j/92082482639?pwd=Ukl2ak82UFEzRE8zNytHS2xsa2lvZz09> Meeting ID: 920 8248 2639 Password: 085508 Take your Google Classroom skills to the next level. Best practices will be shared to help you make the most of this tool. Google Classroom is a learning management tool that connects teachers and students with a blended learning environment. This session is for those looking to brush up on their skills and discover best practices for using Google Classroom effectively. We will have strands for Beginner, Intermediate, and Advanced users. Join Zoom Meeting <https://Zoom.us/j/92082482639?pwd=Ukl2ak82UFEzRE8zNytHS2xsa2lvZz09> Meeting ID: 920 8248 2639 Password: 085508  
Course Categories: ELA/Reading, Gifted and Talented, Math, Science, Social Studies, Technology

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Course Title: VIRTUAL: 12th ELA OL McGraw-Hill StudySync 102 Session (1/2 day; 3 hrs.)  
Course Dates: June 25, 2020 at 10:30 AM to June 25, 2020 at 1:30 PM

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Description: Facilitated by a McGraw-Hill Education Curriculum Specialist, participants will take an interactive deeper dive into TX StudySync to find answers to frequently asked questions related to the teacher tools such as the Gradebook, grouping, sharing students, and other data-driven tools. In addition, we will explore digital assignments and questions related to devices, the StudySync mobile app, and Google integration.

Course Categories: ELA/Reading

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Course Title: VIRTUAL: 10th ELA 1st Nine Weeks Preview and Planning - Day #1 - limit 10

Course Dates: June 29, 2020 at 8:00 AM to June 29, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: 7th Science Teacher Academy Day #1

Course Dates: June 29, 2020 at 8:00 AM to June 29, 2020 at 2:30 PM

Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: 12th ELA 1st Nine Weeks Preview and Planning - Day #1 - limit 10

Course Dates: June 29, 2020 at 8:00 AM to June 29, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: Algebra 1 Day #1

Course Dates: June 29, 2020 at 8:00 AM to June 29, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Algebraic Reasoning Day #1

Course Dates: June 29, 2020 at 8:00 AM to June 29, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Texas History-Aligning Instruction, Assessments, and Intervention Day 1 of 2

Course Dates: June 29, 2020 at 8:30 AM to June 29, 2020 at 3:30 PM

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Description: Texas History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL 9th ELA 1st Nine Weeks Preview and Planning - Day #1 - limit 10

Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: 10th ELA 1st Nine Weeks Preview and Planning - Day #2

Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: 7th Science Teacher Academy - Day #2

Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 2:30 PM

Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: 12th ELA 1st Nine Weeks Preview and Planning - Day #2 - limit 10

Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: Algebra 1 Day #2

Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Algebraic Reasoning Day #2

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Course Dates: June 30, 2020 at 8:00 AM to June 30, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Texas History-Aligning Instruction, Assessments, and Intervention Day 2 of 2  
Course Dates: June 30, 2020 at 8:30 AM to June 30, 2020 at 3:30 PM  
Description: Texas History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.  
Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL - GT Planning Meeting  
Course Dates: June 30, 2020 at 1:00 PM to June 30, 2020 at 3:00 PM  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: 9th ELA 1st Nine Weeks Preview and Planning - Day #2 - limit 10  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks  
Course Categories: ELA/Reading

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Course Title: VIRTUAL: Algebra 1 Day #3  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: CTE: Agriculture, Food, and Natural Resources - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Arts, Audio Video Technology and Communications - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).

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Course Title: VIRTUAL: CTE: Business, Marketing and Finance - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM

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Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, TE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Education & Training - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Health & Science - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Human Services - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Law & Public Services - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Manufacturing - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Science, Technology, Engineering & Math - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).  
Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: CTE: Transportation, Distribution, and Logistics - Curriculum Planning: Day 1  
Course Dates: July 1, 2020 at 8:00 AM to July 1, 2020 at 3:00 PM  
Description: Instructors will create a yearlong scope and sequence and the first three weeks of lesson plans for each course in their Program of Study (POS).

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Course Categories: Assessment, CTE (Career Technical Education), Curriculum Development

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Course Title: VIRTUAL: 8th U.S. History-Aligning Instruction, Assessments, and Instruction Day 1 of 2 - limit 10

Course Dates: July 1, 2020 at 8:30 AM to July 1, 2020 at 3:30 PM

Description: 8th grade U.S. History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: 6th Science Curriculum Development for BMS & LMS

Course Dates: July 2, 2020 at 8:00 AM to July 2, 2020 at 4:00 PM

Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.

Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: 8th U.S. History-Aligning Instruction, Assessments, and Intervention Day 2 of 2 - limit 10

Course Dates: July 2, 2020 at 8:30 AM to July 2, 2020 at 3:30 PM

Description: 8th grade U.S. History teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful instruction and extensions.

Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: 11th ELA 1st Nine Weeks Preview and Planning - Day #1 - limit 10

Course Dates: July 6, 2020 at 8:00 AM to July 7, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: VIRTUAL: 11th ELA 1st Nine Weeks Preview and Planning - Day #2 -

Course Dates: July 7, 2020 at 8:00 AM to July 7, 2020 at 3:00 PM

Description: Grade level teams will first preview and understand the revised 2020-21 curriculum documents for the grade level. Then, using these curriculum documents as a backwards-design guide, the grade level team will collaborate to create strategic lesson plans and instruction to address the essential focus standards first nine weeks

Course Categories: ELA/Reading

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Course Title: Virtual @ KATY ISD: Differentiation of Curriculum and Instruction (DC)

Course Dates: July 9, 2020 at 8:30 AM to July 9, 2020 at 3:30 PM

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Description: This ONLINE course satisfied the requirement for Creativity in Instruction for Gifted Learners (CI) for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ Katy ISD. Participants must also register through Event Bright: <https://hac2020-summer-katy-dc.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Biology Planning Day #1

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 4:00 PM

Description: Current biology science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: KELAR Curriculum Writing

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 4:00 PM

Description: K ELAR Curriculum Team will finalize revised curriculum documents. INVITATION ONLY. Zoom Meeting link sent in email.

Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: KJHS 7th Science Curriculum Development - Day #1

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 4:00 PM

Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.

Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: Pre AP Pre-Calculus Day #1

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre College Algebra Day #1

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-AP Algebra 2 Day #1

Course Dates: July 13, 2020 at 8:00 AM to July 13, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: 5th grade ELA Curriculum Planning and Preview

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Course Dates: July 13, 2020 at 8:30 AM to July 13, 2020 at 3:30 PM  
Description: Topic: 5th Grade Curriculum Planning and Preview Time: Jul 13, 2020 08:30 AM Join Zoom Meeting  
<https://Zoom.us/j/92251765603?pwd=Q1ITUDhJTUFvc2J5NVBrV3NXNkdOUT09> Meeting ID: 922 5176 5603 Password: 508423  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: Region 4-Dyslexia Intervention Fundamentals with reading by Design 5 DAYS-(must register via Region IV website)  
Course Dates: July 13, 2020 at 8:30 AM to July 17, 2020 at 3:30 PM  
Description: This is a Region IV training taking place in DISD. Must register on the Region IV website. Learn the fundamentals of dyslexia intervention through a review of Texas dyslexia laws and current research, as well as best practices in dyslexia instruction. Delve into evidence-based components of instruction and explore continuums for developing reading ability in students with dyslexia. Learn how to deliver daily intervention utilizing Reading by Design, a systematic, explicit, and intensive reading program. Participants will receive the entire Reading by Design program with supplemental resources necessary for small group instruction. This course requires attendance for 5 full days of training.  
Course Categories: ELA/Reading, Special Programs

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Course Title: VIRTUAL: 3rd-4th ELAR Curriculum Writing Team  
Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 11:00 PM  
Description: 3rd-4th ELAR Curriculum Writing Team Curriculum will revise final curriculum documents. Zoom Meeting sent in email.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: K-2 ELAR Curriculum Writing  
Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 4:00 PM  
Description: K-2 ELAR Curriculum Team will finalize revised curriculum documents. INVITATION ONLY. Zoom Meeting link sent in email.  
Course Categories: Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: KJHS 7th Science Curriculum Development - Day #2  
Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 4:00 PM  
Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.  
Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: Pre AP Pre-Calculus Day #2  
Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre College Algebra Day #2  
Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

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Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-AP Algebra 2 Day #2

Course Dates: July 14, 2020 at 8:00 AM to July 14, 2020 at 3:00 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.

Course Categories: Assessment, Curriculum Development, Math

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Course Title: Virtual @ ALVIN ISD: Designing for Depth with Andi McNair (CI)

Course Dates: July 14, 2020 at 8:30 AM to July 14, 2020 at 3:30 PM

Description: This course satisfied the requirement for Creativity in Instruction for Gifted Learners (CI) for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ Alvin ISD. Participants must also register through Event Bright: <https://hac2020-summer-alvin-cis.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: 6th grade ELA Curriculum Planning and Preview

Course Dates: July 14, 2020 at 8:30 AM to July 14, 2020 at 3:30 PM

Description: Topic: 6th Curriculum Planning and Preview Time: Jul 14, 2020 08:30 PM Central Time (US and Canada) Join Zoom Meeting <https://Zoom.us/j/96869536221?pwd=VzZFdhGTXpiMFVUbkVMMYy9MRjAyZz09> Meeting ID: 968 6953 6221 Password: 780944

Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: MS Math Curriculum and Assessment Writing (DAY 1) - Coaches Only

Course Dates: July 14, 2020 at 8:30 AM to July 14, 2020 at 3:30 PM

Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for academic coaches only.)

Course Categories: Assessment, Curriculum Development, Math

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Course Title: Virtual: Get Certified Nearpod, Flipgrid, or Screencastify

Course Dates: July 14, 2020 at 8:30 AM to July 14, 2020 at 3:30 PM

Description: In this session, you will spend time learning a tool of your choice in-depth. Nearpod is an interactive platform that brings in formative assessment activities to your existing presentations or their ready to run lessons. Flipgrid makes the most of video-based discussion boards. Screencastify allows you (and your students!) to create video lessons and instructions. Spend the day learning one of these tools well, have time to create activities for your class, and earn a certification in the process! Join Zoom Meeting <https://Zoom.us/j/98937351645?pwd=bnFXUTZSTnhudmp4MEhNbTVqbUVyUT09> Meeting ID: 989 3735 1645 Password: 702824

Course Categories: Technology

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Course Title: VIRTUAL: Government & Economics - Aligning Instruction, Assessments, and Intervention - Day #1 - limit 10

Course Dates: July 14, 2020 at 8:30 AM to July 14, 2020 at 3:30 PM

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Description: Government and Economics teachers will collaborate to identify essential standards, create formative assessments, and align summative assessments.  
Course Categories: Assessment, Curriculum Development, Social Studies

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Course Title: Virtual @ FORT BEND ISD: GT Update Virtual Conference  
Course Dates: July 15, 2020 at 8:00 AM to July 15, 2020 at 3:00 PM  
Description: This Virtual GT Update Conference hosted by Fort Bend ISD will provide experienced educators with a variety of sessions to enhance understanding and best practice for GT students. Separate registration is required through Event Bright at the following link: <https://hac2020-summer-conference.eventbrite.com>  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Biology Planning Day #2  
Course Dates: July 15, 2020 at 8:00 AM to July 15, 2020 at 4:00 PM  
Description: Current biology science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.  
Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: 6th PAP Science Curriculum Development  
Course Dates: July 15, 2020 at 8:00 AM to July 15, 2020 at 4:00 PM  
Description: Teachers will review/edit current DISD science curriculum documents and develop resources for the 2020 -2021 school year.  
Course Categories: Curriculum Development, Science

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Course Title: VIRTUAL: Pre AP Pre-Calculus Day #3  
Course Dates: July 15, 2020 at 8:00 AM to July 15, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Pre-AP Algebra 2 Day #3  
Course Dates: July 15, 2020 at 8:00 AM to July 15, 2020 at 3:00 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities.  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: Virtual @ HUMBLE ISD: Differentiation of Curriculum and Instruction (Foundation DC)  
Course Dates: July 15, 2020 at 8:30 AM to August 15, 2020 at 3:30 PM  
Description: This SELF-PACED ONLINE course satisfied the requirement for Creativity in Instruction for Gifted Learners (CI) for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ HUMBLE ISD. Course will run June 16 - July 31. Participants must register through Event Bright: <https://hac2020summer-dc-humble.eventbrite.com> Following the training, Humble ISD

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will provide DISD with a list of participants and credit will be granted. It is not necessary to enroll in this course to receive credit, but you must register with Event Bright.

Course Categories: Gifted and Talented

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Course Title: VIRTUAL DHS LOTE Dept.: Get More out of Your Google Classroom

Course Dates: July 15, 2020 at 8:30 AM to July 15, 2020 at 11:30 AM

Description: This session is designed specifically for the DHS Languages Other Than English (LOTE) Department. Take your Google Classroom skills to the next level. Best practices will be shared to help you make the most of this tool. Google Classroom is a learning management tool that connects teachers and students with a blended learning environment. This session is for those looking to brush up on their skills and discover best practices for using Google Classroom effectively. We will have strands for Beginner, Intermediate, and Advanced users. Join Zoom Meeting <https://us04web.zoom.us/j/77418494089?pwd=cHJLTE13aTBVVDJ2SEZJdVpMZVp1UT09> Join Zoom Meeting <https://Zoom.us/j/97913362246?pwd=MkdJSzVldi9sVmRDSzFLUUFITFpXUT09> Meeting ID: 979 1336 2246 Password: 925125

Course Categories: LOTE, Technology

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Course Title: VIRTUAL: 7th grade ELA Curriculum Planning and Preview

Course Dates: July 15, 2020 at 8:30 AM to July 15, 2020 at 3:30 PM

Description: Collaborative planning and curriculum writing for 7th grade ELA

Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: Government & Economics - Aligning Instruction, Assessments, and Intervention - Day #2 - limit 10

Course Dates: July 15, 2020 at 8:30 AM to July 15, 2020 at 3:30 PM

Description: Government and Economics teachers will collaborate to identify essential standards, create formative assessments, and align summative assessments.

Course Categories: Assessment, Curriculum Development, Social Studies

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Course Title: VIRTUAL: DHS Chemistry Planning Day

Course Dates: July 16, 2020 at 8:00 AM to July 16, 2020 at 4:00 PM

Description: Current chemistry science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.

Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: Dr. Cardenas-Hagan WELLS training for bilingual teachers grades 2-5 (2 Day Training) LIMITED to 20

Course Dates: July 16, 2020 at 8:00 AM to July 17, 2020 at 4:00 PM

Description: This TWO-DAY course will address the special considerations necessary for effective literacy instruction among English language learners. Participants will understand how to collect data across languages in order to better design and implement effective literacy instruction. The transition from Spanish to English in each of the five areas will be explored. Participants will also understand first and second language and literacy development. In addition, cross-linguistic exercises will be demonstrated and practiced. Specific strategies for designing and implementing effective transition lessons which build upon native Spanish speaking students language literacy skills will be included. Case studies will be reviewed whereby

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data will be analyzed and lessons will be designed accordingly. Teachers will receive assessment forms in English and Spanish. Reading Transition Lessons and the Words of our World bilingual vocabulary program will also be included. This seminar will help instructors implement appropriate and effective lessons for English language learners. Finally, participants will receive the Words of our World vocabulary and comprehension kit as well as the assessment tools and WELLS transition lessons.

Course Categories: ELL/Bilingual

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Course Title: VIRTUAL: 8th grade ELA Curriculum Planning and Preview

Course Dates: July 16, 2020 at 8:30 AM to July 16, 2020 at 3:30 PM

Description: Topic: 8th Curriculum Planning and Preview Time: Jul 16, 2020 08:30 AM Central Time (US and Canada) Join Zoom Meeting <https://Zoom.us/j/91994880417?pwd=ZVp1YjdBcGc4dWZEc2xoUEUyWDIOQT09> Meeting ID: 919 9488 0417 Password: 797897

Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: McGraw Hill 6-Algebra Online Platform Review

Course Dates: July 16, 2020 at 8:30 AM to July 16, 2020 at 10:00 AM

Course Categories: Assessment, Curriculum Development, Math, Technology

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Course Title: DHS Library: ABYDOS Grammar Week (4 days) - Limit 20

Course Dates: July 20, 2020 at 8:00 AM to July 23, 2020 at 4:00 PM

Description: During the four-day Grammar Week will provide ELA teachers in grades 5-12 an in-depth training in grammatical structures and concepts, as well as interactive, research-based ways to teach grammar in the context of writing. In light of the state standards for oral and written conventions and in response to the STAAR test, Grammar Week promises to give new insight for teachers who wish to discover engaging ways to make grammar meaningful in the classroom. Please wear district-approved attire to the staff development session.

Course Categories: ELA/Reading

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Course Title: DHS R124: PAP Biology Curriculum Development

Course Dates: July 20, 2020 at 8:00 AM to July 20, 2020 at 4:00 PM

Description: Curriculum Writing and planning

Course Categories: Curriculum Development, Science

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Course Title: Virtual @ WALLER ISD: Creativity & Instructional Strategies (Foundation CI)

Course Dates: July 20, 2020 at 8:30 AM to August 3, 2020 at 3:30 PM

Description: This course will cover the CI requirement for the 30 Foundation Hours of training for teachers new to gifted education. The course will be taught by Judy O'Neal. The course will be run through a Google Site link that will be provided 48 hours prior to the course window opening. 3 weeks will be allowed for completion. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ WALLER ISD. Participants must also register through Event Bright: <https://hac2020summer-cis-waller.eventbrite.com>

Course Categories: Gifted and Talented

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Course Title: VIRTUAL: 7th ELA Teacher Academy Day #1 -

Dickinson ISD Instructional Continuity Plan Asynchronous responses

Course Dates: July 20, 2020 at 8:30 AM to July 20, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: Virtual @ STAFFORD ISD: Sing Soft Kitty to Me: Exploring Socio-Emotional Needs of Gifted Learners Through the Lens of Dr. Sheldon Cooper and Friends  
Course Dates: July 21, 2020 at 8:30 AM to July 21, 2020 at 3:30 PM  
Description: This course satisfied the requirement for Social and Emotional Needs of Gifted Learners for the 30 Foundations Hours of awareness in gifted education. This course is offered in partnership with the Houston Area Co-Op for the Gifted @ Stafford ISD. Participants must also register through Event Bright: <https://hac2020summer-stafford-se.eventbrite.com>  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: JH Math Curriculum - Coaches Only  
Course Dates: July 21, 2020 at 8:30 AM to July 21, 2020 at 3:30 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for academic coaches only.)  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: 7th ELA Teacher Academy Day #2 -  
Course Dates: July 21, 2020 at 8:30 AM to July 21, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: Virtual: Google Breakout (Level 1 Certification possible)  
Course Dates: July 21, 2020 at 8:30 AM to July 21, 2020 at 3:30 PM  
Description: During this session we will break out into groups based on your needs. We will have a basic/beginner group, intermediate group, and advanced. There will be an option to get Google Level 1 certification for a fee (charged by google). Join Zoom Meeting <https://Zoom.us/j/91426127133?pwd=TyswZEZ2Z1J2NGVrcmJSU3NCT0FMZz09> Meeting ID: 914 2612 7133 Password: 246329  
Course Categories: Technology

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Course Title: VIRTUAL: Environmental Science Curriculum Writing & Planning  
Course Dates: July 22, 2020 at 8:00 AM to July 22, 2020 at 4:00 PM  
Description: Current environmental science teachers will review district curriculum/ assessments and develop resources for the 2020 -2021 school year. This is a VIRTUAL online session. Please access the link to access the session using the shared Google doc provided by your campus Principal.  
Course Categories: Assessment, Curriculum Development, Science

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Course Title: VIRTUAL: STEM 6th & 7th Science Planning Day 1  
Course Dates: July 22, 2020 at 8:00 AM to July 22, 2020 at 3:00 PM  
Description: How do we meet the needs of the students in 2020-2021  
Course Categories: Science

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Course Title: VIRTUAL: 7th Math Curriculum - Teachers  
Course Dates: July 22, 2020 at 8:30 AM to July 22, 2020 at 3:30 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for Teachers.)  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: 8th ELA Teacher Academy Day #1 -  
Course Dates: July 22, 2020 at 8:30 AM to July 22, 2020 at 3:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: Lexia Rosetta Stone Curriculum Planning for Kranz JH Newcomers -  
Course Dates: July 22, 2020 at 9:00 AM to July 22, 2020 at 3:00 PM  
Description: This session is designed to plan effective lesson plans for Newcomer students using Lexia/RosettaStone English Language Programs. The focus will be for both in-school and digital learning for the 2020-2021 school year.  
Course Categories: Curriculum Development, ELL/Bilingual, LOTE, Technology

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Course Title: VIRTUAL: Biliteracy Development and Strategies for Making Cross-Linguistic Connections (PK-1st) OVER 3 DAYS  
Course Dates: July 22, 2020 at 4:00 PM to July 24, 2020 at 6:00 PM  
Description: This session has been moved to a virtual platform and is divided over three days with two hour sessions each day. Dates include July 22nd, 23rd and 24th from 4:00 - 6:00 pm each day. Attendance at all three sessions is required to earn credit. This session is only for pre-k/kinder and 1st grade dual language teachers. The focus will be on the bridge as an instructional element designed to take advantage of the dynamic bilingualism of students in a dual language program of instruction.  
Course Categories: ELL/Bilingual

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Course Title: VIRTUAL: STEM 6th & 7th Science Planning Day 2  
Course Dates: July 23, 2020 at 8:00 AM to July 23, 2020 at 3:00 PM  
Course Categories: Science

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Course Title: VIRTUAL: 8th ELA Teacher Academy Day #2 -  
Course Dates: July 23, 2020 at 8:30 AM to July 23, 2020 at 3:00 PM

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Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.

Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: Virtual: Technology Integration with Nearpod-REPEAT Session

Course Dates: July 23, 2020 at 8:30 AM to July 23, 2020 at 3:30 PM

Description: Nearpod is an instructional platform that combines formative assessment and rich media for an interactive, collaborative learning experience. Lessons can be created quickly, adding in fun activities like Virtual Field Trips, Collaboration Boards, Quizzes, Polls, Matching Paris, and more. Choose from ready-to-run lessons or use your existing PowerPoint and Google Slides presentations. Lessons can be delivered live, in-class or independently through Student-Paced modes (working for Small Group Instruction or even homework). Please note this is a repeat session of the June 2, 2020 workshop. There is no need to attend both days. Join Zoom Meeting  
<https://Zoom.us/j/95089068905?pwd=ZVNRUTVYTHR FN3JTV C8z MURDNk1WUT09> Meeting ID: 950 8906 8905 Password: 245876

Course Categories: ELA/Reading, Math, Science, Social Studies, Technology

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Course Title: DHS Library: ABYDOS Reading Week (4 days) - Limit 20

Course Dates: July 27, 2020 at 8:00 AM to July 30, 2020 at 4:00 PM

Description: This is a four-day ABYDOS training, in which all four days will need to be attended for credit. The course involves the following: universal reading strategies beneficial to all content areas based upon Louise Rosenblatt's theory of reader response: Literacy strategies for in-depth reading; Strategies to motivate students and strategies for response: The three-book classroom and classroom models for implementation; Interactive reading and writing; Reading/writing connections; How to scaffold a lesson; Ways into reading comprehension and understanding literature; Ludic reading; Reading inventories; Six types of Reader-response; Five models for Setting up Reading/Writing Workshop; The summary; Inference; The dialectical notebook; One-on-one reading.

Course Categories: ELA/Reading

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Course Title: VIRTUAL: Band Collaboration 2020 - Analysis & Steps Forward - limit 20

Course Dates: July 27, 2020 at 8:00 AM to July 27, 2020 at 3:00 PM

Description: Analyze the past year and what needs to be done to accomplish the goals ahead of us. Presented by Trevor Braselton and staff.

Course Categories: Fine Arts

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Course Title: VIRTUAL: 5th grade Social Studies-Aligning Instruction, Assessments, and Intervention Day 1 of 2 - limit 10

Course Dates: July 27, 2020 at 8:30 AM to July 27, 2020 at 3:30 PM

Description: 5th grade Social Studies teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.

Course Categories: Assessment, Curriculum Development, RTI. Social Studies

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Course Title: VIRTUAL: GT Foundation Training - Nature & Needs

Course Dates: July 27, 2020 at 8:30 AM to July 27, 2020 at 4:00 PM

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Description: This GT foundation course is one of five required courses to obtain the mandatory 30 hours. This is the Nature and Needs course taught by Amanda Smith from Alvin ISD Synchronous Learning (8:30 - 10 AM): SEE NOTES FOR LINKS Asynchronous Learning (through 8/14): SEE NOTES FOR LINKS  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Planning for Success: English Learner Scheduling for 2020-2021 school year - (2 days)  
Course Dates: July 27, 2020 at 9:00 AM to July 28, 2020 at 3:00 PM  
Description: This session is designed to provide guidance and support on how to plan and schedule English Learners for the 2020-2021 school year to ensure students are receiving assistance with language development, listening, speaking, reading, and writing skills. This session is 2 DAYS.  
Course Categories: Assessment, Curriculum Development, ELL/Bilingual, Leadership

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Course Title: VIRTUAL: Band - Instrumental Pedagogy - limit 20  
Course Dates: July 28, 2020 at 8:00 AM to July 28, 2020 at 3:00 PM  
Description: We will discuss proper methods for teaching the various instruments. Presented by Trevor Braselton and staff  
Course Categories: Fine Arts

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Course Title: VIRTUAL: 7th PAP Math Curriculum - Teachers  
Course Dates: July 28, 2020 at 8:30 AM to July 28, 2020 at 3:30 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for Teachers.)  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: 5th grade Social Studies-Aligning Instruction, Assessments, and Intervention Day 2 of 2 - limit 10  
Course Dates: July 28, 2020 at 8:30 AM to July 28, 2020 at 3:30 PM  
Description: 5th grade Social Studies teachers will collaborate to improve student learning by identifying essential knowledge and skills for success, planning common formative assessments, and planning meaningful intervention and extensions.  
Course Categories: Assessment, Curriculum Development, RTI, Social Studies

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Course Title: VIRTUAL: GT Foundation Training - Identification & Assessment  
Course Dates: July 28, 2020 at 8:30 AM to July 28, 2020 at 4:00 PM  
Description: This GT foundation course is one of five required courses to obtain the mandatory 30 hours. This is the Identification & Assessment course taught by Julie Abram, Director of Advanced Academic Programs  
Course Categories: Gifted and Talented

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Course Title: Virtual: The Ed. Tech. Smackdown (REPEAT Session)  
Course Dates: July 28, 2020 at 8:30 AM to July 28, 2020 at 3:30 PM  
Description: Join us as we go on an adventure with our favorite Ed. Tech. resources. We hope you come away from this session with Tech you can use now. Join Zoom Meeting <https://Zoom.us/j/94008537232?pwd=aGZmRXUweDVUdVFWOXdScXVRZ2NWdz09> Meeting ID: 940 0853 7232 Password: 423139  
Warning: This session may contain so many tips, tricks, links, and ideas that you may end up with a case of too many open tabs. We will even show

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you some tools to deal with that, too. Please note this is a repeat of the session offered on June 23, 2020. It is not recommended to attend both sessions.

Course Categories: Technology

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Course Title: VIRTUAL: Elementary Math CLT Meeting  
Course Dates: July 28, 2020 at 9:00 AM to July 28, 2020 at 11:00 AM  
Description: This meeting is for Elementary Mathematics Instructional Coaches

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Course Title: Google Trainer of Trainers (TOTs) Workshop - Day 1  
Course Dates: July 29, 2020 at 8:00 AM to July 29, 2020 at 3:30 PM  
Description: This session was for educational experts who will lead Beginning of Year Google Professional Development for their campuses and departments.  
Course Categories: Technology

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Course Title: VIRTUAL: 8th Algebra Math Curriculum - Teachers  
Course Dates: July 29, 2020 at 8:30 AM to July 29, 2020 at 3:30 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for Teachers.)  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Robotics Training for New Coaches - limit 10  
Course Dates: July 29, 2020 at 8:30 AM to July 29, 2020 at 3:30 PM  
Description: This training is designed for new robotics coaches to the district. The course will include an overview of VEX robotics kits and parts. It will give an overview of the current VEX game/design challenge as well as DISD tournament layout. The Engineering Design Process and engineering notebook will also be covered. What to bring: Robotics laptop and charger, One VEX Kit (with charged batteries - brain and controller), Paper & writing utensil (for notes)

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Course Title: VIRTUAL: GT Foundation Training - Social & Emotional Needs  
Course Dates: July 29, 2020 at 8:30 AM to July 29, 2020 at 4:00 PM  
Description: This GT foundation course is one of five required courses to obtain the mandatory 30 hours. This is the Social & Emotional Needs course taught by Teresa Barrera from Alvin ISD  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Dual Language Curriculum Writing (PK-1st) - 1-4pm each day  
Course Dates: July 29, 2020 at 1:00 PM to July 30, 2020 at 4:00 PM  
Description: This virtual training will be offered over two days. Each day from 1:00-4:00 PM. This session is for Pre-k/Kinder/1st grade Dual Language teachers. During this session, teachers will work on the preview/view/review for science and math. Use the following Zoom link information: Join Zoom Meeting <https://us02web.zoom.us/j/86165623012?pwd=bVYva2dqdFZldHJGMzQ2UjBZVy9Jdz09> Meeting ID: 861 6562 3012 Passcode: N2WD8f  
Course Categories: Assessment, Curriculum Development, ELL/Bilingual

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Course Title: Google Trainer of Trainers (TOTs) Workshop - Day 2  
Course Dates: July 30, 2020 at 8:00 AM to July 30, 2020 at 3:30 PM  
Description: This session was for educational experts who will lead Beginning of Year Google Professional Development for their campuses and departments.  
Course Categories: Technology

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Course Title: VIRTUAL: 8th Math Curriculum - Teachers  
Course Dates: July 30, 2020 at 8:30 AM to July 30, 2020 at 3:30 PM  
Description: We will be working on curriculum planning and assessments as well as technology and classroom activities. (This session is for Teachers.)  
Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: GT Foundation Training - Creativity in Instruction  
Course Dates: July 30, 2020 at 8:30 AM to July 30, 2020 at 4:00 PM  
Description: This GT foundation course is one of five required courses to obtain the mandatory 30 hours. This is the Creativity in Instruction course taught by Teresa Barrera from Alvin ISD.  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: Revving Review for Success - Social Studies - limit 10  
Course Dates: July 30, 2020 at 8:30 AM to July 30, 2020 at 3:30 PM  
Description: While 8th grade U.S. History content will be the focus, any social studies teacher is welcome to attend to learn tips and techniques to energize and empower students to spike their scores in the 8th grade STAAR or other assessments. Experience reviews designed to take students beyond memorization to application of critical content and concepts. How we review matters as much as what we review!  
Course Categories: Social Studies

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Course Title: VIRTUAL: GT Foundation Training - Differentiating Curriculum & Instruction  
Course Dates: July 31, 2020 at 8:30 AM to July 31, 2020 at 4:00 PM  
Description: This GT foundation course is one of five required courses to obtain the mandatory 30 hours. This is the Differentiating Curriculum and Instruction virtual course taught by Jen Reed from Dickinson ISD. It is designed to be self-paced through Google Classroom. The join code is: 7abnuss  
Course Categories: Gifted and Talented

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Course Title: VIRTUAL: 7th ELA Teacher Academy Day #1 - KJHS Teachers ONLY  
Course Dates: August 3, 2020 at 8:30 AM to August 3, 2020 at 3:30 PM  
Description: These courses are only open to Kranz JH teachers. Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and online materials.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: Virtual- DHS ELAR Savvas Book Training (Pearson)  
Course Dates: August 3, 2020 at 9:00 AM to August 3, 2020 at 11:00 PM  
Description: Teachers will learn how to navigate different aspects of the online textbook.

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Course Title: VIRTUAL: 7th ELA Teacher Academy Day #3 -  
Course Dates: August 3, 2020 at 9:00 AM to August 3, 2020 at 12:00 PM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: Special Education Legal Update  
Course Dates: August 3, 2020 at 9:00 AM to August 3, 2020 at 11:00 AM  
Description: All special education staff and related services should plan to attend. A Zoom link will be emailed to all attendees prior to the presentation.  
<https://Zoom.us/j/96611875030>

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Course Title: Virtual: 9-12 ELAR PAP/AP Meeting  
Course Dates: August 3, 2020 at 11:00 AM to August 3, 2020 at 1:00 PM  
Description: 9-12 teachers met to discuss PAP/AP materials and upcoming dates.

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Course Title: VIRTUAL: 7th ELA Teacher Academy Day #2  
Course Dates: August 4, 2020 at 8:30 AM to August 4, 2020 at 3:30 PM  
Description: These courses are only open to Kranz JH teachers. Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and online materials.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: LES: ELAR Curriculum Training  
Course Dates: August 4, 2020 at 9:00 AM to August 4, 2020 at 3:30 PM  
Description: This training is for LES teachers lead by S. Butler.

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Course Title: Behavior Boot Camp- Restorative Practices  
Course Dates: August 5, 2020 at 8:00 AM to August 5, 2020 at 4:00 PM  
Description: Kevin Curtis will be presenting virtually on working with adults to change the behavior of students, as well as reviewing restorative practices. Sarah Nunn is inviting you to a scheduled Zoom meeting. Join Zoom Meeting <https://us02web.zoom.us/j/86389850372>

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Course Title: VIRTUAL: 6th ELA Teacher Academy - LMS Teachers ONLY

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Course Dates: August 5, 2020 at 8:30 AM to August 5, 2020 at 11:30 AM  
Description: These courses are only open to LMS teachers. Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and instructional bundles.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: 8th ELA Teacher Academy Day #1 - KJHS Teachers ONLY  
Course Dates: August 5, 2020 at 8:30 AM to August 5, 2020 at 11:30 AM  
Description: These courses are only open to Kranz JH teachers. Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and online materials.  
Course Categories: Assessment, Curriculum Development, ELA/Reading

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Course Title: VIRTUAL: Math that Sticks: Purposeful Play, Prekindergarten-Kindergarten (Limit 40)  
Course Dates: August 5, 2020 at 8:30 AM to August 5, 2020 at 3:30 PM  
Description: Are you looking for ways to incorporate purposeful play in your prekindergarten and kindergarten mathematics classroom? Join us as we explore ways to make mathematics learning even more meaningful and engaging. Engage in purposeful mathematics play and leave with an action plan for implementing play in your classroom.  
Course Categories: Math

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Course Title: VIRTUAL: T.A.S.K. learning tools for self-contained classrooms-AM Session  
Course Dates: August 5, 2020 at 8:30 AM to August 5, 2020 at 11:30 AM  
Description: LID teachers will learn and create T.A.S.K. (Training-Academic-and-Systematic-Kits) learning tools to promote communication, learning and independence.  
Course Categories: Special Programs

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Course Title: VIRTUAL: 8th ELA Teacher Academy Day #2  
Course Dates: August 6, 2020 at 8:30 AM to August 6, 2020 at 11:30 AM  
Description: Teacher will participate in collaborative planning for the upcoming school year. Planning will consist of evaluating common assessments, unwrapping TEKS, selecting appropriate instructional strategies for concepts, creating instructional slideshows, and online materials.  
Course Categories: Assessment, Curriculum Development. ELA/Reading

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Course Title: VIRTUAL: Focus on Representing and Solving Addition and Subtraction, Kindergarten-Grade 1 (Limit 40)  
Course Dates: August 6, 2020 at 8:30 AM to August 6, 2020 at 3:30 PM  
Description: Wondering how to lead students to mastery when representing and solving problems with whole number addition and subtraction? Engage with word problem structures that help students see mathematical connections and relationships. Practice representing and solving word problems through the eyes of students to uncover understandings that are still developing. Leave with classroom-ready activities designed to support transfer and lead to mastery. (Limited to 40 participants).

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Course Categories: Math

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Course Title: VIRTUAL: Special Ed Update and Compliance

Course Dates: August 6, 2020 at 8:30 AM to August 6, 2020 at 3:30 PM

Description: Special Education teachers will review the requirements of writing effective IEP goals and objectives along with other tools to support their work.

Course Categories: Special Programs

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Course Title: VIRTUAL: Elementary ELAR/SS CLT meeting

Course Dates: August 6, 2020 at 1:00 PM to August 6, 2020 at 2:00 PM

Description: This meeting is for elementary ELAR and Social Studies academic coaches.

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Course Title: VIRTUAL: 5th - 6th Math Curriculum - Teachers

Course Dates: August 7, 2020 at 8:30 AM to August 7, 2020 at 3:30 PM

Description: Our agenda is an Essential Standards Overview, Curriculum Overview and what's new, Remote Instruction Tips and Tricks, Choice Board Activities, Time to work, Come back together and present Here is the link <https://Zoom.us/j/3522028275?pwd=M2k0cldWM0Z5WStBcGVbVHgrSTg3UT09> Password 121013

Course Categories: Assessment, Curriculum Development, Math

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Course Title: VIRTUAL: Special Education Program Overview

Course Dates: August 7, 2020 at 8:30 AM to August 7, 2020 at 3:30 PM

Description: Special Education teachers will be grouped by program and gain insight and updates on program specific information along with breakout sessions and peer collaboration.

Course Categories: Special Programs

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Course Title: VIRTUAL: MAP Report Training - AM session (Elementary)

Course Dates: August 7, 2020 at 9:00 AM to August 7, 2020 at 12:00 PM

Description: This is a virtual training being offered via ZOOM. This session will focus on supporting elementary teachers.

Course Categories: Assessment, ELA/Reading, Math

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Course Title: Virtual-DHS 9-12 ELAR CLT

Course Dates: August 7, 2020 at 1:00 PM to August 7, 2020 at 2:00 PM

Description: Meeting for 9-12 ELAR Team Leads.

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Course Title: VIRTUAL: MAP Report Training - PM session (Secondary)

Course Dates: August 7, 2020 at 1:00 PM to August 7, 2020 at 4:00 PM

Description: This is a virtual training being offered via ZOOM. This session will focus on supporting secondary teachers.

Course Categories: Assessment, ELA/Reading, Math

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Course Title: VIRTUAL: Elementary Art: Collaborative Planning (K-4th) - limit 10  
Course Dates: August 10, 2020 at 8:30 AM to August 10, 2020 at 3:30 PM  
Description: K - 4th grade art teacher will share lesson plans ideas, art projects, supplies used, classroom management ideas, PLC plans, art club ideas and contests.  
Course Categories: Fine Arts, Technology

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Course Title: VIRTUAL: Special Programs ARD updates and tools  
Course Dates: August 10, 2020 at 8:30 AM to August 10, 2020 at 3:30 PM  
Description: Special education teachers will review disability awareness, supplements and Frontline.  
Course Categories: Special Programs

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Course Title: VIRTUAL: Distant Learning and How to Put Choral Activity Online - limit 20  
Course Dates: August 11, 2020 at 8:00 AM to August 11, 2020 at 3:00 PM  
Description: We will discuss Methods for choral online learning. Presented by Zach Foster and staff.

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Course Title: VIRTUAL: Elementary Art: Creation and Implementation - limit 10  
Course Dates: August 11, 2020 at 8:30 AM to August 11, 2020 at 3:30 PM  
Description: K-4th grade art teachers will each demonstrate the process of teaching and creating the artwork of a lesson that has been implemented in their classroom. Teachers will discuss teaching the lesson. The session will take place at Silbernagel Elementary in the art room D107

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Course Title: VIRTUAL: Vertical Choir Planning - District Choral Planning - limit 20  
Course Dates: August 12, 2020 at 8:00 AM to August 12, 2020 at 3:00 PM  
Description: We will set our calendar for the upcoming year and work on vertical alignment. Presented by Zach Foster and staff.  
Course Categories: Curriculum Development, Fine Arts

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Course Title: VIRTUAL: Elementary Art: Dixon Rep Demonstration - limit 10  
Course Dates: August 12, 2020 at 8:30 AM to August 12, 2020 at 3:30 PM  
Description: Dixon Art Rep will each demonstrate the process of teaching and creating artwork using lessons that use their media. Teachers will discuss the "how" of teaching the lesson.  
Course Categories: Fine Arts

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Course Title: VIRTUAL: Secondary Theater - Classroom management for the Theater teacher - limit 10  
Course Dates: August 13, 2020 at 8:00 AM to August 13, 2020 at 3:00 PM  
Description: Proven strategies on managing the theater class. Presented by Laurel Powell and staff  
Course Categories: Fine Arts

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**Course Title:** VIRTUAL: Elementary Art: Technology in the Art Room - limit 10  
**Course Dates:** August 13, 2020 at 8:30 AM to August 13, 2020 at 3:30 PM  
**Description:** Teaching cross curricular art lessons: demonstrate the process of teaching and creating artwork using lessons that use Technology. Teachers will discuss teaching the lesson.  
**Course Categories:** Fine Arts, Technology

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Appendix D part 2

Sample of Professional Development available throughout the year

<p>CTE Course Support Trainings for Remote instruction. The following is a list of resources that is provided to our CTE department. The resources can be used to enhance the instruction in the CTE classroom and offer resources for remote instruction.</p>		
<p><b>Association for Career and Technical Education (ACTE)</b></p>	<p>CTE Teachers 6-12</p>	<p>Learn about the national association that represents thousands of CTE professionals, all working to make a real difference in students' lives. Explore the array of complementary courses to support distance learning. CTE Learn courses are self-paced specifically for the CTE community, courses focus on practical strategies and techniques that can be applied right away.</p>
<p><b>Texas CTE</b></p>	<p>CTE Teachers 6-12</p>	<p>Find engaging TEKS-aligned classroom resources that you can use with your students as part of classroom instruction or career and industry exploration. Learn about Career &amp; Technical Students Organizations (CTSO's), and find information in regards to CTE teacher professional development association opportunities. Explore the New CTE mentoring Program: Mentoring, introduction-type professional development, including help with lesson planning, assessments, curricular materials, and classroom management, through year-long mentoring activities and just-in-time assistance for new CTE teachers.</p>
<p><b>Texas Gateway</b></p>	<p>CTE Teachers 6-12</p>	<p>Gain instant access to the content you seek (digital resources, videos, and interactives), whether you are looking for “just-in-time” resources that you can leverage during a particular lesson, sequenced binders of instruction that you can assign to students, or self-directed PD training courses that you can take to earn CPE credit hours. This is the gateway to the content you need for your classroom and for yourself, even as these needs shift from day to day.</p>
<p><b>CTE Agriculture: Agriculture Teachers Association of Texas (ATAT)</b></p>	<p>CTE Teachers 6-12</p>	<p>Find and contribute to a list of useful resources designed to target each course in every Program of Study (POS). Capitalize on best practices, and online trainings and workshops.</p>
<p><b>CTE Audio/Video Production: Association of Texas Photography Instructors (ATPI)</b></p>	<p>CTE Teachers 6-12</p>	<p>Gain quality curriculum and classroom resources as well as, up to date information concerning the Audio Video Production Industry in regards to technology and best practices.</p>
<p><b>CTE Business, Marketing, &amp; Finance: Business Professionals of America (BPA)</b></p>	<p>CTE Teachers 6-12</p>	<p>Provides business and information technology educators a variety of resources by offering co-curricular exercises based on national standards.</p>

<b>CTE Health Science: Texas Health Occupations Association (THOA)</b>	CTE Teachers 6-12	Access valuable online classroom resources, mentoring platform, legislative updates regarding educational updates, and participate in conferences.
<b>CTE Human Services (SkillsUSA):</b>	CTE Teachers 6-12	Learn about the Educational Resources Catalog featuring: Career Essentials curriculum designed to support career, access event happenings, and CTSO tool kits.
<b>CTE Law: Texas Public Service Association (TPSA) &amp; National Emergency Communications Certifications (NECC) 911 Academy</b>	CTE Teachers 6-12	TSPA: Access training and earn relevant instructor certifications to enhance student learning opportunities. Receive professional training provided by Texas Commission on Law Enforcement (TCOLE) licensed instructors. NECC: Online platform with resources for instructors to access to prepare students to take the National Emergency Communications Certification (NECC)
<b>CTE Manufacturing: Texas Weld, Texas Industrial Vocational Association (TIVA), and Construction and Maintenance Education Foundation (CMEF)</b>	CTE Teachers 6-12	Texas Weld: Provides online professional development events for instructors, including up to date curriculum, and competition information. Texas Industrial Vocational Association (TIVA): Provides curriculum resources and professional development for manufacturing instructors CMEF: Professional development series provided by industry subject matter experts to welding instructors.
<b>CTE STEM: Project Lead the Way (PLTW), VEX, Edhesive Amazon Future Engineering</b>	CTE Teachers 6-12	Project Lead The Way: provides teachers with the training, resources, and support they need to engage students in real-world learning. VEX: Provides classroom and competition support and insights for STEM instructors. Edhesive Amazon Future Engineer: Amazon Future Engineer is a comprehensive childhood-to-career program to inspire, educate, and train children and young adults from underserved and low-income communities to pursue careers in computer science.
<b>CTE Transportation: Texas Industrial Vocational Association (TIVA) TEST</b>	CTE Teachers 6-12	(TIVA): Provides curriculum resources and professional development for automotive technology instructors.

Appendix D Part 3 Technology Support

Online Resources to support and enhance Instruction. The technology department will support teachers on these online resources. The introduction or training of these applications will be on an as requested basis. Many of the applications just need teacher awareness in order for them to incorporate them into their remote teaching.		
Platform / Topic	Content Area / Audience	Description
<b>BookCreator</b>	All Teachers K-4	A simple way to make digital books online - on Chromebooks, PCs, iPads or tablets. Create. Read. Publish.
<b>BrainPOP (Animated Video Lessons)</b>	All Teachers K-12	Help your curious learners create, construct, and collaborate as they explore their world to stay informed and on-track during distance learning with content including: art, coding, music, health, Social and Emotional learning, engineering, technology, and more.
<b>Britannica School</b>	All Teachers PK - 12	A safe, up-to-date, and age-appropriate information resource for Elementary, Middle, and High School.
<b>CK-12</b>	All Teachers K-12	Interactive learning activities and practice that adapts to individual student performance with high quality free class materials.
<b>ClassDojo (Communication Tool)</b>	All Teachers PreK-8	Learn about ClassDojo and how to securely connect and collaborate with students and families. Collect analytics on views, reach out to families in the language of their choice, share pictures, create activities, and more.
<b>Classkick</b>	All Teachers K-12	Import your existing PDFs and PowerPoints, adding text, audio, and video. The teacher can see a student's progress and intervene as students navigate through assignments.
<b>Common Sense Media</b>	All Teachers K-12	Common Sense is the nation's leading nonprofit organization dedicated to improving the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in the 21st century.
<b>Desmos</b>	Math 9-12	Graph functions, plot data, evaluate equations, explore transformations, and much more – for free!
<b>Discovery Education</b>	All Teachers PreK-12	Learn how to extend students' DE experience to maintain engagement, enhance virtual learning and continuity of learning outside of the classroom with tools that allow you to continue to communicate with your students, facilitate group activities, assign assignments, provide feedback, track student progress, and create a lasting educational impact. Explore the "Grab-and-Go" lessons that offer turn-key assignments and learn more about the following: <ul style="list-style-type: none"> <li>• Personalization</li> <li>• Curated Content</li> <li>• Professional Learning</li> <li>• Creation and Collaboration</li> <li>• Flipped Classroom Strategies</li> <li>• Virtual Field Trips</li> <li>• Ready-To-Go Lesson Activities</li> <li>• Creating Multimedia Lessons</li> <li>• Unleashing Student Creativity</li> <li>• Health Resources (informing your community on ways to stay healthy) Leave with ideas to use in your virtual lessons!</li> </ul>

<b>Edgenuity</b>	English Language Arts, Mathematics, Reading, Science, Social Sciences Teachers 6-12	Learn about the blended learning solution; explore the basics: setting up groups, assigning courses, navigating through the “Help Center.” Become familiar with the full suite of available courses for M-DCPS, including the customized “Camp Edgenuity” courses (English language arts, mathematics, science, social sciences, and mental health) and the “Self-Enrollment” process set up for students to support distance learning.
<b>edpuzzle (Interactive Video Lessons)</b>	All Teachers PreK-12	Learn how to introduce students to self-paced learning with interactive video lessons. Use videos from YouTube, Khan Academy, etc. or add your own voice narration, questions, activities, and more to engage your students.
<b>EduHero (Online Learning Platform)</b>	All Teachers K-12	Teachers can complete most of their required annual training as well as access training to assist with distance learning
<b>Flipgrid (Video Communication Tool)</b>	All Teachers PreK-12	Learn about Remote Learning with Flipgrid and how to promote 21st Century Skills: collaboration and communication. Explore the possibilities of students’ video responses to assignments, discussions, etc. Share “Grids” to encourage class or group discussions, elicit and/or provide student feedback.
<a href="http://Flippity.net">Flippity.net</a>	All Teachers PreK-12	Easily turn a Google spreadsheet into a wide variety of resources for students including bingo games, flashcards, escape rooms, scavenger hunts, timelines, and MORE!
<b>Gale Online Resources</b>	All Teachers	Databases, primary resources, learning resources, online research. Essential, curriculum-aligned content that empowers educators to meet students where they are, solve curriculum challenges, and support each student as they progress from tech savvy users to digitally literate learners.
<b>GoNoodle</b>	All Teachers PreK-4	Activities and games that teachers use during breaks to promote focus through physical activity. "Brain Breaks"
<b>Kahoot!</b>	All Teachers K-12	Kahoot! is a game-based learning platform that brings engagement and fun to 1+ billion players every year at school, at work, and at home.
<b>Khan Academy (Instructional Video Resource)</b>	All Teachers K-12	Learn how to create a set of online tools that help educate students through short lessons in the form of videos, assign supplementary practice exercises, and explore the multitude of available educator resources.
<b>Knowt</b>	All Teachers 7-12	Knowt is an app for iOS, Android, and Web that uses machine learning to automatically turn your notes into review quizzes.
<b>Nearpod (Interactive Lessons)</b>	All Teachers PreK-12	Learn how to utilize Nearpod as part of a larger ecosystem; deliver over 7,500 standards-aligned lessons remotely to digitally transform an existing lesson. Explore the distance learning culture, video (Flipgrid, YouTube, MP4 Files) and new audio features (Immersive Reader), virtual interactions features, flexible learning, and more.
<b>Newsela (Digital Content)</b>	All Teachers K-12	Learn how to use Newsela across all content areas and address the individual reading needs of your students with access to five different readability levels. Explore standards-aligned content, getting started tutorials, on-demand PDs, and more.
<b>Novel Effect</b>	ELA PK-4	Add a little magic to the books you know and love. Read aloud with your favorite print books and our free, award-winning app follows along playing music, sound effects, and character voices at just the right moment.

<b>PBS LearningMedia (Educational Media)</b>	Science K-5	Learn how to bring the world to your classroom with curated, standards-aligned lessons, videos, interactives, lesson plans, and more developed for teachers. Explore the myriad of resources, including current events, award winning series and collections available across all content areas.
<b>Prodigy</b>	Math (1-8)	Prodigy is a zero-cost, curriculum-aligned, adaptive, online game-based learning platform. Featuring over 50,000 math questions spanning Grades 1 - 8, players will get to watch their very own wizard grow stronger, learn new spells and acquire new equipment while facing ever more powerful opponents, all by answering math questions!
<b>QuaverMusic (Online Curriculum)</b>	All Teachers K-1	Learn how to support the development of the whole child through music with a focus on the much-needed development of soft skills such as: self-awareness, relationship skills, personal safety, and more.
<b>Quizizz</b>	All Subjects K-12	Free gamified quizzes for every subject to play in class and at home. Pick an existing quiz or create your own for review, formative assessment, and more.
<b>Quizlet</b>	All Subjects K-12	Quizlet makes simple learning tools that let you study anything. Start learning today with flashcards, games and learning tools
<b>Screencastify</b>	All Subjects K-12	Record, edit, and share your screen and videos. Up to five minutes for free.
<b>Screencast-O-Matic</b>	All Subjects K-12	Record your screen and add narration. Save your recording as a link or a media file. Teachers can use this tool to create tutorials or lessons for classroom instruction. Students can record their ideas about any topic or communicate with others on a deeper level.
<b>Socrative</b>	All Subjects K-12	Engage your students as learning happens with your choice of activity type. Launch a quiz, receive exit tickets, or ask a quick question for instant feedback.

# Appendix E

## Linguistic Accommodations for Online Learning

Language Domain	Linguistic Accommodations	Live Videos	Online Videos	Pre-Recorded Teacher Videos	Additional Digital Resources	Suggested Implementation for Online Learning
Listening	Provide same language peer with native language support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>- Zoom</li> <li>- Google Meet</li> <li>- Nearpod</li> <li>- Fligrd</li> <li>- Padlet</li> <li>- Think Central Personal Trainer</li> <li>- Think Central Interactive Student Edition</li> </ul>	- Provide opportunities for peer discussion through the breakout rooms in live Zooms and/or Google Meet, discussion board or conferencing in Google Classroom.
	Use gestures and movements to provide linguistic support	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Screencastify (Chrome extension)- Zoom Nearpod</li> <li>- Fligrd</li> <li>- Padlet</li> <li>- Think Central Personal Trainer</li> <li>- Think Central Interactive Student Edition</li> </ul>	<ul style="list-style-type: none"> <li>- Incorporate gestures to help students remember specific skills, vocabulary, etc.</li> <li>- Screencastify can be used while doing a read aloud or lesson, have the page or presentation on the screen, as well as, camera in the corner of you so they see your expressions and gestures.</li> </ul>
	Provide visuals, verbal cues, and gestures for simplified to complex/unfamiliar concepts/vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Flocabulary</li> <li>- Brain POP</li> <li>- Brain POP Jr.</li> <li>- Brain POP ELL</li> <li>- YouTube</li> <li>- Think Central Personal Trainer</li> <li>- Think Central Interactive Student Edition</li> <li>- Kahoot</li> </ul>	<ul style="list-style-type: none"> <li>- Use flipcharts, anchor charts, notecards, etc. in teacher recorded videos and in the resource section of Google Classroom.</li> <li>- Pre - Teaching vocabulary using words walls with visuals, interactive activities. .</li> </ul>
	Use simple conversations and adjust rate of speech	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>- Zoom/ Breakout</li> <li>- Google Meet</li> <li>- Flocabulary</li> <li>- YouTube</li> <li>- Seesaw</li> </ul>	<ul style="list-style-type: none"> <li>- Adjust speed while viewing pre recording videos.</li> <li>- Teachers should adjust their speed when recording videos. Use resource that allow the rate of speed to be adjusted such as Flocabulary and YouTube.</li> </ul>

					<ul style="list-style-type: none"> <li>- Zoom Breakout Rooms</li> <li>- Google Meet</li> <li>- Flipgrid</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher/Student conversations through virtual meetings and breakout rooms using Zoom and/or Google Meet.</li> <li>-Teacher responding and Student responses to interactive activities using Flipgrid and Seesaw.</li> </ul>
Utilize closed captioning	☑	☑	☑		<ul style="list-style-type: none"> <li>- Raz-Kids</li> <li>- EPIC</li> <li>- Flocabulary</li> <li>- You Tube</li> <li>- Brain POP</li> <li>- Brain POP Jr.</li> <li>- Brain POP ELL</li> </ul>	<ul style="list-style-type: none"> <li>- Use digital tools that allow closed captioning such as Brain Pop, Raz-Kids, EPIC, Flocabulary, and YouTube.</li> </ul>
Pre-Teach vocabulary before discussions	☑	☑	☑		<ul style="list-style-type: none"> <li>- SpellingCity</li> <li>- Brain POP</li> <li>- Brain POP Jr.</li> <li>- Brain POP ELL</li> <li>- Flipgrid</li> <li>- Think Central Personal Trainer</li> <li>- Think Central Interactive Student Edition</li> <li>- Kahoot/ Kahoot Live</li> <li>- Zoom</li> <li>- NearPod</li> </ul>	<ul style="list-style-type: none"> <li>Use flipcharts, anchor charts, notecards, etc. in teacher recorded videos, live Zooms, Google Meets, and in the resource section of Google Classroom.</li> <li>- Pre teaching vocabulary using word walls with visuals provided through NearPod, Kahoot, Zoom, Google Meet, Flip grid, spelling city, etc.</li> </ul>
Teach and provide opportunities for students to request clarification, repetition, and rephrasing	☑	☑	☑		<ul style="list-style-type: none"> <li>- Screencastify (Chrome extension)</li> <li>- Zoom</li> <li>- Google Classroom</li> <li>- Padelet</li> <li>- Flipgrid</li> <li>- Seesaw</li> <li>- NearPod</li> </ul>	<ul style="list-style-type: none"> <li>-Provide opportunities for clarification, repetition and rephrasing through the discussion and conferencing in Google Classroom.</li> <li>-Familiarize students with online tools and participation techniques (raise your hand, thumbs up, etc.).</li> <li>- Padlet, Flipgrid and Nearpod also provide discussion boards.</li> </ul>
Allow wait time	☑	☑	☑		<ul style="list-style-type: none"> <li>-Zoom</li> <li>-Screencastify</li> <li>-Goggle Classroom</li> <li>Kahoot</li> </ul>	<ul style="list-style-type: none"> <li>- Build in wait time in teacher recorded videos or live videos.</li> <li>- This feature may already be available in prerecorded videos. Exclude timers from Nearpod lessons, Brain POP, or any other digital tools where response times can be adjusted.</li> </ul>

	Allow extra time for complex and unfamiliar academic material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-Google Classroom Google Meet -NearPod -Flipgrid -Seesaw -Zoom	- Provide digital resources and assignments prior to discussion to allow for additional processing time.  -Exclude timers from Nearpod lessons, Brain POP, or any other digital tools where response times can be adjusted.  -Assign Due dates ahead of time for students to complete assignments.  -Allow extra time on Zoom and/or Google Meet meetings and discussion times.
Speaking	Provide pair-share opportunities in simple conversations	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	- Google Classroom Discussions - Flipgrid - SeeSaw - Padlet - NearPod - Zoom/Breakout Room	-Provide opportunities for peer discussion through the discussion board or conferencing in Google Classroom.  - Padlet, Fligrd and Nearpod provide pair-share opportunities. - Zoom and/or Google Meet meetings can have breakout rooms with premade digital google slides for students to respond to questions.
	Provide word bank of key vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	- Kahoot  - Brain POP - Brain POP Jr. - Brain POP ELL - SpellingCity - Google Classroom	-Use flipcharts, anchor charts, notecards, realia, etc. in teacher recorded videos and in the resource section of Google Classroom or in Nearpod lessons.  - Pre Teach vocabulary using words walls with visuals.
	Model pronunciation of social and academic language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	- Google Classroom - Brain POP ELL - Google Chrome Extensions - Zoom - Screencastify - Flipgrid - Seesaw	--Repeat key vocabulary within teacher recorded videos or conferencing in Google Classroom.  - Hear it Say it on Brain POP ELL. - Students can practice using Flipgrid and Seesaw, where they can play the audio to themselves to hear the pronunciation.
	Allow extra processing time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-NearPod Google Classroom Flipgrid Seesaw	- Build in wait time in teacher recorded videos. -This feature may be available in pre-recorded videos or the student may stop and start the video as needed.  -Build in sentence starters, provide examples and chunk information to help students formulate a response.

						-Students will have multiple attempts to respond using NearPod, Flipgrid, Seesaw.
Provide sentence stems with simple to complex sentence structures and tenses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		-Google Classroom Nearpod Fligrid -Seesaw Zoom Chat Box	-Embed sentence stems within lessons using Google Classroom, Nearpod, Fligrid or other digital resources.  - Show students how to use them online with peers. - Provide online collaborative opportunities.
Model English usage,  *recast English usage errors	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		Google Classroom Discussions -Flipgrid SeeSaw Padlet NearPod Zoom and or Google Meet Rooms Google Meet Screencastify	- Restate student's answer in a natural and positive manner with correct English usage.-Embed proper English usage within lessons using Google Classroom, Nearpod, Fligrid or other digital resources.  - Provide online collaborative opportunities.
Allow opportunities for extended discussions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Google Classroom Discussions -Flipgrid SeeSaw Padlet NearPod Zoom and or Google Meet Rooms Google Meet Screencastify	- Provide opportunities for peer discussion through the discussion board or conferencing in Google Classroom, Nearpod, Fligrid or other digital resources.

Language Domain	Linguistic Accommodations	Online Videos	Online Videos	Pre-Recorded Teacher Videos	Additional Digital Resources	Suggested Implementation for Online Learning
Reading	Organize reading in chunks	☑	☑	☑	Google classroom- NearPod Zoom and or Google Meet Rooms Screencastify	- Instructional material should be presented over multiple lessons or multiple days to allow students' to process and scaffold learning.
	Allow adapted grade-level comprehension/ analysis tasks including drawing, use of native language, and peer support	☑	☑	☑	-Epic -Raz-Kids -Google classroom NearPod Flip-grip Zoom and or Google Meet Rooms Screencastify	Provide differentiated resources, instruction and assignments. -Students may draw and take a picture of the drawing to submit their product or use digital tools such as Nearpod, flip-grip, etc to draw. Raz-kids and Epic digital platforms allow you to search for nonfiction texts by reading level. . - Student lists can be assigned so students can access by logging in with Google.
	Practice high frequency and concrete terms	☑	☑	☑	Screencastify (Chrome extension) - Zoom Nearpod Fligrid Padlet Kahoot Google Meet	-Provide meaningful opportunities for students to practice using the terms during peer discussion through the discussion board, conferencing in Zoom/ Google Classroom and assignments. -Build in read alouds that include high frequency words and concrete terms.
	Use visual and linguistic supports (can include closed captioning, read alouds, anchor charts and vocabulary )	☑	☑	☑	-Google classroom -Screencastify (Chrome extension) - Zoom -Nearpod -Fligrid -Padlet -Kahoot	-Use flipcharts, anchor charts, notecards, realia, etc. in teacher recorded videos and in the resource section of Google Classroom. -Use digital tools that allow closed captioning such as Nearpod lessons created by the teacher. Utilize online picture dictionaries. Nearpod along with many other websites offer virtual field trips.

	Provide dictionaries (ESL, Bilingual, standard English dictionary, monolingual foreign language dictionary, dictionary/thesaurus, picture dictionary, sign language dictionary, Google Translate, etc.)	☑	☑	☑	Google dictionary Google translate Google Chrome Extensions	-Provide a list of links on Google Classroom of online ESL and bilingual dictionaries, standard English dictionaries, monolingual foreign language dictionaries, thesaurus, picture dictionaries, sign language dictionaries and Google Translate. -Teach students how to create personalized dictionaries through Google or apps. -Use digital resources that have embedded dictionaries such as MyOn.
Writing	Provide word banks	☑	☑	☑	-Spelling City -Google classroom -Screencastify (Chrome extension) - Zoom/Google Meet -Nearpod -Fligrid -Padlet -Kahoot	-Use flipcharts, anchor charts, notecards, realia, etc in teacher recorded videos and in the resource section of Google Classroom. -Preteach vocabulary using word walls and word banks with visuals. -Use digital tools such as Flipgrid or Nearpod to provide opportunities for students to practice key words in writing assignments.
	Provide grade-level appropriate, scaffolded writing assignments in accordance with student's proficiency level.	☑	☑	☑	Google classroom -Screencastify (Chrome extension) - Zoom-chatbox -Nearpod -Fligrid -Padlet -Kahoot	-Instructional material should be presented over multiple lessons or multiple days to allow students' to process and scaffold learning. Allow students to orally brainstorm. Use graphic organizers for prewriting. Allow for student dictated response.
	Provide simple and complex sentence stems in accordance with student's proficiency level	☑	☑	☑	Google classroom -Screencastify (Chrome extension) - Zoom-chatbox	- Embed sentence stems within lessons using Google Classroom, Nearpod, Flipgrid or other digital resources. - Teach students how to use them in writing and in daily life.

					-Nearpod -Fligrid -Padlet -Kahoot Nearpod	
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