

ACPS Professional Development Calendar

2021-2022

Below are professional development activities that have been scheduled for the 2021-2022 school year. Any of these may be subject to change, cancellation, or additions as they are scheduled. In the event of a change, information will be emailed to principals and/or employees. If you have questions about the activity, please see your principal first, and then email the contact person listed. All professional development workshops must be approved and requested through the building principal before submitting a registration/travel request.

Principals who approve a workshop request for a VASCL (Virginia School Consortium for Learning), VASCD (Virginia Association for Supervision and Curriculum Development), or VC CEE (University of Lynchburg Center for Economics Education) workshop may have the applicant fill out a registration form from the site and send in with the travel request. These must be approved by Dr. Norman or Mr. Gallagher before registering.

Additional Professional Development opportunities will be broadcast through the Human Resources office throughout the school year as they are announced by the providing agency.

Autism Module Training Series: (Made available through Virginia Commonwealth University): Completion of this professional development activity is estimated to require two to three professional hours (self-paced) and must be completed within the 60-day timeframe from hire date. Employees choosing this option must complete all six modules, provide documentation of passing quiz results for each module, and complete the two practical assessments in order to receive 5 CEUs. Quiz results and practical assessments must be turned in to the Supervisor of Student Services for review (and approval no later than the 60th day from hire.)

Web Link: <https://wcuautismcenter.org/te/courses>

Module 1 – Intro to Autism (estimated time: 20 min)

Module 2 – Communication Strategies (estimated time: 20 min)

Module 3 – Comprehensive Instructional Programming (estimated time: 50min)

Module 4 - Environmental Structure and Visual Supports (estimated time: 20 min)

Module 5 - Interfering Behavior and ASD (estimated time: 20 min)

Module 6 – Social Skills Instruction (estimated time: 20 min)

Contact: Josh Neighbors, Supervisor of Student Services, jneighbors@amherst.k12.va.us

Self-Paced

VASCD Micro-credentials

Target Audience: VASCD Micro-credentials are for TEACHERS who:

- want professional learning that is about more than counting points and checking boxes.
- can make choices and be self-directed in their learning.
- are ready to complete a performance assessment of a challenging skill and submit evidence for external assessment.

Date and Time: Self-Paced

Cost: \$120

Location: Online

Description: VASCD Micro-credentials are for SCHOOL DIVISIONS where:

- deeper learning for all students is a priority.
- even the best teachers' continuous learning is valued.
- teachers serve as important models and mentors for colleagues.
- incentives or recognition exists for teachers whose skills are externally validated.

A micro-credential is a performance assessment of a skill related to the Profile of a Virginia Classroom. These skills are selected because they promote deeper student learning and align with the Profile of a Virginia Graduate. To earn a micro-credential, the teacher completes a job-embedded performance assessment, demonstrating competence in the skill through evidence collected in the course of regular instruction.

VASCD micro-credentials have three parts:

1. a short narrative in which the teacher responds to a set of focus questions.
2. one or more activities, typically extending over the course of multiple lessons, in which the teacher demonstrates the skill and collects the required evidence.
3. a narrative in which the teacher responds to a set of reflection questions.

Getting Ready

A micro-credential is not a course, and there is not an instructor. Teachers review the success criteria, determine their ability to meet those criteria, and seek out and choose the learning opportunities they need in order to be ready. Learning resources are provided, but are optional. Teachers may use these resources as they prepare for the activity; they may also choose to enlist support from a colleague or they may choose to participate in an event such as a webinar, class, or conference. Learning is encouraged! At the same time, teachers who are already competent in the skill may decide to dive into the activity without accessing learning resources. This is up to the individual teacher.

Getting Feedback

An external assessor uses a rubric to provide descriptive feedback after each part of the work (1-3 above) is submitted. Evidence that does not meet criteria can be resubmitted based on the feedback.

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei51vlwgee3ace99&oseq=&c=&ch=>

September

2

Engaging All Students in the Math Classroom with Desmos

Target Audience: K-12: Math Teachers, Math Specialists, Instructional Coaches, Instructional Technology Coaches

Date and Time: September 2, 2021: 5:00 – 6:00 PM

Cost: Free

Location: Online

Description: As This webinar will provide math educators at any level with an introduction to the Desmos mission to help every student learn math and love learning math. What is Desmos? How is Desmos making a difference for students? Why does Desmos work with students of all ages and demographics? This free webinar provides context for teachers interested in using Desmos. It is a great overview and relevant to K-12 teachers of math, curriculum coordinators, math specialists, and coaches who want to dig in deeper as participants in the indepth virtual Desmos "choice board" workshops that will occur in September as differentiated opportunities.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/engaging-all-students-in-the-math-classroom-with-desmos?Itemid=177>

Building Better Assessments through Performance and Balanced Assessments

Target Audience: Grades 3-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: September 13, 1:00 – 3:00 PM

Cost: \$30

Location: Online

Description: This session will familiarize participants with the fundamentals of performance assessment development by exploring how to unpack standards to craft high-quality learning goals, develop tasks that measure deep understanding and transfer of learning, create instructions that reflect learning goals and communicate clear expectations for student performance, and develop scoring rubrics that provide informative instructional feedback and align with the standards delineated by the VDOE Quality Criteria Tool.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/building-better-assessments-through-performance-and-balanced-assessments-september-13?Itemid=177>

14

Making Desmos A Great Math Tool for Learners Workshop Series I

Target Audience: K-12: Math Teachers, Math Specialists, Instructional Coaches, Instructional Technology Coaches

Date and Time: September 14, 8:45 AM – 3:00 PM

Cost: \$90

Location: Online

Description: This fabulous session is set up as a *differentiated choice board workshop opportunity* for novice to experienced math educators who want to develop and extend Desmos use. When you attend on Sept 14, you will be able to select into the sessions you need when you enter the zoom room. Our team of top-notch math specialists will be there to facilitate and work with you through their customized virtual lesson design. Some sessions are scheduled in both the morning and the afternoon blocks.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/making-desmos-a-great-math-tool-for-learners-workshop-series-i?Itemid=177>

14

Building Better Assessments through Performance and Balanced Assessments

Target Audience : Grades 3-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: September 14, 9:00 – 11:30 AM

Cost: \$30

Location: Online

Description: This session will familiarize participants with the fundamentals of performance assessment development by exploring how to unpack standards to craft high-quality learning goals, develop tasks that measure deep understanding and transfer of learning, create instructions that reflect learning goals and communicate clear expectations for student performance, and develop scoring rubrics that provide informative instructional feedback and align with the standards delineated by the VDOE Quality Criteria Tool.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/building-better-assessments-through-performance-and-balanced-assessments-september-14?Itemid=177>

16

Designing Authentic Performance Tasks and Rubrics

Date and Time: September 16, 21 and 23: 3:30-5:00 pm

Cost: \$65 each for \$175 for all 3 Sessions

Location: Online

Description: The use of performance tasks offers educators opportunities to assess and facilitate deeper learning through authentic and engaging means. But what are some elements of task design that

facilitate true transfer and application of learning? And how can rubrics be used to support student goal-setting, feedback, self-assessment? The format for these topics will be a series of sessions.

Session one will examine characteristics of high-quality performance tasks and projects, including the importance of working backward from worthy objectives that encourage application and transfer of learning.

Session two will explore tools and practices for designing high-quality performance tasks that address these worthy objectives.

Session three will be focused on designing valid and reliable rubrics that can be used to both promote and evaluate learning when using performance tasks or projects.

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei1a7ozge02f18fb&oseq=&c=&ch=>

21

Making Desmos A Great Math Tool for Learners Workshop Series II

Target Audience : K-12 Math Teachers, Math Specialists, Instructional Coaches, Instructional Technology Coaches

Date and Time: September 21, September 28 and October 5, 2021: 4:00-6:00 PM

Cost: \$90

Location: Online

Description: This fabulous session is set up as a *differentiated choice board workshop opportunity* for novice to experienced math educators who want to develop and extend Desmos use. When you attend this workshop series, you will be able to select into the sessions you need when you enter the zoom room. Our team of top-notch math specialists will be there to facilitate and engage with you through their customized virtual lesson design. Please use the information below to help you select the workshops you plan to attend on each date of this series.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/making-desmos-a-great-math-tool-for-learners-workshop-series-ii?Itemid=177>

22

Implementing Inquiry Design Model in your Classroom

Target Audience: Grades 3-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: September 22, September 29 and November 16, 2021: 4:30-6:00 PM

Cost: \$90

Location: Online

Description:

The goal of this series of three workshops is to introduce History/Social Science Classroom Teachers, Curriculum Specialists, and Instructional Leaders to the Inquiry Design Model (IDM), a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids over prescription, and focuses on the main elements of the instructional design process. After being introduced to the IDM, participants will be asked to select an inquiry to implement with students in their schools. During the second session, participants will have the opportunity to work with their peers in the Subject Area Cohort to prepare for effective implementation of the inquiry over the following two months. For the final workshop, participants will bring samples of student work from the inquiries they have implemented and engage in a collaborative scoring session of these summative assessments using the common state rubric.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/implementing-inquiry-design-model-in-your-classroom?Itemid=177>

22

Disruptive Thinking in Our Classrooms-Webinar Series

Date and Time: September 22, October 6, October 20 and November 10, 2021: All sessions begin at 4:00 pm

Cost: \$149

Location: Online

Description: Disruptive Thinking in Our Classrooms: Preparing Learners for Their Future

The world has and continues to change in ways that are difficult to predict. Regardless of the forces at hand educators play a pivotal role in preparing students for success now and in the future. The best way to do this is to create a disruptive thinking culture in our classrooms and schools that future-proofs learning for ALL kids! It's time to challenge the status quo when it comes to teaching and learning in our classrooms. Our learners—and their future in a bold new world—depend on us.

September 22 - Session 1: Re-Thinking "Normal"

Disruption is here to stay, and this will most certainly influence the future world of work. Learners need a refined set of literacies to succeed no matter what is thrown at them. This session will dive into what this looks like as well as how educators need to shift their mindset to prepare kids for an unpredictable world. Attendees will leave with specific action steps to lead change in their classrooms and schools to create a new normal.

October 6 - Session 2: Re-Thinking Learning

Learning needs to be an active process that combines instructional and pedagogical techniques that are research-based. These should both challenge kids to think and apply what they are learning in relevant and meaningful ways aligned to real-world problems. During this session, participants will be exposed to specific strategies that will help students to develop critical competencies to become disruptive thinkers.

October 20 - Session 3: Re-Thinking the Learner

Learning is a process, not an event. Thus, it is imperative to create experiences that are equitable and meet the diverse needs of all kids. During this session, attendees will dive into personalized strategies such as blended learning with an emphasis on station rotation, choice boards, playlists, and the flipped classroom. They will also learn how to create environments reflective of the real world, both physical and virtual, that will allow learners to fully employ disruptive thinking.

November 10 - Session 4: Re-Thinking Our Mindset

We often teach the way we were taught and lead the way we were lead. A disruptive thinking culture relies on our ability to leverage outlier practices in ways that are more beneficial to students. During this session, attendees will dive into these such as grading, homework, feedback, and reflection to drive better outcomes. They will also learn to shift their mindset in ways that builds priceless relationships with students and colleagues alike.

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei2zdmou669d9198&oseq=&c=&ch=>

23

Demarginalizing Design, Using Solve in Time!

Target Audience: Grades 6-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: September 23, September 30 and October 7, 2021: 5:00-6:30 PM

Cost: \$90

Location: Online

Description: This learning experience will be conducted on zoom over three sessions. Using a problem-based learning activity, participants will explore how the design-thinking process can help solve problems related to inequity in education. This workshop series is focused on inequitable practices and policies within the school setting and not only recognizing them, but creating a framework for discussion, defining of key terms, deconstructing their origin and impact, and designing solutions that can become action-plans for systemic change.

Participants will define and deconstruct key terms such as racism, isolationism, classism, sexism and ageism to build greater cultural competency and increase their problem-solving skills.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/demarginalizing-design-using-solve-in-time?Itemid=177>

30

Ongoing Assessment and Effective Feedback to Drive Learning

Date and Time: September 30, 2021: 4:30-6:00 PM

Cost: \$65

Location: Online

Description: Help students learn to persist, reflect, and strengthen their skills using feedback and formative assessment techniques.

For students to progress forward on their individual learning trajectories, they need information about 1) what learning objectives they are working towards, 2) where they are in relationship to those learning objectives, and 3) how they can close the gap between where they are now and where they need to be. Used in tandem, ongoing classroom assessment and feedback are among the most effective tools a teacher has to provide students with this information and promote learning.

This session relates to VASCD's Profile of a [Classroom Brief: Embedding Assessment and Feedback](#).

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei1aargyea7defd1&oseq=&c=&ch=>

October

5

Don't Kick Me Out - Invite Me In! (Discipline Through an Equity Lens)

Date and Time: October 5, 2021: 5:00 PM

Cost: \$65

Location: Online

Description: "Discipline" doesn't have to be a synonym for "punishment", and punishment rarely improves behavior.

Instead, we should intentionally build environments in which all students experience a sense of belonging and systems where they can learn and practice strategies for managing their responses. This session will look at discipline from an equity perspective and highlight practices that emphasize self-regulation and social-emotional learning over exclusion and sanctions.

This session will include insights and strategies useful to both teachers and administrators, and is especially recommended for emerging and beginning administrators.

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei19up7pbabdeb1d&oseq=&c=&ch=>

6

Building Students' Investment in Learning

Date and Time: October 6 and 13, 2021: 3:30-5:00 PM

Cost: \$120

Location: Online

Description: Do your students show up every day with a drive to learn, persisting even when it's not easy? Or do you find yourself cajoling, coercing, even bribing them with grades? These sessions will give you strategies to support students' development of self-efficacy and personal investment, creating a teacher-student partnership in the learning process. These sessions relate to VASCD's Profile of a Classroom Brief: [Redefining Teacher and Student Roles](#).

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ei1a58xg50d5333a&oseq=&c=&ch=>

12

Rethinking Secondary Literacy Intervention: Taking a Strengths-Based Approach to Improving Adolescents' Literacy Skills

Target Audience: Grades 3-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: October 12, 19 and 26: 4:00 – 5:30 PM

Cost: \$90

Location: Online

Description: What do adolescent learners who aren't meeting literacy benchmarks need? This research-based workshop will focus on how to assess and determine literacy needs for students in grades 4-12, including determining if they need foundational literacy skills instruction as well as how to support weak comprehension and vocabulary knowledge. Participants will learn how to develop instructional strategies to ensure success across ELA and content area classes. The presenter will share the latest research and trends in rethinking literacy interventions at the secondary level that will empower as well as support learners in their literacy growth. The presenter will take a strengths-based approach to evaluating and building on adolescents' literacy skills. Participants will explore how to evaluate secondary learners' current skills, and then focus on how to leverage their strengths to bolster their comprehension and vocabulary skills, thereby improving their literacy skills in an age-appropriate way.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/rethinking-secondary-literacy-intervention-taking-a-strengths-based-approach-to-improving-adolescents-literacy-skills?Itemid=177>

20

Big Little Things: 40 Tools for Building a Better Classroom

Target Audience: Grades K-12: Teachers, Coaches, Curriculum Leaders, Administrators

Date and Time: October 20: 9:00 AM – 3:30 PM

Cost: \$169

Location: Holiday Inn, Charlottesville

Description: If we want students to go more deeply into any subject matter, a collaborative approach that allows for choice and variable speed when it comes to meeting learning targets are both needed. If we want students to be more engaged in the learning process, classrooms must be safe places where students can make mistakes and not fear failure. Teachers who pay attention to the processes and procedures in their classrooms are able to lay the foundation for deep, powerful learning experiences. During this highly interactive (and fun!) workshop, Ron Nash will model more than a dozen practical strategies that teachers can use immediately to engage students actively in their own learning, including standing pair share, paires squared, paired verbal fluency, synetics, give one/get one, and a variation on Suchman's Inquiry Model. The workshop will show teachers how the conditions for deep learning often depend on some BIG little things that will enhance and accelerate a process of continuous improvement in any classroom. Participants will receive a copy of Big Little Things: 40 Tools for Building a Better Classroom (2019) by Ron Nash, along with a multi-page handout for classroom strategies.

Register: <https://www.vascl.org/component/zoo/pd-conferences-2021-2022/big-little-things-40-tools-for-building-a-better-classroom?Itemid=177>

December

7

2021 VASCD Annual Conference

Date and Time: December 7-8, 2021 (In-person), December 8-9, 2021 (Online)

Cost: \$340 (In-person), \$280 (Online), \$450 (In-person and access to recordings of the online sessions)

Location: In-person at the Williamsburg Lodge in Williamsburg, VA

Description: In the middle of difficulty lies opportunity. - Albert Einstein

If Einstein was right, then the past two years have left us with enormous opportunity—to personalize and deepen learning for our students, strengthen our relationships, and advance the aims of equity. Join us to build your network, share ideas, and learn from our amazing presenters.

VASCD's 2021 Annual Conference is a new kind of Hybrid!

YOU CHOOSE the way you want to attend.

Attend in person at the Williamsburg Lodge and recapture the joy of engaging in person with presenters and colleagues; OR

Enjoy the convenience of learning from home via our online conference; OR

Register for BOTH! Join us in Williamsburg AND access virtual concurrent sessions not offered at the in-person conference, available until Dec. 22.

Both conferences will feature our four outstanding keynoters, opportunities to connect with sponsors and exhibitors, and dozens of concurrent sessions related to our themes:

Deep Learning

Visible Equity

Strong Community

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07ehtg6wy5ea5b2ae1&oseq=&c=&ch=>

November

18

Student Centered Coaching

Date and Time: Blended or in-person- You Choose!

Cost: \$115 (In-person), \$85 (Online), \$185 (Blended: In-person/Online)

Location: BRCC Plecker Center, Weyers Cave, VA and Online

Description:

November 18, 2021: Building Principal and Coach Partnerships

Schools are complex systems and it's no wonder that leading one is not easy. But strong partnerships can make the job less challenging. When the principal and coach are clear on school improvement initiatives, what high-quality instruction looks like, and how the coaching model supports these efforts, things fall into place. We recommend attending with your principal, but it is not required. Build strong principal and coach partnerships by learning the following:

How the roles of principal and coach work together

Strategies for aligning coaching with school improvement processes

Effective practices for principal and coach meetings

Online Course Overview: Digging Deeper into Student-Centered Coaching

Engage in a self-paced course that will take your coaching deeper between sessions. Since the course is self-paced, we recommend taking it with colleagues to facilitate collaboration and discourse as you move through the sessions. Sessions will focus on the following topics and will involve between 1-2 hours of learning. Participants will receive a certificate of clock hours at the end of the course.

Session 1: Strategies for Reflective Dialogue

Session 2: Mini Coaching Cycles

Session 3: Co-Planning and Co-Teaching with Teachers and Teams

Session 4: Strategies for Measuring Our Impact

Register:

<https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eig7uamu4ce72f41&oseq=&c=&ch=>