



# DeSoto County Schools

Excellence is a Commitment

Professional Development

2010-2011 School Year

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DESOTO COUNTY SCHOOLS  
PROFESSIONAL DEVELOPMENT HANDBOOK  
2010-2011

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Ashley Bynum, Language Arts Specialist  
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# DESOTO COUNTY SCHOOLS PROFESSIONAL DEVELOPMENT PROGRAM

## GOAL:

The goal of the DeSoto County Schools Professional Development Program is to continuously increase student achievement through sustained and ongoing professional development activities for faculty and staff. The program includes continuing education opportunities at the school, district, state, and national levels. Activities are planned based on needs assessments compiled at both the school and district levels. Professional Development opportunities include focused faculty meetings, study groups, and approved learning experiences at external sites.

## DISTRICT REQUIREMENTS:

All staff members are required to plan, initiate, and complete a Professional Improvement Plan (PIP) each school year. Each faculty and staff member will coordinate with his or her supervisor to develop and coordinate his or her PIP.

Verification of the completion of a PIP is required for contract renewal for the following school year. Verification of completion will be documented by the supervisor, and copies of the plan will be filed at both the school and district level.

## 2010 – 2011 DISTRICT GOALS:

1. Data-Driven Instruction
2. Inquiry Based Instruction
3. Student Engagement

# PROFESSIONAL IMPROVEMENT PLAN

**DESOTO COUNTY SCHOOLS  
PROFESSIONAL IMPROVEMENT PLAN  
DOCUMENTATION FORM**

**DISTRICT PLAN**

**Goal 1: Raise achievement levels for all students and close the achievement gap**

A. District wide performance in Language Arts (LA) and Mathematics (Mathematics) MCT2 and SATP (state tests) will increase in the next academic school year.

1. District student achievement will increase at a rate greater than the state.
2. District subgroup student achievement will increase greater than state subgroups.
3. The district Adequate Yearly Progress (AYP) results will continue to improve within the forthcoming year cycle in the aggregate and in each subgroup in both LA and Math.

B. All schools will make AYP.

1. School AYP results will continue to improve within the forthcoming year cycle in LA and Math in the aggregate and in subgroups.
2. All School Improvement Plans (SIP) will include attendance objectives and measurable MCT2 and SATP improvement targets for the aggregate and subgroups.

C. All students will graduate from one of the diploma tracks offered in the District.

**Goal 2: Establish a system for longitudinal assessment of student progress**

Design and implement a system to determine individual student growth over time by refining professional development geared toward MAP, CLASSWORKS, and CPAA.

1. Documentation of how the progress monitoring tools are being used at the school level.
2. Implement necessary professional development using the system.
3. Staff and administrators document MAP, CLASSWORKS, and/or CPAA trainings.

**Goal 3: Develop a strategic plan for education to guide decision making beyond the 2010 – 2011 school year.**

1. Articulate an educational plan of effective instruction, grade structure, model programs, policies, and parent/community engagement.
2. Utilize information and outcomes garnered from a survey and study of community stakeholders.
3. Align the facility inventory needs and the outcomes of the Needs Assessments to insure support of educational goals.

**Goal 4: Nurture and grow partnerships with an area of emphasis in academic and extracurricular organizations.**

1. Create an inventory of current partnerships, i.e. YMCA.
2. Assess the breadth, depth, and impact of each partnership.
3. Develop proposals for improvements and future collaborations.

**Utilization of the District Data Summary**

The data is used by the district and schools as a part of ongoing improvement planning. Each school is responsible for summarizing overall achievement, showing progress in closing the achievement gap, and identifying specific areas of concern and focus. This information becomes part of the district/school's improvement plan. Each year the data is updated, progress is reviewed, and School Improvement Plans are updated as part of a continuous improvement cycle.

DESOTO COUNTY  
PROFESSIONAL IMPROVEMENT PLAN  
DOCUMENTATION FORM

Name: \_\_\_\_\_

School: \_\_\_\_\_

Position: \_\_\_\_\_

School Year: \_\_\_\_\_

Your Professional Improvement Plan (PIP) should impact professional growth and have an effect on student achievement. Activities that you may include in your plan are: Activities Required by the District, Study Groups, Continuing Education Units (CEU), Focused Faculty meetings, Meetings/Conferences/Institutes, Clinical Supervision, and other activities pre-approved by your administrator. Listed below each goal or area of focus, you will find examples offered. You should note that these examples are not all inclusive; however, they do align to current district initiatives. Under that are a few lines for you to describe your goal and how you plan to reach that goal in the coming school year.

Improvement Goals and Areas of Focus:

1. Data-Driven Instruction

- MAP Training
- CPAA Training
- CLASSWORKS

Target Goal and Description of How the Goal Will Be Attained:

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2. Inquiry-Based Instruction

- Cooperative Learning and Collaboration
- Interdisciplinary or cross-curricular lessons using MDE Frameworks
- Multiple Intelligences

Target Goal and Description of How the Goal Will Be Attained:

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3. Student Engagement

- Kagan Structures
- Thinking Maps
- Other Hands-on Learning Situations

Target Goal and Description of How the Goal Will Be Attained:

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Participant's Signature: \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

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Verification of Completion

Participant: \_\_\_\_\_

Date: \_\_\_\_\_

Principal: \_\_\_\_\_

# Professional Improvement Plan Example – September

The following document is an example of a correctly completed Professional Improvement Plan. This portion of the PIP is to be completed by the employee in coordination with his or her supervisor. Following completion, this document is submitted to the School Professional Development Clerk.

All PIP (pink copies) should be completed and submitted by the Professional Development Clerk to the Office of Curriculum and Instruction on or before September 10, 2010.

## Tips:

- "Improvement Goal" number 1 should align with "Planned Activity" number 1. "Improvement Goal" number 2 should align with "Planned Activity" number 2.
- List multiple activities for achieving each goal.
- When completing the September copy of the PIP, the following items should not be completed: documentation of completion and date completed.
- When the September copy is completed, the "Verification of Completion" should not be signed. "

# Professional Improvement Plan Example – April

The following document is an example of a correctly completed Professional Improvement Plan. Once the faculty or staff member participates in the planned activities to meet the improvement goals or address the areas of focus, he or she will complete the "Documentation of Completion" and "Date Completed." The supervisor and the participant will then sign "Verification of Completion".

The Professional Development Clerk will submit all completed Professional Improvement Plans (green copies) to the Office of Curriculum and Instruction on or before April 18, 2011.

# PEER OBSERVATION FORM

PEER OBSERVATION FORM  
(Duplicate as Needed)

Visiting a colleague is a useful way to learn how others have implemented ideas and carry out job responsibilities. Upon completion of a peer observation/visit complete the form below. Retain one copy for personal files; submit one copy to the Professional Development Office, and one copy to your principal.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Date of visit: \_\_\_\_\_

Name of peer to be observed: \_\_\_\_\_

Subject/grade/or job to be observed: \_\_\_\_\_

Before the visit, complete the following questions:

1. What do you expect to learn as a result of this observation?
  
  
  
  
  
  
  
  
  
  
2. How will this observation be linked to student achievement?

Following the observation, answer the following questions:

1. What have you learned from this observation?
  
  
  
  
  
  
  
  
  
  
2. How will you use this information in your job setting?
  
  
  
  
  
  
  
  
  
  
3. What outcomes do you hope to achieve as a result of this observation?

PEER OBSERVATION FORM  
(Duplicate as Needed)

The peer who is observed must complete this form. One copy is to be retained for personal files; one copy is to be submitted to the Professional Development Office, and one copy to your principal.

On \_\_\_\_\_, \_\_\_\_\_ observed  
(Date) (Teacher/teacher assistant/clerical staff)

in my work area. This observation was completed in the area of

\_\_\_\_\_.

Signed: \_\_\_\_\_

School: \_\_\_\_\_

Date: \_\_\_\_\_

PROFESSIONAL DEVELOPMENT  
LIBRARY

## PROFESSIONAL DEVELOPMENT LIBRARY

### GENERAL:

*The Global Achievement Gap* – Tony Wagner

*Our Iceberg Is Melting* – John Kotter

*The Effective Teacher* – Harry K. Wong

Eight video series

Doing Morning Meeting

*The Essential Components*

From the Creators of the Responsive Classroom Approach

Morning Meeting is a simple and powerful tool for improving the classroom climate. It includes greeting, sharing, a group activity, and news and announcements. In this video you will visit a first grade and a fifth grade classroom to see Morning Meetings in action.

FiSH!

Stephen C. Lundin, Harry Paul, and John Christensen

A powerful parable that will help you love the work you do – even if you can't always do the work you love.

FiSH! STiCKS

Stephen C. Lundin

Getting a vision to stick is a whale of a problem. Millions of dollars are spent by organizations each year developing visions, missions, purposes, and beliefs. Much of that money is wasted since the typical vision has only a short life before it fades into obscurity. The World Famous Pike Place Fish Market has kept its remarkable vision alive for many years. The fishmonger we meet in the video FISH! Sticks relies on three fundamental principles that are key to making a vision stick.



## What Great Teachers Do Differently

Todd Whitaker

### DVD, Facilitator's Guide and Book

This DVD/book describes the beliefs, behaviors, attitudes, and interactions that form the fabric of life in our best classrooms and schools. It focuses on the specific things that great teachers do.....that others do not.

## Discipline By Design

### A Blueprint for Effective Classroom Management

Jody Capehart

### DVD Series

This twelve-part series was created especially for educators who want to improve classroom discipline. This series consists of both video sessions and an accompanying workbook.

## Kagan Cooperative Learning

Dr. Spencer Kagan and Miguel Kagan

### Facilitator's Guide and Book

This is the #1 book on cooperative learning and has been recently revised. It is now easier than ever to infuse cooperative learning into any lesson to skyrocket student engagement and learning.

## Kagan Cooperative Learning

Dr. Spencer Kagan and Miguel Kagan

### Computer Software

There is interactive software through Kagan Learning that includes: Numbered Heads Together, Selector Tools, and Timer Tools.

- Numbered Heads Together is a CD that is a quiz show review game. It encourages total engagement of the learner. Everybody learns; everybody wins!
- Selector Tools are designed for teachers and presenters. It is a seamless integration with Powerpoint. There are 14 full-screen selectors on the CD. Never worry again about who to call on next in your classroom!
- Timer Tools are designed for teachers and presenters. It is a seamless integration with Powerpoint. There are 13 full-screen timers. Never let the clock beat you again when teaching that awesome lesson!

## Kagan Cooperative Learning Structures

### Digital Display: Lead Your Students Step-by-Step Through Powerful Structures

Dr. Spencer Kagan and Miguel Kagan

PC and Mac CD-ROM

You click your mouse or touch your whiteboard. Your students see the screen flip to the next step of any of 29 of your favorite Kagan Structures. With your Digital Display, you effortlessly lead your students through Kagan Structures proven to boost engagement and learning. Each structure includes an illustrated slide and step-by-step instructions. A great visual reminder for you and your students! Use this visual display to create full student engagement step-by-step!

## READING:

Harcourt Professional Development Modules:

*An Overview of Reading*

*Teaching Fluency*

*Teaching Text Comprehension*

*Teaching Phonemic Awareness*

*Teaching Vocabulary*

*Assessment to Inform Instruction*

Bridges to Independence

*Guided Reading with Nonfiction*

Tony Stead

Guided reading has long been recognized as a dynamic process that supports children's skills as readers in all genres, yet fiction accounts for over ninety percent of the texts we select for these small-group encounters. In this series, Tony Stead works with third-grade teacher Lisa Elias Moynihan and first-grade teacher Lauren Benjamin to explore guided reading instruction with early emergent, developing, and fluent readers, using a variety of informational texts. After an introduction, three in-depth programs look at what happens before, during, and after the reading – accessing students' prior knowledge; overcoming text challenges; introducing the focus of the lesson; sharing and reflecting and, most importantly, determining if the students have understood what they read.

Read, Write, and Talk

*A Practice to Enhance Comprehension*

Stephanie Harvey with Anne Goudvis

Reading is a social act. As information is shared with others, thinking evolves and comprehension deepens. This lively video lets you join Stephanie Harvey and Anne Goudvis, authors of *Strategies That Work*, in an intermediate-grade reading workshop where students engage in real-world literacy. In this classroom, kids use the comprehension strategies Stephanie models as part of *Read, Write, and Talk* to better understand what they read. They grapple with issues, information, and ideas that provoke thinking and spur lively conversation.

Think Nonfiction!

*Modeling Reading and Research*

Stephanie Harvey and Anne Goudvis

Join Stephanie Harvey and Anne Goudvis in a reading workshop as students begin to explore the wild and woolly world of non-fiction where merely getting the facts isn't enough.

Nonfiction readers need to merge their thinking with the information – to learn, understand, and remember it.

Strategies That Work

*Teaching Comprehension to Enhance Understanding*

Stephanie Harvey and Anne Goudvis

The authors provide over forty K-8 strategies to move students from decoding text to fluent reading. Teachers are shown how to model these strategies by thinking out loud and coding text, displaying text on the overhead projector and reasoning through it in class discussions, bringing their own books to model how adults use these strategies, and giving students long blocks of time for independent practice.

Strategy Instruction in Action

Stephanie Harvey and Anne Goudvis

Reading instruction is about much more than answering literal questions at the end of a passage, story, or chapter. In this four-part series you will enter classrooms where you will see explicit reading comprehension instruction unfold. Applying principles from *Strategies That Work*, these teachers use and model thinking and give kids ample time to practice so that their students can identify and use the strategies proficient readers use when making sense of text.

Strategic Thinking

*Reading and Responding, grades 4-8*

Stephanie Harvey and Anne Goudvis

Nothing matters more than kids' thinking. To help them turn thinking into meaning and to understand what they read, students need an arsenal of strategies to navigate and synthesize text. They also need to know when, where, and how to use these strategies. In this four-part video series, Stephanie Harvey and Anne Goudvis spend a week with Jessica Lawrence and her students focusing on two essential strategies for intermediate and middle-grade students: inferring in fiction and determining importance in nonfiction.

## Reading with Meaning

### *Teaching Comprehension in the Primary Grades*

Debbie Miller

If you can imagine a primary classroom where all the children are engaged and motivated; where the buzz of excited emerging readers fills the air; where words are sounded out and connections are made between book pages and life experiences, then you have pictured the real classroom of author Debbie Miller. In this book Debbie leads the reader through a year in her classroom in which her students learn to become thoughtful, independent, and strategic readers.

## Happy Reading!

### *Creating a Predictable Structure for Joyful Teaching and Learning*

Debbie Miller

First-grade teacher Debbie Miller chronicles her work teaching reading in her popular book *Reading with Meaning*. In this three-part series, Debbie takes primary teachers beyond comprehension instruction and shows how she sustains a thoughtful primary reading program that challenges and supports readers of all abilities and needs.

## Literature Circles

### *Voice and Choice in Book Clubs and Reading Groups*

Harvey Daniels

This updated edition provides more strategies, structures, and tools for launching and managing literature circles effectively in K-12 classrooms, with examples from 20 practicing teachers.

## Building Adolescent Readers

Kelley Gallagher

In Kelley Gallagher's high school classroom in Anaheim, California, students are not only learning to comprehend difficult novels and texts, they are developing the skills and behaviors of lifelong readers. Kelley's new video set brings effective reading strategies to life. Presenting examples of both small- and whole- group discussions, *Building Adolescent Readers* demonstrates how to engage students with a variety of texts, teaching them what it means to be a good reader.

## TEACHING ENGLISH LANGUAGE LEARNERS:

### 7 Steps to Success in Dual Language Immersion

#### *A Brief Guide for Teachers and Administrators*

Lore Carrera-Carrillo and Annette Rickert Smith

*In 7 Steps to Success in Dual Language Immersion*, you'll find answers to your broad questions about dual language teaching as well as a blueprint for implementation and instruction at the K-5 level that works. The authors describe a step-by-step, start-to-finish model for teaching across the content areas in two languages.

### Research-Based Strategies for English Language Learners

#### *How to Reach Goals and Meet Standards, K-8*

Denise M. Rea and Sandra P. Mercuri

*Research-Based Strategies for English Language Learners* addresses standards through four proven, effective scaffolds for learning: modeling, contextualizing, thinking about thinking, and reframing information. Within each scaffold the authors offer ideas for strategy-based instruction that make learning more active, experiential, collaborative, and cognitive for all children. The authors give you everything you need to use these strategies, including lesson plans and suggestions for implementation, as well as a review of the research supporting each lesson and scaffold. Finally, they tie it all together with lessons on conversational and academic English that give students the linguistic awareness needed to become more proficient in their new language and to succeed in school.

## MATHEMATICS:

### *Differentiated Instruction for Mathematics*

- Helps reach students of diverse backgrounds, interests, and readiness levels
- Encourages differentiation through a wide range of content and management strategies, including Howard Gardner's theory of multiple intelligences
- Based on instructional techniques from exclusive classroom experiences

### *TI Graphing Calculator Strategies: Algebra*

Integrate TI Graphing Calculator technology into your mathematics instruction with this new resource book. This resource includes lessons, problem-solving practice, and step-by-step instructions for using graphing calculator technology.

### *TI Graphing Calculator Strategies: Middle School Math*

Integrate TI Graphing Calculator technology into your mathematics instruction with this new resource book. This resource includes lessons, problem-solving practice, and step-by-step instructions for using graphing calculator technology.

### *Algebra Unplugged*

Teach algebra from a different perspective using creative analogies, clever examples, and clear explanations of key concepts.

### *Algebraic Reasoning*

Build algebraic thinking skills with this NCTM standards-based teachers' guide. Students will study the fundamentals of numbers, variables, functions, and formulas through problem solving.

### *Exploring Algebra and Pre-Algebra with Manipulatives*

Use dominoes, grids, counters, tiles, and other manipulatives to explore factoring, inequalities, and linear and quadratic equations. Includes blackline masters and punch-out symbol tiles.

### *Literacy Strategies for Improving Mathematics Instruction*

What makes mathematics so confusing to students? To succeed in the study of arithmetic, geometry, or algebra, students must learn what is effectively a second-language of mathematical terms and symbols. This book describes common ways which students misinterpret the language of mathematics.

### *Teaching Mathematics Vocabulary in Context*

This book is about one teacher's quest to connect students to mathematics in a dynamic but personal way. Giving students ownership of a language in which to express powerful ideas increases their confidence in themselves as doers of mathematics.

### *Sensible Mathematics: A Guide for School Leaders*

This book will provide not only reasonable answers to questions you face, it will also help assure that your mathematics classrooms meet continued cries for higher expectations.

### *Great Tables, Graphs, Charts, Diagrams, and Timelines... You Can Make!*

This book contains many graphic organizers and math manipulatives to provide you with some action-oriented, hands-on ways to integrate these visual aids into your curriculum.

### *Dinah Zike -- Big Book of Math: For Middle School and High School*

You will find instructions for making foldables, as well as ideas on how to use them. They are an excellent communication tool for teachers and students. Foldables can help you quickly organize, display, and arrange information making it easier for students to grasp math concepts and master skills.

### *Dinah Zike -- Big Book of Math: K - 6*

You will find instructions for making foldables, as well as ideas on how to use them. They are an excellent communication tool for teachers and students. Foldables can help you quickly organize, display, and arrange information making it easier for students to grasp math concepts and master skills.

### *Developing Number Sense, Grades 3 - 6*

Number sense is not a specific skill or concept, but a broader idea that encompasses students' ability to think and reason flexibly, make sound numerical judgments, and see numbers as useful.



### *Math for All: Differentiating Instruction, Grades 3 – 5*

This practical, research-based guide helps teachers understand how decisions to differentiate math instruction are made and how to use pre-assessment data to inform your instruction.

### *Math for All: Differentiating Instruction, Grades K – 2*

This practical, research-based guide helps teachers understand how decisions to differentiate math instruction are made and how to use pre-assessment data to inform your instruction.

### *Checking for Understanding: Formative Assessment Techniques for Your Classroom*

This book shows how to increase students' understanding with the help of creative formative assessments. When used regularly, these types of assessments enable every teacher to determine what students know, what they need to know, and what type of instructions interventions are effective.

### *A Mathematical Passage: Strategies for Promoting Inquiry in Grades 4 – 6*

In this book you will find lesson plans with mathematical content and strategies, as well as important attitudes and dispositions. This book also offers specific connections to NCTM's Principles and Standards for School Mathematics.

### *Learning Through Problems: Number Sense and Computations Strategies*

The text describes a powerful approach to math instruction that honors children's thinking and sense-making ability. Too often, the strands of mathematics are viewed as isolated topics. The authors weave these strands together and offer a wide variety of context for genuine math exploration.

### *Panning For Gold: 15 Investigations to Enrich Middle School Mathematics*

Panning for Gold contains 15 classroom-tested, open-ended inquiries into real-life topics that build students' facility with algebra, geometry, data analysis and probability, number and operations, and measurement.

## *Best Practice: Today's Standards for Teaching & Learning in America's Schools*

Best Practice is the pillar that supports powerful teaching, and the first two editions of the highly acclaimed Best Practice have promoted instructional excellence. This edition does more to make the big ideas of education accessible by identifying the teaching methods that help students learn, explaining how to implement them in the classroom, and showing what exemplary instruction really looks like.

## *Comprehending Math: Adapting Reading Strategies to Teach Mathematics, K-6*

Emphasizing problem solving, the authors demonstrate how to build into your practice math-based variations of: K-W-L, asking questions, inferring, predicting, and synthesizing.

## *Math, Manipulatives, & Magic Wands by the Bag Ladies*

A little Bag Lady magic makes teaching math fun! Integrate the language of math into your elementary classroom with these hands-on activities. Project ideas, teaching tips, and blackline masters make this an easy-to-use, complete source.

## Special Education:

The Department of Special Services would like to offer book studies on any of the books available in the TOOL KIT provided by the department. If interested please contact Susan Grant at 449-7275.

THE LAW & SPECIAL EDUCATION  
2<sup>ND</sup> EDITION

THE BIPOLAR CHILD: THE DEFINITIVE &  
REASSURING GUIDE TO CHILDHOOD'S  
MOST MISUNDERSTOOD DISORDER

ATTENTION DEFICIT DISORDER:  
THE FOCUSED MIND IN CHILDREN  
& ADULTS

MANAGING YOUR CLASSROOM WITH  
HEART: A GUIDE FOR NURTURING ADOLESCENT  
LEARNERS

HOW TO TEACH SO STUDENTS REMEMBER

THE EXPLOSIVE CHILD: A NEW APPROACH FOR  
UNDERSTANDING & PARENTING EASILY

VISUALIZING AND VERBALIZING FOR LANGUAGE  
COMPREHENSION & THINKINGS

OVERCOMING DYSLEXIA: A NEW & COMPLETE SCIENCE  
BASED PROGRAM FOR READING PROBLEMS AT ANY LEVEL

SEVEN SIMPLE SECRETS: WHAT THE BEST TEACHERS  
KNOW AND DO

WHAT GREAT TEACHERS DO DIFFERENTLY?  
FOURTEEN THINGS THAT MATTER MOST

CREATING SUCCESSFUL LEARNING ENVIRONMENT  
FOR AFRICAN AMERICAN LEARNERS WITH EXCEPTIONALITIES

THE GIFT OF DYSLEXIA

BRIGHT KIDS WHO CAN'T LEARN

SEEING STARS

WORKING WITH PARENTS, BUILDING  
RELATIONSHIPS FOR STUDENTS SUCCESS

READING STRATEGIES FOR ELEMENTARY  
STUDENTS WITH LEARNING DIFFICULTIES

ARTISTRY FOR CHILDREN

TEACHING KIDS WITH LEARNING DIFFICULTIES  
IN THE REGULAR CLASSROOM

2006 IDEA PART B REGULATIONS

WHAT DO I DO WHEN: THE ANSWER BOOK ON INDIVIDUALIZED  
EDUCATION PROGRAMS

THE MYTH OF LAZINESS

THE EXPLOSIVE CHILD

# STUDY GROUPS

## STUDY GROUPS

2010-2011

In an effort to foster a collegial atmosphere among faculty and staff, the DeSoto County School District adopted the study group approach to providing on-going, sustained professional development for its employees. Study groups do not require area "experts" or trained presenters in order to facilitate staff development. These sessions simply require a group of faculty or staff members interested in growing professionally.

What are study groups?

Study groups are typically comprised of 6-12 people. These groups may include teachers of a particular subject or grade level, or they may include teachers of various subjects or grade levels. These groups may meet after school, before school, or during common planning times. While a professional trainer is not needed, a group leader is necessary to manage the logistics such as when and where the group will meet.

Why use study groups?

As educators we are faced with a variety of challenges and learning opportunities each year. We have many different experiences that we can share with one another. Study groups allow schools the opportunities to build professional learning communities in which faculty and staff members can share their strengths and experiences with one another. For example, a teacher may have read a book on classroom management. After implementing the suggested strategies in her classroom, she experienced great success. This teacher may coordinate and lead a session with her peers on this topic.

### Suggestions for implementing study groups:

- All teachers should be actively involved in a least one study group.
- Study groups should meet on a regular basis – at least once a month.
- Study groups should focus on improving student achievement.
- Groups should have 6-12 members.
- Principals and Assistant Principals should periodically visit and supervise study groups.
- All meetings should be documented through sign-in sheets and journals. All documentation will be maintained at the school.
- School improvement goals should drive study group topics.
- Sessions should be limited to one hour.

### District topics for study groups in 2010-2011

- Read and discuss *Our Iceberg is Melting* by John Kotter and Holger Rathgeber.
- Utilize the MDE sample tests and test item specifications to determine “what students have to know and be able to do” in order to correctly answer the sample test questions.
- Read and discuss *Kagan Cooperative Learning* by Dr. Spencer Kagan and Miguel Kagan.
- Contact the Language Arts or Mathematics specialist to facilitate a session (see your Professional Development Handbook for a list of available sessions).
- Read and discuss *The Global Achievement Gap* by Tony Wagner.
- Contact the District Professional Development Office to check out a video or book series (see Professional Development Handbook for a list of videos or books available).

# INSTRUCTIONAL SPECIALISTS



## INSTRUCTIONAL SPECIALISTS

Based on the recommendation of the Legislative Committee on Curriculum, Instruction, and Testing, DeSoto County Schools developed and implemented the positions of instructional specialist. Throughout the 2010–2011 school year, these specialists will be available to the schools to provide a variety of professional development services. Dee Thompson, Ashley Bynum, and Kim Haas are the Language Arts Specialists. Michelle Corbin (Mathematics) and Dr. Bobby Davis (Instructional Specialist) will continue to help further facilitate the professional growth of our schools.

These positions were designed with the goal of providing sustained, on-going professional development at the school site. Whether they are presenting at a focused faculty meeting, conducting sessions during planning times, or observing a teacher and providing constructive feedback, these specialists are focused on meeting the needs of the individual school with targeted professional development.

Some of the many services available include the following:

- Facilitation of study groups
- Presentations at focused faculty meetings.
- Classroom observations and follow-up guidance.
- Centralized professional development session.
- Training modules offered during planning times or other times as designated by the principal.
- Assistance with the development of district-wide assessments.

The following pages outline some of the modules available for school-based professional development. Please contact the Office of Curriculum and Instruction to schedule these activities.

# Kagan Cooperative Learning & Kagan Coaching for Teachers

Grade Levels: K-12

Ashley Bynum / Michelle Corbin / Dr. Bobby Davis / Kim Haas /  
Dee Thompson

Want to engage students? Want to raise test scores? Want teacher friendly strategies to implement tomorrow? These workshops are for you! Participants will learn researched based strategies to create classroom success. Learn management tips, how to form effective teams, and why cooperative learning produces gains when group work often fails. Host one session or schedule on-going learning opportunities.

## Brain-Friendly Instruction

Grade Levels: K-12

Ashley Bynum / Kim Haas / Dee Thompson

Through advances in brain science, there is an emerging understanding of which teaching methods align with how the brain learns best. Learn which instructional strategies are brain-friendly and which are not. Participants will find teaching easier and far more effective as they adopt proven brain-friendly compatible structures.

## Thinking Maps

Grade Levels: K-12

Ashley Bynum / Michelle Corbin / Dr. Bobby Davis / Kim Haas /  
Dee Thompson

Thinking maps are eight visual teaching tools that foster and encourage life-long learning. They are based on a common instructional terminology that binds K-12 teachers as they all teach the same through processes. Through these visual tools, objectives will be covered in less time with greater retention.

LANGUAGE ARTS PROFESSIONAL  
DEVELOPMENT

# Department of Reading and Language Arts

## Article of the Week

(Big Idea)

Grade Levels: 2-12

Presenters: Ashley Bynum / Kim Haas / Dee Thompson

Spice up your instructional practices with short snappy text! If you can press print, you can arm your students with an arsenal of awesome articles. Practical strategies abound in real world reading activities.

## Awesome Author's Studies

(Big Idea)

Grade Levels: K-8

Presenters: Ashley Bynum/Dee Thompson

What better way to immerse students with authentic reading experiences than through an author's study? When teachers implement author studies, they allow students to utilize strategies which include making connections, predicting, and inferring through their various text structures. Students also discover how the author's unique writing styles can serve as mentor texts for infusing the six traits of writing.

## Cooperative Learning and Literacy

(Big Ideas & Classroom Community)

Grade Levels: K-12

Presenters: Ashley Bynum / Kim Haas / Dee Thompson

What do you get when you put content together with the best instruction available? Highly motivated and literate students! In this session, reading comes alive through exhilarating cooperative learning. A variety of question stems to promote thinking, writing, and discussion: Book Review, Poetry, Characters, Plot, Setting, Story Structure, and Vocabulary will be woven into cooperative reading activities.

Engaging Reading - "What's the Big Idea" (Big Idea)

Grade Levels: K - 12

Presenters: Ashley Bynum/Kim Haas/Dee Thompson

Teachers will learn strategies for creating a student-centered classroom environment. Students internalize rituals and routines of a model class setting. Each student will learn to apply skills and strategies at their independent reading level. All learning modalities thrive within this setting.

Fluency: It's Not Just About How Fast You Read (Data Driven)

Grade Levels: K-1, 2-5, 6-12

Presenters: Ashley Bynum / Kim Haas/ Dee Thompson

Student fluency levels have the greatest impact on reading comprehension. This presentation will provide teachers with a variety of strategies to weave into their daily teaching.

From Potatoes to Pringles - PowerPoint Pizzazz (Big Ideas)

Grade Levels: K - 12

Presenters: Ashley Bynum/Kim Haas /Dee Thompson

Forget about outdated projects; provide your students with the opportunity to present information in an engaging and meaningful manner. Welcome to the 21<sup>st</sup> century!

Got the Reading Blues? Try Book Talks! (Big Ideas/Classroom Community)

Grade Levels: 1-12

Presenters: Ashley Bynum/Kim/Haas/ Dee Thompson

Our number one goal should be for students to become lifelong readers. One way to achieve this is through book talks. Because reading is a social act, students must have opportunities to participate in higher level conversations. This session provides practical suggestions for getting started with book talks, a.k.a. literature circles. Participants will learn best practices to use with structured activities to hold all students accountable.

## Guided Reading

(Data Driven)

Grade Levels: K-2, 3-5 Teachers & Assistant Teachers

Presenters: Ashley Bynum / Kim Haas/ Dee Thompson

Looking for solid strategies to differentiate instruction? Guided reading allows teachers the time and flexibility to meet all learners' needs in small groups.

Attendees will gain strategies that scaffold learning, foster critical thinking, and develop positive reading attitudes. (This session will be the tip of the iceberg for schools investing in book rooms!)

## Hope is Not a Teaching Strategy

(Big Idea)

Creating a Culture of Active Literacy – A Semester Study

Grade Levels: K – 12

Presenters: Ashley Bynum/Kim Haas/Dee Thompson

Deeper understanding, diverse, and flexible thinking is the cornerstone of active literacy. Students need opportunities to read, write, draw, talk, and listen for deep understanding of text. The following are a series of **one hour** modules which focus on active literacy- perfect for study groups:

- Monitoring Comprehension – Read, Write, React to Text
  - Incorporating authentic reader's response
- Activating and Connecting to Background Knowledge
  - Text -to-Self, Text -to-Text, Text- to-World
- Questioning: The Strategy that Propels Readers Forward
  - Students stop, ask questions, and wonder in an effort to monitor their understanding of higher-level text
- Visualizing and Inferring: Making What's Implicit Explicit
  - Visualization leads to higher levels of inferencing
- Determining Importance: Text Structures /Text Features
  - Description, Cause/Effect, Compare/Contrast, Problem/Solution, Sequential Order
- Summarizing and Synthesizing Information: The Evolution of Thought

**I Thee Wed: The Marriage of Reading and Writing** (Big Idea)

**Grade Levels:** 2-12

**Presenters:** Ashley Bynum / Kim Haas / Dee Thompson

This is no shotgun wedding; this is the foundation for a relationship that lasts. Participants will understand the inextricable link between reading and writing. As students mimic writer's craft, they will begin to recognize these elements within the text they read.

**Line it Up!** (Data Driven)

**Grade Levels:** K – 12

**Presenters:** Ashley Bynum/Kim Haas/Dee Thompson

Feeling the pressure of the MCTII or SATP? This session will provide practical solutions to your planning problems. Aligning framework, instruction, and assessment can be a breeze for maximum achievement.

**Project CARS – Content Area Reading Strategies** (Big Ideas)

**Grade Levels:** K – 12

**Presenters:** Ashley Bynum/Kim Haas/Dee Thompson

Project CARS will change your Pintos to Volvos. The goal of this session is to teach students how to tune up their strategies for thinking.

**Using News/Internet/Media to teach the Frameworks** (Big Ideas)

**Content Reading Strategies**

**Grade Levels:** K-1, 2-5, 6-12

**Presenters:** Ashley Bynum / Kim Haas / Dee Thompson

Understanding informational text is a critical component to the teaching of reading. This session will introduce a variety of before, during, and after reading strategies that target the areas of text structure and text features. Participants will explore creative strategies for capturing students' attention.

## Vocabulary: Wild About Words

(Big Ideas)

Grade Levels: K-12

Presenters: Ashley Bynum /Kim Haas/Dee Thompson

Gone are the days of spending hours looking up words in a dictionary as the vehicle to improve student vocabularies. Discover the three tiers of vocabulary words with strategies to encourage long term retention, learn ways to incorporate interactive white boards, foldables, and visual mnemonics through the use of word logs.

## Flex Your Writing Muscles Infuse the Traits

(Big Ideas)

Grade Levels: K – 12

Presenters: Ashley Bynum/Kim Haas/Dee Thompson

Cut the flab from the five paragraph gab! Turn that flab into fab by training students to flex their writing muscles with the 6 traits. Let us be your personal trainer, choose the regiment that fits your writer's needs.

- Ideas
- Organization
- Voice
- Word Choice
- Sentence Fluency
- Conventions

## Rock that Rubric – A Six Traits Scoring Guide

Grade Levels: K – 12

Presenters: Ashley Bynum/Kim Haas/ Dee Thompson

Are you tired of counting commas and running out of red ink when grading your writing papers? Then this is the session for you! Ease the burden of miles of endless papers to grade by learning to effectively use the 6 traits rubrics. Attend this session, get a fabulous free rubric!



## Grammorama Equals Gains in Writing

Grade Levels: K – 12

Presenters: Ashley Bynum/Kim Haas/Dee Thompson

Kill and drill is not a 21<sup>st</sup> century strategy! Looking for a way to get with the times? Learn how to teach writing using grammatical structures. By teaching grammar through writing, you will see a higher level of motivation as well as retention of concepts.

## Creating a Writing Workshop: DeSoto Writes!

Writing Workshop: Infusing the Six Traits – CEU Options

Grade Levels: K – 12

Presenters: Ashley Bynum/Kim Haas/ Dee Thompson

Teachers gain a deep understanding of best practices in teaching writing, stated in the National Writing Next Report. This interactive CEU provides an overview of rituals and routines in creating a writing workshop. Six trait lessons are embedded throughout the course. (Each teacher will need a black and white composition notebook.)

All sessions may be tailored to suit your school's individual needs.

- Study Groups
- CEU's
- Planning Discussions

MATHEMATICS PROFESSIONAL  
DEVELOPMENT

## Department of Mathematics Instruction

### **Differentiated Math Instruction: Meeting the Needs of All Math Students**

**Presenter:** Michelle Corbin / Dr. Bobby Davis (Student Engagement)

Based on the books, *Differentiated Instruction for Mathematics* and *The Differentiated Classroom: Responding to the Needs of All Learners*, this module will provide teachers with a range of strategies and techniques, aligned to NCTM standards, which will help teachers reach all students.

### **Integrating SMART Boards in Math Instruction** (Student Engagement)

**Presenter:** Michelle Corbin

Interactive boards provide teachers with seemingly endless opportunities to enhance their math curriculum and lessons. This module will provide teachers with SMART Board activities, games, assessments, and lessons for the math classroom.

### **Good Questions for Math Teaching** (Inquiry-Based)

**Presenter:** Dr. Bobby Davis / Michelle Corbin

By asking questions which require students to think mathematically, teachers can increase depth of knowledge and help students make sense of math. This module will present actual questions and questioning skills to help teachers increase the rigor in their math instruction.

### **Using Dinah Zike's Foldables in Math** (Student Engagement)

**Presenter:** Dr. Bobby Davis

Dinah Zike has written numerous books on creating foldable graphic organizers. This module will lead teachers through the creation of various foldables which may be used in the math classroom.

### **Addition/Subtraction Concepts using the Singapore Math Method**

**Presenter:** Dr. Bobby Davis (Inquiry-Based)

Singapore is a worldwide leader in mathematics. The strategies and techniques used in their classrooms are quite varied from those currently in use in the United States. This module will illustrate a different way of teaching addition and subtraction concepts through the Singapore Math Method.

## **Using Hands-On Equations**

(Student Engagement)

**Presenter:** Dr. Bobby Davis

Catch them young! Fear plus loathing equals algebra, unless you are one of the many who have discovered the use of Hands-On Equations Learning Systems. In this module, teachers will learn the methods developed by Dr. Henry Borenson to reduce the stress of teaching algebraic thinking in the classroom.

## **Hands-On Math Investigations for Middle School Math**

(Inquiry-Based)

**Presenter:** Michelle Corbin

When students have the opportunity to be actively engaged, learning increases. Teachers will learn open-ended, real-life investigations/activities to spice-up their math instruction. Each investigation is connected to specific NCTM standards and will be presented in a ready-to-use, step-by-step manner.

## **Write! Mathematics: Multiple Intelligences and Cooperative Learning Writing Activities**

(Student Engagement)

**Presenter:** Dr. Bobby Davis / Michelle Corbin

This module can touch upon 36 multiple intelligences through a variety of writing activities. Writing in the mathematics classroom can make these concepts come alive! This module also follows the Kagan Structures for any grade level.

## **Cooperative Math: Engaging Structures and Activities**

(Student Engagement)

**Presenter:** Michelle Corbin / Dr. Bobby Davis

This presentation will allow you to see engaging structures and activities offered by Kagan Cooperative Learning. All activities are aligned with NCTM Standards. This workshop will be spilling over with cooperative activities making math fun and engaging for everyone!!

DISTRICT LEVEL PROFESSIONAL  
DEVELOPMENT ACTIVITIES

## DEPARTMENT OF ELEMENTARY AND MIDDLE SCHOOL INSTRUCTION

### **Instructional Leadership—Quadrant D Leadership Practices**

**Presenter:** Dr. Janice Barton

Data, and its importance to the instructional improvement process, is at the center of this framework. It can be adapted to cover exactly the components that fit your school's needs.

### **Learning by Doing—PLC's at Work**

**Presenter:** Dr. Janice Barton

This is a unique framework that can be used in our own schools to create cultures of time, feeling, focus, and persistence aimed at ensuring that every child will succeed. The "collective inquiry" process is emphasized with a focus on learning how to ask the right questions to identify purposeful and focused actions that contribute to the goal of improved learning for students and staff alike.

### **Positive Discipline in the Classroom: Developing Mutual Respect, Cooperation, and Responsibility in Your Classroom**

**Presenter:** Dr. Janice Barton

Use class meetings to develop mutual respect, cooperation, and responsibility in your classroom. Learn effective strategies for fostering cooperation, problem-solving skills, and mutual respect in students. Create a classroom climate that enhances academic learning!

(Makes an excellent book study or CEU session.)

### **What Does Our Data Tell Us?**

**Presenter:** Dr. Janice Barton

What is it and how does it work? Participants will learn how to interpret and use data to drive the instruction in the classroom. MCT2 and MAP data will be explored to help teachers work smartly!

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY PROFESSIONAL  
DEVELOPMENT

**Digital Communication: Getting Your Message Across through Your Teacher Webpage**

**Grade Levels: K-12 (BASIC)**

**Presenter: Tina Streeter**

Who's not surfing the World Wide Web these days? Learn how to use your teacher webpage with communicate to your students and their parents. Use all the tools your webpage has to offer. It's easy to create class pages, update homework pages, upload assignments, and create lessons with your simple DeSoto County Schools email account! This session will focus on the basics of creating and maintaining your classroom web presence on the Internet.

**WOW! Look at My Teacher's Website!**

**Grade Levels: K-12 (ADVANCED)**

**Presenter: Tina Streeter**

Are you tired of using the same old basic text and colors for your teacher webpage? It's time to UPGRADE! Your students and their parents will think you're a "pro" when they see what you can do after this session. You will learn how to insert pictures, animations, weather updates, and games on your teacher website. This session will also focus on using graphics as hyperlinks to fun, educational websites that your students can go to instead of "blindly" browsing the Internet.

**Internet Safety for Educators**

**Grade Levels: K-2, 3-6, 7-8**

**Presenter: Tina Streeter**

Prepare your students for the digital age by educating them about the World Wide Web. This session will focus on the use of the website, **NetSmartz**, to keep them safe and smart on the Internet. Learn how to impact a child's future on the Web without tantalizing them into darker, un-educational web sources. This session will also educate you on "Net Lingo".

## NETTREKKER*di*

Grade Levels: K-12

Presenter: Tina Streeter

Learn how to meet the individual needs of our diverse student population by utilizing netTrekker*di*. The district is sold on this website as a safe, educational search tool for all grades and subject areas. netTrekker*di* delivers only the very best digital content, is organized by grade and reading level, and aligns your searches to your state curriculum. Energize lessons and motivate learning by using its unique set of differentiated instruction tools to find just the right website you need! This session is great for ELL, study groups, and all subject areas.

## E-Learning with Video Streaming: Learn360.Com

Grade Levels: K-5, 6-8, 9-12

Subjects: ALL

Immerse your students in their studies by adding video streaming to your lesson plans. **Learn360.com** is the NEW choice for streaming media. Packed with full-length videos, video clips, teacher manuals, and lesson plans, this new website will satisfy your students' hunger for learning! **Learn360.com** allows educators to download and stream over 8,000 K-12 educational video titles by outstanding producers such as **PBS, National Geographic, Standard Deviants, Slim Goodbody, Sunburst Visual Media™** and dozens more! All videos are *hand-selected* by educators all across the United States and are easily accessible by teachers, students, parents, and staff members from school or home—24/7. **Learn360.com** also provides high-quality resolution, cutting-edge digitization, and is the *only* streaming service to offer slideshow capabilities. (Please Note: The district bought this internet resource to replace its predecessor, **Discovery's United Streaming.**)



## DEPARTMENT OF STUDENT ASSESSMENT

### **Effectively Using Test Data**

This session can be customized for individual teachers, administrators, and/or schools. Schools are more data rich than ever, requiring staff members to develop their data literacy—that is, their knowledge of how to use assessment data with other types of data to identify areas of effectiveness and to target instructional improvement efforts. The theme of this presentation is to familiarize participants with using combinations of data (diagnostic and standardized test data, state assessment data, and local assessment data) to close achievement gaps, evaluate and demonstrate program effectiveness, and improve instruction.

### **Using Technology to Disaggregate Data**

Using data effectively requires disaggregating assessment results by multiple student characteristics, programs, interventions, educational supports, and instructional practices. It means being able to connect information about students who have particular characteristics to the programs and practices to which they have been exposed and the knowledge and skills that they have acquired. This session is designed to familiarize administrators and teacher with the EZ Test Tracker web-based data storage program. Upon completion of this session, teachers will have a basic working knowledge of the program and how to use it to gain insight into their student's performance on state assessments.

### **Understanding the Mississippi Statewide Accountability System**

This session is designed to explain the Mississippi Statewide Accountability System. The accountability system provides an annual estimate of instructional effectiveness for most schools in the district. The system uses two kinds of student level information – results from statewide assessments (the student testing programs) and data on school completion for a cohort of students tracked over five years. This session provides a thorough overview of the current accountability system.

### **Practice Test: How do we use them effectively?**

This session is designed to help facilitate the appropriate use of practice tests within schools. Appropriately used practice tests should provide teachers and students with results that will target instruction on competencies and /or objectives on which students with the format and length of the test, as well as, providing useful feedback about instructional approaches for current and futures students. Upon completion of this session both teachers and administrators will have a more accurate picture of how to use Practice Tests more effectively.

## Department of Special Education

The Special Education Department will offer a series of research-based training courses that provide information on numerous disability topics. Trainings will focus on needs of administrators, general education teachers, counselors, special education teachers, paraprofessionals, and other school personnel. The training will become more in depth based on the knowledge level of the staff member to facilitate them in serving the student population. Higher levels of training (Level 3 & 4) will include hands-on activities, vignettes, and performance feedback. Presenters for these ongoing, sustained trainings will vary. Contact Susan Kizer for more information at 662.429.5271.

The goals of the training are:

- To provide uniform research-based training across the district to give staff the skills to address the needs of a growing and diverse special education population.
- To increase staff competencies in numerous areas to empower them to have children with disabilities effectively integrated into the regular education arena.
- To minimize the need to provide educational services outside of the students' home school area.
- To reduce reliance on outside contractual support staff over time.
- To provide schools a way to document and monitor trainings across staff.

Training Topics:

- Special Education Policies and Procedures
- Referral process for behavioral support, such as, risk assessments, consultation, Functional Behavior Assessments (FBA), and Behavior Tech Support
- IEP development and IEP meetings
- Legal processes – mediation and due process
- Behavior Management and Discipline: Overlap and Differences
- Collaborating effectively with parents
- Behavior Management (two levels)
- Emotional Disabilities
- Attention Deficit Hyperactivity Disorder
- Autism Spectrum Disorders (two levels)

- Asperger's Syndrome
- Traumatic Brain Injury
- Designing, Making, and Implementing Visual Support for the Classroom
- Applying educational methods and behavioral strategies to different syndromes
- Medication – overview of medication classes, implications on learning, and legal issues in the educational setting
- The eligibility process
- Conducting Risk Assessments
- Handwriting Without Tears
- Toilet Training
- Effective use of timeout
- Progress monitoring for special education

## Department of Student Intervention (TST)

### Understanding the TST Process

**Presenter: Dr. Angela Bolden**

The Teacher Support Team (TST) at each school is a resource for teachers to use when the achievement and/or the behavioral gap is not closing appropriately for identified students. This session will focus on how to effectively use the TST process to help students who are struggling to perform as his/her typical peers. An overview of how the process works and how to document a student's progress will be demonstrated.

### What Are Tier II Interventions and How Can I Use Them?

**Presenter: Dr. Angela Bolden**

This session will demonstrate how teachers and other staff members can utilize existing supplemental resources to help students to close the achievement and/or behavioral gap. Each school has resources that are available to use with the struggling student. This session will focus on how to use these resources as Tier II interventions and how to document the student's progress. A list and a demonstration of Tier II interventions will be provided.

### This Kid Is Driving Me Crazy!

**Presenter: Dr. Angela Bolden**

Appropriate classroom behavior is a must if we are going to reach the academic challenges that lie before us. This session will demonstrate appropriate interventions to use at the Tier II level when devising a Behavior Modification Plan for identified students. A list and a demonstration of appropriate Tier II interventions will be provided.

### Is Everyone ADHD?

**Presenter: Dr. Angela Bolden**

Some researchers have proclaimed that Attention Deficit Hyperactivity Disorder (ADHD) is reaching epidemic proportions. In today's rigorous classroom, some teachers may struggle with appropriate interventions for the student who has been diagnosed with ADHD. This session will give a brief overview of what ADHD is and is not, when the diagnosis of ADHD may be a disability, and interventions that are appropriate for the student who has ADHD.

## Using MAP and Student Discipline Data to Guide Instruction

**Presenter: Dr. Angela Bolden**

If educators are going to effectively assist students in closing the achievement or behavior gap, data must be used to drive the intervention. This session will focus on how to collect and analyze student data so that interventions can be implemented in the appropriate deficient areas.

## What Is All of This Paperwork, and Why Is It Necessary?

**Presenter: Dr. Angela Bolden**

When a teacher hears TST, he/she may immediately think: "That is too much paperwork." DeSoto County Schools has heard the cry of teachers and TST chairman across the district and has worked diligently to simplify the process and paperwork that is associated with TST. This session will give an overview of the paperwork and the documentation necessary for the teacher to maintain. There will be a demonstration of how to appropriately "fill in the blanks," so that the "purple folders" will hopefully not be returned to you with corrections needed.

The department of Teacher Support Teams is willing to offer study groups, book studies, or any customized topic that the principal deems necessary. There are many possible topics for book studies, and CEU credit will be requested.