About Harris County Department of Education (HCDE):

Serving students, teachers, schools and communities throughout Harris County, HCDE is a local governmental organization providing value for school districts while supporting educational opportunity. Partnering with Harris County school districts, HCDE maximizes local resources and responds to the needs of locally elected school boards and education leaders. HCDE services include school-based therapy for students, afterschool programs, Head Start, educator training, adult education and programs to promote safe schools. To learn more about how your county department of education can help you: www.hcde-texas.org.

About Harris County Department of Education

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Lisa Felske 713.696.1307
Curriculum Director of Math
Nicole Shanahan 713.696.1317
Curriculum Director ELA & Social Studies
Kelly Tumy 713.696.1310
Curriculum Director of Special Populations
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Digital Education and Innovation
David McGeary 713.696.1343
Digital Education and Innovation
Lynnice Hockaday 713.696.1884
Financial Assistant
Paula Avery 713.696.1315
### Mission Statement

The mission of the Teaching and Learning Center, a unique provider of customized professional learning opportunities, is to raise the level of excellence in education and improve student achievement through a system of cutting-edge training provided by highly-qualified content area experts. We cultivate meaningful relationships and collaborate with district staff for ongoing professional support.

Please Note:

- Additional classes may be added at later dates.
- All sessions will be published in the HCDE Workshop Management System. www.hcde-texas.org. (click on workshop registration)
## Digital Learning

### Accountability levels(s) for students that are:

- ☑ Approaches
- ☑ Meets
- ☐ Masters

### NETS 3a - Demonstrate fluency in technology systems

- NETS 3b - Collaborate using digital tools and resources
- NETS 3c - Effectively communicate information and ideas
- NETS 3d - Model and facilitate effective use of digital tools

### NETS 5a - Participate in global learning communities

- NETS 5b - Demonstrate a vision for technology infusion
- NETS 5c - Reflect on current research to make effective use of digital tools
- NETS 5d - Contribute to the effectiveness of teaching

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**Online Instructor's Training - Part I**

**Self-Paced (10 Days)**

- K-12 Online Teachers; TxVSN Provider Teachers
- Lynnice Hockaday and David McGeary

- Completely Online (Moodle LMS)

**Accountability levels(s) for students that are:**

- ☑ Approaches
- ☑ Meets
- ☐ Masters

- NETS 3a - Demonstrate fluency in technology systems
- NETS 3b - Collaborate using digital tools and resources
- NETS 3c - Effectively communicate information and ideas
- NETS 3d - Model and facilitate effective use of digital tools

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part One of the three-course series.

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**GTech - Using Technology to Teach GT Learners**

**Self-Paced (5 Days)**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

- Completely Online (Moodle LMS)

**Accountability levels(s) for students that are:**

- ☑ Approaches
- ☑ Meets
- ☑ Masters

- NETS 3a - Demonstrate fluency in technology systems
- NETS 3b - Collaborate using digital tools and resources
- NETS 3c - Effectively communicate information and ideas
- NETS 3d - Model and facilitate effective use of digital tools

The purpose of this course is to give all teachers an opportunity to examine deficiencies in face-to-face learning for GT learners and how digital and online resources can be used to address these common deficiencies. By the end of this six hour course you will be introduced to several free online resources with instruction on how to use them in your GT classroom, you will be given the opportunity to explore how these tools impact your specific content area, and you will be connected to other teachers who can support your content addenda with their own insights and experience.
### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Fee</th>
<th>Participants</th>
<th>Instructor(s)</th>
<th>Availability</th>
<th>Requirements</th>
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<tr>
<td>13</td>
<td>Digital Citizenship Online</td>
<td>$60.00/$70.00</td>
<td>Grades 7-12 Teachers and Administrators</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Self-Paced</td>
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</tr>
<tr>
<td>20</td>
<td>Online Instructor’s Training - Part II</td>
<td>$165.00</td>
<td>K-12 Online Teachers; TxVSN Provider Teachers</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Self-Paced</td>
<td>-</td>
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<td>(10 Days)</td>
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</table>

**Accountability levels(s) for students that are:**
- [x] Meets
- [ ] Approaches
- [ ] Masters

**NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology**
- Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- Promote and model digital etiquette and responsible social interactions related to the use of technology
- Develop and model cultural understanding and global awareness through engagement

Are you a good citizen online? Not only should we be warning learners about the dangers of the online space, we should also be preparing them to make use of a digital space that can help to greatly improve their lives! This six-hour online professional learning opportunity explores the definition of digital citizenship and gives participants an introduction to topics related to citizenship, including accessibility in the online space, netiquette, and information literacy. This course will be available from HCDE’s dedicated Learning Management System and will be available 24 hours a day throughout the course of this learning opportunity.

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Two of the three-course series.
## Accountability levels(s) for students that are:

- [ ] Approaches
- [x] Meets
- [ ] Masters

### August

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>ITGL - Instructional Technology Leadership Group</td>
<td>1:00pm-3:00pm</td>
<td>HCDE Irvington - Room 500</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
</tbody>
</table>

**NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology**
NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
NETS 4d - Develop and model cultural understanding and global awareness through engagement

The Instructional Technology Leadership Group meeting is an opportunity for Instructional Technology leaders, coaches, and specialists to come together and discuss important changes in the world of instructional technology. These meetings will allow participants to meaningfully discuss new tools or resources to help better impact classroom learning and develop cohesive plans of action based on the shared experiences of the members. The introductory topic for this meeting will be: Using Technology to Help Students Answer Big Questions.

### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Online Instructor's Training - Part III</td>
<td>Self-Paced (10 Days)</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
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</table>

**NETS 2a - Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**
NETS 2b - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities
NETS 2c - Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
NETS 4d - Develop and model cultural understanding and global awareness through engagement

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Three of the three-course series.
### September

**5**

**Outer Edges Training - Authoring with Google**
- NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
- NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
- NETS 4d - Develop and model cultural understanding and global awareness through engagement

This six-hour course will challenge you to channel your inner-author as you spend the first two hours exploring the basic functionality of Google Docs, Blogger, and Google Fonts. After lunch, prepare for launch as we scuttle the scripting and explore the outer edges of these apps with ample add-ons and cool customizations! Once you’re done, you’ll have some swag for your bag of tricks and some neat new lessons to help your kiddos leap into their learning!

**Face-to-face at 6300 Irvington or Completely Online (Moodle LMS)**
- Lynnice Hockaday and David McGeary
- Grades 6-12 Classroom Teachers and Educational Technology
- 6hrs CPE
- 9:00am-4:00pm (6 Hours)
- $60.00

**Accountability levels(s) for students that are:**
- □ Approaches
- ☑ Meets
- ☑ Masters

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**10**

**Digital Safety and the Law**
- NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
- NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
- NETS 4d - Develop and model cultural understanding and global awareness through engagement

How do you keep your students safe when they go online? The laws regarding the legal responsibilities of online learning have changed quite a bit over the last few years, especially as they pertain to culpability and the right to free speech. Participants in this professional learning opportunity will explore the legal challenges of learning in the online space along with specific strategies to keep students and teachers vigilant and safe. This course will be available via HCDE’s dedicated Learning Management System and will be available 24 hours a day.

**Self-Paced**
- Lynnice Hockaday and David McGeary
- Grades 7-12 Teachers and Administrators
- 6hrs CPE
- $60.00
- (5 Days)
- Completely Online (Moodle LMS)

**Accountability levels(s) for students that are:**
- □ Approaches
- ☑ Meets
- ☐ Masters

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<thead>
<tr>
<th>Date</th>
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<td>Lynnice Hockaday and David McGeary</td>
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<td>24</td>
<td>Online Instructor's Training - Part I</td>
<td>• Approaches</td>
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<td>• Meets</td>
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<td>Completely Online (Moodle LMS)</td>
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<td>NETS 3b - collaborate using digital tools and resources</td>
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<td>NETS 3c - Effectively communicate information and idea</td>
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<td>NETS 3d - Model and facilitate effective use of digital tools</td>
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<td>Bleep Bloop Blorp...You don’t have to be a robot to analyze data, but it helps if you have one for a friend! Get your gears going and hash through some harsh data heaps with this six-hour brainpower shower. We'll start the day with some simple data dumps by benchmarking with the basics of Google Sheets and Google Trends. After lunch, we'll over-clock our corporeal computers and gaze on the GUI goodness that is Fusion Tables and Add-Ons. Finish the day in the best kind of way by downloading some data and making a few new lessons that absolutely will compute!</td>
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<td>24</td>
<td>Online Instructor's Training - Part I</td>
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<td>NETS 4d - Develop and model cultural understanding and global awareness through engagement</td>
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<tr>
<td>October</td>
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<tr>
<td>Social Media and the Classroom</td>
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</tr>
<tr>
<td>Self-Paced (5 Days)</td>
<td>$60.00</td>
<td>Grades 7-12 Teachers and Administrators</td>
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<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
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<td>Accountability levels(s) for students that are:</td>
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<td>☐ Approaches</td>
<td>☑ Meets</td>
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<tr>
<td>NETS 4d - Develop and model cultural understanding and global awareness through engagement</td>
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<tr>
<td>No talking in class! But what is talking? Texting? Photo-sharing? Instagram posts? Snapchat? Periscope? With the evolving array of tools and resources available for student communication, it can be hard to balance the benefits and best practices of using social media in an educational setting with the legal implications of use. This six-hour training course will introduce productive ways to use social media in the classroom, along with legal considerations for safe and appropriate use.</td>
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</table>

<p>| <strong>3</strong>  |
| Outer Edges Training - Responding with Google |
| 9:00am-4:00pm (6 Hours) | $60.00 | Grades 6-12 Classroom Teachers and Educational Technology |
| Face-to-face at 6300 Irvington or Completely Online (Moodle LMS) | Lynnice Hockaday and David McGeary |
| Accountability levels(s) for students that are: | | |
| ☐ Approaches | ☑ Meets | ☑ Masters |
| NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology |
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| NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology |
| NETS 4d - Develop and model cultural understanding and global awareness through engagement |
| Don’t raise your voice. No need to yell. Sit a spell, and let’s find a nice time to unwind and let your tip-tapping fingers replace those zip-zapping zingers. Defy the norms with the basics of Forms in this morning opener before we have some feedback and a snack. After lunch, move from echoes to beats with neat Google Sheets to complete. Tie them both together and you’ve got a great way to retort, sport. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time/Location</th>
<th>Fee</th>
<th>CPE</th>
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<th>Instructor(s)</th>
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<tr>
<td>8</td>
<td>Online Instructor's Training - Part II</td>
<td></td>
<td>$165.00</td>
<td>10hrs</td>
<td>K-12 Online Teachers; TxVSN Provider Teachers</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
<tr>
<td>10</td>
<td>Finding the Right Blend - Blending Content for the 21st Century Classroom</td>
<td>8:30am-3:00pm</td>
<td>$180.00</td>
<td>6hrs</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [ ] Masters

**NETS 1a - Promote, support, and model creative and innovative thinking**

**NETS 1b - Engage students in exploring realworld issues and solving authentic problems**

**NETS 1c - Promote student reflection using collaborative tools to reveal and clarify conceptual understanding**

**NETS 1d - Model collaborative knowledge construction**

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process.

This course is Part Two of the three-course series.

**Finding the Right Blend - Blending Content for the 21st Century Classroom**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

The purpose of this course is to help teachers develop activities and assignments that are appropriate for the Blended classroom. Using best practices in online learning, leverage tools and resources in both a dedicated LMS and the online space to help engage and support students.
### October

#### 17

**How to “Googlize” Your Classroom**

- **NETS 4a** - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
- **NETS 4b** - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **NETS 4c** - Promote and model digital etiquette and responsible social interactions related to the use of technology
- **NETS 4d** - Develop and model cultural understanding and global awareness through engagement

This six hour training will examine the impact of Google tools and resources on the classroom, along with some hands-on practice using Google Apps for Education and the Google Classroom. Participants will learn how to setup and prepare content for these tools, apply these tools to learning activities in the classroom, and create sustainable learning environments for ongoing student learning and authentic scholarship. Your district must have already setup Google Apps for Education and you must already have an account with access to these apps.

**Let’s get things together with this A to E-Z opportunity!** We’ll start by getting our ducks in a row with Google Keep, Drive and Photo basics before we devise to revise our catalog of cool customizations. After a well regulated repast, we’ll tabulate our tools and tailor a ton of terrific activities that will get your kids curating with confidence!

- **How to “Googlize” Your Classroom**
  - **NETS 4a**
  - **NETS 4b**
  - **NETS 4c**
  - **NETS 4d**

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [ ] Masters

**How to “Googlize” Your Classroom**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

**October**

#### 18

**Outer Edges Training - Organizing with Google**

- **NETS 3a** - Demonstrate fluency in technology systems
- **NETS 3b** - Collaborate using digital tools and resources
- **NETS 3c** - Effectively communicate information and ideas
- **NETS 3d** - Model and facilitate effective use of digital tools

Let’s get things together with this A to E-Z opportunity! We’ll start by getting our ducks in a row with Google Keep, Drive and Photo basics before we devise to revise our catalog of cool customizations. After a well regulated repast, we’ll tabulate our tools and tailor a ton of terrific activities that will get your kids curating with confidence!

**Outer Edges Training - Organizing with Google**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

**Outer Edges Training - Organizing with Google**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

**Outer Edges Training - Organizing with Google**

- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters
### Online Instructor's Training - Part III

**Self-Paced**

<table>
<thead>
<tr>
<th>Self-Paced (10 Days)</th>
<th>$165.00</th>
<th>K-12 Online Teachers; TxVSN Provider Teachers</th>
<th>Lynnice Hockaday and David McGeary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely Online (Moodle LMS)</td>
<td>10hrs CPE</td>
<td></td>
<td></td>
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</tbody>
</table>

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [x] Meets
- [ ] Masters

### Outer Edges Training - Creating with Google

**9:00am-4:00pm (6 Hours)**

<table>
<thead>
<tr>
<th>9:00am-4:00pm (6 Hours)</th>
<th>$60.00</th>
<th>Grades 6-12 Classroom Teachers and Educational Technology</th>
<th>Lynnice Hockaday and David McGeary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-face at 6300 Irvington or Completely Online (Moodle LMS)</td>
<td>6hrs CPE</td>
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</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [x] Meets
- [x] Masters

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This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.

The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process.

This course is Part Three of the three-course series.

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Let’s get things together with this A to E-Z opportunity! We’ll start by getting our ducks in a row with Google Keep, Drive and Photo basics before we devise to revise our catalog of cool customizations. After a well regulated repast, we’ll tabulate our tools and tailor a ton of terrific activities that will get your kids curating with confidence!
## November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Organizer</th>
<th>Participants</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Outer Edges Training - Investigating with Google</td>
<td>9:00am-4:00pm (6 Hours)</td>
<td>$60.00</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>Hey Ace, are you angling to be a super cyber sleuth but you’re lacking the evidence to snoop? Well, you’ve just discovered the Digital El Dorado! Get ready to look over the Google landscape as we survey Google Search, Google Trends, and Google News. After lunch, we’ll sift through some simple solutions for expanding our auditing accumen while also vetting some virtual activities that will help your kids purposely ponder potential problems!</td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- [ ] Approaches
- [x] Meets
- [x] Masters

## December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Organizer</th>
<th>Participants</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>ITGL - Instructional Technology Leadership Group</td>
<td>1:00pm-3:00pm</td>
<td>$0.00/$15.00</td>
<td>HCDE Irvington - Room 500</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Instructional Technology Leaders, Instructional Technology Coaches, Technology Coaches</td>
<td>The Instructional Technology Leadership Group meeting is an opportunity for Instructional Technology leaders, coaches, and specialists to come together and discuss important changes in the world of instructional technology. These meetings will allow participants to meaningfully discuss new tools or resources to help better impact classroom learning and develop cohesive plans of action based on the shared experiences of the members. The introductory topic for this meeting will be: Teaching Technology to Impact STAAR.</td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- [ ] Approaches
- [x] Meets
- [ ] Masters
## Accountability levels(s) for students that are:

- [ ] Approaches
- [x] Meets
- [x] Masters

### December

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
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<th>CPE</th>
<th>Participants</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Outer Edges Training - Exploring with Google</td>
<td>9:00am-4:00pm (6 Hours)</td>
<td>6000 Irvington or Completely Online (Moodle LMS)</td>
<td>$60.00</td>
<td>6hrs CPE</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>Lynnice Hockaday and David McGeary</td>
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### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Cost</th>
<th>CPE</th>
<th>Participants</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Online Instructor's Training - Part I</td>
<td>Self-Paced (10 Days)</td>
<td>K-12 Online Teachers; TxVSN Provider Teachers</td>
<td>$165.00</td>
<td>6hrs CPE</td>
<td>Lynnice Hockaday and David McGeary</td>
<td></td>
</tr>
</tbody>
</table>

**NETS 3a** - Demonstrate fluency in technology systems

**NETS 3b** - Collaborate using digital tools and resources

**NETS 3c** - Effectively communicate information and ideas

**NETS 3d** - Model and facilitate effective use of digital tools

**NETS 4a** - Advocate, model, and teach safe, legal, and ethical use of digital information and technology

**NETS 4b** - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources

**NETS 4c** - Promote and model digital etiquette and responsible social interactions related to the use of technology

**NETS 4d** - Develop and model cultural understanding and global awareness through engagement

---

**Digital Learning**

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.

The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process.

This course is Part One of the three-course series.
# Digital Learning

## January

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>17</td>
<td>Outer Edges Training - Learning Safety with Google</td>
<td>9:00am-4:00pm</td>
<td>$60.00</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>☐ Approaches ☑ Meets ☑ Masters</td>
</tr>
<tr>
<td></td>
<td>Become the Commander of Caution...the Sultan of Safety...the Ruler of Risk with a six-hour Google gulp of online safety resources. We’ll learn all the rules of the road that will keep your kids zipping along the information superhighway while also engaging in Google-crafted activities that can help you and your kids build some microprocessing muscle while also having fun! Walk away with some lively lessons while also gaining some insight into how we can improve our own experiences online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Online Instructor’s Training - Part II</td>
<td>Self-Paced</td>
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<td>Lynnice Hockaday and David McGeary</td>
<td>K-12 Online Teachers; TxVSN Provider Teachers</td>
<td>☐ Approaches ☑ Meets ☐ Masters</td>
</tr>
<tr>
<td></td>
<td>This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Two of the three-course series.</td>
<td></td>
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## Digital Learning

### January

<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Cost</th>
<th>CPE</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>22</td>
<td>Outer Edges Training - Communicating with Google</td>
<td>9:00am-4:00pm (6 Hours)</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>$60.00</td>
<td>6hrs CPE</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

**NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology**

**NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources**

**NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology**

**NETS 4d - Develop and model cultural understanding and global awareness through engagement**

**Become a competent communicator and learn to talk the digital talk with a six-hour digital discourse that will get your kids skipping the small talk to banter about big ideas! We’ll start with a powwow on the potential of programs like Google Mail, Google Hangouts, and Google Voice. After some chatter on the matter, we’ll have some lunch and then start discussing the deeper aspects of these awesome tools. We’ll end our exchange by putting together some processes that will get your kids to yikity yak right back!**

### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Cost</th>
<th>CPE</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Online Instructor’s Training - Part III</td>
<td>$165.00</td>
<td>10hrs CPE</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
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- [x] Meets
- [ ] Masters

**NETS 2a - Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity**

**NETS 2b - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities**

**NETS 2c - Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources**

**NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology**

**NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources**

**NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology**

**NETS 4d - Develop and model cultural understanding and global awareness through engagement**

**This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Three of the three-course series.**
### February

#### Outer Edges Training - Having Fun with Google

- **Date:** 25th February
- **Time:** 9:00am-4:00pm
- **Location:** Face-to-face at 6300 Irvington or Completely Online (Moodle LMS)
- **Cost:** $60.00

**Grades 6-12 Classroom Teachers and Educational Technology**

**Instructors:** Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [x] Meets

**Topics Covered:**
- NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
- NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
- NETS 4d - Develop and model cultural understanding and global awareness through engagement

**Description:**
This is it...the final countdown! We’ve been to the Outer Edges and back and it’s finally time to unwind with a day that boasts the most from Google-coast to Google-coast! The fun gets started with some virtual show-and-tell using Google Cardboard. Next, we push paper to the 3rd dimension and have some fun with Google Tilted Brush and 3D models in Google Street View. We’ll tip-toe through the tool tips for bunch of other fun Google apps!

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#### Online Instructor’s Training - Part I

- **Date:** 25th February
- **Self-Paced:** (10 Days)
- **Cost:** $165.00

**Grades:** K-12 Online Teachers; TxVSN Provider Teachers

**Instructors:** Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**
- [x] Meets

**Topics Covered:**
- NETS 3a - Demonstrate fluency in technology systems
- NETS 3b - Collaborate using digital tools and resources
- NETS 3c - Effectively communicate information and idea
- NETS 3d - Model and facilitate effective use of digital tools

**Description:**
This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process.

This course is Part One of the three-course series.
### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ITGL - Instructional Technology Leadership Group</td>
<td>1:00pm-3:00pm</td>
<td>HCDE Irvington - Room 500</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>The Instructional Technology Leadership Group meeting is an opportunity for Instructional Technology leaders, coaches, and specialists to come together and discuss important changes in the world of instructional technology. These meetings will allow participants to meaningfully discuss new tools or resources to help better impact classroom learning and develop cohesive plans of action based on the shared experiences of the members. The introductory topic for this meeting will be: New Resource Showcase.</td>
</tr>
</tbody>
</table>

#### Accountability levels(s) for students that are:
- [ ] Approaches
- [x] Meets
- [ ] Masters

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<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Instructor(s)</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Digital Citizenship Online</td>
<td>Self-Paced (5 Days)</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>Are you a good citizen online? Not only should we be warning learners about the dangers of the online space, we should also be preparing them to make use of a digital space that can help to greatly improve their lives! This 6-hour online professional learning opportunity explores the definition of digital citizenship and gives participants an introduction to topics related to citizenship, including accessibility in the online space, netiquette, and information literacy. This course will be available from HCDE’s dedicated Learning Management System and will be available 24 hours a day throughout the course of this learning opportunity.</td>
</tr>
</tbody>
</table>

#### Accountability levels(s) for students that are:
- [ ] Approaches
- [x] Meets
- [ ] Masters

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NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
NETS 4d - Develop and model cultural understanding and global awareness through engagement
### Digital Learning

**March**

<table>
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<th>Date</th>
<th>Course Title</th>
<th>Description</th>
<th>Details</th>
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<tr>
<td>18</td>
<td>Online Instructor's Training - Part II</td>
<td>This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.</td>
<td>Self-Paced (10 Days)</td>
</tr>
<tr>
<td>18</td>
<td>10hrs CPE</td>
<td>Completely Online (Moodle LMS)</td>
<td>$165.00</td>
</tr>
</tbody>
</table>

**March**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Title</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Digital Safety and the Law</td>
<td>How do you keep your students safe when they go online? The laws regarding the legal responsibilities of online learning have changed quite a bit over the last few years, especially as they pertain to culpability and the right to free speech. Participants in this professional learning opportunity will explore the legal challenges of learning in the online space along with specific strategies to keep students and teachers vigilant and safe. This course will be available via HCDE’s dedicated Learning Management System and will be available 24 hours a day.</td>
<td>Self-Paced (5 Days)</td>
</tr>
<tr>
<td>25</td>
<td>6hrs CPE</td>
<td>Completely Online (Moodle LMS)</td>
<td>$60.00</td>
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</table>
This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Three of the three-course series.
### April

**Social Media and the Classroom**

- **NETS 4a**: Advocate, model, and teach safe, legal, and ethical use of digital information and technology
- **NETS 4b**: Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **NETS 4c**: Promote and model digital etiquette and responsible social interactions related to the use of technology
- **NETS 4d**: Develop and model cultural understanding and global awareness through engagement

**No talking in class! But what is talking? Texting? Photo-sharing? Instagram posts? Snapchat? Periscope? With the evolving array of tools and resources available for student communication, it can be hard to balance the benefits and best practices of using social media in an educational setting with the legal implications of use. This six-hour training course will introduce productive ways to use social media in the classroom, along with legal considerations for safe and appropriate use.**

**Self-Paced** (5 Days)

- **$60.00**
- Grades 7-12 Teachers and Administrators
- Lynnice Hockaday and David McGeary
- 6hrs CPE
- Completely Online (Moodle LMS)

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [X] Meets
- [X] Masters

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**GTech - Using Technology to Teach GT Learners**

- **NETS 5a**: Participate in global learning communities
- **NETS 5b**: Demonstrate a vision for technology infusion
- **NETS 5c**: Reflect on current research to make effective use of digital tools
- **NETS 5d**: Contribute to the effectiveness of teaching

**The purpose of this course is to give all teachers an opportunity to examine deficiencies in face-to-face learning for GT learners and how digital and online resources can be used to address these common deficiencies. By the end of this six-hour course you will be introduced to several free online resources with instruction on how to use them in your GT classroom, you will be given the opportunity to explore how these tools impact your specific content area, and you will be connected to other teachers who can support your content addenda with their own insights and experience.**

**Self-Paced** (5 Days)

- **$150.00**
- Grades 6-12 Classroom Teachers and Educational Technology
- Lynnice Hockaday and David McGeary
- 6 Hours CPE: Eligible for 6 Hour GT Update
- Completely Online (Moodle LMS)
### Digital Learning

#### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Online Instructor's Training - Part I</td>
<td>This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part One of the three-course series.</td>
</tr>
<tr>
<td>22</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
<tr>
<td>23</td>
<td>Finding the Right Blend - Blending Content for the 21st Century Classroom</td>
<td>The purpose of this course is to help teachers develop activities and assignments that are appropriate for the Blended classroom. Using best practices in online learning, leverage tools and resources in both a dedicated LMS and the online space to help engage and support students.</td>
</tr>
<tr>
<td>23</td>
<td>8:00am-3:00pm</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
<tr>
<td>23</td>
<td>Grades 6-12 Classroom Teachers and Educational Technology</td>
<td>Lynnice Hockaday and David McGeary</td>
</tr>
<tr>
<td>23</td>
<td>NETS 1b - Engage students in exploring real-world issues and solving authentic problems</td>
<td>NETS 1c - Promote student reflection using collaborative tools to reveal and clarify conceptual understanding NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology</td>
</tr>
</tbody>
</table>
### April

**How to “Googlize” Your Classroom**

**NETS 3a** - Demonstrate fluency in technology systems
**NETS 3b** - Collaborate using digital tools and resources
**NETS 3c** - Effectively communicate information and ideas
**NETS 3d** - Model and facilitate effective use of digital tools

This six-hour training will examine the impact of Google tools and resources on the classroom, along with some hands-on practice using Google Apps for Education and the Google Classroom. Participants will learn how to setup and prepare content for these tools, apply these tools to learning activities in the classroom, and create sustainable learning environments for on-going student learning and authentic scholarship. Your district must have already setup Google Apps for Education and you must already have an account with access to these apps.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time</th>
<th>Venue</th>
<th>Presenter(s)</th>
<th>Cost</th>
<th>CPE Hours</th>
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<tbody>
<tr>
<td>30 April</td>
<td><em>How to “Googlize” Your Classroom</em></td>
<td>8:00am-3:00pm</td>
<td>500 Computer Lab</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>$200.00</td>
<td>6hrs CPE</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [ ] Masters

### May

**Online Instructor’s Training - Part II**

**NETS 1a** - Promote, support, and model creative and innovative thinking
**NETS 1b** - Engage students in exploring realworld issues and solving authentic problems
**NETS 1c** - Promote student reflection using collaborative tools to reveal and clarify conceptual understanding
**NETS 1d** - Model collaborative knowledge construction

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Two of the three-course series.

<table>
<thead>
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<th>Presenter(s)</th>
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<tr>
<td>6 May</td>
<td><em>Online Instructor’s Training - Part II</em></td>
<td>Self-Paced</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>$165.00</td>
<td>10hrs CPE</td>
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**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [ ] Masters
This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course. The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Three of the three-course series.

<table>
<thead>
<tr>
<th>May</th>
<th></th>
<th>Accountability levels(s) for students that are:</th>
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<tbody>
<tr>
<td>20</td>
<td>Online Instructor’s Training - Part III</td>
<td>Approaches [ ]  Meets [x]  Masters [ ]</td>
</tr>
<tr>
<td>20</td>
<td>Online Instructor’s Training - Part III</td>
<td>Approaches [ ]  Meets [x]  Masters [ ]</td>
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<table>
<thead>
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<th></th>
<th>Accountability levels(s) for students that are:</th>
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<tbody>
<tr>
<td>3</td>
<td>Digital Citizenship Online</td>
<td>Approaches [ ]  Meets [x]  Masters [ ]</td>
</tr>
</tbody>
</table>

Are you a good citizen online? Not only should we be warning learners about the dangers of the online space, we should also be preparing them to make use of a digital space that can help to greatly improve their lives! This six-hour online professional learning opportunity explores the definition of digital citizenship and gives participants an introduction to topics related to citizenship, including accessibility in the online space, netiquette, and information literacy. This course will be available from HCDE’s dedicated Learning Management System and will be available 24 hours a day throughout the course of this learning opportunity.
How do you keep your students safe when they go online? The laws regarding the legal responsibilities of online learning have changed quite a bit over the last few years, especially as they pertain to culpability and the right to free speech. Participants in this professional learning opportunity will explore the legal challenges of learning in the online space along with specific strategies to keep students and teachers vigilant and safe. This course will be available via HCDE’s dedicated Learning Management System and will be available 24 hours a day.

NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
NETS 4d - Develop and model cultural understanding and global awareness through engagement

The Instructional Technology Leadership Group meeting is an opportunity for Instructional Technology leaders, coaches, and specialists to come together and discuss important changes in the world of instructional technology. These meetings will allow participants to meaningfully discuss new tools or resources to help better impact classroom learning and develop cohesive plans of action based on the shared experiences of the members. The introductory topic for this meeting will be: Using Technology to Help Students Answer Big Questions.
**June**

10

**Online Instructor’s Training - Part I**

Self-Paced (10 Days)

$165.00

K-12 Online Teachers; TxVSN Provider Teachers

10hrs CPE

Completely Online (Moodle LMS)

Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [X] Meets
- [ ] Masters

NETS 3a - Demonstrate fluency in technology systems
NETS 3b - Collaborate using digital tools and resources
NETS 3c - Effectively communicate information and ideas
NETS 3d - Model and facilitate effective use of digital tools

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.

The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part One of the three-course series.

17

**Social Media and the Classroom**

Self-Paced (5 Days)

$60.00

Grades 7-12 Teachers and Administrators

6hrs CPE

Completely Online (Moodle LMS)

Lynnice Hockaday and David McGeary

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [X] Meets
- [ ] Masters

NETS 4a - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
NETS 4b - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
NETS 4c - Promote and model digital etiquette and responsible social interactions related to the use of technology
NETS 4d - Develop and model cultural understanding and global awareness through engagement

No talking in class! But what is talking? Texting? Photo-sharing? Instagram posts? Snapchat? Periscope? With the evolving array of tools and resources available for student communication, it can be hard to balance the benefits and best practices of using social media in an educational setting with the legal implications of use. This six-hour training course will introduce productive ways to use social media in the classroom, along with legal considerations for safe and appropriate use.
## June

### Online Instructor’s Training - Part II

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Format</th>
<th>Instructor(s)</th>
<th>Fee</th>
<th>CPE Credits</th>
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<tbody>
<tr>
<td>24</td>
<td>Self-Paced</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>$165.00</td>
<td>10hrs</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [x] Meets
- [ ] Approaches
- [ ] Masters

**NETS 1a** - Promote, support, and model creative and innovative thinking
**NETS 1b** - Engage students in exploring real-world issues and solving authentic problems
**NETS 1c** - Promote student reflection using collaborative tools to reveal and clarify conceptual understanding
**NETS 1d** - Model collaborative knowledge construction

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.

The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Two of the three-course series.

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## July

### Online Instructor’s Training - Part III

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Format</th>
<th>Instructor(s)</th>
<th>Fee</th>
<th>CPE Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Self-Paced</td>
<td>Completely Online (Moodle LMS)</td>
<td>Lynnice Hockaday and David McGeary</td>
<td>$165.00</td>
<td>10hrs</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [x] Meets
- [ ] Approaches
- [ ] Masters

**NETS 2a** - Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
**NETS 2b** - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities
**NETS 2c** - Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
**NETS 4a** - Advocate, model, and teach safe, legal, and ethical use of digital information and technology
**NETS 4b** - Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
**NETS 4c** - Promote and model digital etiquette and responsible social interactions related to the use of technology
**NETS 4d** - Develop and model cultural understanding and global awareness through engagement

This is a six-week, state-mandated training series involving immersion in an online learning environment. Participants will experience, and engage in, best practices for online teaching and virtual learning facilitation. At the completion of this three-course series, participants will meet the qualification requirements to teach courses through the Texas Virtual School Network. This is a fully online and paced course.

The various skills and strategies featured in this series of courses can be used to strengthen online or blended learning outcomes for the teaching and learning process. This course is Part Three of the three-course series.
Do you need new strategies for student engagement? Are you an early childhood educator who feels left out of campus conversations? Are you a first or second grade teacher who wants to know how to balance keeping up with TEKS and securing missing foundational skills for some of your students? Attend this one-day professional learning conference and learn easy-to-implement, research-based strategies designed for students in pre-kindergarten through second grade. Infuse passion and purpose into your planning by selecting from more than 80 breakout sessions delivered by some of the best presenters in Houston. Don’t miss this opportunity to learn and network with other early childhood experts.

Keynote Address Title: BEST DAY EVER: The Science of Creating Amazing Experiences to Inspire the Next Generation of Scientists & Engineers

KEYNOTE Description: Teachers never forget the first day a child runs into their arms and screams, “This was the best day ever!” Sometimes we are left scratching our heads trying to understand why while other times we’re forced to stay late to clean up what’s left of the shaving cream fight. Best Day Ever isn’t just a thing that happens… it’s an expression of gratitude for creating experiences filled with wonder, emotion, surprise and meaning. Best Day Ever is also a powerful metaphor that reminds us how to create experiences that connect people of all ages by understanding more about the science of how young children engage and learn. Join Emmy award-winning television host and SPLASH veteran Steve Spangler as he shares some of his latest discoveries on how to create Best Day Ever experiences in both your personal and professional life. Learn how to use principles of engagement and building connections to create powerful experiences that children will remember for a lifetime.

Keynote Speaker Bio: Steve Spangler is the host of the syndicated television series DIY Sci on FOX, and he’s a regular guest on Ellen DeGeneres Show where the Burbank fire department is always on stand-by. He’s a best-selling author and an Emmy award-winning speaker who will do just about anything it takes to get people excited about science. Whenever we invite Steve to SPLASH, we never know just how he’ll turn the stage into his own science playground. Don’t blame us if you walk away saying, “Best Day Ever… so far!”
Visible Learning Leadership Series
Collaborative Leadership: Six Influences that Matter Most
Leaders as Evaluators: Effective Leadership Profile
Developing Assessment Capable, Visible Learners

Visible Learning Content Series
Making Mathematics Learning Visible
Making Science Learning Visible
Making Literacy Visible

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Leadership Series
Approaches
Meets
Masters
Accountability levels(s) for students that are:

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August

28

Scholastic Art and Writing Awards Third Annual District Affiliate Leadership Conference

9:30am-2:30pm
$0.00

Scholastic Art and Writing Awards

Art & Literacy District Supervisors

Providing a day of professional learning and dialogue for school district art and writing supervisors as connected to Scholastic Art and Writing Awards. See below for more information.

The Scholastic Art & Writing Awards are presented by the Alliance for Young Artists & Writers. The Alliance is a 501(c)(3) nonprofit organization whose mission is to identify students with exceptional artistic and literary talent and present their remarkable work to the world through the Scholastic Art & Writing Awards. Through the Awards, students receive opportunities for recognition, exhibition, publication, and scholarships. Students across America submitted nearly 320,000 original works during our 2017 program year across 29 different categories of art and writing.

Website: https://www.smore.com/ve7u6-scholastic-art-and-writing-awards
### Leadership Series

#### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td><strong>Collaborative Leadership: Six Influences that Matter Most</strong>&lt;br&gt;8:30am-3:30pm&lt;br&gt;$225.00&lt;br&gt;HCDE&lt;br&gt;6&lt;br&gt;Accountability levels(s) for students that are: □ Approaches □ Meets □ Masters&lt;br&gt;<strong>Peter DeWitt unpacks six leadership factors in Collaborative Leadership, all framed through the lens of John Hattie's research. Adding insight, practical experiences, and vignettes, DeWitt paints a powerful scheme: meet stakeholder's where they are, motivate stakeholders to strive for improvement, model how to do it. The meet, motivate, model blueprint will inspire you to: transform your leadership practice; identify where you can make immediate changes; build and empower your leadership team; and incorporate all stakeholders into the conversation. Designed to shape collective teacher efficacy and foster teacher voice, Collaborative Leadership will leave you motivated to work together.</strong></td>
</tr>
<tr>
<td>11-12</td>
<td><strong>Learning Forward Coaches Academy - Days 1 &amp; 2</strong>&lt;br&gt;8:30am-3:30pm&lt;br&gt;6 Day Total $1,200.00&lt;br&gt;HCDE&lt;br&gt;36&lt;br&gt;Accountability levels(s) for students that are: □ Approaches □ Meets □ Masters&lt;br&gt;<strong>Please find a more detailed description on page 25.</strong></td>
</tr>
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</table>
### Leadership Series

#### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Leaders as Evaluators: Effective Leadership Profile</td>
<td>What is it, specifically, that instructional leaders do to support and implement instructional leadership impact? How can leaders overcome the &quot;politics of distraction&quot; when it comes to leading change? Instructional leadership must be focused on evidence, not tradition. In order to become an instructional leader, we must decide if leaders prefer popularity over impact. Leaders must be evaluators, evaluating the impact that they and their teachers are having on student learning on an ongoing basis and have a disposition to constantly question what needs to be improved and what evidence is needed. In this thoughtful and interactive session, Steve Ventura describes the instructional leadership behaviors that have the greatest impact on student outcomes. As each portion of the session unfolds, leaders will be able to reflect on how current leadership behaviors match those that are most effective. Moreover, instructional leaders will leave with a clear understanding of the change management strategies that will assist your school or district. In summary, this session is not about identifying leadership failures. Rather, the focus is to explain the dimensions of leadership in a way that allows leaders to capitalize on their strengths. If you are a leader wishing to increase your level of influence, this session can help you create a detailed plan to gather evidence that leads to deeper impact and increased levels of student achievement. Join Steve for an unforgettable, inspirational session and learn how to pursue higher levels of leadership with greater focus, rigor and clarity.</td>
</tr>
</tbody>
</table>
| 16    | Responsive Leadership: Demands, Realities, Possibilities             | What contributions can HCDE help you make in your leadership role? How can we work countywide and beyond to create equitable and more just learning environments for students? What supports are needed throughout the school year? Reshaping theory and practice in our schools needs to offer more inclusive, diverse, and empowering opportunities for both students and leaders. We welcome leaders from all levels to join this crucial conversation about moving forward in our quest for the best 21st century learning experience. Responsive Leadership is a professional development experience for curriculum leaders as well as campus and district leaders. Participants will walk away with:  
  - A close look at the governance of TEA from the Deputy Commissioner of Governance, Mr. A.J. Crabill  
  - An opportunity to hear College Board updates from College Board Senior Director of State and District Partnerships, Jill Schott  
  - Content specific conversations among districts of similar size and similar areas of need  
  - Self-selected small group learning sessions  
  - A day of collaboration among school district leaders |
|       | **Note:**吹               |                                                                                                                                             |

#### Accountability levels(s) for students that are:

- [ ] Approaches
- [ ] Meets
- [ ] Masters
## Leadership Series

### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Location</th>
<th>Description</th>
</tr>
</thead>
</table>
| 23    | Making Mathematics Learning Visible              | HCDE     | This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deepening and transferring phases of mathematics learning. This framework helps educators reach the level of rigor today's students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first stop to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session. The Agenda for this day is as follows:  
• Visible Learning Research Overview  
• Visible Learning Research  
• Building Teacher Clarity  
- Rich Tasks and Mathematical Discourse  
- Where to Next? The Right Strategy at the Right Time  
- Learn to:  
  • Apply the principles of Visible Learning research to the mathematics classroom  
  • Understand that there are three phases of learning and the unique importance of each: surface, deep, and transfer  
  • Learn which mathematics practices have the greatest impact on student growth in each phase (and which have the least) to maximize teaching time  
  • Strategize what practices to implement when in a student's learning  
  • Understand how clear learning intentions and success criteria are the bedrock of any good mathematics lesson  
  • Understand the importance of rich tasks and mathematical discourse at all phases of rigorous learning. |
| 23    | Developing Assessment Capable, Visible Learners  | HCDE     | John Hattie has undertaken the world’s largest research based around the question – what works best for student achievement? That body of ongoing research has revealed some key strands for teachers and leaders to understand: The visible learner, Know Thy impact, Effective Feedback, the Inspired and Passionate Teacher, and the Visible Learning school. This session is an introduction to the Visible Learner strand. Participants will learn key messages and build on these messages to support the development of learners and to understand that the actions take and the environments we create as teachers and schools affect the types of learners we produce. By the end of the session, participants will be able to (1) describe the characteristics of a visible learner; (2) explain to a colleague how to develop a visible learner; and (3) know how to target learning through the use of effective learning intentions and co-designed success criteria. |

### Accountability levels(s) for students that are:
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- [ ] Masters

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<tr>
<th>Date</th>
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</table>
| 30    | Making Mathematics Learning Visible              | HCDE     | This full-day workshop demonstrates how using the right approach at the right time helps educators intentionally design classroom experiences that hit the surface, deepening and transferring phases of mathematics learning. This framework helps educators reach the level of rigor today's students must meet through the combination of conceptual understanding, procedural fluency, and application. The workshop also delves into the role of clear learning intentions and success criteria as the first stop to better learning, as well as the kinds of rich mathematical tasks and mathematical discourse central to each phase of learning. Participants will be actively engaged in doing mathematics during the session. The Agenda for this day is as follows:  
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• Building Teacher Clarity  
- Rich Tasks and Mathematical Discourse  
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- Learn to:  
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| 30    | Developing Assessment Capable, Visible Learners  | HCDE     | John Hattie has undertaken the world’s largest research based around the question – what works best for student achievement? That body of ongoing research has revealed some key strands for teachers and leaders to understand: The visible learner, Know Thy impact, Effective Feedback, the Inspired and Passionate Teacher, and the Visible Learning school. This session is an introduction to the Visible Learner strand. Participants will learn key messages and build on these messages to support the development of learners and to understand that the actions take and the environments we create as teachers and schools affect the types of learners we produce. By the end of the session, participants will be able to (1) describe the characteristics of a visible learner; (2) explain to a colleague how to develop a visible learner; and (3) know how to target learning through the use of effective learning intentions and co-designed success criteria. |

### Accountability levels(s) for students that are:
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- [ ] Meets
- [ ] Masters
### Leadership Series

#### December

<table>
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<tr>
<th>Date</th>
<th>Event Description</th>
<th>Audience</th>
<th>Location</th>
<th>费用</th>
<th>Days</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>Learning Forward Coaches Academy - Days 3 &amp; 4</td>
<td>Instructional Specialists/Coaches/K-12 Campus/District Leaders</td>
<td>HCDE</td>
<td>$200.00</td>
<td>6</td>
<td>$1,200.00</td>
</tr>
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</table>
|       | In the best science classrooms, teachers see learning through the eyes of their students, and students view themselves as explorers. But with so many instructional approaches to choose from— inquiry, laboratory, project-based learning, discovery learning—which is most effective for student success?  
In this workshop, John Almarode reveals that it’s not which strategy, but when the plots a vital K-12 framework for choosing the right approach at the right time, depending on where students are within the three phases of learning: surface, deep, and transfer.  
Synthesizing state-of-the-art science instruction and assessment with over 15 years of John Hattie’s cornerstone educational research, this framework for maximum learning spans the range of topics in the life and physical sciences. Employing classroom examples from all grade levels, the presenter empowers teachers to plan, develop, and implement high-impact instruction for each phase of the learning cycle:  
Surface learning: when, through precise approaches, students explore science concepts and skills that give way to a deeper exploration of scientific inquiry.  
Deep learning: when students engage with data and evidence to uncover relationships between concepts.  
Transfer learning: when students apply knowledge of scientific principles, processes, and relationships to novel contexts, and are able to discern and innovate to solve complex problems.  
Making Science Learning Visible opens the door to maximum-impact science teaching, so that students demonstrate more than a year’s worth of learning for a year spent in school. |
| 10    | Making Science Learning Visible                        | Instructional Specialists/Coaches Teachers | HCDE      |       | 6    | $200.00    |

Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters
### Leadership Series

#### February

**1**
**Making Literacy Visible**

**8:30am-4:30pm**  
**$200.00**  
**K-12 campus or district leadership teams**

<table>
<thead>
<tr>
<th>HCDE</th>
<th>6</th>
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</thead>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

**This workshop demonstrates how using the right approach at the right time helps you more intentionally design classroom experiences that hit the surface, deep, and transfer phases of learning. The workshop covers Visible Learning research; its connections to surface, deep, and transfer learning as it relates to literacy; the best approaches to use in each stage of learning; and the tools for measuring your impact on student learning.**

- Apply the principles of Visible Learning research to the literacy classroom.
- Understand the three phases of learning and the unique importance of each: surface, deep, and transfer.
- Learn which literacy practices have the greatest impact on student growth (and which have the least) to maximize teaching time.
- Strategize what practices to implement when in a student’s learning, while keeping rigor in mind.
- Assess the impact of one’s teaching on one’s students—and what to do next as a result.

**February**

**12-13**
**Learning Forward Coaches Academy - Days 5 and 6**

**8:30am-3:30pm**  
**6 Day Total $1,200.00**  
**District and Campus Administrators and Instructional Specialists/Coaches Teacher Leaders, Aspiring Leaders**

| HCDE | 36 |

| Sharron Helmke |

<table>
<thead>
<tr>
<th>Accountability levels(s) for students that are:</th>
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<tbody>
<tr>
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</tr>
<tr>
<td>[ ] Meets</td>
</tr>
<tr>
<td>[ ] Masters</td>
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</tbody>
</table>
# Leadership Series: Rockin Review

## Overview

### Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters

### Event Details
- **Date:** February 28
- **Time:** 8:00am-4:00pm
- **Location:** HCDE
- **Fee:** $185.00

### Description

Let's rock review for STAAR! Rockin’ Review will focus on how to motivate students to engage with content that they may have struggled with earlier in the year. We will anchor on the content that is essential for kids to learn and address the highly tested concepts. We will explore strategies and tools as well as deepen understanding of lead4ward resources, that specifically facilitate effective review.

Leaders will learn how to best guide teachers to:
- Focus review on priority TEKS clusters
- Leverage content strategies to engage learners
- Explore hands-on/minds-on activities that provide meaningful practice
- Activate student voice to create engaging review
- Empower students to analyze and take ownership of common errors
- Investigate how interesting items can help inform instruction
- Plan your next steps

### Audience
- K-12 Campus or District Leadership Teams
- K-12 Campus/ District Leaders

### Instructor
- Stephanie Zelanek
### Leadership Series

#### Learning Forward Coaches Academy - General Description

<table>
<thead>
<tr>
<th>Date</th>
<th>Overview/Introduction</th>
<th>Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback.</th>
<th>Understand the continuum of classroom supporter roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 11 Day 1</td>
<td><strong>Overview/Introduction</strong>&lt;br&gt;• Essential Questions&lt;br&gt;• Characteristics of Effective Coaches&lt;br&gt;• Roles of Coaches&lt;br&gt;• Change and Resistance&lt;br&gt;• Impact of Coaches’ Work</td>
<td>Acquire the knowledge and skills necessary to support teachers in the role of classroom supporter including how to maximize demonstration lessons, co-teaching, and observing and giving feedback.</td>
<td>Understand the continuum of classroom supporter roles</td>
</tr>
<tr>
<td>September 12 Day 2</td>
<td><strong>Partnership Agreements</strong>&lt;br&gt;• Instructional Coaches’ Work&lt;br&gt;• Demonstration Teaching&lt;br&gt;• Co-Teaching&lt;br&gt;• Principles of Partnership</td>
<td>Use data to facilitate decisions related to identifying, working on, and monitoring team and individual professional learning goals for student learning.</td>
<td>Gain the knowledge, skills, and protocols for each position along the classroom supporter continuum</td>
</tr>
<tr>
<td>December 4 Day 3</td>
<td><strong>Reflective Stance</strong>&lt;br&gt;• Communication Skills&lt;br&gt;• Paraphrasing&lt;br&gt;• Pausing&lt;br&gt;• Presuppositions&lt;br&gt;• Probing&lt;br&gt;• Questioning Skills&lt;br&gt;• Components of Reflection</td>
<td>Build relationship skills to develop trusting relationships.</td>
<td>Analyze and interpret data about student achievement to identify target areas, root causes</td>
</tr>
<tr>
<td>December 5 Day 4</td>
<td><strong>Facilitation Skills</strong>&lt;br&gt;• Presentation Skills</td>
<td>Acquire coaching behaviors to support their work with individual and teams of teachers.</td>
<td>Support teachers in developing appropriate classroom-based interventions to improve student learning</td>
</tr>
<tr>
<td>February 12 Day 5</td>
<td><strong>Data-Driven Conversations</strong>&lt;br&gt;• Effective Professional Development</td>
<td>Select from among multiple professional learning designs to facilitate learning for teachers.</td>
<td>Differentiate between trusting and trustworthiness</td>
</tr>
<tr>
<td>February 13 Day 6</td>
<td><strong>Reflective Practice</strong>&lt;br&gt;• Questioning Skills&lt;br&gt;• Post Observation Conference</td>
<td>Facilitate teacher-learning teams to promote authentic collaboration about improving teaching and learning.</td>
<td>Establish structures for collaborative teamwork</td>
</tr>
</tbody>
</table>

#### Summary

- **September 11 (Day 1)**: Overview/Introduction, Essential Questions, Characteristics of Effective Coaches, Roles of Coaches, Change and Resistance, Impact of Coaches’ Work
- **September 12 (Day 2)**: Partnership Agreements, Instructional Coaches’ Work, Demonstration Teaching, Co-Teaching, Principles of Partnership
- **December 4 (Day 3)**: Reflective Stance, Communication Skills, Paraphrasing, Pausing, Presuppositions, Probing, Questioning Skills, Components of Reflection
- **December 5 (Day 4)**: Facilitation Skills, Presentation Skills
- **February 12 (Day 5)**: Data-Driven Conversations, Effective Professional Development
- **February 13 (Day 6)**: Reflective Practice, Questioning Skills, Post Observation Conference

- **September 12 (Day 6)**: Overview/Introduction, Essential Questions, Characteristics of Effective Coaches, Roles of Coaches, Change and Resistance, Impact of Coaches’ Work
- **September 12 (Day 2)**: Partnership Agreements, Instructional Coaches’ Work, Demonstration Teaching, Co-Teaching, Principles of Partnership
- **December 4 (Day 3)**: Reflective Stance, Communication Skills, Paraphrasing, Pausing, Presuppositions, Probing, Questioning Skills, Components of Reflection
- **December 5 (Day 4)**: Facilitation Skills, Presentation Skills
- **February 12 (Day 5)**: Data-Driven Conversations, Effective Professional Development
- **February 13 (Day 6)**: Reflective Practice, Questioning Skills, Post Observation Conference
### English Language Arts

#### September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Fee</th>
<th>Participants</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>DBQ Overview—Literature and Social Studies</td>
<td>9:00am-3:30pm</td>
<td>503</td>
<td>$145.00</td>
<td>Secondary ELAR and Social Studies Teachers</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Getting Started with Guided Reading: Grades 3-6</td>
<td>9:00am-3:30pm</td>
<td>100 B-C</td>
<td>$145.00</td>
<td>Grades 3-6 ELAR Teachers; Instructional Coaches</td>
<td>Kelly E. Tumy</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

**Social studies process standards; ELAR figure 19**

This session includes an overview of The DBQ Project 6-Step Method where teachers go through all the steps in a lively, interactive session. This workshop emphasizes the elements of a powerful DBQ essay and introduces teachers to writing supports they can use to promote strong, evidence-based writing. Participants also spend time analyzing student work and norming student essays using our DBQ Project rubric. **Bring DBQ Manual with you to this session.**

**Getting Started with Guided Reading: Grades 3-6**

Become both skilled and knowledgeable in the components of Guided Reading. Teachers will learn, practice, and develop the components of guided reading to best suit their classrooms. We will differentiate instruction to meet the needs of all students. Ideal for schools and districts looking to create a core team of trainers to build and sustain an inclusive reading program grades 3-6.
# English Language Arts

## September

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Details</th>
</tr>
</thead>
</table>
| 26    | Deep Dive and ELAR TEKS (6-8) | 9:00am-3:30pm  
Grades K-8 Teachers, Instructional Coaches, Coordinators and Directors  
FREE  
100 A-C  
Kelly E. Tumy                                                                 |

Accountability levels(s) for students that are:
- [X] Approaches
- [X] Meets
- [X] Masters

## October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Details</th>
</tr>
</thead>
</table>
| 16    | Responsive Leadership: ELAR Leadership #1; SS Leadership #1 | 9:00am-3:30pm  
All Curriculum Leaders  
FREE  
100 A-C  
Kelly E. Tumy                                                                 |

Accountability levels(s) for students that are:
- [X] Approaches
- [X] Meets
- [X] Masters

---

**New 2017 Adopted TEKS**

Generously sponsored by McGraw/Hill Publishers; presenter is Vicki Gibson, Independent Consultant, the new ELAR standards were designed to be collaborative standards that allow teachers to show the true connective nature of literacy. But teachers need to practice integrating these new standards to reach their full potential. This deep dive will be a hands-on workshop, practicing integration, and bridging the old to the new. (New TEKS will be implemented in the 2019-2020 school year for grades K-8)

---

**Responsive Leadership: ELAR Leadership #1; SS Leadership #1**

What contributions can HCDE help you make in your leadership role? How can we work countywide and beyond to create equitable and more just learning environments for students? What supports are needed throughout the school year? Reshaping theory and practice in our schools needs to offer more inclusive, diverse, and empowering opportunities for both students and leaders. We welcome leaders from all levels to join this crucial conversation about moving forward in our quest for the best 21st century learning experience. Responsive Leadership is a professional development experience for curriculum leaders as well as campus and district leaders. Participants will walk away with: A close look at the governance of TEA from the assistant commissioner; content specific conversations among districts of similar size and similar areas of need self-selected small group learning sessions; and a day of collaboration among school district leaders.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-19</td>
<td>Teachers, WRITE! (2nd Annual)</td>
<td>All Grades ELAR Writing Process TEKS</td>
</tr>
</tbody>
</table>
| 9:00am-3:30pm | $125.00 (early) $175.00 (regular)                                             | Find your “inner voice” in our 2nd annual two-day workshop for all English language arts teachers.  
|           | All ELAR Teachers; All Grades                                                      | • Brush up your writing skills so you become a better teacher of writing.  
|           |                                                                                   | • Add a breath of fresh air to your writing curriculum for all grades.  
|           |                                                                                    | • Gain a portfolio of work to share for all genres of writing.          |
| 501-503   | Writers in the Schools                                                             |                                                                          |

Accountability levels(s) for students that are:  
- [ ] Approaches  
- [x] Meets  
- [x] Masters

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Textbook Showcase ELAR and SLAR</td>
<td>All Grades ELAR Writing Process TEKS</td>
</tr>
</tbody>
</table>
| 9:00am-3:30pm | FREE                                                                            | Find your “inner voice” in our 2nd annual two-day workshop for all English language arts teachers.  
|           | K-8 ELAR Teachers, Directors, Coordinators                                        | • Brush up your writing skills so you become a better teacher of writing.  
|           |                                                                                   | • Add a breath of fresh air to your writing curriculum for all grades.  
|           |                                                                                    | • Gain a portfolio of work to share for all genres of writing.          |
| 100 A-C; 500-504 | ELAR & SLAR Publishers                              |                                                                          |

Accountability levels(s) for students that are:  
- [x] Approaches  
- [x] Meets  
- [x] Masters

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>24</td>
<td>New 2017 Adopted TEKS for ELAR and SLAR</td>
<td>All Grades ELAR Writing Process TEKS</td>
</tr>
</tbody>
</table>
|           |                                                                                   | Find your “inner voice” in our 2nd annual two-day workshop for all English language arts teachers.  
|           |                                                                                    | • Brush up your writing skills so you become a better teacher of writing.  
|           |                                                                                    | • Add a breath of fresh air to your writing curriculum for all grades.  
|           |                                                                                    | • Gain a portfolio of work to share for all genres of writing.          |

Harris County Department of Education (HCDE) will be hosting an Instructional Materials ELAR/SLAR Showcase for area school supervisors, principals, and teachers involved with selecting instructional materials in ELAR grades K-8 for state-wide adoption. All adopted materials are scheduled to be implemented in schools beginning with the 2019-2020 school year. Bring your adoption team to review materials in a pressure-free environment!
### November

**1**
**Make Them THINK! What Successful Readers and Writers Do—Secondary**

- **Time:** 9:00am-3:30pm
- **Location:** 100 A-B
- **Instructor:** Kelly E. Tumy
- **Cost:** $125.00
- **Grade:** Grades 6-12
- **Accountability levels(s) for students that are:**
  - Approaches
  - Meets
  - Masters

Energy in an ELA classroom can come in phases, many times depending on what text we have for students. But there is a secret to getting students actively involved in lessons daily and leaving them wanting to read more. Join us as we examine what it means to be a reader and a writer and then learn to transfer those skills to any text you or students choose. Come ready to make reader’s/writer’s workshop a reality for secondary students.

### December

**7**
**STAAR Academy: Persuasive and Expository Essay Success Strategies**

- **Time:** 9:00am-3:30pm
- **Location:** 100 B-C
- **Instructor:** Kelly E. Tumy
- **Cost:** $125.00
- **Grade:** High School ELAR Teachers, Instructional Coaches
- **Accountability levels(s) for students that are:**
  - Approaches
  - Meets

High school students need to see themselves as authors, as writers. This STAAR Academy will provide not only calibration sets of the latest released essays, but will also take teachers through different engagement activities to spur on even the most reluctant writer. Teachers will leave with multiple strategies to use for student success. Teachers will also examine state results and trends in both writing and scoring.
### English Language Arts

#### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Speaker/Title</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>M. Colleen Cruz-The Unstoppable Writing Teacher</td>
<td>9:00am-3:30pm</td>
<td>100 A-C</td>
<td>Colleen Cruz</td>
<td>$195.00</td>
<td>In addition to writing the recently published The Unstoppable Writing Teacher, Colleen Cruz is the author of several other titles for teachers, including Independent Writing And A Quick Guide To The Reaching Struggling Writers, as well as the author of the young adult novel Border Crossing, a Tomás Rivera Mexican American Children’s Book Award Finalist. Cruz was a classroom teacher in general education and inclusive settings before joining the Teachers College Reading and Writing Project where she is a senior lead staff developer. She currently supports schools, teachers and their students nationally and internationally as a literacy consultant.</td>
</tr>
<tr>
<td>12</td>
<td>Harris County ELA Leadership Team</td>
<td>9:00am-12:30pm</td>
<td>100 A-C</td>
<td>Kelly E. Tumy</td>
<td>FREE</td>
<td>Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.</td>
</tr>
</tbody>
</table>

Accountability levels(s) for students that are:

<table>
<thead>
<tr>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Accountability levels(s) for students that are:</th>
<th>Registration Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>STAAR Academy-Grades 4 Writing Strategies &amp; Mentor Texts</td>
<td>Approaches, Meets, Masters</td>
<td>$125.00</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>Grade 4 ELAR Teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X Approaches, X Meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">Kelly E. Tumy</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

#### January

<table>
<thead>
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<th>Date</th>
<th>Event</th>
<th>Accountability levels(s) for students that are:</th>
<th>Registration Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Make &amp; Take for ELAR: Grades 9-10, EOC and Readiness Standards</td>
<td>Approaches, Meets, Masters</td>
<td>$150.00</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>ELAR Teachers Grades 9-10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>X Approaches, X Meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">Kelly E. Tumy</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 (GT)</td>
<td></td>
</tr>
</tbody>
</table>

Growing 4th grade writers takes time and work in both reading and writing. Students need to imitate and practice with mentor texts to start using these structures in their own writing. This STAAR Academy will provide not only calibration sets of the latest released essays, but will also take teachers through different engagement activities to create a lifelong writer. Teachers will leave with multiple strategies to use for student success. Teachers will also examine state results and trends in both writing and scoring.

### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Accountability levels(s) for students that are:</th>
<th>Registration Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Make &amp; Take for ELAR: Grades 9-10, EOC and Readiness Standards</td>
<td>Approaches, Meets, Masters</td>
<td>$150.00</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>ELAR Teachers Grades 9-10</td>
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<td></td>
<td>X Approaches, X Meets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="#">Kelly E. Tumy</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 (GT)</td>
<td></td>
</tr>
</tbody>
</table>

Engaging young readers takes work, and this workshop allows teachers time not only to participate in a lesson, but to make lessons collaboratively. Join other educators across the county as we create lessons after a model and leave with at least six reading lessons to engage any reader in high school. *This workshop uses NEW TEKS standards, applicable to the 2020-2021 school year with a side by side to the current TEKS.*
### January

**15**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
<th>Location</th>
<th>Fee</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR Academy-Grades 7 Writing Strategies &amp; Mentor Texts</td>
<td>9:00am-3:30pm</td>
<td>100 A-C</td>
<td>$125.00</td>
<td>Kelly E. Tumy</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

---

### February

**1**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date/Time</th>
<th>Location</th>
<th>Fee</th>
<th>Provider</th>
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</thead>
<tbody>
<tr>
<td>What Do You Mean? Building Better Questioning Strategies into Instruction</td>
<td>9:00am-3:30pm</td>
<td>501</td>
<td>$145.00</td>
<td>Kelly E. Tumy</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

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Teaching students with published models and mentor texts not only strengthens reading skills but develops real writers in grade 7. Participants will learn how to use mentor texts to bridge reading and writing workshop more effectively for multiple learning styles. Teachers will walk away with multiple lessons and texts to build a stronger writer in their classrooms.

Contente process standards in math, science, and social studies; Figure 19 in ELAR and SLAR.

The key to classroom engagement is stronger questioning strategies from teachers and paraprofessionals. By changing the teacher role from lecturer to facilitator, students are given active roles in classroom learning. Work through several different techniques in your content area to challenge more independent thinking in your classroom.
### February

#### 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-3:30pm</td>
<td>STAAR Academy: Grades 5 &amp; 8 Close Up</td>
<td>100 A-C</td>
<td>Teachers, Grades 5 and 8 ELAR; Instructional Coaches, Directors, Coordinators</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- □ Masters

#### 100 A-C

**Kelly E. Tumy**

Through a close look at SSI requirements for grades 5 and 8, participants will examine STAAR Reporting Categories and released items for Depth of Knowledge (DOK). We will compare assessment questions to classroom sequences, and leave with a stronger understanding of state ELA expectations and how to communicate them better to students.

### February

#### 12

<table>
<thead>
<tr>
<th>Time</th>
<th>Event Description</th>
<th>Location</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30am-12:30pm</td>
<td>Harris County ELA Leadership Team</td>
<td>100 A-C</td>
<td>Coordinators, Directors, ELAR Campus Leaders</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

**Kelly E. Tumy**

Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.
New 2017 Adopted TEKS

The new ELAR standards were designed to be collaborative standards that allow teachers to show the true connective nature of literacy. But teachers need to practice integrating these new standards to reach their full potential. This deep dive will be a hands-on workshop, practicing integration, and bridging the old to the new. (New TEKS will be implemented in the 2019-2020 school year for grades K-8)

Deep Dive and the ELAR TEKS (3-5)

9:00am-3:30pm
$125.00
Grades 3-5 Teachers, instructional Coaches, Coordinators and Directors
6
100 A-C
Kelly E. Tumy

Accountability levels(s) for students that are:
X Approaches  X Meets  X Masters

Studying and Creating Multi-Genre Text Sets for High School ELAR

9:00am-3:30pm
$150.00
High School ELAR Teachers, instructional Coaches
6 (GT)
100 A-C
Kelly E. Tumy

Accountability levels(s) for students that are:
☐ Approaches  X Meets  X Masters
### March

#### BYB: Using Young Adult Series to Hook Readers

- **Date:** March 29
- **Time:** 9:00am-3:30pm
- **Location:** 100 A-C
- **Fee:** $150.00
- **Participants:** Middle School and High School ELAR Teachers
- **Instructor:** Kelly E. Tumy

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

**Join us as we examine the wildly popular world of series in Young Adult literature, and get a first hand look at how to use a series to hook readers and keep them reading. Participants will receive an entire series for their classroom library and we will spend the morning with an author of a series! (Books and authors subject to change due to availability).**

### April

#### Make & Take for ELAR: Grades 6-8, STAAR and Readiness Standards

- **Date:** April 2
- **Time:** 9:00am-3:30pm
- **Location:** 100 A-C
- **Fee:** $150.00
- **Participants:** Secondary ELAR Teachers
- **Instructor:** Kelly E. Tumy

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

**Engaging young readers takes work, and this workshop allows teacher time not only to participate in a lesson, but the make lessons. Join other educators across the county as we create lessons after a model and leave with at least six reading lessons to engage any reader in middle school. *This workshop uses NEW TEKS standards, applicable to the 2019-2020 school year.**
<table>
<thead>
<tr>
<th>April</th>
<th>27</th>
<th>Linda Rief</th>
<th>New 2017 Adopted TEKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Calendar Icon]</td>
<td>![Money Icon]</td>
<td>$195.00</td>
<td>Linda Rief teaches middle school in Durham, New Hampshire and is an instructor in the University of New Hampshire’s Summer Literacy Institute. A national and international presenter on issues of adolescent literacy, she is also a recipient of NCTE’s Edwin A. Hoey Award for Outstanding Middle School Educator in the English Language Arts. Join us for a full day of writing professional learning that will engage even the most reluctant writer. All attendees will receive Linda’s newest book is The Quickwrite Handbook: 100 Mentor Texts to Jumpstart Your Students’ Thinking and Writing as part of this workshop.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>Middle School and High School ELAR Teachers</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>![501-502 Icon]</td>
<td>Linda Rief</td>
<td></td>
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**Accountability levels(s) for students that are:**

- [X] Approaches
- [X] Meets
- [X] Masters

<table>
<thead>
<tr>
<th>April</th>
<th>30</th>
<th>Make them THINK! What Successful Readers and Writers Do-Elementary</th>
<th>Figure 19-Grades 3-4-5; 3.5ABC, 3.10A; 4.3ABC,4.10A; 5.3ABC, 5.10A</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Calendar Icon]</td>
<td>![Money Icon]</td>
<td>$125.00</td>
<td>There is a secret to getting students actively involved in your lessons daily and leaving them wanting to read more through a disciplined and imaginative reader's/writer's workshop model. Join us as we examine what it means to be a reader and a writer and then learn to transfer those skills to any text you or students choose. Come ready to annotate, discover, and create reading and writing opportunities for all learners.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>Grades 3-5 ELAR Teachers</td>
<td>6</td>
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</tr>
<tr>
<td>![100 A-C Icon]</td>
<td>Kelly E. Tumy</td>
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</tbody>
</table>

**Accountability levels(s) for students that are:**

- [X] Approaches
- [X] Meets
- [X] Masters
## May

### 1

**Harris County ELA Leadership Team**

- **Time:** 9:00am-12:30pm
- **Location:** 501
- **Fee:** $0.00
- **Participants:** Coordinators, Directors, ELAR Campus Leaders

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.

---

### 21

**Deep Dive and the ELAR TEKS (6-8)**

- **Time:** 9:30am-3:30pm
- **Location:** 100 A-C
- **Fee:** $125.00
- **Participants:** Grades 6-7-8 Teachers, Instructional Coaches, Coordinators and Directors

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

The new ELAR standards were designed to be collaborative standards that allow teachers to show the true connective nature of literacy. But teachers need to practice integrating these new standards to reach their full potential. This deep dive will be a hands-on workshop, practicing integration and bridging the old to the new. (New TEKS will be implemented in the 2019-2020 school year for grades K-8)
### June

**6**

**Penny Kittle**

**9:00am-3:30pm**

$225.00

Secondary ELAR Teachers

**New 2017 Adopted TEKS, Grades 6-12**

As a professional development coordinator for the Conway, New Hampshire, School District, Penny Kittle acts as a K-12 literacy coach and directs new-teacher mentoring. In addition, she teaches writing at Conway's Kennett High School, in the Summer Literacy Institutes at the University of New Hampshire, and oversees the running of the Book Love Foundation. Join Penny for an intensive day of study that will make your classroom stronger in both reading and writing. Participants will receive her newest book, “180 Days: Two Teachers and the Quest to Engage and Empower Adolescents” (coauthored with Kelly Gallagher) as part of this workshop.

**Accountability levels(s) for students that are:**

- [X] Approaches
- [X] Meets
- [X] Masters

---

**10**

**BYB: Novels in Verse, Society in Flux**

**9:00am-3:30pm**

$150.00

Secondary ELAR Teachers

**New 2017 Adopted TEKS, Grades 6-12**

To quote poet Billy Collins, we sometimes “...begin beating [poetry] with a hose/to find out what it really means” instead of appreciating the genre as a diverse one to study closely. Join us as we explore four different novels in verse that help support a variety of social studies and science topics for strong cross-curricular support for middle school and high school readers.

**Accountability levels(s) for students that are:**

- [X] Approaches
- [X] Meets
- [X] Masters
### Accountability levels(s) for students that are:

- [X] Approaches
- [X] Meets
- [ ] Masters

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**June**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Getting Started with Guided Reading: Grades 3-6</td>
<td>9:00am-3:30pm</td>
<td>100 A-C</td>
<td>Kelly E. Tumy</td>
<td>Grades 3-6 ELAR Teachers; Instructional Coaches</td>
</tr>
<tr>
<td></td>
<td>Reading TEKS-all; Grades 3, 4, 5, and 6</td>
<td></td>
<td></td>
<td></td>
<td>Become both skilled and knowledgeable in the components of Guided Reading. Teachers will learn, practice, and develop the components of guided reading to best suit their classrooms. We will work to differentiate instruction to meet the needs of all students. Ideal for schools and districts looking to create a core team of trainers to build and sustain an inclusive reading program grades 3-6.</td>
</tr>
</tbody>
</table>

**Cost:** $145.00
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Detail Information</th>
<th>Accountability levels(s) for students that are:</th>
</tr>
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<tbody>
<tr>
<td>June 11</td>
<td>Math Institute - Aligning the New Pre-K Guidelines to the TEKS (Gr Pre-K and K)</td>
<td>All process standards, grades K TEKS 1A-1F, and all PK/K content standards addressing number concepts, operations, and algebraic reasoning</td>
<td>□ Approaches  □ Meets  □ Masters</td>
</tr>
<tr>
<td></td>
<td>Day 1: Number Concepts, Operations, and Algebraic Reasoning</td>
<td>Participate in a two-day training where teachers of pre-kindergarten and kindergarten students experience high quality, age-appropriate mathematics instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: Geometry, Measurement, and Data</td>
<td>• Explore the vertical alignment between the pre-K guidelines and the kindergarten math TEKS.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:00am-3:30pm</td>
<td>• Engage in a variety of manipulative-based math lessons centered around the five strands of the state standards.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$250.00</td>
<td>• Experience 56 centers, eight small-group instruction lessons, and 16 whole group lessons.</td>
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</tr>
<tr>
<td></td>
<td>Mathematics, Early Childhood (PK-2), Early Childhood Intervention, Early Intervention Specialist, Teachers, Special Education, Grades PK/K</td>
<td>Incorporate instructional strategies from some of the leaders in early childhood mathematics, including Dr. Juanita Copley.</td>
<td></td>
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<tr>
<td></td>
<td>Nicole Shanahan</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>June 18</th>
<th>Building Conceptual Understanding in Grades 1 and 2</th>
<th>All process standards, grades 1-2 TEKS 1A-1F and content standards in operations and place value</th>
<th>□ Approaches  □ Meets  □ Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Day 1: Focuses on Operations and Place Value</td>
<td>Get an in-depth look at the TEKS and how to conceptually teach concepts in grades 1 and 2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day 2: Focus on Geometry, Measurement, and Graphing</td>
<td>• Experience a variety of manipulative-based whole group and small group activities to address the standards in each grade.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9:00am-3:30pm</td>
<td>• Highlight focal areas that should receive emphasis.</td>
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</tr>
<tr>
<td></td>
<td>$250.00</td>
<td>• Weave together conceptual understanding and procedural fluency to develop mathematical proficiency.</td>
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</tr>
<tr>
<td></td>
<td>Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 1 and 2</td>
<td>• Analyze the vertical alignment between the grades.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kristen Allen</td>
<td>• Analyze assessment items for each grade.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Previously named New Math TEKS for grades 1 and 2.</td>
<td></td>
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</table>
### June

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Focal area standards</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 3 and 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nicole Shanahan</td>
<td></td>
</tr>
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</table>

### July

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
<th>Focal area standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Workstation Make and Take for Grade 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics, Teachers, Intervention Specialist, Special Education, Grade 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kristen Allen</td>
<td></td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

### Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

### Workstation Make and Take for Grade 3

- Need workstations to address the primary focal areas in grade 3? Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. Focal areas include place value, operations of whole numbers, and understanding fractional units.
### Math Accountability levels(s) for students that are:

- Approaches
- Meets
- Masters

#### Focal area standards

**Workstation Make and Take for Grade 6**

- **Need workstations to address the primary focal areas in grade 6?**
- **Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. These focal areas include number and operations; proportionality; expressions, equations, and relationships; and measurement and data.**

- **9:00am-3:30pm**
- **$175.00**
- **Mathematics, Teachers, Intervention Specialist, Special Education, Grade 6**
- **HCDE**
- **Nicole Shanahan**

#### Workstation Make and Take for Algebra I

- **Need workstations to address the primary focal areas in algebra I?**
- **Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. Focal areas include linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Connect functions and their associated solutions in both mathematical and real-world situations. Use technology to collect and explore data and analyze statistical relationships. Study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Generate and solve linear systems with two equations and two variables and will create new functions through transformations.**

- **9:00am-3:30pm**
- **$175.00**
- **Mathematics, Teachers, Intervention Specialist, Special Education, Algebra I**
- **HCDE**
- **Nicole Shanahan**

*Accountability levels(s) for students that are:*

- Approaches
- Meets
- Masters
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Time</th>
<th>Cost</th>
<th>Presenter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Workstation Make and Take for Grade 4</td>
<td>9:00am-3:30pm</td>
<td>$175.00</td>
<td>Kristen Allen, Mathematics, Teachers, Intervention Specialist, Special Education, Grade 4</td>
<td>Needs workstations to address the primary focal areas in grade 4. Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. These focal areas include using operations, fractions, and decimals and describing and analyzing geometry and measurement.</td>
</tr>
<tr>
<td>26</td>
<td>Workstation Make and Take for Counting and Composing and Decomposing Numbers with Objects and Pictures for Grades 1 and 2</td>
<td>9:00am-3:30pm</td>
<td>$175.00</td>
<td>Kristen Allen, Mathematics, Teachers, Early Childhood Intervention Specialist, Early Intervention Specialist, Special Education, Grades 1 and 2</td>
<td>Composing and decomposing is an important concept in the TEKS for first and second grade. Participants will experience 10 workstations that enable independent practice so students can master these skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation.</td>
</tr>
</tbody>
</table>
### Workstation Make and Take for Counting and Composing and Decomposing Numbers with Objects and Pictures for Pre-K and Kindergarten

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters


Understanding counting and cardinality, addition as joining, and subtraction as separating are primary focal areas in the TEKS and Prekindergarten Guidelines. Participants will experience ten workstations that enable independent practice so students can master these skills. Other grade levels are also welcome to attend and explore these workstations as ideas that can be adapted or used for differentiation.

#### Details:
- **Date:** July 26
- **Time:** 9:00am-3:30pm
- **Location:** HCDE
- **Instructor:** Kristen Allen
- **Cost:** $175.00
- **Capacity:** 6
- **Category:** Mathematics, Early Childhood (PK-2), Early Childhood Intervention, Early Intervention Specialist, Teachers, Special Education, Grades PK/K

### Workstation Make and Take for Grade 5

**Focal area standards such as 5.4F, 5.4G, 5.4H, 5.3.B, 5.3C, 5.3D, 5.3F, 5.3I, 5.3H, 5.6B**

Need workstations to address the primary focal areas in grade 5? Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. These focal areas include problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume.

#### Details:
- **Date:** July 26
- **Time:** 9:00am-3:30pm
- **Location:** HCDE
- **Instructor:** Nicole Shanahan
- **Cost:** $175.00
- **Capacity:** 6
- **Category:** Mathematics, Teachers, Intervention Specialist, Special Education, Grade 5
Workstation Make and Take: Comparing Numbers for Pre-K and Kindergarten

Mathematics, Teachers, Special Education, Grades PK/K

Need workstations to compare sets of objects and whole numbers with comparative language? Participants will create 10 workstations that directly compares objects according to measureable attributes. These activities teach understanding of how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.

Workstation Make and Take for Grade 7

Mathematics, Teachers, Intervention Specialist, Special Education, Grade 7

Need workstations to address the primary focal areas in grade 7? Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation.
Rope up your colleagues if you have a hankerin’ to address student reasoning about spatial concepts. Don’t be square…this one you can’t miss or you’d be plumb crazy. Participants will create 10 geometry workstations that will analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. Activities encourage creating shapes using a variety of materials and drawings and communicating with formal and informal geometric language interchangeably.

Workstation Make and Take: Classifying, Sorting, Identifying, and Creating Shapes and Objects in Geometry for Grades PK/K

Mathematics, Teachers, Early Childhood Intervention, Early Intervention Specialist, Special Education, Grades PK/K

Nicole Shanahan

August

Rope up your colleagues if you have a hankerin’ to address student reasoning about spatial concepts. Participate in games and activities for the grades 1 and 2. Don’t be square…this one you can’t miss or you’d be plumb crazy. Participants will take home 10 geometry workstations for grades 1 and 2. Identify, create and distinguish between two-dimensional shapes based on given attributes, including number of sides and vertices. Classify, identify and sort regular and irregular two-dimensional, three-dimensional solids and polygons with 12 or fewer sides according to attributes. Compose two-dimensional shapes such as cutting out a square from a rectangle.

Workstation Make and Take for Classifying, Sorting, Identifying, and Creating Shapes and Objects in Geometry for Grades 1 and 2

Mathematics, Teachers, Early Childhood Intervention, Early Intervention, Special Education, Grades 1 and 2

Kristen Allen

August
### August

#### Workstation Make and Take: Comparing Numbers for Grades 1 and 2

- **Dates**: 2
- **Time**: 9:00am-3:30pm
- **Location**: HCDE
- **Instructor**: Nicole Shanahan
- **Fee**: $175.00

**Objectives**

- Need workstations to compare whole numbers using place value and number lines with comparative language?
- Participants will create 10 workstations that represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

**Focal area standards**

<table>
<thead>
<tr>
<th>Accountability levels(s) for students that are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approaches</td>
</tr>
</tbody>
</table>

**Focal area standards**

- 1.2E, 1.2F, 1.2G, 2.2D

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#### Workstation Make and Take for Grade 8

- **Dates**: 2
- **Time**: 9:00am-3:30pm
- **Location**: HCDE
- **Instructor**: Nicole Shanahan
- **Fee**: $175.00

**Objectives**

- Need workstations to address the primary focal areas in grade 8?
- Participants will create and experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation.

**Focal area standards**

<table>
<thead>
<tr>
<th>Accountability levels(s) for students that are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Approaches</td>
</tr>
</tbody>
</table>

**Focal area standards**

- Focal area standards
Texas Accountability

Texas is transitioning from the “old” accountability system (which was based on four Performance Indexes) to a “new” accountability system (based on 3 Domains). This workshop explains the data measures and indicators that TEA uses in the new 2018 Accountability System. Its emphasis is on helping leaders connect the concepts and performance measures included in accountability with sound, professional development practices and strong instructional systems that support learning for all students.

- Understand current accountability system indicators and measures
- Connect accountability with professional development and student learning
- Interpret accountability reports

Your solution for:
- Understanding accountability indicators and measures
- Interpreting and taking action based on data

Integers and Algebraic Reasoning in Grades 6-8

All process standards, grades 6-8 TEKS 1A-1F and content standards in scope and sequence: 6.7, 6.9, 6.10, 7.10, 7.11, 8.8, 8.9

Build conceptual understanding of integers and equations by using manipulatives like two-color counters and algebra tiles. Learn how to represent variables and constants, solve algebraic equations, substitute in variable expressions, expand, flip tiles, remove zero pairs, make groups, arrange like terms, and make your way toward a better understanding of algebra.
### Improve Problem Solving in Operations and Algebraic Reasoning

**Day 1:** Computation without the Algorithm  
**Day 2:** Model Drawing for grades 3-5  

- **Day 1:** Learn these strategies and how to teach them to give students an alternative to the standard algorithm and strengthen understanding of place value.
- **Day 2:** The TEKS mention the use of “strip diagrams” in a variety of contexts. What might this look like in instruction and how will students use them? In this workshop we learn how to teach bar models from the concrete to the pictorial, to the abstract level with all four operations. We look at a variety of one-step and multi-step problems and see how these bar models can help tremendously as students work to solve word problems across a variety of strands.

- **Accountability levels(s) for students that are:**  
  - X Approaches  
  - X Meets  
  - X Masters

---

### Model Drawing for Grades 3-5

- **Day 1:** Computation without the Algorithm  
- **Day 2:** Model Drawing for grades 3-5  

- **Day 1:** The TEKS encourage students to learn and use strategies other than the standard algorithm for addition, subtraction, multiplication and division. Learn these strategies and how to teach them to give students an alternative to the standard algorithm and strengthen understanding of place value.
- **Day 2:** The TEKS mention the use of “strip diagrams”, also known as bar models and model drawing, in a variety of contexts. What might this look like in instruction and how will students use them? In this workshop we learn how to teach bar models from the concrete to the pictorial, to the abstract level for all four operations. Learn this reading comprehension strategy to solve one-step and multi-step word problems. This workshop would be appropriate for those who work with students in grades 3-5.

- **Accountability levels(s) for students that are:**  
  - X Approaches  
  - X Meets  
  - X Masters

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### Model Drawing for Grades 3 -5

- **Day 1:** Computation without the Algorithm  
- **Day 2:** Model Drawing for grades 3-5  

- **Day 1:** Learn these strategies and how to teach them to give students an alternative to the standard algorithm and strengthen understanding of place value.
- **Day 2:** The TEKS mention the use of “strip diagrams” in a variety of contexts. What might this look like in instruction and how will students use them? In this workshop we learn how to teach bar models from the concrete to the pictorial, to the abstract level with all four operations. We look at a variety of one-step and multi-step problems and see how these bar models can help tremendously as students work to solve word problems across a variety of strands.

- **Accountability levels(s) for students that are:**  
  - X Approaches  
  - X Meets  
  - X Masters

---

### Model Drawing for Grades 3 -5

- **Day 1:** Computation without the Algorithm  
- **Day 2:** Model Drawing for grades 3-5  

- **Day 1:** Learn these strategies and how to teach them to give students an alternative to the standard algorithm and strengthen understanding of place value.
- **Day 2:** The TEKS mention the use of “strip diagrams” in a variety of contexts. What might this look like in instruction and how will students use them? In this workshop we learn how to teach bar models from the concrete to the pictorial, to the abstract level with all four operations. We look at a variety of one-step and multi-step problems and see how these bar models can help tremendously as students work to solve word problems across a variety of strands.

- **Accountability levels(s) for students that are:**  
  - X Approaches  
  - X Meets  
  - X Masters
### Accountability levels(s) for students that are:

- **Approaches**
- **Meets**
- **Masters**

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**Model Drawing for Grades 6-8**

**6.4B, 6.5B, 6.3E, 6.7A, 6.4H, 7.4D, 7.3B, 7.5C, 8.8A, 8.8B, 8.5I**

- **9:00am-3:30pm**
- **$150.00**
- **HCDE**
- **Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 6 - 8**
- **Nicole Shanahan**

Get an in-depth look at “strip diagraming”, also known as model drawing or bar models.

Learn a reading comprehension strategy that will help students tremendously in solving math problems:

- Examine a variety of multi-step word problems and see how bar models help across a variety of strands
- Focus on fractions, decimals, percents and ratios
- Build student proficiency without drill and kill
- Discuss the grading focus as student progress through different models

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**lead4ward: Problem Solving in the Math Classroom (K-HS)**

- **8:30am-3:30pm**
- **$160.00**
- **HCDE**
- **Administrators, Coordinators, Specialist, Special Education**
- **lead4ward - Nancy Crouch**

Do you want to develop self-sufficient, independent thinkers? Are your students struggling with how to start a math problem or effectively communicate their understanding of the content? This session will focus on the effective planning of the process standards to support students with “Tools to Know” to initiate the problem-solving process and “Ways to Show” their understanding of the content. This workshop includes:

- Rubric for evaluating students’ use of the process standards
- Identification of the different types of mathematical thinkers and how to differentiate instruction to meet the needs of ALL students
- Instructional strategies for supporting students with how to start the problem-solving process and/or communicate their understanding of mathematics
Accountability levels(s) for students that are:

- Approaches
- Meets
- Masters

### Process Standards

Do you want to develop self-sufficient, independent thinkers? Are your students struggling with how to start a math problem or effectively communicate their understanding of the content? This session will focus on the effective planning of the process standards to support students with “Tools to Know” to initiate the problem-solving process and “Ways to Show” their understanding of the content.

This workshop includes:

- Rubric for evaluating students’ use of the process standards
- Identification of the different types of mathematical thinkers and how to differentiate instruction to meet the needs of ALL students
- Instructional strategies for supporting students with how to start the problem-solving process and/or communicate their understanding of mathematics

### Improve Problem Solving in Operations and Algebraic Reasoning for Grade 2

The TEKS encourages students to learn and use a variety of strategies other than the standard algorithm for addition and subtraction. Learn these strategies and how to teach them to give students an alternative to the standard algorithm and strengthen understanding of place value. In the afternoon, our focus will turn to problem-solve with “strip diagrams” in a variety of contexts. What might this look like for second graders? Build conceptual understanding of the bar models from the concrete, to the pictorial, to the abstract level. We look at a variety of one-step and multi-step problems and see how these bar models can help tremendously as students work to solve word problems across a variety of strands.

**October 3**

**lead4ward: Problem Solving in the Math Classroom (6-12)**

**HCDE**

**8:30am-3:30pm**

$160.00

Administrators, Coordinators, Specialist, Special Education

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters

**October 4**

**Improve Problem Solving in Operations and Algebraic Reasoning for Grade 2**

**Computation without the Algorithm and Model Drawing**

**HCDE**

**9:00am-3:30pm**

$125.00

Mathematics, Teachers, Special Education, Grades 2

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters
<table>
<thead>
<tr>
<th>October</th>
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<tbody>
<tr>
<td>11</td>
</tr>
<tr>
<td>Workstation Make and Take for Counting and Composing and Decomposing Numbers with Objects and Pictures for Grades 1 and 2</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
</tr>
<tr>
<td>$175.00</td>
</tr>
<tr>
<td>HCDE</td>
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<tr>
<td>Nicole Shanahan</td>
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<tr>
<td>Accountability levels(s) for students that are:</td>
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<tr>
<td>☐ Approaches</td>
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<td>X Meets</td>
</tr>
<tr>
<td>X Masters</td>
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</table>

Composing and decomposing is an important concept in the TEKS for the first and second grade. Participants will experience ten workstations that enable independent practice so students can master these skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation.

<table>
<thead>
<tr>
<th>October</th>
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<tbody>
<tr>
<td>11</td>
</tr>
<tr>
<td>Workstation Make and Take for Counting and Composing and Decomposing Numbers with Objects and Pictures for Pre-K and Kindergarten</td>
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<tr>
<td>X Meets</td>
</tr>
<tr>
<td>X Masters</td>
</tr>
<tr>
<td>1.2A, 1.3C, 2.2A, 2.2B</td>
</tr>
</tbody>
</table>

Understanding counting and cardinality, addition as joining, and subtraction as separating are primary focal areas in the TEKS and Prekindergarten Guidelines. Participants will experience ten workstations that enable independent practice so students can master these skills. Other grade levels are also welcome to attend and explore these workstations as ideas that can be adapted or used for differentiation.
This professional learning opportunity is PART 1 of a three-day train, How Do I Know What They Know? A Three-Day Assessment Training. Participants may attend one, two, or all three days. Discount applies when registering under workshop #11991. Each day will focus on teachers’ verbal questioning within a mathematics classroom, examining the role of questions in the classroom and the extent to which this will support effective teaching and improved student engagement, and use of graphic organizers as a formative assessment tool in mathematics. Participants will engage in a variety of hands-on activities where they learn the significant value and gains that can be achieved by the verbal and written communication between teachers and students with a focus on the implementation of a variety of questioning, assessment, and discussion strategies. For more information about all goals, please search for workshop #11991 on October 12, 2018.
### Accountability levels(s) for students that are:

- [X] Approaches
- [X] Meets
- [X] Masters

#### Variety of content TEKS and All process standards

- Unpack real-world, problem-based lessons, examining how to implement them using student curiosity to drive learning and defining why it is so critical to use them with students.
- Hands-on classroom implementation including examining implementation from both the student and teacher perspectives.
- Explore Depth of Knowledge by using Open Middle problems to build procedural skills and conceptual understanding, encouraging student intellectual autonomy rather than blind memorization.
- Gain access to hundreds of free problems that are ready for student implementation the next day in the classroom.

---

### Focal area standards

Need workstations to address the primary focal areas in Algebra I? Participants will create an experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. Focal areas include linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Connect functions and their associated solutions in both mathematical and real-world situations. Use technology to collect and explore data and analyze statistical relationships. Study polynomials of degree one and two, radical expressions, sequences, and laws of exponents. Generate and solve linear systems with two equations and two variables and will create new functions through transformations.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Focal Area Standards</th>
<th>Accountability Levels</th>
<th>Instructor</th>
<th>Fee</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>October 22</td>
<td>Workstation Make and Take for Grade 3</td>
<td>V.A.1, V.A.3, V.A.4, V.A.5, V.A.6, V.A.8, K.2A, K.2C, K.2D, K.2I</td>
<td>Meets, Masters</td>
<td>Kristen Allen</td>
<td>$175.00</td>
<td>HCDE</td>
</tr>
<tr>
<td>October 25</td>
<td>Workstation Make and Take for Grade 4</td>
<td>Using operations, fractions, and decimals and describing and analyzing geometry and measurement</td>
<td>Meets, Masters</td>
<td>Kristen Allen</td>
<td>$175.00</td>
<td>HCDE</td>
</tr>
</tbody>
</table>
### Workstation Make and Take for Grade 6

**Focal area standards**

Need workstations to address the primary focal areas in Grade 6? Participants will create an experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. These focal areas include number and operations; proportionality; expressions, equations, and relationships; and measurement and data.

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [x] Meets
- [x] Masters

**Workstation Make and Take for Grade 6**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 October</td>
<td>9:00am-3:30pm</td>
<td>$175.00</td>
<td>HCDE</td>
<td>Nicole Shanahan</td>
</tr>
</tbody>
</table>

**Participants**

- Mathematics, Teachers, Intervention Specialist, Special Education, Grade 6

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### Workstation Make and Take for Grade 5

**Focal area standards**

Need workstations to address the primary focal areas in Grade 5? Participants will create an experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation. These focal areas include problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume.

**Accountability levels(s) for students that are:**

- [ ] Approaches
- [x] Meets
- [x] Masters

**Workstation Make and Take for Grade 5**

<table>
<thead>
<tr>
<th>Date</th>
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<tr>
<td>29 October</td>
<td>9:00am-3:30pm</td>
<td>$175.00</td>
<td>HCDE</td>
<td>Kristen Allen</td>
</tr>
</tbody>
</table>

**Participants**

- Mathematics, Teachers, Intervention Specialist, Special Education, Grade 5

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### October

**Workstation Make and Take for Grade 7**

- **Date:** 29th
- **Time:** 9:00am-3:30pm
- **Cost:** $175.00
- **Instructor:** Nicole Shanahan

#### Focal area standards
Need workstations to address the primary focal areas in Grade 7? Participants will create an experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these centers as ideas that can be adapted or used for differentiation.

#### Accountability levels(s) for students that are:
- □ Approaches
- X Meets
- X Masters

### November

**Workstation Make and Take: Comparing Numbers for Pre-K and Kindergarten**

- **Date:** 2nd
- **Time:** 9:00am-3:30pm
- **Cost:** $175.00
- **Instructor:** Nicole Shanahan

#### V.A.8, K.2G, K.2H
Need workstations to compare sets of objects and whole numbers with comparative language? Participants will create 10 workstations that directly compares objects according to measurable attributes. These activities teach an understanding of how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system.

#### Accountability levels(s) for students that are:
- □ Approaches
- X Meets
- X Masters
Workstation Make and Take: Comparing Numbers for Grades 1 and 2

9:00am-3:30pm
$175.00
Mathematics, Teachers, Special Education, Grades 1 and 2

HCDE

November 2

Accountability levels(s) for students that are:
× Approaches
× Meets
× Masters

Need workstations to compare whole numbers using place value and number lines with comparative language?
Participants will create 10 workstations that represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value.

Assessment in Mathematics

November 12

“How Do I Know What They Know? A Three-Day Assessment training
Day 2 Focus: Planning of and Preparation for Quality Questioning and Formative Assessments

9:00am-3:30pm
$125.00
Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades K-HS

HCDE

Accountability levels(s) for students that are:
× Approaches
× Meets
× Masters

This professional learning opportunity is PART 2 of a three-day train, How Do I Know What They Know? A Three-Day Assessment Training. Participants may attend one, two, or all three days. Discount applies when registering under workshop #11991. Each day will focus on teachers’ verbal questioning within a mathematics classroom, examining the role of questions in the classroom and the extent to which this will support effective teaching and improved student engagement, and use of graphic organizers as a formative assessment tool in mathematics. Participants will engage in a variety of hands-on activities where they learn the significant value and gains that can be achieved by the verbal and written communication between teachers and students with a focus on the implementation of a variety of questioning, assessment, and discussion strategies. For more information about all goals, please search for workshop #11991 on October 12, 2018.
<table>
<thead>
<tr>
<th>November 14</th>
<th>Graham Fletcher: Light a Fire for Problem-Based Learning in grades K-2</th>
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<tbody>
<tr>
<td>8:30am-3:30pm</td>
<td>Whole Number addition and subtraction</td>
</tr>
<tr>
<td>$225.00</td>
<td>Mathematics, Early Childhood (K-2), Early Childhood Intervention, Early Intervention Specialist, Teachers, Special Education, Grades K-2</td>
</tr>
<tr>
<td>HCDE</td>
<td>Graham Fletcher</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

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<table>
<thead>
<tr>
<th>November 27</th>
<th>Facilitating Meaningful Academic Circles in Mathematics - A Framework for building community</th>
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</thead>
<tbody>
<tr>
<td>9:00am-3:30pm</td>
<td>PBIS, Restorative Practices, Cultural Responsiveness, SEL in Mathematics</td>
</tr>
<tr>
<td>$150.00</td>
<td>Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 6-HS</td>
</tr>
<tr>
<td>HCDE</td>
<td>Beatrice Luchin and Nicole Shanahan</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

Participants will learn how to use Academic Circles to implement the concepts of Restorative Justice and Culturally Responsive Teaching to develop relationships with students that are supportive and authentic. These authentic relationships help to create a classroom culture where the need for punitive forms of discipline are decreased while proactively building the relationships and skills students need to support one another and collectively address the challenges they face. Additionally, participants will learn how to use Academic Circles to:
- promote the value of goal setting
- monitor and assess student learning
- plan for small group instruction
- empower students with choice
The HCDE mathematics curriculum director plans and facilitates quarterly meetings for leaders in mathematics education in public schools, private schools and other educational settings, including area universities (directors, coordinators, supervisors and lead teachers). The leadership group meetings provide opportunities to disseminate relevant information regarding issues at the national, state and local levels; foster communication; and promote networking among mathematics leaders. In addition, new and relevant information is disseminated to leadership group members through mail-outs, emails, etc. Call (713) 696-1306 for registration information.

**HCDE Math Leadership Meeting**

**Date:** December 5

**Time:** 10:00am-1:00pm

**Location:** HCDE

**Fee:** 

**Speakers:**

Math Administrators, Coordinators, Specialist, Special Education Directors

**Facilitator:** Nicole Shanahan

**Registrants:**

10

**Accreditation:** 3

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters

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**Workstation Make and Take: Classifying, Sorting, Identifying, and Creating Shapes and Objects in Geometry for Grades PK/K**

**Date:** December 10

**Time:** 9:00am-3:30pm

**Location:** HCDE

**Fee:** $175.00

**Speakers:**

Mathematics, Teachers, Early Childhood Intervention, Early Intervention Specialist, Special Education, Grades PK/K

**Facilitator:** Kristen Allen

**Registrants:**

6

**Accreditation:**

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters

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Rope up your colleagues if you have a-hankerin’ to address student reasoning about spatial concepts. Don’t be square… this one you can’t miss or you’d be plumb crazy.

Participants will create 10 geometry workstations that will analyze attributes of two-dimensional shapes and three-dimensional solids to develop generalizations about their properties. Activities encourage creating shapes using a variety of materials and drawings and communicating with formal and informal geometric language interchangeably.
### Workstation Make and Take for Classifying, Sorting, Identifying, and Creating Shapes and Objects in Geometry for Grades 1 and 2

- **Date:** December 10
- **Time:** 9:00am-3:30pm
- **Fee:** $175.00
- **Location:** HCDE
- **Participants:** Kristen Allen

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

**Focal area standards:**
- 1.6A, 1.6B, 1.6C, 1.6D, 1.6E, 1.6F, 2.8A, 2.8B, 2.8C, 2.8D, 2.8E

Rope up your colleagues if you have a-hankerin’ to address student reasoning about spatial concepts. Participate in games and activities for the grades 1 and 2. Don’t be square…this one you can’t miss or you’d be plumb crazy. Participants will take home 10 geometry workstations for grades 1 and 2. Identify, create and distinguish between two-dimensional shapes based on given attributes, including the number of sides and vertices. Classify, identify and sort regular and irregular two-dimensional, three-dimensional solids and polygons with 12 or fewer sides according to attributes. Compose two-dimensional shapes and three-dimensional solids. Decompose two-dimensional shapes such as cutting out a square from a rectangle.

### Workstation Make and Take for Grade 8

- **Date:** December 10
- **Time:** 9:00am-3:30pm
- **Fee:** $175.00
- **Location:** HCDE
- **Participants:** Nicole Shanahan

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters

**Focal area standards:**
- Need workstations to address the primary focal areas in Grade 8? Participants will create an experience ten workstations that enable independent practice so students can master important skills. Other grade levels are also welcome to attend and explore these workstations as ideas that can be adapted or used for differentiation. These focal areas include proportionality; expressions, equations, relationships, and foundations of functions; and measurement and data.
Do you want to develop self-sufficient, independent thinkers? Are your students struggling with how to start a math problem or effectively communicate their understanding of the content? This session will focus on the effective planning of the process standards to support students with “Tools to Know” to initiate the problem-solving process and “Ways to Show” their understanding of the content. This workshop includes:

- Rubric for evaluating students’ use of the process standards
- Identification of the different types of mathematical thinkers and how to differentiate instruction to meet the needs of ALL students
- Instructional strategies for supporting students with how to start the problem-solving process and/or communicate their understanding of mathematics

This professional learning opportunity is PART 3 of a three-day train, How Do I Know What They Know? A Three-Day Assessment Training. Participants may attend one, two, or all three days. Discount applies when registering under workshop #11991. Each day will focus on teachers’ verbal questioning within a mathematics classroom, examining the role of questions in the classroom and the extent to which this will support effective teaching and improved student engagement, and use of graphic organizers as a formative assessment tool in mathematics. Participants will engage in a variety of hands-on activities where they learn the significant value and gains that can be achieved by the verbal and written communication between teachers and students with a focus on the implementation of a variety of questioning, assessment, and discussion strategies. For more information about all goals, please search for workshop #11991 on October 12, 2018.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Title</th>
<th>Time</th>
<th>Location</th>
<th>Speaker</th>
<th>Fee</th>
<th>CEUs</th>
<th>Summary</th>
</tr>
</thead>
</table>
| 17    | Developing Fraction Concepts from the Ground Up in Grades 3-5 | 9:00am-3:30pm | HCDE     | Kristen Allen | $125.00 | 6    | Accountability levels(s) for students that are:  
  - Approaches  
  - Meets  
  - Masters  
  Get an in-depth look at the progression for teaching fractions.  
  - Explore how your students’ understanding of fractions develops from the very simple to complex  
  - Identify various stages of understanding which students must have to be successful with fractions  
  - Leave with activities to help students be successful with fractions  

| 17    | Fractions, Decimals, Percents, and Operations in Grades 5-6 | 9:00am-3:30pm | HCDE     | Nicole Shanahan | $150.00 | 6    | Accountability levels(s) for students that are:  
  - Approaches  
  - Meets  
  - Masters  
  Get an in-depth look at rational number operations and connect students' understanding of decimals and fractions to percentages.  
  - Experience a variety of manipulative-based activities to address these standards  
  - Focus on conceptual understanding of fractions, decimals, percents and operations  
  - Spend half a day identifying the various development stages students go through to be successful with fractions  
  - Study the vertical alignment between 5 and 6 TEKS  

**Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 3-5**

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters


**Developing Fraction Concepts from the Ground Up in Grades 3-5**

**Fractions, Decimals, Percents, and Operations in Grades 5-6**
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Time</th>
<th>Cost</th>
<th>Location</th>
<th>Speaker</th>
<th>Accountability levels(s) for students that are:</th>
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<tr>
<td>January 24</td>
<td>Intro to Guided Math for Grades 3-5</td>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>HCDE</td>
<td>Nicole Shanahan</td>
<td>X Approaches X Meets X Masters</td>
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<tr>
<td>January 24</td>
<td>Multiple Math TEKS from grades 3-5</td>
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<tr>
<td>January</td>
<td>Proportionality (Grades 6-8)</td>
<td>9:00am-3:30pm</td>
<td>$150.00</td>
<td>HCDE</td>
<td>Nicole Shanahan</td>
<td>X Approaches X Meets X Masters</td>
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<tr>
<td>January</td>
<td>All process standards grades 6-8; 6.4, 6.5, 7.4, 7.7, 8.4, 8.5</td>
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</table>
January

30

Bea Luchin: Data Analysis for grades 6-8

9:00am-3:30pm

$125.00

Mathematics, Teachers, Administrators, Coordinators, Specialist, Special Education, Grades 6-8

HCDE

Beatrice Luchin

Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

Data Standards in grades 6-8

Participants will engage in 4 investigations. Each investigation will include hands-on opportunities to investigate a data set and use multiple representations. Summarizing the data in the verbal, written and graphic form combined with the use of mathematical equations/expressions as appropriate will be integrated throughout each investigation. The appropriate Mathematical Process Standards will also be highlighted in each investigation as well as a vertical discussion of the standards that align with the investigation. The 4 investigations are:

- Investigations with dot plots
- Investigations with stem-and-leaf plots
- Investigations with histograms
- Investigations with box plots

January

31

Number Talks: Whole Number Computation for grades K-5

8:30am-3:30pm

$295.00

Mathematics, Teacher, Math Coaches, Curriculum Directors, Specialist, Teacher Leaders, Special Education Teachers, Grades K-5

HCDE

Nicole Shanahan

Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

TEKS found in Number and Operations

This one-day course introduces teachers, math coaches, and curriculum specialists to the theory, structure, and focus of number talks. As participants interact throughout the day, they reflect on their current practices and target essential understandings about numbers and operations called for in their state standards.

- Recognize number talks as a valuable classroom routine for making sense of mathematics, developing efficient computation strategies, communicating reasoning, and proving solutions
- Characterize the key components of number talks and understand the importance of each
- Explore ways to support students’ development of common strategies for addition and subtraction
- Scribe student strategies that emphasize the important mathematical ideas inherent in the strategies
- Use models & tools that support student understanding & proficiencies with whole-number operations
### February

#### Interpreting Multiple Representations of Data in Grades 2 & 3

- **Date:** 8th
- **Time:** 9:00am-3:30pm
- **Location:** HCDE
- **Fee:** $150.00
- **Duration:** 6 hours

**Math reporting category 2 and 5**

- **Course Description:**
  - Collect and organize data using a variety of methods including the use of manipulatives.
  - Construct representations appropriate to the types of data collections.
  - Compare and interpret different representations of the same data.
  - Solve problems and make predictions based on collected data and representations.

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

---

#### Interpreting Multiple Representations of Data in Grades 4 & 5

- **Date:** 8th
- **Time:** 9:00am-3:30pm
- **Location:** HCDE
- **Fee:** $150.00
- **Duration:** 6 hours

**Math reporting category 2 and 5**

- **Course Description:**
  - Collect and organize data using a variety of methods including the use of manipulatives.
  - Construct representations appropriate to the types of data collections.
  - Compare and interpret different representations of the same data.
  - Solve problems and make predictions based on collected data and representations.

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters
## Accountability levels(s) for students that are:

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<tr>
<th>Approaches</th>
<th>Meets</th>
<th>Masters</th>
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### February

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<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>20</td>
<td>Using Manipulatives to Teach the TEKS (Grades K-2)</td>
<td>All process standards, grades K-2 TEKS 1A-1F and all content standards in scope and sequence. Three manipulatives can help your students succeed with difficult math concepts. Learn to use Cuisenaire rods, unfix cubes and pattern blocks in multiple content strands. Practice using these manipulatives in the whole group, small groups and workstations. Leave with 32 ready-to-use activities organized by strand for easy access in planning.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>Mathematics, Early Childhood (PK-2), Early Childhood Intervention, Early Intervention Specialist, Teachers, Special Education, Grades PK-2</td>
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### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tbody>
<tr>
<td>20</td>
<td>Using Manipulatives to Teach the TEKS (Grades 3-5)</td>
<td>All process standards, grades 3-5 TEKS 1A-1F and all content standards in scope and sequence. Three manipulatives can help your students succeed with difficult math concepts. Learn to use Cuisenaire rods, unfix cubes and pattern blocks in multiple content strands. Practice using these manipulatives in the whole group, small groups and workstations. Leave with 32 ready-to-use activities organized by strand for easy access in planning.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>Mathematics, Teachers, Special Education, Grades 3-5</td>
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</tbody>
</table>
The HCDE mathematics curriculum director plans and facilitates quarterly meetings for leaders in mathematics education in public schools, private schools and other educational settings, including area universities (directors, coordinators, supervisors and lead teachers). The leadership group meetings provide opportunities to disseminate relevant information regarding issues at the national, state and local levels; foster communication; and promote networking among mathematics leaders. In addition, new and relevant information is disseminated to leadership group members through mail-outs, emails, etc. Call (713) 696-1306 for registration information.
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>24</strong></td>
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<tr>
<td><strong>9:00am-3:30pm</strong></td>
<td><strong>9:00am-3:30pm</strong></td>
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<tr>
<td>$165.00</td>
<td>$125.00</td>
</tr>
<tr>
<td>PreK and Kindergarten Teachers, Instructional Coaches</td>
<td>Grades 6-12 Social Studies Teachers</td>
</tr>
<tr>
<td>Kelly E. Tumy</td>
<td>Kelly E. Tumy</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [x] Approaches
- [x] Meets
- [ ] Masters

**Social Studies**

**Early Literacy Strategies in PreK & K Using Mentor Texts for Social Studies**
- Geography standards, kindergarten; social studies skill domain-PreK Guidelines
- PreK and Kindergarten students may not have developed all reading skills yet, but they can work on listening and speaking in a variety of ways through picture books. This session focuses on the GEOGRAPHY skills in both the PreK Guidelines and the Kindergarten TEKS. Teachers will leave with 3 books that are developmentally appropriate for their grade level.

**STAAR Academy Building Literacy in Social Studies-Part 1 Vocabulary Strategies**
- Social studies process standards;
- Middle school and high school social studies teachers know their content, but when students can’t read and decode in the content area, where do you turn for help? This 3-part session on building literacy skills will help social studies teachers break down their content and will help students build not only their reading vocabulary, but also their social studies academic vocabulary.
### November

#### 1

**Brain-Based Strategies to Engage All Learners**

- **Social studies process standards**
- What is brain-based instruction? Consider how to impact learning based on what we know about how the brain works. Experience strategies for incorporating brain research into the classroom in meaningful and powerful ways. This workshop experience is designed to move educators from simply having knowledge about “brain-based” learning to active application of this critical information.

- **Grades K-12 Teachers**
- **$145.00**
- **6**
- **100 A-C**
- **s3 Strategies**

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

#### 5

**STAAR Academy Building Literacy in Social Studies-Part 2 Comprehension Strategies**

- **Social studies process standards**
- Teaching reading comprehension is an integral part for instruction in a social studies classroom. This second part of a 3-part series on building social studies literacy skills will walk teachers through reading comprehension strategies that will help build understanding for struggling readers.

- **Grades 6-12 Social Studies Teachers**
- **$165.00**
- **6**
- **100 A-C**
- **Kelly E. Tumy**

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters
### November

**27**

**Strengthening Elementary Social Studies—A Close Look at Geography in Picture Books, Grades 1-5**

- **Time:** 9:00am-3:30pm
- **Location:** 100 A-B
- **Fee:** $165.00
- **Instructor:** Kelly E. Tumy

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters

**Geography strand, grades 1-5**

Over, Under, Down, Up, North, South, East, West? What do these have in common? Come take our workshop that blends social studies TEKS and picture books that feature the GEOGRAPHY TEKS strand in Grades 1-5. Teachers will leave with 3 books that are developmentally appropriate for their grade level.

### December

**5**

**Harris County Social Studies Leadership Team**

- **Time:** 9:00am-12:30pm
- **Location:** 100 B-C
- **Instructor:** Kelly E. Tumy

**Accountability levels(s) for students that are:**

- Approaches
- Meets
- Masters

Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.
Part three in this integrated series of trainings for social studies teachers will walk teachers through the latest released tests from TEA and will apply the skills and strategies learned in parts 1 and 2. Participants will examine STAAR/EOC questions and learn to build support with backwards design, helping struggling readers in social studies.

How do we make sure social studies is taught in elementary classes? Easy--through picture books! Cultivate a cross-curricular and inclusive atmosphere in elementary classes to support social studies TEKS. Teachers will explore different activities and resources to make elementary social studies COME ALIVE. This session focuses on the ECONOMICS TEKS strand in Grades 1-5. Teachers will walk away with 3 books that are developmentally appropriate for their grade level.
January

24

Differentiating Instruction for SPED, ELL and GT in Social Studies

9:00am-3:30pm

$145.00

Grades K-12 Social Studies Teachers

6

100 A-B

Dawn Vinas

Accountability levels(s) for students that are:

- Approaches
- Meets
- Masters

Are you looking for new ideas to engage your students? Are you struggling meeting the needs of your special populations? This workshop will provide you with tools to differentiate Social Studies for your English Language Learners, Special Education and Gifted/Talented students. Teachers will experience different instructional strategies and learn tips to engage all students in their classroom.

February

1

Developing Historical Inquiry Through Primary Sources

9:00am-3:30pm

$145.00

Grades K-12 Social Studies Teachers

6

502

s3 Strategies

Accountability levels(s) for students that are:

- Approaches
- Meets
- Masters

Teach your students to think like a historian! Educators must identify the components of rigorous instruction for deep understanding and develop a culture of historical inquiry. Participants will experience effective strategies that support the instructional shifts necessary to create a learner-centered classroom, align vertically and spiral appropriately to build a strong foundation for every student K through 12.
### February

**13**

**Harris County Social Studies Leadership Team**

**9:00am-12:30pm**

**$0.00**

Coordinators, Directors, Social Studies Campus Leaders

3

503

Kelly E. Tumy

**Accountability levels(s) for students that are:**

- [x] Approaches
- [x] Meets
- [x] Masters

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### April

**25**

**Harris County Social Studies Leadership Team**

**9:00am-12:30pm**

**$0.00**

Coordinators, Directors, Social Studies Campus Leaders

3

100 AB

Kelly E. Tumy

**Accountability levels(s) for students that are:**

- [x] Approaches
- [x] Meets
- [x] Masters

---

Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinates are welcome to attend to help this group of professionals grow.
Middle school and high school social studies teachers know their content, but when students can’t read and decode in the content area, where do you turn for help? This 2-part session on building literacy skills will help social studies teachers break down their content and will help students build not only their reading vocabulary, but also their social studies academic vocabulary.

### STAAR Academy Building Literacy in Social Studies-Part 1
**Vocabulary Strategies**

- **Grades**: 6-12 Social Studies Teachers
- **Time**: 9:00am-3:30pm
- **Location**: 100 A-C
- **Instructor**: Kelly E. Tumy
- **Fee**: $125.00

**Accountability levels(s) for students that are:**
- **Approaches**: X
- **Meets**: X
- **Masters**: 

### STAAR Academy Building Literacy in Social Studies-Part 2
**Comprehension Strategies**

- **Grades**: 6-12 Social Studies Teachers
- **Time**: 9:00am-3:30pm
- **Location**: 100 A-C
- **Instructor**: Kelly E. Tumy
- **Fee**: $125.00

**Accountability levels(s) for students that are:**
- **Approaches**: X
- **Meets**: X
- **Masters**: 

Teaching reading comprehension is an integral part for instruction in a social studies classroom. This second part of a 2-part series on building social studies literacy skills will walk teachers through reading comprehension strategies that will help build understanding for struggling readers.
Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

Social Studies Process standards

Consider how to meet the needs of struggling readers with strategies designed specifically for social studies. Equip students with tools to tackle expository text and equip them with pre-reading, during reading and post-reading strategies. Yes! Even social studies teacher can teach reading!

June

Active Reading Strategies
- 10
- 9:00am-3:30pm
- $145.00
- K-12 Social Studies Teachers

Social Studies Process standards

14th Annual-You GOTTA Have Art
- 11-12
- 9:00am-3:30pm
- $225.00
- K-6 Art Teachers

Join PreK to 5th grade teachers at this annual 2-day event where we will:
- Spread our creative wings with a variety of techniques and media
- Create doable, usable art projects your elementary students will love
- Explore cross-curricular connections to help students learn to be world observers
- Teachers return to this workshop annually, so register soon!

Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters
Matter: Solids, Liquids & Gases (grades 1–3)
In a succession of intriguing hands-on learning station activities, students gather, apply, and reflect on physical evidence, just as scientists do, and learn what matter is—and what it is not. Students learn about the properties of solids, liquids, and gases, and apply this knowledge to common objects in the world around them.

Liquid Explorations (grades 1-3)
This guide is a great way to introduce young students to the properties of liquids, and an excellent physical science unit for primary grades. In a series of fun and fluid activities, young students explore the ubiquity and properties of liquids using introductory language and simple concepts. They play a classification game, observe how food coloring moves through different liquids, and create secret salad-dressing recipes and an “Ocean in a Bottle.”

Are you working harder than your students? Are you interested in creating rich environments where all students learn at a high level? This workshop is for teachers who are unfamiliar with Webb’s Depth of Knowledge (DOK) and who want to increase the rigor of student work. Learn strategies and techniques that will enable your students to think deeply on a daily basis and allow you to design better tasks and assessments.
### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4</td>
<td><strong>STAAR Academy Grade 5: A Closer Look at STAAR Reporting Categories</strong>&lt;br&gt;9:00am-3:30pm</td>
<td>12</td>
<td>5(5A-D), 3.5C, 5.6(A-D), 3.6B, 3(7B, 8D), 4(7A,7C, 8A-8C), 5(7A-7D), 5(8A-8D), 3(9A, 10C), 5(9A-9D, 10A-10C)</td>
</tr>
<tr>
<td></td>
<td><strong>Science Teachers, Grade 5</strong></td>
<td></td>
<td>Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared.</td>
</tr>
<tr>
<td></td>
<td><strong>HCDE Science Center</strong></td>
<td></td>
<td><strong>Felske</strong></td>
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**Accountability levels(s) for students that are:**
- [X] Approaches
- [X] Meets
- [X] Masters
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<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Speakers</th>
<th>Location</th>
<th>Accountability levels(s) for students that are:</th>
<th>Description</th>
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</thead>
</table>
| 17-18  | STAAR Academy Grade 8: A Closer Look at STAAR Reporting Categories    | 9:00am-3:30pm | $250.00 | Science Teachers, Grade 8 | HCDE Science Center | X Approaches  
X Meets  
X Masters | Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared. |
| 22     | STEM Workshop                                                          | 9:00am-3:30pm | $30.00 | K-5 Teachers | HCDE Science Center | X Approaches  
X Meets  
X Masters | This hands-on training from the Institute of Electrical and Electronics Engineers (IEEE) helps support the teaching of new science TEKS. Science TEKS at every grade level requires students to plan and conduct their own investigations. Materials from IEEE give teachers ready-made lesson plans to support this topic. |
### Science

**October**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>23</td>
<td>STEM Workshop</td>
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</tr>
<tr>
<td>24-25</td>
<td>STAAR Academy Biology EOC: A Closer Look at STAAR Reporting Categories</td>
<td>Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared.</td>
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### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
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<th>Cost</th>
<th>Teachers</th>
<th>Grades</th>
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<tbody>
<tr>
<td>30</td>
<td>9:00am-3:30pm</td>
<td>GEMS- Elephants and their Young/Mother Opossum and Her Babies</td>
<td>HCDE Science Center</td>
<td>$125.00</td>
<td>Science Teachers Grades K-2</td>
<td></td>
<td>K(1A-C), (2A-E), (3B-C), (4A-B), 5A, 7B, (9A-B), 10A; 1(1A-C), (2A-E), 3B, (4A-B), 5A, 9A, 9C, 10A, (10C-D); 2(1A-C), (2A-E), 3B, (4A-B), 5A, 9A, 9C, 10A</td>
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#### Accountability levels(s) for students that are:
- X Approaches
- X Meets
- X Masters

### November

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<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
<th>Cost</th>
<th>Teachers</th>
<th>Grades</th>
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<tbody>
<tr>
<td>6</td>
<td>9:00am-3:30pm</td>
<td>Make Them Think: Argumentation in Elementary School Science</td>
<td>HCDE Science Center</td>
<td>$125.00</td>
<td>Science Teachers, K-5</td>
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#### Accountability levels(s) for students that are:
- X Meets
- X Masters

### Accountability levels(s) for students that are:

#### Science

- Accountability levels(s) for students that are:
- Approaches
- Meets
- Masters

- K(1A-C), (2A-E), (3B-C), (4A-B), 5A, 7B, (9A-B), 10A; 1(1A-C), (2A-E), 3B, (4A-B), 5A, 9A, 9C, 10A, (10C-D); 2(1A-C), (2A-E), 3B, (4A-B), 5A, 9A, 9C, 10A

#### Elephants and Their Young (PreK-grade 1)

- With art, drama, and role-play, young children learn all about the African elephant’s unique body structure and fascinating social behaviors. Math and science concepts include measurement, weight, volume, and comparisons of many kinds.

#### Mother Opossum and Her Babies (PreK-grade 1)

- Integrating math with life science, these activities for young children use role-play, drama, measurement, and comparison to study opossum adaptations. Students learn about marsupial pouches and the development of baby opossums, and about the famous trick of “playing ‘possum.”

### Make Them Think: Argumentation in Elementary School Science

- All process skills TEKS
- When using the processes of scientific inquiry, scientists make claims based on observable evidence and must justify their evidence as relevant to the claims. Students can follow the same scientific processes while investigating elementary science topics like force and motion or animal adaptations. This hands-on workshop will give teachers strategies for student inquiry and student assessment. We will use argumentation to teach the following topics:
  - Physical Properties (TEKS: 4.5A, 5.5A)
  - Thermal Energy (TEKS: 4.6A, 4.6B, 5.5A, 5.6A)
  - Solubility (TEKS: 4.5A, 4.5C, 5.5A, 5.5B, 5.5C)
  - Force and Motion (TEKS: 4.6D, 5.6D)
  - Structure and Function of Living Things (TEKS: 4.10A, 5.10A, 5.10B)
  - Non-living Components of the Environment (TEKS: 5.9A, 5.9C)
### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Participants</th>
<th>Teacher</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>13</td>
<td>Make Them Think: Argumentation in Middle School Science</td>
<td>This workshop is an introduction to the Argument-Driven Inquiry (ADI) instructional model. Participants will first learn about how ADI can help all students develop the knowledge and skills they need to be proficient in science. The participants will also have an opportunity to learn about the ADI instructional model by participating in all eight stages of an actual ADI lab investigation from start to finish. Teachers will then have time to reflect on their experiences during the lab investigation and ask clarifying questions.</td>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>HCDE Science Center</td>
<td>Science Teachers, 6-8</td>
<td>Felske</td>
<td>X Approaches, X Meets, X Masters</td>
</tr>
<tr>
<td>29</td>
<td>Make Them Think: Argumentation in High School Biology</td>
<td>This workshop is an introduction to the Argument-Driven Inquiry (ADI) instructional model. Participants will first learn about how ADI can help all students develop the knowledge and skills they need to be proficient in science. The participants will also have an opportunity to learn about the ADI instructional model by participating in all eight stages of an actual ADI lab investigation from start to finish. Teachers will then have time to reflect on their experiences during the lab investigation and ask clarifying questions.</td>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>HCDE Science Center</td>
<td>Science Teachers, 9-12</td>
<td>Felske</td>
<td>X Approaches, X Meets, X Masters</td>
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### December

<table>
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<tr>
<th>Date</th>
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<th>Location</th>
<th>Fee</th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Fee</th>
<th>Date</th>
<th>Event</th>
<th>Location</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Addressing Student Misconceptions in Science, K-3</td>
<td>HCDE Science Center</td>
<td>$125.00</td>
<td></td>
<td>All process skill science TEKS; content TEKS will vary depending on grade level of teachers</td>
<td>Felske</td>
<td></td>
<td></td>
<td>Teachers are often astonished to learn that despite their best efforts, students do not grasp fundamental ideas covered in class. Students have many preformed ideas about the world around them and often have misconceptions about underlying concepts. Pictures, diagrams, and two-dimensional models in textbooks and other instructional materials can be misleading. In order for teaching and learning to be effective, teachers must evaluate and identify student misconceptions prior to instruction. In this one-day workshop, you will learn about common misconceptions in science as well as strategies and resources to help student understanding.</td>
<td>Felske</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Addressing Student Misconceptions in Science, 4-8</td>
<td>HCDE Science Center</td>
<td>$125.00</td>
<td></td>
<td>All process skill science TEKS; content TEKS will vary depending on grade level of teachers</td>
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<td>Felske</td>
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**Accountability levels(s) for students that are:**
- Approaches [X]
- Meets [X]
- Masters [X]
### December

**HSELA**

<table>
<thead>
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<th>10:00am-1:00pm</th>
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<tbody>
<tr>
<td>Science Supervisors, Administrators</td>
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**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

**HCDE**

**Science Teachers, Grade 5**

<table>
<thead>
<tr>
<th>9:00am-3:30pm</th>
<th>$250.00</th>
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<tbody>
<tr>
<td>Science Teachers, Grade 5</td>
<td></td>
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</tbody>
</table>

**STAAR Academy Grade 5: A Closer Look at STAAR Reporting Categories**

**5(5A-D); 5.5C; 5.6(A-D), 3.6B; 3(7B, 8D), =4(7A,7C, 8A-8C), 5(7A-7D, 5(8A-8D); 3(9A, 10C); 5(9A-9D, 10A-10C)**

### January

**STAAR Academy Grade 5: A Closer Look at STAAR Reporting Categories**

**Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared.**
### January

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Facilitator</th>
<th>Accountability levels(s) for students that are:</th>
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</thead>
<tbody>
<tr>
<td>15</td>
<td>Make Them Think: Argumentation in Elementary School Science</td>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>HCDE Science Center</td>
<td>Science Teachers Grades K-5</td>
<td>Approaches</td>
</tr>
<tr>
<td></td>
<td>All process skills TEKS</td>
<td></td>
<td></td>
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</table>

When using the processes of scientific inquiry, scientists make claims based on observable evidence, and must justify their evidence as relevant to the claims. Students can follow the same scientific processes while investigating elementary science topics like force and motion or animal adaptations. This hands-on workshop will give teachers strategies for student inquiry and student assessment. We will use argumentation to teach the following topics: Physical Properties (TEKS: 4.5A, 5.5A); Thermal Energy (TEKS: 4.6A, 4.6B, 5.5A, 5.6A); Solubility (TEKS: 4.5A, 4.5C, 5.5A, 5.5B, 5.5C); Force and Motion (TEKS: 4.6D, 5.6D); Structure and Function of Living Things (TEKS: 4.10A, 5.10A, 5.10B); Non-living Components of the Environment (TEKS: 5.9A, 5.9C)

### January

<table>
<thead>
<tr>
<th>Date</th>
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<th>Location</th>
<th>Facilitator</th>
<th>Accountability levels(s) for students that are:</th>
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<tbody>
<tr>
<td>16-17</td>
<td>STAAR Academy Grade 8: A Closer Look at STAAR Reporting Categories</td>
<td>9:00am-3:30pm</td>
<td>$250.00</td>
<td>HCDE Science Center</td>
<td>Science Teachers, Grades 8</td>
<td>☑ Approaches</td>
</tr>
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<td></td>
<td>8(5A-F); 7(5C, 6A, 6B); 6 (5C, 6A, 6B); 6 (8A, 8C, 8D, 9C); 7.7A, 8 (6A-C); 6.11.B; 7.8C; 8(7A-7C, 8A-8D, 9A-9C, 10A-10C); 7(10B, 10C, 11A, 11C, 12B, 12D, 12F, 14B, 14C); 8(11A-11D)</td>
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Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared.
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</tr>
<tr>
<td>23</td>
<td>The Heat is ON</td>
<td>Come and learn more about thermal energy and heat transfer in this hands-on, engaging workshop for science teachers in grades 3-5. This topic can be spiraled with all STAAR reporting categories by connecting thermal energy with weather, friction, density, properties of solutions, changes in state, solubility, the water cycle and the effect of thermal energy on living things. Walk away with over 20 easy-to-implement activities for your elementary science classroom.</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [x] Meets
- [x] Masters
This workshop is an introduction to the Argument-Driven Inquiry (ADI) instructional model. Participants will first learn about how ADI can help all students develop the knowledge and skills they need to be proficient in science. The participants will also have an opportunity to learn about the ADI instructional model by participating in all eight stages of an actual ADI lab investigation from start to finish. Teachers will then have time to reflect on their experiences during the lab investigation and ask clarifying questions.

Make Them Think: Argumentation in High School Biology

All process skills TEKS

January

29
Make Them Think: Argumentation in High School Biology
9:00am-3:30pm
$125.00
Science Teachers, 9-12
HCDE Science Center
Felske
Accountability levels(s) for students that are:
☐ Approaches  ☑ Meets  ☑ Masters

January

31
GEMS: Animal Defenses, Tree Homes preK-1
9:00am-3:30pm
$125.00
Science Teachers, 9-12
HCDE Science Center
Felske
Accountability levels(s) for students that are:
☑ Approaches  ☑ Meets  ☑ Masters

GEMS: Animal Defenses, Tree Homes preK-1

K (1A-C), (2A-E), (4A-4B), (5A-B), (6A-6C), 7A, (7C-D), 8A, (9A-9C), 10A; 1 (1A-C), (2A-2E), 4B, (5A-B), 6A, 6C, 8C, (9A-C), 10A, 10C

Animal Defenses (preK-grade 1)
Beginning with an imaginary defenseless animal, this highly visual unit teaches children about defensive adaptations in the animal world. This guide is an excellent way to introduce biological concepts of adaptations and predator/prey and help youngsters recognize defensive structures and behaviors.

Tree Homes (PreK- grade 1)
These activities focus on appreciation for trees and the animals that live in them, stimulating children’s interest in the natural world and emphasizing the biological need for warmth and shelter. Students use role-play to understand adaptation and deepen their math learning by sorting, classifying, and measuring.
### February

#### A View From Above: Literacy, Maps and Exploring Our World

- **Date:** 5 February
- **Time:** 9:00am-3:30pm
- **Cost:** $125.00
- **Location:** HCDE Science Center
- **Instructors:** Science and Social Studies Teachers, K-2
- **Felske, Tumy**

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

Using maps in the classroom invites curiosity, encourages exploration and inspires problem solving. Maps can be used to explore a multitude of topics and can incorporate visual learning, spatial thinking and quantitative skills into a lesson. Come and learn to use children’s books to explore vivid imagery from maps and to conduct lessons integrate mapping into all subject areas.

#### STAAR Academy Biology EOC: A Closer Look at STAAR Reporting Categories

- **Date:** 7-8 February
- **Time:** 9:00am-3:30pm
- **Cost:** $250.00
- **Location:** HCDE Science Center
- **Instructor:** Felske

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

Come and work collaboratively in this two-day workshop to unpack the TEKS for STAAR reporting categories 1-4. We will analyze all released STAAR questions and evaluate student tasks to ensure that instruction is aligned with assessment and that student misconceptions are addressed. Strategies and best practices to increase classroom rigor will be shared.
### February

#### Make and Take for Kindergarten Science

<table>
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<th>Time</th>
<th>Location</th>
<th>Participants</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-3:30pm</td>
<td>HCDE Science Center</td>
<td>Kindergarten teachers</td>
<td>Need workstations to foster small group and independent science work? Participants will create workstations and small group interactive activities to support kindergarten science.</td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- X Approaches
- X Meets
- X Masters

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#### HSELA

<table>
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<th>Time</th>
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<th>Participants</th>
<th>Description</th>
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<tbody>
<tr>
<td>10:00am-1:00pm</td>
<td>HCDE</td>
<td>Science Supervisors, Administrators</td>
<td>This quarterly leadership meeting is for leaders in science education (directors, coordinators, supervisors and lead teachers), informal science entities and area universities. The leadership group meetings provide professional development, disseminate relevant information regarding issues in science education and promote networking.</td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- X Approaches
- X Meets
- X Masters
### February

<table>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>Make and Take for Grade 1 Science</td>
<td>Approaches, Meets, Masters</td>
<td>Need workstations to foster small group and independent science work? Participants will create workstations and small group interactive activities to support first grade science.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>Grade 1 Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HCDE Science Center</td>
<td>Felske</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Make and Take for Grade 2 Science</td>
<td>Approaches, Meets, Masters</td>
<td>Need workstations to foster small group and independent science work? Participants will create workstations and small group interactive activities to support second grade science.</td>
</tr>
<tr>
<td>9:00am-3:30pm</td>
<td>$125.00</td>
<td>Grade 2 Teachers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HCDE Science Center</td>
<td>Felske</td>
<td></td>
</tr>
</tbody>
</table>
### February

**GEMS: Eggs, Eggs, Everywhere and Ladybugs**
- **Date:** February 28
- **Time:** 9:00am-3:30pm
- **Cost:** $125.00
- **Location:** HCDE Science Center
- **Participants:** 6

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

**Activities:**
- Eggs, Eggs, Everywhere: This unit introduces young children to the wonders of eggs of all kinds, developing age-appropriate concepts in biology and life science.
- Ladybugs: This popular unit uses the charm of ladybugs to present key science and math concepts relating to animal adaptation, ecology, and interdependence. Children learn about ladybug body structure, symmetry, life cycle, defensive behavior, and foods. Take home live ladybugs!

### March

**Make and Take for Grade 3 Science**
- **Date:** March 5
- **Time:** 9:00am-3:30pm
- **Cost:** $125.00
- **Location:** HCDE Science Center
- **Participants:** 6

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

**Activities:**
- Need workstations to foster small group and independent science work? Participants will create workstations and small group interactive activities to support third grade science.
### March

**29**

**GEMS: Aquatic and Terrarium Habitats**

**9:00am-3:30pm**  
**$125.00**  
K-5 Teachers

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

*Aquatic Habitats: These engaging life science activities, in which students set up and observe living “desktop ponds” in the classroom, convey key environmental concepts and illustrate the interactive nature of living ecosystems. Terrarium Habitats: These life science activities bring the natural world into your classroom and deepen children’s understanding of and connection to all living things. Students investigate soil, design and populate terrariums, and observe and record changes over time.*

**30**

**Using maps in the classroom invites curiosity, encourages exploration and inspires problem solving. Maps can be used to explore a multitude of topics and can incorporate visual learning, spatial thinking and quantitative skills into a lesson. Come and learn to use children’s books to explore vivid imagery from maps and to conduct lessons integrating mapping into all subject areas.**

### April

**25**

**A View From Above: Literacy, Maps and Exploring Our World**

**9:00am-3:30pm**  
**$125.00**  
Science and Social Studies Teachers, K-2

**Accountability levels(s) for students that are:**
- X Approaches
- X Meets
- X Masters

*K-2 science (2A, 2C, 2D, 2E, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 6A, 6B); K-2 SS (3A, 3B, 4A, 4B, 4C, 5A, 5B, 15A, 15B, 16A, 16B); SS grade 1 (3A, 3B, 4A, 4B, 4C, 5A, 5B, 6A, 6B); SS grade 2 (2A, 2B, 2C, 3A, 3A-4B, 3C, 3D, 4A, 4B, 5A, 5B, 15A, 15B, 16A, 16B)
### Accountability levels(s) for students that are:

<table>
<thead>
<tr>
<th>Approach</th>
<th>Meets</th>
<th>Masters</th>
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<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
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</table>

This hands-on training from the Institute of Electrical and Electronics Engineers (IEEE) helps support the teaching of new science TEKS. Science TEKS at every grade level requires students to plan and conduct their own investigations. Materials from IEEE give teachers ready-made lesson plans to support this topic.

**Elementary STEM Workshop**

- **Date**: May 20
- **Time**: 9:00am-3:30pm
- **Cost**: $30.00
- **Teachers**: K-5
- **Location**: HCDE Science Center
- **Institute**: IEEE

**Secondary STEM Workshop**

- **Date**: May 21
- **Time**: 9:00am-3:30pm
- **Cost**: $30.00
- **Teachers**: 6-12
- **Location**: HCDE Science Center
- **Institute**: IEEE
### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>HSELA</td>
<td>10:00am-1:00pm</td>
<td>HCDE</td>
<td>$0.00</td>
<td>This quarterly leadership meeting is for leaders in science education (directors, coordinators, supervisors and lead teachers), informal science entities and area universities. The leadership group meetings provide professional development, disseminate relevant information regarding issues in science education and promote networking.</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

### June

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
<th>Fee</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Digging Deeper: Applying Webb’s Depth of Knowledge to the Science Classroom</td>
<td>9:00am-12:00pm</td>
<td>HCDE Science Center</td>
<td>$65.00</td>
<td>Are you working harder than your students? Are you interested in creating rich environments where all students learn at a high level? This workshop is for teachers who are unfamiliar with Webb’s Depth of Knowledge (DOK) and who want to increase the rigor of student work. Learn strategies and techniques that will enable your students to think deeply on a daily basis and allow you to design better tasks and assessments.</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters
<table>
<thead>
<tr>
<th>July</th>
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</thead>
<tbody>
<tr>
<td>15-18</td>
<td>Science Teachers and Industry...Learning about Chemicals and the Environment</td>
</tr>
<tr>
<td>8:00am-4:00pm</td>
<td>$30.00</td>
</tr>
<tr>
<td></td>
<td>Science Teachers, 6-12</td>
</tr>
<tr>
<td></td>
<td>30, 6 G/T</td>
</tr>
<tr>
<td></td>
<td>HCDE Conference Center - 502 &amp; Various Field Trip Locations</td>
</tr>
<tr>
<td></td>
<td>Felske - TCC</td>
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</tbody>
</table>

Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters

This workshop addresses the chemical industry's concern for and impact upon the health and safety of its workers, neighboring communities and the environment. Academic, governmental and industry experts present a full scope of environmental viewpoints. During the four-day program, teachers participate in a broad spectrum of instructional exercises, become part of a panel discussion and tour various chemical plants and industrial waste disposal sites on facility field trips. Teachers completing all days of the workshop receive a $300 stipend. This workshop is sponsored by the Texas Chemical Council.
### September 14

**The 8 Essentials of Intentional Leadership and Social Emotional Development: Self & Team Awareness**

- **Time:** 8:30am-3:30pm
- **Fee:** $75.00
- **Participants:** All School-Based Staff; All Central Office-Based Staff
- **Location:** 501, 502, 503
- **Presenter:** Dr. Rosalinda Mercado

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

The presenter will provide a framework to heighten self-awareness & awareness of others, including sharing ways to utilize the E-Colors to make a more conscious choice through Personal Intervention. You will find ways to become a better communicator, build on your strengths and manage your potential limiters. Ultimately, you will seek for ways to apply practical coaching tools to elevate personal performance.

### September 17

**Meeting the Challenges of Long-Term ELLs**

- **Time:** 8:30am-3:30pm
- **Fee:** $150.00
- **Participants:** All School-Based Staff; All Central Office-Based Staff
- **Location:** 503
- **Presenter:** Nancy Motley

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

This session provides a comprehensive framework to meet the unique challenges of long-term English language learners. This session helps teachers, administrators, and central office personnel make informed decisions to increase the success of English learners while in school and beyond.
## Special Populations

<table>
<thead>
<tr>
<th>September</th>
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<tbody>
<tr>
<td><strong>20</strong></td>
</tr>
<tr>
<td><strong>College, Career, and Military Readiness Symposium</strong></td>
</tr>
<tr>
<td><strong>8:30am-3:30pm</strong></td>
</tr>
<tr>
<td><strong>501, 502, 503</strong></td>
</tr>
<tr>
<td>Variety</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

The College, Career and Military Readiness symposium is a convening of PK-16 that gives practitioners, educational advocates, and policy makers the opportunity to explore, collaborate, develop, and acquire strategies to improve access, equity, and educational outcomes for all students.

<table>
<thead>
<tr>
<th>September</th>
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<tbody>
<tr>
<td><strong>28</strong></td>
</tr>
<tr>
<td><strong>Equity in Education: Leveraging Differences for Student Growth</strong></td>
</tr>
<tr>
<td><strong>8:30am-3:30pm</strong></td>
</tr>
<tr>
<td><strong>501, 502, 503</strong></td>
</tr>
<tr>
<td>Dr. Pedro Noguera</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

An immersive institute with national expert, Dr. Pedro Noguera, designed to develop and share strategies aimed at leveling the field for students and educators. Attendees will learn to leverage differences, open opportunity doors, and close gaps for all students through researched best practices in teaching.
### October

**3**

**E loaders in Texas: What Administrators Need to Know**

<table>
<thead>
<tr>
<th>8:30am-3:30pm</th>
<th>$150.00</th>
<th>Administrators, Lead Counselors, Special Ed. Staff, and Central Office Team</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Seidlitz Education**

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

Administrators need a convenient and accessible resource that integrates the voluminous amounts of information in their binders, books, and manuals into one easy to read resource. **E loaders in Texas: What Administrators Need to Know** responds to this need with an understanding of the overwhelming tasks required of administrators on a daily basis. This training will ensure that Bil/ESL programs for ELLs are compliant and effective; address the legal, programmatic, and instructional issues that administrators and other leaders face in their work, and provide a take-home copy of the newest publications from Seidlitz Education—**E loaders in Texas: What Administrators Need to Know** (2014).

**Leadership Institute for Social & Emotional Learning (E-Colors & Personal Intervention)**

<table>
<thead>
<tr>
<th>8:30am-3:30pm</th>
<th>$300.00 (per person)</th>
<th>All School-Based Staff, All Central Office-Based Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$1200.00 (team of 5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**502-503**

**Dr. Rosalinda Mercado**

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

E-Colors will heighten your understanding of your own communication style, behavioral tendencies, strengths and potential limiters, equally offering insight into others. Personal Intervention moves you from reaction to response mode when you become aware of your potential limiters. You will learn to move from unintentional consequences to intentional outcomes. Both tools appreciate and leverage the diversity of thought that exists in your team, organization, community and family. The Leadership Institute will offer practical and experiential exercises to enhance dialogue on the health of your organization, leadership development, communication principles and safety protocols.
### October

#### 15

**Back to School with Jim Walsh**

- **Date:** October 15
- **Time:** 9:00am-12:30pm
- **Location:** 501-502
- **Speaker:** Jim Walsh
- **Fee:** $6

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

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**The 12th Annual Back to School program will feature a thorough review of all the new legislation that will impact the day-to-day operations of the public school. We will have new laws to discuss regarding students, personnel, special education and the governance of our schools. On top of that we will highlight the practical implications of court cases, and provide a focus on the most recent hot issues of the day. Don’t miss it!**

---

#### 15

**Using TECH to Boost Achievement**

- **Date:** October 15
- **Time:** 8:30am-3:30pm
- **Location:** 503
- **Speaker:** Carol Salva
- **Fee:** $150.00

**Accountability levels(s) for students that are:**
- Approaches
- Meets
- Masters

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**Are you looking for innovative ways to boost achievement and build language skills with technology? This training will provide teaching strategies that support authentic technology use for ELL (English Language Learners) in their ESL and content area classes. Participants will go beyond just looking at apps that teach a second language; they will discover the five keys to using technology effectively with ELLs. Participants will learn to leverage tech tools and platforms to even the playing field for these students, give them a voice, and allow them to participate meaningfully at the highest cognitive levels. Attendees will:**

1. Experience hands-on, user-friendly techniques that engage and motivate language learners at all proficiency levels.
2. Discover powerful uses of open-source technology that lead to success for underserved students.
3. Gain an understanding of technology that is effective for culturally responsive teaching.
4. Explore ways to use technology to facilitate a student-centered approach to learning.
5. Learn how to use technology to promote authentic language use in academic settings.
### October

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-26</td>
<td>Capturing Kids' Hearts</td>
<td>8:00am-5:00pm</td>
<td>Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including: How to build meaningful, productive relationships with every student and every colleague. How to use the EXCEL Model of teaching to create a safe, effective environment for learning. How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract. High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.</td>
</tr>
<tr>
<td>5</td>
<td>The 8 Essentials of Intentional Leadership and Social &amp; Emotional Development: Shared Vision &amp; Values</td>
<td>8:30am-3:30pm</td>
<td>The presenter will provide a framework that focuses on aiming for high performance. One key element in attaining high performance is through shared vision and set values. In this session, participants will focus on creating or strengthening the organization-wide vision and values that shape this essential. Clarity around vision, values, objectives, and strategies at the individual and team level will help members understand the direction in which the team desires to go, leading to increased alignment, commitment, effectiveness, and reduced friction.</td>
</tr>
</tbody>
</table>

### Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters
Strategy instruction is the only instructional method that has been shown through research to enable and prepare students with disabilities and other “at-risk” students to meet the complex learning demands of secondary and post-secondary schools. In this workshop, participants will: explore various strategies to support struggling students in the areas of reading, math, science, and social studies; practice methods for teaching strategies to students, help students evaluate the effectiveness of the strategy, and help students generalize and transfer the use of the strategy; and develop an implementation plan for embedding strategy instruction throughout the school year to prepare students for accessing rigor and achieving self-determination.

Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.
### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>29-30</td>
<td>Capturing Kids’ Hearts</td>
<td>8:00am-5:00pm, Flip Flippen Group, 18 attendees, 100 A-C, Capturing Kids’ Hearts Website For Registration</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>14</td>
<td>The 8 Essentials of Intentional Leadership and Social &amp; Emotional Development: Trust</td>
<td>8:30am-3:30pm, $75.00, All School-Based Staff, All Central Office-Based Staff, 6 attendees, 501, 502, 503, Dr. Rosalinda Mercado</td>
</tr>
</tbody>
</table>

**Accountability levels(s) for students that are:**
- [ ] Approaches
- [ ] Meets
- [ ] Masters

Capturing Kids’ Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including: How to build meaningful, productive relationships with every student and every colleague. How to use the EXCEL Model of teaching to create a safe, effective environment for learning. How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract. High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.

The presenter will provide a framework that focuses on aiming for high performance. This essential explores the need to have well defined and agreed upon individual roles and team processes to set the foundation for some of the other essentials. Building Trust and Owning Accountability are highly impacted by this essential being established or not. Team members having clarity about their specific role requires key conversations about capability and capacity at the individual level as well as the leader’s ability to understand their strengths and potential limiters.
## January

### Harris County Special Populations Leadership Team

**Date:** January 23  
**Time:** 10:00am-1:00pm  
**Location:** 501  
**Cost:** Free  
**Instructor:** Dr. B. Arteaga

**Accountability levels(s) for students that are:**  
- [ ] Approaches  
- [ ] Meets  
- [ ] Masters

**Description:** Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.

### The 8 Essentials of Intentional Leadership and Social & Emotional Development: Clarity of Roles & Processes

**Date:** January 18  
**Time:** 8:30am-3:30pm  
**Location:** 501, 502, 503  
**Cost:** $75.00  
**Instructor:** Dr. Rosalinda Mercado

**Accountability levels(s) for students that are:**  
- [ ] Approaches  
- [ ] Meets  
- [ ] Masters

**Description:** The presenter will provide a framework that focuses on aiming for high performance. This essential explores the need to have well defined and agreed upon individual roles and team processes to set the foundation for some of the other essentials. Team members having clarity about their specific role requires key conversations about capability and capacity at the individual level as well as the leader's ability to understand their strengths and potential limiters. The focus of this essential will be on processes of your team/organization, gaps in your setting, and reviewing the roles and responsibilities of faculty, staff, and other key positions.
Collaborate with experts in the field of dyslexia to raise your level of awareness and deepen your understanding in the area of dyslexia, its early identification and treatment through evidence-based instruction. Inspire the recognition, valuing, and encouragement of the unique brilliances and creativity bestowed upon students with dyslexia.

Capturing Kids' Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including: How to build meaningful, productive relationships with every student and every colleague. How to use the EXCEL Model of teaching to create a safe, effective environment for learning. How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract. High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.
### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Audience</th>
<th>Presenter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-22</td>
<td><strong>Leadership Institute for Social &amp; Emotional Learning</strong> (E-Colors &amp; Personal Intervention)</td>
<td>All School-Based Staff, All Central Office-Based Staff</td>
<td>Dr. Rosalinda Mercado</td>
<td>E-Colors will heighten your understanding of your own communication style, behavioral tendencies, strengths and potential limiters, equally offering insight into others. Personal Intervention moves you from reaction to response mode when you become aware of your potential limiters. You will learn to move from unintentional consequences to intentional outcomes. Both tools appreciate and leverage the diversity of thought that exists in your team, organization, community and family. The Leadership Institute will offer practical and experiential exercises to enhance dialogue on the health of your organization, leadership development, communication principles and safety protocols.</td>
</tr>
<tr>
<td>8:30am-3:30pm</td>
<td><strong>Leadership Institute for Social &amp; Emotional Learning</strong> (E-Colors &amp; Personal Intervention)</td>
<td>All School-Based Staff, All Central Office-Based Staff</td>
<td>Dr. Rosalinda Mercado</td>
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### Accountability levels(s) for students that are:

- [ ] Approaches
- [ ] Meets
- [ ] Masters

### March

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Audience</th>
<th>Presenter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Harris County Special Populations Leadership Team</strong></td>
<td>Special Populations Directors/Coordinators</td>
<td>Dr. B. Arteaga</td>
<td>Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.</td>
</tr>
<tr>
<td>9:30am-12:00pm</td>
<td><strong>Harris County Special Populations Leadership Team</strong></td>
<td>Special Populations Directors/Coordinators</td>
<td>Dr. B. Arteaga</td>
<td>Coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.</td>
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</tbody>
</table>

### Accountability levels(s) for students that are:

- [ ] Approaches
- [ ] Meets
- [ ] Masters
The presenter will provide a framework that focuses on aiming for high performance. This essential explores healthy conflict and discussion. Embracing diversity of thought entails that all team members feel their ideas, thoughts, opinions, and perspectives are heard and valued. The focus of this essential will be on working to be open to other people’s opinions and thoughts; the meaning of diversity of thought to you and your team/organization; analyzing mechanisms to ensure that people feel valued regarding the varying aspects of diversity; and ways to encourage people’s input/feedback.

High performance teams have high levels of accountability amongst team members. This applies to the team leader holding team members accountable for results and to peer-to-peer accountability. This accountability does not just revolve around results, but around the actions and behaviors that lead to those results. Stop Work Authority is an example of peer-to-peer accountability around safety. Personal intervention is an example of holding yourself accountable. Team members should give each other permission to hold one another accountable for actions, behaviors, and results. The focus of this essential is examining people’s interpretation of being held accountable in your team/organization; creating a culture of partner accountability; and stimulating a healthy accountability atmosphere without negative connotations.
### April

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10</td>
<td>Autism Summit</td>
<td>8:30am-3:30pm</td>
<td>$150.00</td>
<td>501, 502, 503 100ABC</td>
<td>Dr. Paula Kluth</td>
</tr>
</tbody>
</table>

#### Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters

### May

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Time</th>
<th>Fee</th>
<th>Location</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The 8 Essentials of Intentional Leadership and Social &amp; Emotional Development: Commitment</td>
<td>8:30am-3:30pm</td>
<td>$75.00</td>
<td>501, 502, 503</td>
<td>Dr. Rosalinda Mercado</td>
</tr>
</tbody>
</table>

#### Accountability levels(s) for students that are:
- [ ] Approaches
- [ ] Meets
- [ ] Masters

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The Autism Conference is filled with exciting and relevant information to help educators and families assist children with autism spectrum disorders. Day One and Two feature Dr. Paula Kluth, author and world-renowned speaker, teacher, advocate, and independent scholar. Participants will receive a certificate at the end of the all-day session. Day One will be Dr. Kluth’s “You’re Going to Love This Kid! Educating Students with Autism in Inclusive Schools”. Day Two will be Dr. Kluth’s “From Text Maps to Memory Caps: Differentiating Instruction in K-12 Classrooms”.

This essential looks into how personal participation leads to team commitment and how people need to participate in the decision making process in order to commit to the final decision. It explores the notion that 100% consensus is rarely achievable but that 100% commitment is achievable, provided that all team members have their say and are listened to. When consensus cannot be achieved in the team, it is the leader's responsibility to break the deadlock and make a decision. Once the leader does this, the rest of the team needs to commit to the decision having voiced their opinions. This is an ever-challenging situation which is extremely important for progress. The focus of this essential is committing to get the right results the right way; putting mechanisms in place to ensure your team can give the level of commitment needed; measuring people's commitment; and setting the conditions for people to want to commit.
### Accountability levels(s) for students that are:

- [ ] Approaches
- [ ] Meets
- [ ] Masters

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**June**

<table>
<thead>
<tr>
<th>11-12</th>
<th>Capturing Kids’ Hearts</th>
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</thead>
<tbody>
<tr>
<td>![Calendar Icon]</td>
<td></td>
</tr>
<tr>
<td>![Clock Icon] 8:00am-5:00pm</td>
<td>Capturing Kids’ Hearts</td>
</tr>
<tr>
<td>![Dollar Sign Icon]</td>
<td></td>
</tr>
<tr>
<td>![Person Icon] 8:00am-5:00pm</td>
<td>Capturing Kids’ Hearts Website For Registration</td>
</tr>
<tr>
<td>![School Building Icon] 18</td>
<td>Administrators, Lead Counselors, Special Ed. Staff, and Central Office Team</td>
</tr>
<tr>
<td>![Location Pin Icon] 100 A-C</td>
<td>Flip Flippen Group</td>
</tr>
</tbody>
</table>

**Capturing Kids’ Hearts**

Capturing Kids’ Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including: How to build meaningful, productive relationships with every student and every colleague. How to use the EXCEL Model of teaching to create a safe, effective environment for learning. How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract. High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 30th</td>
<td>Harris County School and Public Librarian Leadership Team</td>
</tr>
<tr>
<td>9:30am-12:30pm</td>
<td>$0.00</td>
</tr>
<tr>
<td>Location: 100 A-C</td>
<td>Kelly E. Tumy</td>
</tr>
<tr>
<td>Accountability levels(s) for students that are:</td>
<td></td>
</tr>
<tr>
<td>☐ Approaches</td>
<td>☐ Meets</td>
</tr>
</tbody>
</table>

Librarians, media specialists, library coordinators and directors from across Harris County and beyond meet to discuss state issues and district concerns. All directors/coordinators are welcome to attend to help this group of professionals grow.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>March 19th</td>
<td>Harris County School and Public Librarian Leadership Team</td>
</tr>
<tr>
<td>9:30am-12:30pm</td>
<td>$0.00</td>
</tr>
<tr>
<td>Location: 100 A-C</td>
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