TECHNICAL ASSISTANCE AND
PROFESSIONAL DEVELOPMENT

MENU

of

SERVICES

Mississippi Department of Education

OFFICE OF PROFESSIONAL DEVELOPMENT

Spring 2017

MISSISSIPPI
DEPARTMENT OF
EDUCATION
Ensuring a bright *future* for every child

OFFICE OF PROFESSIONAL DEVELOPMENT
Wendy Clemons, Bureau Director
(601) 359-3461
January 2017

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
ENGLISH LANGUAGE ARTS (ELA)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Understanding the Teacher Growth Rubric: English Language Arts *NEW!* This session is designed for teachers and administrators to develop a common language and understanding of the Mississippi Educator and Administrator Professional Growth System Teacher Growth Rubric. The session focuses specifically on ELA lesson design, student understanding in the ELA classroom, culture and learning in the ELA environment, and professional responsibilities of the ELA teacher. *Administrators are required to attend this session with their teachers so that teachers and administrators have an opportunity together to develop a common language and understanding of ELA instructional practices and ELA teacher growth.*	✓	✓	✓	✓					✓
Using the MAP Writing Rubric to Guide Instruction *NEW!* This session is designed for teachers to develop an understanding of how to use the MAP Writing Rubric to guide instructional planning and implementation in the classroom. Participants will engage in hands-on activities including identifying how the rubric aligns with the MS CCRS in English/Language Arts and determining grade-level specific expectations within the writing rubric. Then, teachers will apply their understanding of the rubric and score their own previously-collected student writing samples. Finally, teachers will use the data collected from their scores to determine specific needs of their students and the next steps for instruction. *Attendees must bring previously-collected student writing samples and a blank lesson plan template for the session.*	✓	✓	✓	✓					✓
Best Instructional Practices for Teachers of Students with Disabilities: Effective Co-Teaching in the ELA Classroom *NEW!* Participants will learn essential components and effective models of co-teaching in inclusive classrooms. This professional development session addresses the roles of administrators, general educators and special educators in implementing co-teaching programs that improve learning for ALL students. Successful co-teaching requires a team approach. Training participants should include general and special education teaching teams. *Training participants should include general and special education teaching teams as well as an administrator.*	✓	✓	✓	✓				✓	✓

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
ENGLISH LANGUAGE ARTS (ELA, CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Effectively Utilizing MS CCRS for ELA Scaffolding Document This session is designed to assist teachers in effectively utilizing the Mississippi College and Career Readiness Standards for English Language Arts Scaffolding Document to identify intervention activities, misconceptions in student learning, student readiness, formative assessment outcomes, and skills necessary for the state assessments. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.	✓	✓	✓	✓		✓			
Instructional Unit Development This session is designed to assist teachers in effectively utilizing the Mississippi College and Career Readiness Standards for English Language Arts and student data to develop an overview of unit. Participants will discuss the scaffolding document, formative assessment data, and tools to collect formative data; choose a text set based upon a theme or topic; create writing tasks, research tasks, and text-dependent questions; and learn strategies for effective vocabulary and language/grammar instruction. Science, history, and other content area teachers may participate to facilitate cross-curricular planning. *Attendees must bring blank lesson plan templates, instructional resources and texts, and a copy of his/her grade level standards for the session.*	✓	✓	✓	✓					✓
Unit and/or Lesson Plan Analysis Using the EQuIP Quality Review Rubric, the PDC will guide teachers and administrators through a review and evaluation of units and/or lesson plans to determine if the unit and/or lesson plan meet the diversity of learners and the rigor of the MS CCRS for ELA. **NOTE:** Instructional Unit Development may be a prerequisite for this training. *Attendees must bring a blank lesson plan template for the session.*	✓	✓	✓	✓					✓
Improving Writing Instruction for History Teachers The MS CCRS for Reading and Writing in History/Social Studies, Science, and Technical Subjects requires students to write to texts. This is a major shift in the way teachers approach planning, instruction, and assessment, especially in subject areas outside of ELA. To help with this transition, this session will support history teachers by providing planning, instruction, and assessment ideas and strategies for writing specific to history/social studies and science teachers. Also, participants will have opportunities to practice using some of the writing strategies, as well as opportunities to plan for implementation of these instructional writing strategies. As a follow-up, technical assistance can be requested to support the progress of teachers, provide model lessons, answer lingering questions, and/or provide additional assistance. *For instructional writing support for science teachers, see the science section of this menu.*		✓	✓	✓			✓	✓	

SESSION TOPIC AND DESCRIPTION	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
ENGLISH LANGUAGE ARTS (ELA, CONTINUED)									
Determining Text Complexity Students must read texts with increasing complexity to master the *MS CCRS for ELA*. One of the major shifts in classroom instruction is requiring students to read more complex texts. This session will guide participants in the process of determining text complexity. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands. *Attendees must bring his/her current and/or future instructional texts.*		✓	✓	✓			✓		
Focus Study of a Standard Implementing some standards in the MS CCRS are more challenging than others. Administrators should survey teachers and analyze student data to determine which standard(s) teachers in the school/district need help implementing. Once a standard or multiple standards are determined as a focus for professional development, a professional development coordinator will lead teachers in a hands-on session focused on the specified standard(s). The session will include resources, strategies, and activities for the planning, instruction, and assessment of the specific standard(s). In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands to assist with study of the progression of a specific anchor standard (e.g., RL.6-12.2). Standards that can be addressed: Reading Foundational Skills, Reading Literature, Reading Informational Text, Language, Writing, Speaking & Listening, Literacy in History/Social Studies, Literacy in Science and the Technical Subjects, Writing in History/Social Studies, Science, and Technical Subjects.	✓	✓	✓	✓		✓	✓	✓	✓
Text-dependent Questions and Close Reading One strategy for teaching the *MS CCRS for ELA* is close reading. This session will teach participants how to write effective text-dependent questions and then demonstrate how to conduct a close reading through the use of text-dependent questions. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.	✓	✓	✓	✓		✓			
Technical Assistance for ELA This service is designed as a follow-up service to provide customized guidance and support for ELA teachers. The assistance can be ongoing and custom-built based upon the needs of the teachers and/or goals of the school/district. Some of the assistance provided may include model lessons of instructional strategies, follow-up teacher observations with feedback, and assistance with development of unit plan(s) and/or lesson plan(s) within a unit.	✓	✓	✓	✓				✓	✓

NOTE: Session topics with shorter durations may be combined for a half- or full-day training. Session topics can be tailored to specific grade levels within grade bands as well. A minimum of 15 total participants must participate in the scheduled single content area session(s) for requests made in grades K-5.

SESSION TOPIC	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
LITERACY									
If These Walls Could Talk: Effectively Using Anchor Charts and Word Walls in the Classroom *NEW!* Word walls and anchor charts are essential elements of an effective classroom. This session will provide teachers with information regarding the three different types of anchor charts and how to incorporate them into daily instruction. In addition, participants will learn how to utilize interactive word walls to build better vocabulary acquisition in their students.	✓	✓	✓	✓			✓		
Centering your Centers *NEW!* Creating and maintaining effective centers can often seem daunting to educators. This session provides practical ways to schedule, organize, develop, and maintain literacy centers. Participants will learn how to utilize their STAR data to form instructional groups and plan appropriate and meaningful activities to benefit all learners.	✓	✓				✓		✓	
Building Foundational Skills: Focus on Phonological Awareness, Phonics, and Oral Language *NEW!* Developing strong foundational skills is essential for early readers. This session provides teachers with hands-on, research-based strategies to address the areas of phonological awareness, phonics, and oral language. *This session can also be requested by administrators of grades 3-5 who see major deficiencies within their data in one or more of these foundational areas.*	✓					✓		✓	
Five Components Focus: Fluency, Vocabulary, and Comprehension *NEW!* In order for a student to become a proficient reader, they must master all five components of reading. This session provides teachers with hands-on, research-based strategies to address three of these components: fluency, vocabulary, and comprehension.	✓	✓	✓	✓				✓	✓
Accessing and Utilizing STAR Data Effectively *NEW!* Using student data to support instructional decision making is a vital element of an effective classroom. This session will break down the various STAR Early Literacy and STAR Reading reports and will provide participants with an opportunity to analyze their own classroom data to assist in planning and preparation for success.	✓	✓	✓	✓		✓		✓	
Teaching Techniques for Engaging Vocabulary Instruction Participants will explore the types of vocabulary, determine which vocabulary words to teach, discover ways to engage students through both direct and indirect instruction, and learn how to incorporate word play into lessons that meet a variety of content areas.	✓	✓	✓	✓		✓		✓	

SESSION TOPIC	GRADE BAND				DURATION				
LITERACY (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Best Instructional Practices for Teachers of Students with Disabilities: Effective Co-Teaching in the Literacy Classroom *NEW!* Participants will learn essential components and effective models of co- teaching in inclusive classrooms. This professional development session addresses the roles of administrators, general educators and special educators in implementing co-teaching programs that improve learning for ALL students. Successful co-teaching requires a team approach. Training participants should include general and special education teaching teams. *Training participants should include general and special education teaching teams as well as an administrator.*	✓	✓	✓	✓				✓	✓
Teaching Effective Reading Comprehension Strategies Participants will become familiar with the reciprocal teaching strategy along with several other research-based comprehension strategies to improve instruction before, during, and after reading.	✓	✓	✓	✓		✓		✓	
Redefining the Reading Block Providing students with an uninterrupted and well-planned literacy block is essential to their development as readers and writers. This session is designed to assist teachers in effectively understanding how to integrate the five components of reading into both their whole-group and small-group instruction to meet that goal. Teachers will be provided samples of effective reading blocks and given the opportunity to help develop their own schedules for their classrooms.	✓	✓				✓			
Technical Assistance for Literacy: From Theory to Practice *NEW!* Technical assistance is available as a follow-up service to assist in the transfer from professional development to practice. This service provides customized guidance and support for both teachers and administrators. The assistance can be ongoing and customized to meet the needs of the teachers and/or goals of the school/district. Some of the assistance provided may include model lessons of instructional strategies, follow-up teacher observations with feedback, participation in learning walks, and assistance with development of unit plan(s) and/or lesson plan(s) within a unit.	✓	✓	✓	✓		✓	✓	✓	✓
Focused Study of a Standard See the ELA Menu of Services.									

NOTE: Session topics with shorter durations may be combined for a half- or full-day training. Session topics can be tailored to specific grade levels within grade bands as well. Districts/schools may request a literacy session that is much narrower in focus as long as that session falls within one of the broad topics listed. A minimum of 15 total participants must participate in the scheduled single content area session(s) for requests made in grades K-5.

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
MATHEMATICS	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Scaffolding Instruction for Mathematics Teachers *NEW!* This session is designed to assist teachers in effectively utilizing the MS CCRS for Mathematics Scaffolding Document to identify intervention activities, misconceptions in student learning, student readiness, formative assessment outcomes, and skills necessary for the state assessments. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.	✓	✓	✓	✓		✓			
Effective Use of Technology in the Mathematics Classroom *NEW!* This training serves as a resource and guide for training mathematics teachers on the effective use of technology while implementing the MS CCRS. Participants will learn to identify the characteristics of memorable math lessons, use appropriate criteria for selecting an effective technology tool, gain understanding of effective questioning techniques, and explore digital assessment tools. *This training will require each participant to have access to a computer and Internet to fully participate in the activities.*	✓	✓	✓				✓	✓	✓
Understanding the Teacher Growth Rubric: Mathematics *NEW!* This session is designed for teachers and administrators to develop a common language and understanding the Mississippi Educator and Administrator Professional Growth System Teacher Growth Rubric, formally M-STAR. The session focuses specifically on mathematics lesson design, student understanding in the mathematics classroom, culture and learning in the mathematics environment, and professional responsibilities of the mathematics teacher. *Administrators are required to attend this session with their teachers so that teachers and administrators have an opportunity together to develop a common language and understanding of mathematical instructional practices and teacher growth.*	✓	✓	✓	✓					✓
Incorporating Effective Literacy Strategies in the Algebra I Classroom *NEW!* In this interactive session, participants will learn discipline-specific research-based strategies for improving vocabulary, fluency, and comprehension in the Algebra I mathematics classroom. Instructional tools for identifying and addressing the needs of struggling learners will also be included for specific CCR content standards for mathematics.				✓				✓	✓

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
MATHEMATICS (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Best Instructional Practices for Teachers of Students with Disabilities: Effective Co-Teaching in the Mathematics Classroom *NEW!* Participants will learn essential components and effective models of co-teaching in inclusive classrooms. This professional development session addresses the roles of administrators, general educators and special educators in implementing co-teaching programs that improve learning for ALL students. Successful co-teaching requires a team approach. Training participants should include general and special education teaching teams. *Training participants should include general and special education teaching teams as well as an administrator.*	✓	✓	✓	✓				✓	✓
Incorporating Effective Literacy Strategies in the Elementary Mathematics Classroom *NEW!* In this interactive session, participants will learn discipline-specific research-based strategies for improving vocabulary, fluency, and comprehension in the elementary school mathematics classroom. Instructional tools for identifying and addressing the needs of struggling learners will also be included for specific CCRS for Mathematics content standards.	✓	✓						✓	
Mastering the "Challenging" Content Standards Deconstruct challenging standards in the CCRS for Mathematics by identifying the key skills, concepts, learning targets, and resources necessary to ensure student success.	✓	✓	✓	✓		✓			
Geometry Focus Trainings for Secondary Teachers Highlight learning opportunities that deepen teachers' conceptual understanding of rigid motions; congruency and proofs: geometric measure and dimensions; and, similarity and right triangles.			✓	✓				✓	✓
Planning Intervention and Enrichment Activities Teachers learn how to identify when students are struggling and how to develop activities to meet the instructional needs of struggling and advanced learners in the same class setting.	✓	✓	✓	✓				✓	
Use Appropriate Tools and Manipulatives Fun, hands-on tools and manipulatives will be examined to assist teachers in developing the conceptual understanding for key standards in the CCRS for Mathematics.	✓	✓	✓	✓		✓		✓	
Creating In-class Assessment Items Teachers will create CCSSM-aligned assessment items to reach a wide range of learners and the Standards for Mathematical Practice.	✓	✓	✓	✓				✓	✓

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
MATHEMATICS (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Incorporating Effective Literacy Strategies in the Middle School Mathematics Classroom In this interactive session, participants will learn discipline-specific research-based strategies for improving vocabulary, fluency, and comprehension in the middle school mathematics classroom. Instructional tools for identifying and addressing the needs of struggling learners will also be included for specific CCRS for Mathematics content standards.			✓					✓	✓
Implementing the Revised 2016 MS CCRS for Mathematics Attendees will learn about instructional strategies, hands-on activities, and assessment supports that can be used to teach the newly revised math standards in Grades K-8. Each session includes an-depth look at how each standards has changed and how teachers can use manipulatives to meet the needs of all learners.	✓	✓	✓	✓					✓
EQuIP: A Framework for Developing CCRS-aligned Lesson Plans Using the EQuIP Quality Review Rubric, teachers and administrators will review and create CCRS-aligned lesson plans that meet the diversity of learners, the rigor of the CCRS, and the Standards for Mathematical Practice. *Attendees must bring a blank lesson plan template and textbook to the session.*	✓	✓	✓	✓				✓	✓
Interpreting the Standards for Mathematical Practice An in-depth approach to interpreting the Standards for Mathematical Practice allows teachers to develop the type of questions, hands-on activities, and in-class assessments that meet the demand of the CCRS.	✓	✓	✓	✓			✓		
Technical Assistance for Mathematics: From Theory to Practice *NEW!* This service is designed as a follow-up service to provide customized guidance and support for mathematics teachers and administrators. The assistance can be ongoing and custom-built based upon the needs of the teachers and/or goals of the school/district. Some of the assistance provided includes participating in learning walks, showcasing effective grouping techniques, modeling of instructional strategies, conducting follow-up teacher observations with feedback, and assisting with lesson plan development.	✓	✓	✓	✓		✓	✓	✓	✓

NOTE: Session topics with shorter durations may be combined for a half- or full-day training. Session topics can be tailored to specific grade levels within grade bands as well. Districts/schools may request a mathematics session that is much narrower in focus as long as that session falls within one of the broad topics listed. A minimum of 15 total participants must participate in the scheduled single content area session(s) for requests made in grades K-5.

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
SCIENCE	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Effective Strategies for Teaching Vocabulary in the Middle and High School Science Classroom *NEW!* In this session, participants will explore the research and benefits of direct vocabulary instruction in the science classroom. They will be provided with engaging vocabulary strategies for improving students' understanding of science concepts and review ways to assess students' vocabulary knowledge.		5	✓	✓			✓	✓	
Incorporating Effective Literacy Strategies in the Science Classroom *NEW!* In this session, participants will learn research-based strategies for improving vocabulary, fluency, and comprehension in the science classrooms. Incorporating ways to differentiate lessons will also be included.		5	✓	✓				✓	
Improving Writing Instruction in the Science Classroom *NEW!* The MS CCRS for Writing in History/Social Studies, Science, and Technical Subjects require students to write to texts. This is a major shift in the way teachers approach planning, instruction, and assessment, especially non-ELA teachers. This session will support science teachers in this transition by providing planning, instruction, and assessment ideas and strategies for writing specific to science teachers. Also, participants will have opportunities to practice using some of the writing strategies, as well as opportunities to plan for implementation of these instructional writing strategies.		5	✓	✓			✓		
Best Instructional Practices for Teachers of Students with Disabilities: Effective Co-Teaching in the Science Classroom *NEW!* Participants will learn essential components and effective models of co-teaching in inclusive classrooms. This professional development session addresses the roles of administrators, general educators and special educators in implementing co-teaching programs that improve learning for ALL students. Successful co-teaching requires a team approach. Training participants should include general and special education teaching teams. *Training participants should include general and special education teaching teams as well as an administrator.*			✓	✓				✓	✓
Implementing the Revised Science Standards Coming Summer 2017!									

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
SCIENCE (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Technical Assistance for Science: From Theory to Practice *NEW!* This service is designed as a follow-up service to provide guidance and support for science teachers. The assistance can be custom-built, based on the needs of the teachers and goals of the schools and districts. Modeling of instructional strategies and lessons, conducting teacher observations with follow-up feedback, and assisting with development of lessons may be requested.			✓	✓		✓	✓	✓	✓

NOTE: Session topics with shorter durations may be combined for a half- or full-day training. Session topics can be tailored to specific grade levels within grade bands as well.

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
SPECIAL EDUCATION	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
IEP Coaching and Instruction This session can be adapted to the needs of the requesting district to address all components of IEP development. Instruction may range from large group training to small group coaching.	✓	✓	✓	✓				✓	✓
Best Instructional Practices for Students with Significant Cognitive Disabilities Participants will learn effective instructional strategies for students with significant cognitive disabilities who receive instruction on the Mississippi Alternate Academic Achievement Standards. This session will focus on: evidence-based practices for teaching content standards and functional skills, data collection, schedules and classroom environments, and assistive technology.	✓	✓	✓	✓				✓	✓
Secondary Transition Planning This session focuses on developing, writing, and implementing transition plans for middle and high school students. Using Indicator 13, participants will learn how to develop meaningful, compliant transition plans that improve postsecondary outcomes.			✓	✓				✓	✓
Best Instructional Practices for Teachers of Students with Disabilities Focus topics for this session include: inclusive practices, instructional strategies for reading and math, accommodations and modifications, and co-teaching strategies.	✓	✓	✓	✓				✓	✓

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
SPECIAL EDUCATION (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Effective Co-Teaching in Inclusive Classrooms Participants will learn essential components and effective models of co-teaching in inclusive classrooms. This professional development session addresses the roles of administrators, general educators and special educators in implementing co-teaching programs that improve learning for ALL students. Successful co-teaching requires a team approach. Training participants should include general and special education teaching teams. *Training participants should include general and special education teaching teams as well as an administrator.*	✓							✓	✓
Technical Assistance for Special Education This service is designed to provide guidance and support for special education teachers. The assistance can be custom-built, based on the needs of the teachers and goals of the schools and districts.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Technical Assistance for Deaf Education Districts will be provided technical assistance for students who are deaf or hard of hearing with Hearing Impairment eligibility. This topic is geared for entire school and/or individual teacher. This assistance is an ongoing activity with personal support for the Deaf/Hard of Hearing staff.	✓	✓	✓	✓	✓	✓	✓	✓	✓
Correlating Standards-based IEPs with CCRS for Students who are Deaf and Hard of Hearing Participants will learn to develop standard-based IEP goals correlating with College- and Career- Ready Standards for Deaf and Hard of Hearing students with Hearing Impairment eligibility.	✓	✓	✓	✓				✓	✓
Determining the Needs for Deaf and Hard of Hearing Students Participants will understand how to identify the needs, know all types of placements available, types of accommodations for instruction and testing, and develop an appropriate communication plan that aligns with the type of hearing loss and mode of communication the Deaf or Hard of Hearing Student with Hearing Impairment eligibility.	✓	✓	✓	✓				✓	✓
Technical Assistance Training for Visual Impairment Education Districts will be provided technical assistance for students who are visually impaired and have Visual Impairment eligibility. This topic is geared for the entire school and/or teacher(s)/other personnel responsible for ordering materials/resources and registering students with the Mississippi Instructional Resource Center (MIRC).	✓	✓	✓	✓	✓	✓	✓	✓	✓

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
SPECIAL EDUCATION (CONTINUED)	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1DAY
Determining the Needs for Students with a Visual Impairment This training is designed for teachers who have or may have a student with a visual impairment in their classroom. Participants will understand how to identify the needs, types of placements available, types of accommodations for instruction and testing, and develop an appropriate plan that aligns with the type of vision loss of the student. This training event will provide insight into what visual impairment/blindness truly means and how to adapt teaching styles to better serve this unique population of students.	✓	✓	✓	✓					✓

NOTE: Session topics with shorter durations may be combined for a full-day training. Session topics can be tailored to specific grade levels within grade bands as well.

For additional Mississippi Department of Education trainings not listed, please visit the Trumba Calendar for regionally-delivered trainings or contact the following offices for Technical Assistance Requests. The Trumba Calendar can be found by clicking here.

Counseling Services (601) 359-3461

Early Childhood (601) 359-2586

Elementary Education and Reading (601) 359-2586

Intervention Services (601) 359-2586

Secondary Education (601) 359-3461

Special Education (601) 359-3489

For questions regarding professional development requests, email Kristina Livingston, PDC lead, at klivingston@mdek12.org.