

**Mississippi Department of Education  
Office of Professional Development  
Technical Assistance and Professional Development  
Menu of Services**

Content Area:	English Language Arts (ELA)	Grade Band				Duration				
Session Topic and Description		K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Focused Study of an ELA K-12, RH.6-12, RST.6-12, or WHST.6-12 Standard</u></b> <i>NEW!</i> Implementing some standards in the <i>MS CCRS</i> 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 the study of the progression of a specific anchor standard (e.g., RL.6-12.2).		X	X	X	X	X	X	X	X	X
<b><u>Effectively Utilizing the MS CCRS for ELA Scaffolding Document</u></b> This session is designed to assist teachers in effectively utilizing the <i>Mississippi College and Career Readiness Standards for English Language Arts Scaffolding Document</i> 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.		X	X	X	X		X			
<b><u>Technical Assistance for ELA</u></b> <i>NEW!</i> This service is designed 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 includes modeling 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.		X	X	X	X	X	X	X	X	X

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<b><u>Instructional Unit Development</u></b> <i>NEW!</i> This session is designed to assist teachers in effectively utilizing the <i>Mississippi College and Career Readiness Standards for English Language Arts</i> 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.			X	X	X					X
<b><u>Revisions to the MS CCRS for ELA</u></b> <i>NEW!</i> This session is designed to assist teachers in understanding the 2016 revisions to the <i>Mississippi College and Career Readiness Standards for English Language Arts</i> . Participants will review the revisions and discuss planning, resources, and instructional changes based upon these revisions. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.		X	X	X	X		X			
<b><u>Determining Text Complexity</u></b> Students must read texts with increasing complexity to master the <i>MS CCRS for ELA</i> . 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.		X	X	X	X		X			
<b><u>Writing and the MS CCRS for ELA</u></b> The <i>MS CCRS for ELA</i> require students to write to texts. Furthermore, the types of writing have shifted with the transition to the <i>MS CCRS for ELA</i> . This session will outline each writing type and methods to ensure students are writing to the standards. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.		X	X	X	X		X			

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<b><u>Improving Writing Instruction for Non-ELA Teachers</u></b> <i>NEW!</i> The <i>MS CCRS for Writing in History/Social Studies, Science, and Technical Subjects</i> require students to write to texts. This is a major shift in the way teachers approach planning, instruction, and assessment, especially in non-ELA subject areas. This session will support non-ELA teachers in this transition 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 could be requested to check the progress of teachers, provide more model lessons, answer lingering questions, and/or provide additional assistance.			X	X	X			X	X	
<b><u>Creating Text Sets</u></b> This session is designed to provide guidance for creating text sets. Text sets, as aligned to the <i>Model Content Framework</i> , will help teachers ensure students are reading the types of texts they need to read in order to master the <i>MS CCRS for ELA</i> and incorporate writing into reading instruction. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.		X	X	X	X		X			
<b><u>Lesson Planning and Implementation with the MS CCRS for ELA</u></b> This session will assist participants in creating lesson plans that integrate the four strands of the <i>MS CCRS for ELA</i> . Participants will utilize the information in this session to begin planning instructional lessons. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands. Note: This session can be delivered as an all-day session only if teachers will be tasked to develop lesson plans that can later be evaluated using the EQUIP Quality Review Rubric.		X	X	X	X				X	X

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<b><u>Text-dependent Questions and Close Reading</u></b> One strategy for teaching the <i>MS CCRS for ELA</i> 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.		X	X	X	X		X			
<b><u>Teaching Grammar in Context</u></b> The <i>MS CCRS for ELA</i> require students to apply their knowledge of language conventions in their writing instead of in answering multiple choice questions about grammar. This session will provide teachers with knowledge about the research related to teaching grammar in context and assessing knowledge of the language standards utilizing authentic text. In addition to grade-band specific trainings, this training can be delivered for K-5 and 6-12 grade bands.		X	X	X	X		X			
<b><u>EQuIP: A Framework for Developing CCRS-aligned Lesson Plans</u></b> Using the <i>EQuIP Quality Review Rubric</i> , teachers and administrators will review and evaluate CCRS-aligned lesson plans that meet the diversity of learners and the rigor of the <i>MS CCRS for ELA</i> . Note: <i>Lesson Planning and Implementation with the MS CCRS for ELA</i> is a pre-requisite for this training. This session can be delivered as an all-day session only if teachers will be tasked to bring their existing lesson plans to evaluate using the <i>EQuIP Quality Review Rubric</i> . (*Attendees must bring a blank lesson plan template for the session.)		X	X	X	X			X		X

Note: Session topics with shorter durations may be combined for a half- or full-day training. A minimum of 15 total participants must participate in the scheduled single content area session(s) for a day.

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Content Area:	Literacy	Grade Band				Duration				
Session Topic and Description		K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Teaching Effective Reading Comprehension Strategies</u></b> Participants will become familiar with several research-based comprehension strategies to improve instruction before, during, and after reading. Dimensions of text selection, such as genre, quality, and relevance of instruction, are also discussed.		X	X	X	X		X	X	X	
<b><u>Building Fluency</u></b> Participants will become familiar with characteristics, instructional planning, and evidence-based strategies that surround fluency.		X	X	X			X	X		
<b><u>Redefining the Reading Block</u></b> Participants will explore aspects of an effective literacy block that include time management and implementation of centers.		X	X			X	X			
<b><u>Phonemic Awareness:</u></b> Participants will become familiar with characteristics, instructional planning, and evidence-based strategies that surround phonemic awareness.		X	X			X	X			
<b><u>Phonics</u></b> Participants discuss research, review continuum of phonics skills, design explicit and systematic instruction for advanced phonics skills, analyze assessment tools, and support phonics instruction using key activities and resources.		X	3				X		X	X
<b><u>Vocabulary</u></b> Participants explore types of vocabulary, how to choose vocabulary, how students acquire vocabulary knowledge, and how to develop and assess vocabulary knowledge using evidence-based strategies in all content areas.		X	X	X	X		X	X	X	
<b><u>Writing to Text</u></b> See the ELA Menu of Services.										

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Content Area:	Mathematics	Grade Band				Duration				
Session Topic and Description		K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Implementing the Revised 2016 MS CCRS for Mathematics</u></b> 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 in-depth look at how each standard has changed and how teachers can use manipulatives to reach the needs of all learners. (Grades 9-12 will be available Winter 2016.)		X	X	X						X
<b><u>EQuIP: A Framework for Developing CCRS-aligned Lesson Plans</u></b> 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.)		X	X	X	X				X	X
<b><u>Interpreting the Standards for Mathematical Practice</u></b> 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.		X	X	X	X				X	
<b><u>Use Appropriate Tools and Manipulatives</u></b> 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.		X	X	X	X		X		X	
<b><u>Creating In-class Assessment Items</u></b> Teachers will create CCSSM-aligned assessment items to reach a wide range of learners and the Standards for Mathematical Practice.		X	X	X	X				X	X

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Content Area:	Mathematics	Grade Band				Duration				
Session Topic and Description		K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Mastering the “Challenging” Content Standards</u></b> Deconstruct challenging standards in the CCRS for Mathematics by identifying the key skills, concepts, learning targets, and resources necessary to ensure student success.		X	X	X	X		X			
<b><u>Geometry Focus Trainings for Secondary Teachers</u></b> Highlight learning opportunities that deepen teachers’ conceptual understanding of rigid motions; congruency and proofs: geometric measure and dimensions; and, similarity and right triangles.				X	X				X	X
<b><u>Planning Intervention and Enrichment Activities</u></b> 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.		X	X	X	X				X	
<b><u>Incorporating Effective Literacy Strategies in the Middle School Mathematics Classroom</u></b> 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.				X					X	X

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Content Area:	Special Education	Grade Band					Duration				
Session Topic and Description		K-12	K-2	3-5	6-8	9-12	1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Transition Planning</u></b> Developing, writing, and implementing transition plans for middle and high school					X	X				X	X
<b><u>Instructional Strategies for Students with Significant Cognitive Disabilities</u></b> Instruction, assessment, progress monitoring, and IEP development		X								X	X
<b><u>IEP Coaching and Instruction</u></b> Data collections, writing IEPs, progress monitoring, and delivery of services		X								X	X
<b><u>Best Instructional Practices for Students with Disabilities</u></b> Possible topics: Co-teaching, inclusive practices, Universal Design for Learning		X									X
<b><u>Technical Assistance for Deaf Education</u></b> 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.		X					X	X	X	X	X
<b><u>Correlating Standard-based IEPs with CCRS for Students Who Are Deaf and Hard of Hearing</u></b> Participants will learn to develop standard-based IEP goals correlating with College- and Career-Ready Standards for students who are deaf or hard of hearing with Hearing Impairment eligibility.		X								X	X
<b><u>Determining the Needs for Students Who Are Deaf and Hard of Hearing</u></b> 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 for the students who are deaf or hard of hearing with Hearing Impairment eligibility.		X								X	X



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Content Area:	Special Education					Grade Band						Duration				
Session Topic and Description						K-12	K-2	3-5	6-8	9-12		1-hr	2-hr	3-hr	4-hr	1-day
<b><u>Technical Assistance Training for Visual Impairment Education</u></b> 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).						X							X			
<b><u>Determining the Needs for Students with a Visual Impairment</u></b> 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.						X										X

Note: Session topics with shorter durations may be combined for a half- or full-day training. The 15-participant minimum does not apply to special education sessions.

NOTE: The Menu of Services contains only those professional development sessions that are delivered through the Office of Professional Development by Professional Development Coordinators. Please see the Professional Development Calendar under the **MDE Quick Links** section of the MDE homepage for available regional training sessions by office or contact the appropriate MDE office for other professional development offerings.