

Curriculum & Instruction

Professional Learning

August 17-20, 2021



About the Curriculum and Instruction Professional Learning Day

As a district, we value our teachers and understand how important it is to provide relevant and coherent professional learning opportunities for them. One of our priorities is permitting teachers to learn and grow together in a collaborative setting where they can collectively find shared meaning and understanding. We know if teachers share the belief that through collective actions educators can positively influence students, it will have a significant impact on student achievement. We look forward to working with you to:

- Procure valuable connections, resources, learning opportunities, and strategies;
- Develop solutions to challenges for all educators;
- Explore best practices to create and sustain equity and excellence in teaching and learning every day;
- Be a part of a district community of learners.

In OCS, we are committed to including the following design elements of effective professional development:

1. They are content focused.
2. They incorporate active learning strategies.
3. They engage teachers in collaboration.
4. They use models and/or modeling.
5. They provide coaching and expert support.
6. They include time for feedback and reflection.
7. They are sustained duration.

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Dear Onslow County Educators,

Welcome to the OCS Instructional Services Day of Professional Learning for the 2021-22 school year. We have planned engaging and relevant learning opportunities that focus on core instruction in the content areas. You will also interact with the OCS Instructional Framework, which defines effective teaching and learning for our district. Mirroring the MTSS philosophy, we believe that effective core instruction can meet the learning needs of about 80 percent of our students, and that the remaining percent can be successful with supplemental and intense interventions.

The OCS Instructional Framework promotes the district's philosophy that when teachers begin with the content standards and plan with the end in mind, students benefit from a more intentional, focused, instructional approach. A backwards design includes identifying what students need to learn and be able to do, creating formative assessments, designing engaging lessons that integrate high-yield strategies, providing students with frequent feedback, and allowing students multiple opportunities to master the content. These research-based practices have proven to positively affect student learning outcomes, which is the focus of our district.

Today, you will collaborate with your colleagues on unpacking standards, exploring high-quality teaching and learning resources, and designing effective instructional lessons. Many of you will engage with recently adopted curricula in reading, math, or science. These curricula have been selected because they are tightly aligned and appropriately rigorous. By providing the curriculum and resources, we hope that teachers will spend less time searching for content and more time creating a student-centered classroom with a positive and equitable classroom culture.

The research clearly shows teachers impact student learning more than any other school or district factor. Therefore, to positively affect student achievement, school and district leaders must focus on supporting teachers and removing barriers that distract from the important work of teaching and learning. Please know that the Instructional Services team is committed to these beliefs, and we are committed to helping each of you have a successful year.

Our hope is that you will leave the professional learning sessions today energized and with a toolbox of engaging strategies and rigorous resources. We also hope you leave with a network of supporting colleagues and longtime friends, because together, we will make a difference for our students!

Sincerely,

Beth Folger, Ed.D.

OCS Deputy Superintendent

Instructional Services Staff



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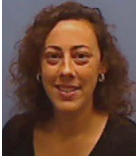
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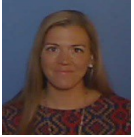
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APEX

Title of Professional Learning Session:	APEX Learning for Administrators	Target Audience:	MS and HS Assistant Principals
School:	Northside High School		
Room #	Media Center		
Facilitator(s):	Adele Terry and Will Laine		
Date	8/17/2021	Time:	12:00pm-1:00pm
Description of Professional Learning Session:	Participants will be trained on how to utilize Apex for new course credit, credit recovery and as a supplemental resource.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Gain an understanding of the overall operations in Apex. • Learn how to utilize the “Reports” feature to help support teacher and student usage. 		

CTE

Title of Professional Learning Session:	Career & Technical Education Partnership Development (Opening Session)	Target Audience:	All Career & Technical Education Staff
School:	ENC Regional Skills Center		
Room #	MPR		
Facilitator(s):	Chris Bailey		
Date	8/17/2021	Time:	8:00am-3:30pm
Description of Professional Learning Session:	Career & Technical Education Staff will work with area workforce development and economic development partners to strengthen partnerships with their program areas and courses. Additionally, CTE Staff will receive curriculum and program updates.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Develop partnerships for work-based learning, guest-speakers, real-world laboratory, and professional development opportunities. • Obtain an operational knowledge of process changes, curriculum updates, and program area updates. 		

CULTURAL ARTS

Title of Professional Learning Session:	Cultural Arts Educators Growing in the Profession	Target Audience:	K-12 Arts Educators
School:	Jacksonville High School / Southwest Middle School		
Room #	All K-12 arts educators will be at JHS arts wing except 6-8 visual arts will be at SWMS room 401, 9-12 visual arts teachers will be at WOHS in room 424		
Facilitator(s):	TBD		
Date:	8/17/2021	Time:	8:30am-3:30pm
Description of Professional Learning Session:	Cultural Arts Educators will have the opportunity to explore best practices in the areas of instructional strategies, integrating technology, and differentiation for diverse learners to increase effectiveness in delivering the K-12 North Carolina Arts Education Essential Standards.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Plan and implement effective instruction. • Describe exactly what students will learn, how well they will learn it, and what they will do to demonstrate that learning. • Use their knowledge of typical and not-so-typical student progress to scaffold increased student understanding. • Establish teacher look-fors to guide instructional decisions. 		

EC

Title of Professional Learning Session:	Adaptive Teaching to the Extended Content Standards	Target Audience:	Adaptive teachers
School:	Richlands High School		
Room #	Media Center		
Facilitator(s):	Foundations Presenter, EC Coaches		
Date:	8/17/2021	Time:	8:00am-12:00pm
Description of Professional Learning Session:	Receive materials, learn curricular tools for adaptive teachers.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Will learn how to utilize curricular tools for students on the Extended Content Standards. • They will review Extended Content Standards and work together to align resources to the NC Extended Content Standards. 		

Title of Professional Learning Session:	Foundations K-3 Learning	Target Audience:	K-3 EC Teachers
School:	Richlands High School		
Room #	Media Center		
Facilitator(s):	Foundations Presenter, EC Coaches		
Date:	8/17/2021	Time:	8:00am-4:00pm
Description of Professional Learning Session:	Teachers receiving Foundations training will be able to deploy early interventions for language acquisition in Grades K-3. Students will receive a systematic program in critical foundational skills, emphasizing the following: phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension, handwriting, and spelling.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Will learn how to lead the IEP team as the LEA of an IEP meeting. 		

Title of Professional Learning Session:	New/ Refresher LEA for IEP's Training	Target Audience:	New Assistant Principals
School:	Northside High School Media Center		
Room #	TBD		
Facilitator(s):	Frances Turner		
Date:	8/17/2021	Time:	1:00pm
Description of Professional Learning Session:	Assistant Principals are invited to attend LEA training to be utilized when attending IEP's. Participants will understand roles and responsibilities of the IEP team, format for efficient IEP's, how to troubleshoot ECATS, and role the LEA is assigned when leading the IEP team.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Be trained to utilize the Foundations program, which is a research-based structured language program. • Learn early interventions for language acquisition. 		

ENGLISH

Title of Professional Learning Session:	Amplify Reading Training of Trainers & CKLA Coaching Support Session	Target Audience:	K-5 Coaches or Designee (1 participant per school)
School:	Eastern North Carolina Regional Skills Center		
Room #	Board Room		
Facilitator(s):	Amplify		
Date:	8/18/2021	Time:	12:45pm-4:00 pm
Description of Professional Learning Session:	The session will consist of 2 hours of training on Amplify Reading for school level trainers. Participants will be required to deliver training on Amplify Reading to all teachers at their home school. The remaining hour will be a support session for coaches to aid in the implementation of CKLA.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Develop an understanding of how to administer Amplify Reading • Develop a plan for training remaining staff at each school site. 		

Title of Professional Learning Session:	Amplify mCLASS DIBELS 8	Target Audience:	K-3 Teachers who will be administering and using data from mCLASS DIBELS
School:	All		
Room #	Online- PD link: LINK		
Facilitator(s):	Virtual		
Date: Time:	Self-paced		
Description of Professional Learning Session:	This is a self-paced online PD required for all K-3 teachers who will be administering or using data from Amplify mCLASS DIBELS 8. PD must be completed no later than August 27, 2021.		
Learning Target:	Participants will: <ul style="list-style-type: none"> Develop an understanding of the required DIBELS 8 assessments, as well as administration and scoring protocols. 		

Title of Professional Learning Session:	Amplify Reading	Target Audience:	K-5 Teachers and teachers who will be accessing data from Amplify Reading
School:	All		
Room #	Determined by school		
Facilitator(s):	Coach or School-Designated Trainer		
Date:	Determined by school	Time:	Determined by school
Description of Professional Learning Session:	This school-based professional development will provide an overview of the use and implementation of Amplify Reading. All trainings must be completed no later than the end of the BOY diagnostic window; however, schools are encouraged to complete training sooner, so students may begin work on their learning path as soon as possible after they complete their diagnostic.		
Learning Target:	Participants will: <ul style="list-style-type: none"> Develop an understanding of how to utilize Amplify Reading to support student individual learning pathways. 		

Title of Professional Learning Session:	Camino Implementation	Target Audience:	Kindergarten and 1 st grade DLI Teachers
School:	CFIE		
Room #	303		
Facilitator(s):	Amplify		
Date:	8/20/2021	Time:	8:30am - 3:30pm Live Virtual https://amplify.zoom.us/j/3285510202
Description of Professional Learning Session:	This session will provide a Camino overview and implementation planning.		
Learning Target:	Participants will: <ul style="list-style-type: none"> Develop an understanding of Camino resources and materials and how to implement in the classroom. 		

Title of Professional Learning Session:	CKLA Initial Implementation PD (Part A)	Target Audience:	K-5 Teachers New to OCS and any K-5 ELA teacher who did not participate in June (includes EC, Title I, Media, etc.)
School:	K-2: HES, CFIE, QCE; 3-5 SWE, NWE, HCE: Participants will be assigned to a site.		
Room #	TBA		
Facilitator(s):	Amplify		
Date:	8/20/2021	Time:	8:30am -3:30pm. Lunch will be provided.
Description of Professional Learning Session:	The session will provide a CKLA overview and implementation planning. Part B is tentatively scheduled for the September 23 ERPD day.		
Learning Target:	Participants will: <ul style="list-style-type: none"> Develop an understanding of CKLA resources and materials and how to implement in the classroom. 		

Title of Professional Learning Session:	Effective Strategies for Learning Loss	Target Audience:	High School (English I, II, III, IV) English Teachers
School:	Dixon Middle School		
Room #	312 (Eng I and II) and 318 (Eng III and IV)		
Facilitator(s):	Cathy Koonce and Polly Garvey		
Date:	8/17/2021	Time:	9:00am-12:00pm
Description of Professional Learning Session:	The session will focus on accelerating learning in the ELA classroom for the 2021-2022 school year.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the NCSCOS/PS Unpacked Content, instructional blueprints, and data trends in reading across the nation. • Reflect on text complexity and current instructional strategies for vocabulary. • Identify best practices for vocabulary instruction and selecting text. • Collaborate to create a plan and identify resources to aid in supporting instruction for the upcoming school year. 		

Title of Professional Learning Session:	Effective Strategies for Learning Loss	Target Audience:	Middle School (Grades 6-8) ELA Teachers
School:	Dixon Middle School		
Room #	309 (6 th grade), 308 (7 th grade), 310 (8 th grade)		
Facilitator(s):	Allison Buckley, Melisa Browning, Elaine Lacy		
Date:	8/17/2021	Time:	9:00am-12:00pm
Description of Professional Learning Session:	The session will focus on accelerating learning in the ELA classroom for the 2021-2022 school year.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the NCSCOS/PS Unpacked Content, instructional blueprints, and data trends in reading across the nation. • Reflect on text complexity and current instructional strategies for vocabulary. • Identify best practices for vocabulary instruction and selecting text. • Collaborate to create a plan and identify resources to aid in supporting instruction for the upcoming school year. 		

Title of Professional Learning Session:	LETRS YEAR 2 - Unit 5 Session (part A)	Target Audience:	Teachers, Coaches, etc. completing year 2 of LETRS PD during the 2021-22 school year
School:	Live virtual session		
Room #	Session links will be emailed		
Facilitator(s):	Voyager Sopris		
Date:	8/17/2021	Time:	8:30am -11:30am or 1:00pm to 4:00pm (participants will be assigned to a session)
Description of Professional Learning Session:	This session will be the first three hours of the required live training sessions for unit 5 of the LETRS PD. The second 3-hour portion is currently scheduled for the September 23 ERPD day. Live sessions will be required for each of the four units in the year 2 PD.		
Learning Target:	Participants will: <ul style="list-style-type: none"> • Facilitate and support the understanding and implementation of professional learning aligned with the Science of Reading. 		

GUIDANCE

Title of Professional Learning Session:	Elementary and Middle School Counselors Onboarding	Target Audience:	Elementary/Middle School Counselors who are New to OCS Counseling or New to the Grade Level
School:	Virtual		
Room #	Microsoft Teams: https://teams.microsoft.com/l/meetup-join/19%3ameeting_MzkxMDM1NjEtNmUxYy00ZjJhLWlyNmMtNTM3YzdmZGFhMmQ2%40thread.v2/0?context=%7b%22Tid%22%3a%2230f488da-74cf-4ac6-9f34-		
Facilitator(s):	Michael Elder, Brittany Norman, Brendan Gartner		
Date:	8/17/2021	Time:	10:00am-11:00am
Description of Professional Learning Session:	This professional learning session will allow district leadership to meet (virtually) new elementary and middle school counselors. The session will be designed for counselors who are new to OCS or who have moved to counseling at the middle or elementary level. Learning will be designed to both share resources and gather questions. This on-boarding will continue throughout the year.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Understand the Months-at-a-Glance Document for Elementary School Counselors. • Build awareness of CCR expectations and resources. 		

Title of Professional Learning Session:	High School Counselors New to the High School Onboarding	Target Audience:	High School Counselors who are New to OCS Counseling or New to High School
School:	Virtual		
Room #	Teams (Virtual: https://teams.microsoft.com/l/meetup-join/19%3ameeting_YzllODMzNWYtZTRhMCO0NjExLWJmYtEtMmE5OTk4ZTRlNmI5%40thread.v2/0?context=%7b%22Tid%22%3a%2230f488da-74cf-4ac6-9f34-40583320daa4%22%2c%22Oid%22%3a%228b29493b-300d-439f-ae80-3ef55d6216a6%22%7d)		
Facilitator(s):	Michael Elder, Brittany Norman, Brendan Gartner		
Date:	8/17/2021	Time:	8:30am-9:30am
Description of Professional Learning Session:	This professional learning session will allow district leadership to meet (virtually) new high school counselors. The session will be designed for counselors who are new to OCS or who have moved to counseling at the high school level from elementary or middle grades. Learning will be designed to both share resources and gather questions. This on-boarding will continue throughout the year.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Understand the Months-at-a-Glance Document for High School Counselors. • Build awareness of CCR expectations and resources. 		

PE

Title of Professional Learning Session:	Health & Physical Education PD	Target Audience:	K-12 Health & PE teachers
School:	Blue Creek Elementary		
Room #	Multi-purpose room		
Facilitator(s):	Greg Grantham		
Date:	8/17/2021	Time:	8:30am-3:30pm
Description of Professional Learning Session:	K-12 Health and PE teachers will review the OCS Board policies regarding teaching of Comprehensive Health Education (Family Life) and available resources and preferred lessons. In addition, teachers will have the opportunity to share best practices.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Be familiar with Board Policy 3540 related to Family Life Instruction and effectively teach Family Life curriculum within the guidelines of OCS Board policy. • Be able to effectively implement the tenets of OCS's Instructional Framework in Health & PE lessons during the upcoming academic year. • Gain effective lesson and activities through the sharing of best practices and activities that have worked in class. 		

READY MATH

Title of Professional Learning Session:	"Ready" for Math Success!	Target Audience:	Grades 6-8 Math Teachers
School:	Northside High School		
Room #	6 th Grade- 505 7 th Grade- 506 8 th Grade- 508		
Facilitator(s):	Amity Geddes, Bill Pratt, Natalie Ostrander		
Date:	8/17/2021	Time:	8:30-11:30 am
Description of Professional Learning Session:	Are you "Ready" for a successful year in your math classroom? This session will deepen your understanding of the connections Ready/iReady provides in support of OCS' initiatives. Get "Ready" to explore options that will ignite students' interest, engagement and motivation!		
Learning Targets:	Participants will: <ul style="list-style-type: none"> Identify how the Ready core curriculum and iReady's online instruction supports OCS' Instructional Framework. Devise a plan of action that builds a classroom culture in which data guides instruction and fosters student ownership of learning and growth. Reflect and connect through active participation of a model Ready lesson. 		

Title of Professional Learning Session:	Leading into "Ready" Math Success!	Target Audience:	K-8 Admin new to Ready/iReady
School:	Northside High School		
Room #	601		
Facilitator(s):	Vickie Brown & Heather Findeisen		
Date:	8/17/2021	Time:	9:30-10:30 am
Description of Professional Learning Session:	Are you "Ready" to lead your teachers in being successful in the math classroom? This session will provide school leaders an understanding of Top Leader Actions that are critical to teacher and student success. Participants will leave with a plan of action for continued support of Ready/iReady on their campus.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> Gain insight into the Ready core curriculum and iReady's online instruction as it supports OCS' Instructional Framework Unlock Ready/iReady potential by focusing on Top Leader Actions. Generate a plan of action for continued support of Ready/iReady. 		

Title of Professional Learning Session:	"Ready" for Math Success!	Target Audience:	K-5 Math Teachers
School:	Northside High School		
Room #	Rooms TBD (Final room assignments will be shared and posted at the site.)		
Facilitator(s):	Instructional Coaches and Select Teachers		
Date:	8/17/2021	Time:	8:30-11:30 or 1:00 to 4:00 (participants will attend one assigned session)
Description of Professional Learning Session:	Are you "Ready" for a successful year in your math classroom? This session will deepen your understanding of the connections Ready/iReady provides in support of OCS initiatives. Get "Ready" to explore options that will ignite students' interest, engagement, and motivation!		
Learning Targets:	Participants will: <ul style="list-style-type: none"> Identify how the Ready core curriculum and iReady's online instruction supports OCS' Instructional Framework. Devise a plan of action that builds a classroom culture in which data guides instruction and fosters student ownership of learning and growth. Reflect and connect through active participation of a model Ready lesson. 		

REVEAL MATH

Title of Professional Learning Session:	"Reveal"-ing Math Potential in the Secondary Classroom	Target Audience:	Math 1-3 Teachers
School:	Middle Schools (Math 1 teachers, NSHS media center) High Schools (teachers will meet in the same room on their high school campus)		
Room #	508		
Facilitator(s):	McGraw-Hill/ALEKS Rep		
Date:	8/17/2021	Time:	8:30-10:30 am- High Schools 1:00-3:00 pm- Middle Schools
Description of Professional Learning Session:	This session will provide teachers with an understanding of how Reveal Math and ALEKS can be utilized to guide, plan, and inform instruction. Teachers will gain knowledge of how to create presentations using various content from all Reveal Math courses and will experience a Reveal lesson in action!		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Understand how Reveal Math and ALEKS support each other in instructional planning and delivery. • Gain a working knowledge of how to effectively utilize Reveal teacher resources available to them for core instruction. • Be able to target students' instructional needs, to include current performance levels and accessing grade level content, by monitoring and analyzing ALEKS data. 		

SCIENCE

Title of Professional Learning Session:	District Biology Collaborative Session	Target Audience:	High School Biology Teachers
School:	Swansboro Middle School		
Room #	9, 11		
Facilitator(s):	Jennifer Griffin and Mary Ruffin		
Date:	8/17/2021	Time:	8:00am-11:00 am
Description of Professional Learning Session:	Teachers will review standards and pacing for the semester, in addition to the gradual release model and the Instructional Framework. Teachers will also be given the opportunity to collaborate and add resources to the K-12 Science Team. The session will conclude with teachers sharing best practices and enrichment opportunities for all students.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the expectations of what OCS teachers should know and do, as identified in the Instructional Framework. • Build a collaborative network in like disciplines/grade levels. • Gain an understanding of the resources and enrichment opportunities for teachers and students here in Onslow County Schools. 		

Title of Professional Learning Session:	District Earth/Environmental Collaborative Session	Target Audience:	Earth and Environmental Science Teachers
School:	Swansboro Middle School		
Room #	5, 7		
Facilitator(s):	Dr. Pat Curley and TBD		
Date:	8/17/2021	Time:	8:00am-11:00 am
Description of Professional Learning Session:	Teachers will review standards and pacing for the semester, in addition to the gradual release model and the Instructional Framework. Teachers will also be given the opportunity to collaborate and add resources to the K-12 Science Team. The session will conclude with teachers sharing best practices and enrichment opportunities for all students.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the expectations of what OCS teachers should know and do as identified in the Instructional Framework. • Build a collaborative network in like disciplines/grade levels. • Gain an understanding of the resources and enrichment opportunities for teachers and students herein Onslow County Schools. 		

Title of Professional Learning Session:	District Chemistry/Physical Science/Physics Collaborative Session	Target Audience:	Chemistry/Physical Science/Physics Teachers
School:	Swansboro Middle School		
Room #	14, 12		
Facilitator(s):	Tanya LaRose and Jessica Burch		
Date:	8/17/2021	Time:	8:00am-11:00 am
Description of Professional Learning Session:	Teachers will review standards and pacing for the semester, in addition to the gradual release model and the Instructional Framework. Teachers will also be given the opportunity to collaborate and add resources to the K-12 Science Team. The session will conclude with teachers sharing best practices and enrichment opportunities for all students.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the expectations of what OCS teachers should know and do as identified in the Instructional Framework. • Build a collaborative network in like disciplines/grade levels. • Gain an understanding of the resources and enrichment opportunities for teachers and students here in Onslow County Schools. 		

Title of Professional Learning Session:	District Collaborative Elementary Science Session	Target Audience:	5th grade Science Teachers
School:	Swansboro Middle School		
Room #	13		
Facilitator(s):	Kristie Waller and TBD		
Date:	8/17/2021	Time:	8:00am-11:00 am
Description of Professional Learning Session:	Teachers will review standards and pacing for the semester, in addition to the gradual release model and the Instructional Framework. Teachers will also be given the opportunity to collaborate and add resources to the K-12 Science Team. The session will conclude with teachers sharing best practices and enrichment opportunities for all students.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Review the expectations of what OCS teachers should know and do as identified in the Instructional Framework. • Build a collaborative network in like disciplines/grade levels. • Gain an understanding of the resources and enrichment opportunities for teachers and students here in Onslow County Schools. 		

Title of Professional Learning Session:	Middle School Science DiscoveryEd Tech and DE Training	Target Audience:	Middle School (Grades 6-8) Science Teachers
School:	Various Middle School (science teachers will meet in 1 room at the middle school campus)		
Room #	TBD		
Facilitator(s):	DE Staff (DLTF will be present to assist teachers)		
Date:	8/17/2021	Time:	8-11 am (Core PD Session); 12-3pm (Instructional Development and Support)
Description of Professional Learning Session:	This session will include a deep dive into the product and will review how to utilize all the tools found in the DiscoveryEd Tech toolbox. The afternoon session will focus on application; participants will work with school teams to create boards and plan out the first two weeks using the NC Standard Course of Study and pacing found in the priority standards documents. Additional rooms will be available for grade level teams or individual school teams to break into smaller planning groups. DLT support and DiscoveryEd Tech support will be available during both sessions. Reference to the IF will be continuous throughout the training.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Navigate Science Techbook in order to locate resources to enhance teaching and learning in the classroom. • Review the expectations of what OCS teachers should know and do as identified in the Instructional Framework. • Build a collaborative network in like disciplines/grade levels. 		

SOCIAL STUDIES

Title of Professional Learning Session:	Social Studies Standards Alignment	Target Audience:	Grades 6-12 Social Studies Teachers
School:	Northside High School		
Room #	Cafeteria		
Facilitator(s):	Hannah Hill		
Date:	8/17/2021	Time:	8:30am-3:30pm
Description of Professional Learning Session:	Participants will explore the new state content standards and unpacked documents. They will collaboratively develop a first semester pacing guide and begin to align resources.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Increase their knowledge and understanding of the new state content standards and unpacked content. • Identify aligned instructional resources. • Understand the importance of using a district wide pacing guide. 		

World Language

Title of Professional Learning Session:	Apex Learning	Target Audience:	6-12 World Language Teachers
School:	Northside High School		
Room #	Media Center		
Facilitator(s):	Adele Terry (Apex)		
Date:	8/17/2021	Time:	1:30pm-3:30pm
Description of Professional Learning Session:	Participants will be trained on how to utilize Apex for new course credit, credit recovery and as a supplemental resource.		
Learning Targets:	Participants will: <ul style="list-style-type: none"> • Utilize the content and components within the Apex program as a supplemental resource. • Understand the process for assigning asynchronous modules to assist when managing students who are homebound and. 		

Onslow County Schools Instructional Framework



Our instructional framework identifies aspects of a teacher’s responsibilities that have been documented through research to promote student learning. The instructional framework defines consistent expectations of what OCS teachers should know and be able to do for every student, in every classroom, every day.

Domains	Concepts	Teacher Actions	Evidences
PLANNING	STANDARDS ALIGNMENT	Teachers use backward design to create learning target(s), lesson plans and assessments aligned to the NC Standard Course of Study and OCS Priority Standards.	<ul style="list-style-type: none"> Standards are unpacked and teachers write clearly defined learning target(s). Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.
	LESSON DESIGN	Teachers work together to design engaging lessons that use a gradual release instructional model.	<ul style="list-style-type: none"> Planning takes place during regularly scheduled data teams/PLCs. Formal and informal assessment data drive lesson design Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used. Lessons are designed using the gradual release model, which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure.
	INSTRUCTIONAL STRATEGIES	Teachers incorporate instructional strategies and processes that engage all students in learning.	<ul style="list-style-type: none"> Daily lessons require students to read, write, inquire, and collaborate. Lessons use research-based, high-yield strategies, which are culturally-responsive and differentiated based on student needs.
INSTRUCTION	FOCUSED INSTRUCTION	Teachers deliver lessons which are aligned to the NC Standard Course of Study and the OCS Priority Standards.	<ul style="list-style-type: none"> Learning target(s) are posted, clearly communicated, linked to standards, and understood by the students. The criteria for success are clear to students and the performance tasks provide evidence that students understand and apply learning in context. Tier II and III vocabulary are used by the teacher and the student The lesson links students’ prior and future learning to provide relevance and context to the student
	ENGAGEMENT	Teachers use research-based, high-yield instructional strategies to help students learn.	<ul style="list-style-type: none"> Student-to-student and teacher-to-student discourse reflects substantive thinking in relation to the learning target(s). Opportunities to write, read, inquire, problem solve, and collaborate occur daily. Research-based, high-yield strategies are used to support student learning. Technology and innovative tools are used to facilitate and apply learning. Instructional strategies engage all students and ensure equitable access to learning resources.
	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to address individual learning needs	<ul style="list-style-type: none"> Checks for understanding are used to measure student progress toward the learning target(s). Data are used to monitor student progress toward the daily learning target(s). Students self-monitor their own learning in relation to the learning target(s). Students are given multiple opportunities to demonstrate learning.
ASSESSMENT	TEACHER REFLECTION	Teachers collaboratively analyze assessment results and adjust instruction accordingly.	<ul style="list-style-type: none"> Common formative assessments are developed by teacher teams to inform instruction throughout a unit of study. Summative assessments are used to measure learning at the end of a unit of study and to generate enrichment and remedial instruction Benchmark data are used to analyze learning by standard and to identify individual students’ needs for intervention and/or enrichment.
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	<ul style="list-style-type: none"> Students receive clear and specific feedback that informs their progression toward the learning target(s) Student self-monitoring toward the learning target occurs daily.
CULTURE	CLASSROOM ENVIRONMENTS	Teachers create safe and orderly classrooms for student learning.	<ul style="list-style-type: none"> Clear routines and procedures are established and taught to maximize student independence The physical arrangement of student seating, learning spaces, materials, and resources are conducive to learning and are organized to maximize learning time
	CLASSROOM COMMUNITIES	Teachers build classroom communities that foster students’ social and emotional development.	<ul style="list-style-type: none"> Respectful interactions occur between teachers and students. Staff and students identify and regulate emotions and make responsible decisions. Opportunities to develop positive peer relationships, responsibility, and independence are promoted. Interactions, learning communities and environments are inclusive.
	EQUITABLE LEARNING ENVIRONMENTS	Teachers build classroom communities with high academic expectations for all students.	<ul style="list-style-type: none"> Student engagement in the learning process is ensured by teachers each day. Student engagement and achievement of subgroups are intentionally monitored Students explore and appreciate their connection to others in a global community.