

**New Professional Learning Dates will be announced by**

 **August 5, 2024**

Department of Equity, Diversity & School Climate

Jodi Washington, Director

Professional Learning Menu

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| **Training Title** | **Training Course Number****& Training Hours** | **Training Description** | **Training Dates** |
| **Responsive Pedagogy for Inclusive Teaching** | 39119983Hours in Learning:6Hours in Implementation:2Total Hours:8 | This is a one-day face to face training that includes lectures, role play, reading, think, pair, & share, open ended conversation about various topics related to culturally responsive instructional practices that positively influence student achievement within their current role in the district. | TBD |
| **Inclusive Schools Guide Overview** | 39143355Hours in Learning: 3Hours in Implementation: 1Total Hours: 4 | Participants will engage in interactive techniques, reflective discussion groups, analyze scenarios, and share out professional experiences to bring awareness and understanding to the needs of diverse populations in alignment with SBBC policy. Participants will engage in professional learning activities to ensure better working and learning climates for all. | TBD |
| **Training Title** | **Training Course Number****& Training Hours** | **Training Description** | **Training Dates** |
| **Student Engagement & Relationships** | 39127472Hours in Learning:3Hours in Implementation:1Total Hours:4 | Racial and ethnic disproportionality in school discipline is an enduring and wide-scale problem facing schools in the United States. Students of color, particularly Black/African American, Hispanic/Latinx, and Native American students, have been shown to be more likely to be suspended than White students. PBIS & Equity focuses on reducing disproportionality in school discipline by teaching and modeling pro-social skills and redesigning learning environments. Embedding equity work within the PBIS framework is a key factor in achieving disciplinary equity. PBIS & Equity will explore multi-component interventions aimed at decreasing racial and ethnic disproportionality in school discipline. PBIS components to be included in this session are improving communication and connections with students and parents, improving classroom management, reducing cultural mismatch, avoiding one-size fits all discipline, and using data to problem solve. | TBD |
| **Training Title** | **Training Course Number****& Training Hours** | **Training Description** | **Training Dates** |
| **Behavioral Strategies for Challenging Students**  | 39120405Hours in Learning: 3Hours in Implementation: 1Total Hours: 4 | The Behavioral Strategies for Challenging Students three-hour professional learning training focuses on participants learning to develop, implement, and assess research-based classroom management strategies. This professional learning training equips participants with knowledge/skills to devise and implement classroom management techniques that are conducive to promoting student achievement in a safe learning environment.  | TBD |
| **CHAMPS: Classroom Management**  | 39136252Hours in Learning: 6Hours in Implementation: 3Total Hours: 9 | The CHAMPS: Classroom Management six-hour professional learning training chunks the key components of a comprehensive and effective classroom management plan into seven areas: Structure, Signal, Expectations, Rules, Corrective Consequences, Encouragement Procedures, and Engagement. The goal of this training is to provide participants with the necessary knowledge/skills to devise, implement, and assess an effective classroom management plan that supports student learning in a safe and orderly environment. | TBD |