Online Inservice Options Provided by the State Department

● Supporting Productive Math Discourse: Part 2

Audience: Directors of Schools
Contact: Kristian.Dennison@tn.gov
The Math Implementation Network is excited to release Supporting Productive Math Discourse: Part 2, a one-hour
asynchronous TeachALL course for math teachers and leaders. This course is part 2 of a 3-part series and builds
understanding of mathematical discourse through:
Reviewing of The Five Practices,
Diving Deeper into Practices 2-3,
Refining opportunities embedded in High Quality Instructional Materials (HQIM), and
Engaging with a classroom video to see The Five Practices in action.
Stay tuned for part 3, covering practices 4-5, late spring 2026.

● New Math Training Session Available in TeachALL

Because you deserve the best educational resources, here's our latest training on **Supporting Productive Math Discourse:**
Part 1, a one-hour asynchronous TeachALL course for math teachers and leaders. This course builds understanding of
mathematical discourse through:
Reviewing of The Five Practices,
Diving Deeper into Practices 0–1,
Refining opportunities embedded in High Quality Instructional Materials (HQIM) and,
Connecting to the Instructional Practice Guide (IPG) for mathematics.
While you eagerly await Parts 2 and 3 of this series, covering Practices 2–5, check out all of our math-focused learning on our Math Trainings Page!

- We are continuing our K-8 Math Training Monthly Guidance Series, offering practical suggestions paired with the Early and

Middle Grades Math Trainings (EGMT and MGMT) asynchronous modules. These short, focused segments are designed to
help school teams integrate strategies into collaborative learning without adding extra workload.
Access the EGMT Modules on TeachALL : For March, elementary focused participants will complete Session 1, Parts 5-6.
This learning will center around deepening our knowledge of the standards and posing purposeful questions, totaling around
60 minutes.
Combined Learning: Session 1, Part 5: Deepening Our Understanding of the Standards (20 minutes)
Combined Learning: Session 1, Part 6: Begin Teaching Practice: Pose Purposeful Questions (40 minutes)

Access the MGMT Modules on TeachALL: In March, middle grades focused participants will complete what is remaining of
Session 1, Part 6. This learning will center around completing a math task and applying the learning while diving into
materials, totaling about 45 minutes.
Pre-Work: Session 1, Part 6: Research Study, Part 2 Math Task #4 (15 minutes)
Combined Learning: Session 1, Part 6: Dive into Materials (30 minutes)
We are excited for you to complete the Guidance Series throughout the school year to prepare for upcoming in-person
trainings in summer of 2026.

New Early Literacy Network 2.0 Asynchronous Modules

Audience: Directors of Schools
Contact: Kim.Reznicek@tn.gov
New Early Literacy Network 2.0 Asynchronous Learning Modules are now available on the ELN 2.0 webpage.
The teacher module, ***Building Writing Proficiency through Intentional Scaffolds***, supports educators in understanding
how handwriting, writing fluency, and encoding reduce cognitive load and strengthen students' ability to communicate
meaning. The module guides teachers in analyzing student writing using the Student Work Analysis Protocol and in selecting
and applying intentional scaffolds that leverage student strengths, maintain access to grade-level work, and build student
independence.
The leader module, ***Supporting Writing Proficiency through Intentional Scaffolds***, equips leaders to deepen teacher
understanding of handwriting, writing fluency, and encoding. It also prepares leaders to support teacher teams in analyzing
student writing using the Student Work Analysis Protocol and engaging in intellectual preparation. Additionally, the module
guides leaders in providing actionable feedback on the use of intentional scaffolds in K-2 writing instruction.
Please share these resources widely with teachers, leaders, and colleagues in your network!
For questions, please reach out to Kim.Reznicek@tn.gov.

- TN-TAN's RTI2-A+B partner, Tennessee Tiered Supports Center (Tennessee TSC) has a new self-paced online module available, Dyslexia 101. This online module features 3 chapters and will take users about 2 hours to complete.

The module also comes with a digital note catcher template to support users as they work through the course.
Please note: First time users MUST set up a free learner account to access the module. *After completing this one-time registration, participants can access all of Tennessee TSC's modules.*
https://ci3.googleusercontent.com/meips/ADKq_NY6d3gXeChCSArs3EDDAxwW6i_nZKeDf2IdD3h1jGbr9qf1v9Xfg5MBVgDuRHclJ8dGFczlHuLuclPd77AgXxUC8x9j8vxPOG5u89K4NGtr-75xGCiVp0Byh92eq86mmsYH7p4=s0-d-e1-ft#https://cdn.smore.com/u/thumbs/c9a3/thumb-0c3be948f5ab80e0519a1a840dde001b.png

Transition Tennessee

Welcome to Tennessee's online home for **training** and **resources** on preparing students with disabilities for life after high school. Our goal is to **improve transition outcomes** for youth and young adults with disabilities by sharing research-based practices and policies.

- TransitionTN offers opportunities for professional development on a variety of transition-related topics. Transition professionals (e.g., educators, Pre-ETS providers, related service personnel) can earn a certificate of completion by participating in any of our online courses and completing the corresponding quizzes. The number of credits recorded on each course certificate is determined by the amount of time a course takes to complete. Check with your district, agency, or organization to confirm that the certificate of completion can be uploaded for professional development credit.

https://transitiontn.org/

- Below is a website for signing up for Direct Step- an online asynchronous training module that focuses on a wide array of topics. Any educator/ paraeducator is able to create a login and complete the courses. Then will receive a certificate of completion. I also included a list of classes available just in case, because really any educator could take these classes.

http://tndoe-ds.lrp.com

Available courses

330000 - Identifying Disabilities to Determine IDEA Eligibility

330001 - Child Find: Understanding IDEA Provisions and Responsibilities

330002 - Child Find: Understanding Section 504 Provisions and Responsibilities

330003 - Postsecondary Transition: IDEA Requirements for Processes, Procedures and Implementation

330004 - Using Universal Design for Learning to Improve Instruction and Assessment for All Students

330005 - Required Components For Compliant IEPs

330006 - Least Restrictive Environment: What Teachers Need to Know

330007 - Independent Educational Evaluations: Responsibilities and Procedures

330008 - A Teacher's Role in the Manifestation Determination Review Process Based on IDEA

330009 - Guidelines for IEP Team Composition

330010 - RTI Data Collection, Analysis and Interpretation

330011 - Making School Accessible: Practical Ways to Achieve Section 504 and ADA Compliance

330012 - Conducting Compliant IEP Team Meetings

330013 - Evaluations and Reevaluations – Purposes, Standards and Procedures

330014 - Understanding Section 504 Eligibility and How It Works in Schools

330015 - A Teachers Role in the Manifestation Determination Review Process Based on Section 504

330016 - Legal Requirements and Practical Tips to Develop Measurable Annual IEP Goals

330017 - Identifying and Responding to Bullying and Harassment Involving Students With Disabilities

330018 - Legal Requirements and Best Practices for Prior Written Notice

330019 - Selecting and Implementing Evidence-Based Interventions Within an RTI Framework

330020 - Practical Strategies and IDEA Requirements for Developing IEPs

330021 - Field Trips and Extracurricular Activities Under Section 504

330022 - Disciplinary Considerations Under Section 504 vs. IDEA for Students Involved in Drugs, Violence or Weapons

330023 - When to Review and How to Revise IEPs to Stay Compliant

330024 - Best Practices to Prevent Section 504 Retaliation

330025 - How FERPA's Parental Consent Rule Impacts Education Record Privacy

330026 - IEP Implementation Strategies to Be IDEA Compliant

330027 - Legal Requirements and Practical Considerations for the Use of Restraint and Seclusion

330028 - Use of Service Animals in Schools

330029 - What Every Administrator Needs to Know About Stay-Put Under the IDEA

330030 - Requirements and Strategies to Facilitate Parental Participation in IEPs

330032 - The Role and Responsibilities of Section 504 Team Members

330034 - Accommodations and Standards for Testing and Grading Under Section 504

330036 - Discipline and Placement Changes for Students With Disabilities Who Exhibit Violent Behavior

330038 - Developing and Implementing Functional Behavior Assessments and Behavioral Intervention Plans

330041 – Best Practices for Home-Based Instruction for Students with Disabilities

330046 – Eligibility and Development of a Student's Extended School Year Services

330047 - Early Intervention Services: Facilitating Transition From IDEA Part C to Part B

330058 - Meeting IDEA Requirements When Serving Students With Specific Learning Disabilities

330059 – Strategies to Keep Students with Autism Safe in School

330060 - Using a Trauma-Informed Approach to Develop More Effective IEPs

330061 - Legal Requirements and Practical Considerations for Identifying and Evaluating Specific Learning Disabilities

330062 - Evaluation, Eligibility and IEP Development for Students With Autism

330063 – Addressing Behavior of Students With Autism: A Teacher's Toolkit of Positive Intervention Strategies

330065 – Collecting and Using Data to Improve IEPs, BIPs and Section 504 Plans

330066 - Students With Autism and One-to-One Aides: Best Practices for Educators

330067 - Meeting FERPA's Parental Inspection, Amendment, and Notice Requirements

330068 – When and How to Accommodate Students With Food Allergies Under Section 504

330069 – Dispute Resolution and Available Remedies Under the IDEA

330070 – Meeting the Needs of Students With Diabetes Under Section 504

330071 – Administrators' Responsibilities for Meeting IDEA Parental Consent Rules

330072 - Steps for Determining a Student's Eligibility Under the Other Health Impairment

330074 – Exiting Students From Special Education: Graduation, Aging-out, Ineligibility, and Revocation of Consent

330075 – IDEA, Section 504 and FAPE Issues When Transporting Students With Disabilities

330076 – Ensuring Substitute Staff Are Certified and Prepared to Serve Students With Disabilities

330077 – Meeting Section 504 Requirements to Identify and Serve Students With ADHD

330078 – IEP, 504 and MDR Meetings: Guidance for Staff Who Are New to Special Education

330079 - From IEPs to IHPs: Special Education Plans Every Teacher Needs to Understand

330080 – Communicating With Parents: Tips and Strategies for Teachers

330081 - Determining Related Services and Accommodations for Students With Traumatic Brain Injuries

330082 - Strategies to Identify and Prevent Low-Level Aggression From Escalating in Your School

330083 - Compliance and Practical Strategies for Educating Twice-Exceptional Students

330084 - Grievance Procedures and Investigations of Sexual Harassment Under Title IX 2020 Regulations

330085 - Conducting Appropriate and Compliant Threat Assessments for Students with Disabilities

330086 - Identifying Anxiety: When to Evaluate and Determining Eligibility Under the IDEA and Section 504

330087 - Co-Teaching Essentials to Maximize Educational Benefit for Students With Disabilities

330088 - Predetermination in the IEP Process: What It Is and How to Avoid It

330089 - The Privacy Act and the DoDEA: What Administrators Need to Know

330090 - Serving Parentally Placed Private School Students with Disabilities: Understanding Your District's IDEA Obligations

Active Students, Active Learners: Virtual PD Week

June 8-12: The "Active Students, Active Learners: Virtual PD Week" is a free event that is universally accessible to all educators to deliver best practices in school-based physical activity, physical education, and health education. Webinars will be designed to connect all teachers, lead educators, principals, administrators, and support staff with resources and instructional strategies for creating and supporting a healthy and physically active school culture and learning environment.

Register here for access to all sessions. The final schedule will offer at least 20 hours of PD. Join as many or as few as you like! Hours will be tracked with individual session surveys. Check out the tentative agenda for a glimpse of our plans!

***Remember: It is the responsibility of participants to verify the professional development policy and requirements in your local district if planning to turn in attendance certificates for PD credit.**

Registration for this event closes on June 4. If you have any questions about the Active Students, Active Learners: Virtual PD Week 2026, please contact Heather Piergies.

This one is not provided by the state department but it came in an email from someone at the state, I'm pretty sure.

Free 3-Hour Trauma Training

NAMI TraumaInSight is a *free, self-paced online training* designed to equip youth-serving professionals and volunteers with foundational knowledge and practical strategies for understanding trauma and implementing trauma-informed care.

- **Participants explore how trauma affects the brain and behavior**
- **Learn ways to foster safety, support, and empowerment**
- **Gain actionable tools to better support young people in educational, community, faith-based, and justice-related settings**

Register for TraumaInSight: https://trauma-insight.nami.org/

Click here for more information: NAMI-TraumaInSight-Flyer