

TECHNICAL ASSISTANCE AND
PROFESSIONAL DEVELOPMENT

MENU

of

SERVICES

Mississippi Department of Education
OFFICE OF PROFESSIONAL DEVELOPMENT
Fall 2017



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

OFFICE OF PROFESSIONAL DEVELOPMENT
Wendy Clemons, Bureau Director
(601) 359-2869
Fall 2017

MENU — of — SERVICES

SESSION TOPIC AND DESCRIPTION	GRADE BAND				DURATION				
	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>ENGLISH LANGUAGE ARTS</p>									
<p>Technology in the ELA Classroom <i>NEW!</i> This training serves as a resource and guide for training ELA teachers on the effective use of technology while implementing the MS CCRS. Participants will learn to identify the characteristics of memorable ELA lessons, use appropriate criteria for selecting an effective technology tool, gain understanding of effective questioning techniques, and explore digital assessment tools. <i>This training will require each participant to have access to a computer and Internet to fully participate in the activities.</i></p>	✓	✓	✓	✓		✓	✓	✓	
<p>Learning Walk <i>NEW!</i> This service is intended to assist building-level administrators in identifying the professional development needs of their school. During the Learning Walk, administrators and Professional Development Coordinators will visit ELA classrooms and reflect on teaching practices, learning strategies, student interaction, and student engagement. After the Learning Walk is complete, administrators will use the evidence obtained to develop a meaningful professional development plan.</p>	✓	✓	✓	✓		✓	✓	✓	✓
<p>College Readiness with the ACT: ELA <i>NEW!</i> Classroom integration of ACT skills is made easy with skill-based instruction coupled with embedded strategies. During this session, teachers will delve into the ACT content, format, question/problem/answer types, ordering of questions, and personal approaches to each section. This in-depth look at the ACT will provide insight and resources that can be utilized in the classroom. <i>This training will be offered as a webinar beginning October 1, 2017.</i></p>				✓		✓			
<p>Escape the Classroom <i>NEW!</i> It's no puzzle why escape rooms are so popular. In this session, participants will experience an escape room and learn how to create escape rooms collaboratively across all subjects (ELA, math, science, and social studies) in addition, a strong emphasis will be placed on ways escape rooms can be used to teach teamwork, perseverance, and problem solving while assessing content knowledge. <i>This session is for a combination of various content area teachers.</i></p>		✓				✓			

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>ENGLISH LANGUAGE ARTS</p>									
<p>Developing Young Writers in the Elementary Classroom <i>NEW!</i> This session is designed for teachers to develop an understanding of the developmental writing stages of students in order to set expectations for on-level student writing products. Participants will engage in hands-on activities including identifying cues which alert the teacher to which stage the student is in and how to support them in progressing to the next developmental stage. Then, teachers will apply their understanding of the developmental stages of writing to determine how to plan writing lessons based on their students' needs and the expectations outlined in their grade's MS-CCRS. Finally, teachers will analyze their student work samples to determine where to begin writing instruction.</p> <p><i>Attendees must bring current student writing work samples.</i></p>	✓	3					✓		
<p>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.</p> <p><i>Attendees must bring a blank lesson plan template for the session.</i></p>	✓	✓	✓	✓					✓
<p>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.</p> <p><i>Attendees must bring blank lesson plan templates, instructional resources and texts, and a copy of his/her grade level standards for the session.</i></p>	✓	✓	✓	✓					✓

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<p>ENGLISH LANGUAGE ARTS</p>									
<p>Understanding the Teacher Growth Rubric: ELA 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. <i>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.</i></p>	✓	✓	✓	✓					✓
<p>Improving Literacy 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. <i>For instructional writing support for science teachers, see the science section of this menu.</i></p>		✓	✓	✓			✓	✓	
<p>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 6-12 grade bands.</p>	✓	✓	✓	✓		✓			

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>ENGLISH LANGUAGE ARTS</p>									
<p>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.</p>	✓	✓	✓	✓		✓	✓	✓	✓
<p>Differentiation Utilizing the 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 to master the standards. In addition to grade-band specific trainings, this training can be delivered for 6-12 grade bands.</p>	✓	✓	✓	✓		✓			
<p>If These Walls Could Talk: Effectively Using Anchor Charts and Word Walls in the Classroom 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.</p>	✓	✓	✓	✓			✓	✓	

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>Using the MAP Writing Rubric to Guide Instruction</p> <p>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.</p> <p><i>Attendees must bring previously-collected student writing samples and a blank lesson plan template for the session.</i></p>	✓	✓	✓	✓					✓
<p>Centering your Centers</p> <p>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.</p>	✓	✓					✓	✓	✓
<p>Building Foundational Skills: Focus on Phonological Awareness, Phonics, and Oral Language</p> <p>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.</p> <p><i>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</i></p>	✓						✓	✓	✓
<p>Focus on Fluency, Vocabulary, and Comprehension</p> <p>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.</p>	✓	✓	✓	✓					✓
<p>Teaching Techniques for Engaging Vocabulary Instruction</p> <p>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.</p>	✓	✓	✓	✓			✓	✓	✓

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>ENGLISH LANGUAGE ARTS</p>									
<p>Effective Co-Teaching in the ELA Classroom 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. <i>Training participants should include general and special education teaching teams as well as an administrator.</i></p>	✓	✓	✓	✓				✓	✓
<p>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.</p>	✓	✓	✓	✓			✓	✓	✓
<p>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.</p>	✓	✓					✓		
<p>Support Services: From Professional Development to Practice Each professional development session must be followed-up with at least two requests for additional support services. This 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, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit. <i>A Support Services Request Form must be completed for this service.</i></p>	✓	✓	✓	✓		✓	✓	✓	✓

NOTE: At least two requests for technical assistance/support services must be made following each professional development training.

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
MATHEMATICS									
Centering your Centers <i>NEW!</i> Creating and maintaining effective centers can often seem daunting to educators. This session provides practical ways to schedule, organize, develop, and maintain math centers. Participants will learn how to form instructional groups and plan appropriate and meaningful activities to benefit all learners.	✓	✓	✓	✓			✓	✓	✓
If These Walls Could Talk: Effectively Using Anchor Charts and Word Walls in the Classroom <i>NEW!</i> 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.	✓	✓	✓	✓			✓		
Focus Study of a Domain <i>NEW!</i> Implementing some standards in the MS CCRS are more challenging than others. Administrators should survey teachers and analyze student data to determine which mathematics domain or 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 domain/ standard(s). The session will include resources, strategies, and activities for the planning, instruction, and assessment of the specific domain/ standard(s).	✓	✓	✓	✓		✓	✓	✓	✓
Escape the Classroom <i>NEW!</i> It's no puzzle why escape rooms are so popular! In this session, participants will experience an escape room and learn how to create escape rooms as rich mathematical tasks. In addition, a strong emphasis will be placed on ways an escape room can be used to teach students teamwork, perseverance, and problem- solving skills while assessing students' mathematical content knowledge.		✓	✓	✓		✓			
Building a Strong Foundation for Base Ten <i>NEW!</i> Using a building construction theme, kindergarten, first, and second grade teachers will expand their understanding of our base ten system and come away with content and pedagogical strategies to improve number sense instruction in their classrooms.	✓					✓	✓		

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MATHEMATICS	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>College Readiness with the ACT: Mathematics <i>NEW!</i> Classroom integration of ACT skills is made easy with skill-based instruction coupled with embedded strategies. During this session, teachers will delve into the ACT content, format, question/problem/answer types, ordering of questions, and personal approaches to each section. This in-depth look at the ACT will provide insight and resources that can be utilized in the classroom. <i>This training will be offered as a webinar beginning October 1, 2017.</i></p>				✓		✓			
<p>Learning Walk <i>NEW!</i> This service is intended to assist building-level administrators in identifying the professional development needs of their school. During the Learning Walk, administrators and Professional Development Coordinators will visit math classrooms and reflect on teaching practices, learning strategies, student interaction, and student engagement. After the Learning Walk is complete, administrators will use the evidence obtained to develop a meaningful professional development plan.</p>	✓	✓	✓	✓		✓	✓	✓	✓
<p>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.</p>	✓	✓	✓	✓			✓	✓	
<p>Effectively Implementing the Scaffolding Document This session is designed to assist teachers in effectively utilizing the MS CCRS for Mathematics Scaffolding Document to develop lesson plans that address prior knowledge, conceptual understanding, and demonstrating mastery of skills. In addition to grade-band specific trainings, this training can be delivered for the 6-12 grade band.</p>	✓	✓	✓	✓		✓			
<p>Effective Co-Teaching in the Mathematics Classroom 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. <i>Training participants should include general and special education teaching teams as well as an administrator.</i></p>	✓	✓	✓	✓				✓	✓

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MATHEMATICS	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
<p>Incorporating Effective Literacy Strategies in the Mathematics Classroom</p> <p>In this interactive session, participants will learn discipline-specific research-based strategies for improving vocabulary, fluency, and comprehension in the mathematics classroom. In a full day session, instructional tools for identifying and addressing the needs of struggling learners will also be included for specific CCR content standards for mathematics.</p>	✓	✓	✓	✓			✓	✓	✓
<p>Effective Use of Technology in the Mathematics Classroom</p> <p>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.</p> <p><i>This training will require each participant to have access to a computer and Internet to fully participate in the activities.</i></p>	✓	✓	✓			✓	✓	✓	✓
<p>Planning Remediation and Enrichment Activities</p> <p>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. <i>This training can be paired with the Scaffolding Instruction for Mathematics Teachers for a full day training.</i></p>	✓	✓	✓	✓				✓	
<p>Using Appropriate Tools and Manipulatives</p> <p>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.</p>	✓	✓	✓	✓	✓			✓	
<p>Support Services: From Professional Development to Practice</p> <p>Each professional development session must be followed-up with at least two requests for additional support services. This 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, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit.</p> <p><i>A Support Services Request Form must be completed for this service.</i></p>	✓	✓	✓	✓	✓	✓	✓	✓	✓

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
SCIENCE									
Overview of the Mississippi College- and Career-Readiness Standards for Science <i>NEW!</i> This session will introduce the 2018 Mississippi College- and Career-Readiness Standards (MS CCRS) for Science. An overview of the organization of the new standards with an explanation of the components used in the writing of the new document will be included. Teachers will compare the <i>2010 Science Framework</i> to the <i>2018 MS CCRS for Science</i> . The training will also include general hands-on activities, implementation strategies, and suggestions for developing lessons based on the new document.	✓	✓	✓	✓			✓	✓	✓
College Readiness with the ACT: Science <i>NEW!</i> Classroom integration of ACT skills is made easy with skill-based instruction coupled with embedded strategies. During this session, teachers will delve into the ACT content, format, question/problem/answer types, ordering of questions, and personal approaches to each section. This in-depth look at the ACT will provide insight and resources that can be utilized in the classroom. <i>This training will be offered as a webinar beginning October 1, 2017.</i>				✓	✓	✓			
Learning Walk <i>NEW!</i> This service is intended to assist building-level administrators in identifying the professional development needs of their school. During the Learning Walk, administrators and Professional Development Coordinators will visit science classrooms and reflect on teaching practices, learning strategies, student interaction, and student engagement. After the Learning Walk is complete, administrators will use the evidence obtained to develop a meaningful professional development plan.		5	✓	✓		✓	✓	✓	✓
Incorporating Effective Literacy Strategies in the Science Classroom 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	✓	✓				✓	
Effective Strategies for Teaching Vocabulary in the Middle and High School Science Classroom 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	✓	✓			✓		

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<p>SCIENCE</p>									
<p>Improving Writing Instruction in the Science Classroom 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.</p>		5	✓	✓			✓		
<p>Effective Co-Teaching in the Science Classroom 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. <i>Training participants should include general and special education teaching teams as well as an administrator.</i></p>			✓	✓				✓	✓
<p>Support Services: From Professional Development to Practice Each professional development session must be followed-up with at least two requests for additional support services. This 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, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit. <i>A Support Services Request Form must be completed for this service.</i></p>	✓	✓	✓	✓		✓	✓	✓	✓

NOTE: At least two requests for follow-up support services must be made following each professional development training.

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	K-2	3-5	6-8	9-12	1HR	2HRS	3HRS	4HRS	1 DAY
SPECIAL EDUCATION									
<p>Technical Assistance for Special Education</p> <p>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.</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Technical Assistance Training for Visual Impairment Education</p> <p>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).</p>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<p>Determining the Needs for Students with a Visual Impairment</p> <p>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.</p>	✓	✓	✓	✓					✓
<p>Support Services: From Professional Development to Practice</p> <p>Each professional development session must be followed-up with at least two requests for additional support services. This 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, or assistance with development of unit plan(s) and/or lesson plan(s) within a unit.</p> <p><i>A Support Services Request Form must be completed for this service.</i></p>	✓	✓	✓	✓		✓	✓	✓	✓

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NOTES



OFFICE OF PROFESSIONAL DEVELOPMENT
Wendy Clemons, Bureau Director

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.