



Maryland

STATE DEPARTMENT OF EDUCATION

Instructional Programs

PL Catalog

Spring 2026



Table of Contents

[General Information](#)

[Advanced Academics and Gifted/Talented](#)

[Comprehensive Arts](#)

[Comprehensive Health](#)

[Early Childhood](#)

[Literacy](#)

[Math](#)

[Multilingual Learners](#)

[Physical Education](#)

[Social Studies](#)

[Special Education](#)

[BONUS PL Topics](#)



General Information

High-quality professional learning is one of the most effective levers for improving teaching and learning. When educators engage in sustained, collaborative, and standards-aligned learning opportunities, the impact is clear: stronger instructional practices and better student outcomes. This catalog offers a range of professional learning opportunities designed to empower Maryland educators, elevate practice, and ultimately, enhance student success. Whether looking to deepen content knowledge, refine instructional strategies, or lead transformative change, educators will find offerings here to support their goals. Offerings are refreshed in the fall, spring, and summer to provide timely support that meets the evolving needs of educators.



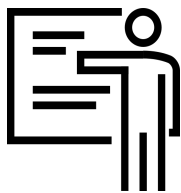
General Information

Professional Development Points (PDPs)

Participants will receive PDPs upon successful participation in the professional learning opportunities included in the catalog. 1 hour of learning equals 1 professional development point. Facilitators will verify attendance and issue Professional Development Activity Completion for Credit Forms to eligible participants at the conclusion of the experience. Please allow 6-8 weeks for processing and distribution.

Session Structure

Offerings in the catalog include a variety of formats to provide flexibility to educators for participation. Look for the following icons to indicate how your selections will be provided.



Onsite Training: District or school leaders can request MSDE staff come to their site, free of charge, and provide an engaging, hands-on session. Submit requests using the content-specific **PL request forms** in the catalog.



Virtual Meeting: District or school leaders can request MSDE staff to lead a live, virtual session, allowing educators to learn from anywhere. Submit requests using the content-specific **PL request forms** in the catalog.



Module or Course: Individual educators can enroll in hybrid and asynchronous courses and modules, giving them the ultimate flexibility. Look for links to **enroll now** in the catalog.



Advanced Academics and Gifted/Talented

Advanced Academic and Gifted / Talented programs are designed to identify, support and nurture students who demonstrate, or have the potential for, exceptional academic, creative, or intellectual abilities. These programs provide specially tailored educational services that go beyond the standard curriculum, supporting both the academic growth and the social-emotional well-being of high-ability students. MSDE recognizes that gifted and talented students are found in all Maryland schools and in all cultural, ethnic, and economic groups and is committed to the development and support of appropriate educational services that help them reach their full potential.



Advanced Academics and Gifted/Talented

Meet the Team



Anthony Vargas

Director, Advanced Academics and
Gifted/Talented Programs

anthony.vargas@maryland.gov



Kysha Egungbemi

Coordinator of Advanced Academics and
Gifted/Talented Programs

kysha.egungbemi@maryland.gov

Advanced Academics and Gifted/Talented

Introduction to Project-Based Learning For Gifted and Advanced Learners

This course serves as an introduction to effective teaching strategies for gifted/talented students in a general education classroom setting, with a particular focus on Project-Based Learning (PBL). Developed using the Gifted and Talented Webinar Series funded by the federal Jacob K. Javits Gifted and Talented Education Program Grant, this course offers a mix of reading, video instruction, reflection, and practical application to provide educators with tools and strategies to support high-ability learners.



Availability: January - June 2026

Time Commitment: 5 hours

Target Audience: Teachers and administrators of advanced and gifted/talented students

[Advanced Academics and Gifted/Talented PL Prequest Form](#)



Early Childhood

The Office of Early Learning and Instruction supports the overarching mission of providing high-quality early learning experiences for young children. They oversee the development and evaluation of educational initiatives through professional learning designed to build educator capacity around the Maryland Early Learning Standards, Prekindergarten College and Career Readiness Standards, and curriculum frameworks. In addition, the team leads the selection, design, development, and implementation of comprehensive curriculum frameworks, assessments, and high-quality instructional materials for early childhood learners. Using data-driven approaches, they monitor implementation, evaluate impact, and inform continuous improvement of the professional learning system.



Early Childhood

Meet the Team



Dr. Nakeisha Savage
*Director, Early Learning and
Instruction*

nakeisha.savage@maryland.gov



Deborah Langer
*Coordinator,
Professional Learning and Training
Approval*

deborah.langer@maryland.gov



Amy Collins
*Specialist,
Training Approval*

amy.collins1@maryland.gov

Early Childhood

Maryland Early Learning Standards: Approaches to Learning Domain

This session will explore the various components of the Approaches to Learning domain. As a result of this session participants will be able to describe the progression of skills and behaviors associated with each Strand and Standard within the Approaches to Learning domain. Upon completion participants will have strategies for using the Approaches to Learning Standards to support instruction.



Availability: January 8, 2026 (in-person),
January 27 and 29, 2026 (virtual)

Time Commitment: 6 hours



Target Audience: Early childhood
educators, private providers and
administrators

[Enroll now \(in-person\)](#)

[Enroll now \(virtual\)](#)

Early Childhood

Maryland Early Learning Standards: Early Cognition and STEAM

This session will explore the various components of the Early Cognition and STEAM domain. As a result of this session participants will be able to describe the progression of skills and behaviors associated with each Strand and Standard within the Early Cognition and STEAM domain. Upon completion participants will have strategies for using the Early Cognition and STEAM Standards to support instruction.



Availability: February 19, 2026 (in-person),
February 24 and 26, 2026 (virtual)

Time Commitment: 6 hours



Target Audience: Early childhood
educators, private providers and
administrators

[Enroll now \(in-person\)](#)

[Enroll now \(virtual\)](#)

Early Childhood

Maryland Early Learning Standards: Language and Literacy Domain

This session will explore the various components of the the Language and Literacy domain. As a result of this session participants will be able to describe the progression of skills and behaviors associated with each Strand and Standard within the Language and Literacy domain. Upon completion participants will have strategies for using the Language and Literacy Standards to support instruction.



Availability: March 5, 2026 (in-person),
March 24 and March 26, 2026 (virtual)

Time Commitment: 6 hours



Target Audience: Early childhood
educators, private providers and
administrators

[Enroll now \(in-person\)](#)

[Enroll now \(virtual\)](#)

Early Childhood

Maryland Early Learning Standards: Social and Emotional Development Domain

This session will explore the various components of the the Social Emotional Development domain. As a result of this session participants will be able to describe the progression of skills and behaviors associated with each Strand and Standard within the Social Emotional Development domain. Upon completion participants will have strategies for using the Social Emotional Development Standards to support instruction.



Availability: April 16, 2026 (in-person),
April 28 and April 30, 2026 (virtual)

Time Commitment: 6 hours



Target Audience: Early childhood
educators, private providers and
administrators

[Enroll now \(in-person\)](#)

[Enroll now \(virtual\)](#)

Early Childhood

Maryland Early Learning Standards: Physical Well-Being and Motor Development Domain

This session will explore the various components of the the Physical Well-Being and Motor Development domain. As a result of this session participants will be able to describe the progression of skills and behaviors associated with each Strand and Standard within the Physical Well-Being and Motor Development domain. Upon completion participants will have strategies for using the Physical Well-Being and Motor Development Standards to support instruction.



Availability: May 7, 2026 (in-person),
May 19 and May 21, 2026 (virtual)

Time Commitment: 6 hours



Target Audience: Early childhood
educators, private providers and
administrators

[Enroll now \(in-person\)](#)

[Enroll now \(virtual\)](#)

Comprehensive Arts

Comprehensive arts education plays a vital role in nurturing creativity, critical thinking, and cultural awareness. Grounded in the five arts disciplines of dance, media arts, music, theatre and visual art, high-quality arts instruction supports cognitive, emotional, and social growth. In Maryland, advancing equitable, arts-rich learning opportunities ensures that all students and families regardless of background can engage meaningfully with the arts. This commitment empowers students to express themselves, connect with diverse perspectives, and thrive in a dynamic, interconnected world.



Comprehensive Arts

Meet the Team



Elizabeth Devereux
Director,
Comprehensive Arts

elizabeth.devereux@maryland.gov



Mateen Milan
Coordinator,
Comprehensive Arts

mateen.milan@maryland.gov

Comprehensive Arts

Understanding the Comprehensive Arts Pathways for Secondary Students

Maryland's Comprehensive Arts Pathways outline how high school students can engage in rigorous arts activities throughout their high school experience, connecting their creative learning to future goals. This session provides an overview of the Arts Pathways and enables educators, students, parents, and district leaders to explore how these Pathways support sequential arts learning and authentic performance, exhibition, and capstone experiences.



Availability: February 20 - 22; March 14, 2026

Time Commitment: 1-1.5 hours

Target Audience: All educators

[Comprehensive Arts PL Request form](#)

Comprehensive Arts

Arts Education Through a Trauma-Informed Lens

The course will introduce trauma-informed practices as they relate specifically to classroom arts educators. This includes connecting the five basic needs often impacted by trauma to how an art form can both challenge and grow these areas for students. The course will also explore how stress and trauma connect to some key areas of brain theory that demonstrate when the brain is and isn't primed to learn, and what participants can do as facilitators to help students engage, retain, and apply learning.



Availability: April 14 - 16, 2026

Time Commitment: 9 hours

Target Audience: All educators

[Comprehensive Arts PL Request form](#)

Comprehensive Health

Comprehensive skills-based health education is a structured, sequential approach that equips students with essential life skills to make informed health decisions and lead balanced lives. By focusing on areas such as analyzing influences, self-management, communication, decision making, goal setting, accessing reliable resources, and advocacy, Maryland's Comprehensive Health branch works to build students' health literacy, an essential part of a well-rounded education that supports academic success and overall well-being.



Physical Education

Standards-based physical education is a structured program that helps students develop the knowledge, skills, and attitudes needed for lifelong physical activity. Grounded in grade-level outcomes, Maryland's physical education program emphasizes learning across four key domains: psychomotor, cognitive, affective, and social, ensuring students grow not only in physical ability but also in understanding, motivation, and interpersonal skills essential for a healthy, active lifestyle.



Comprehensive Health Physical Education

Meet the Team



Jason Semanoff
*Director,
Comprehensive Health & Physical
Education*

jason.semanoff@maryland.gov



Suzannah Ward
*Coordinator,
Comprehensive Health*

suzannah.ward@maryland.gov



Luke Hollis
*Coordinator, Physical
Education*

luke.hollis@maryland.gov



Comprehensive Health

Understanding the New Health Education Framework & Implementation Guide

During this session, participants will discuss updates to the Comprehensive Health Education Framework and effective strategies for using the accompanying implementation guide.



Availability: By request

Time Commitment: 1 hour

Target Audience: Educators, LEA leaders for health education, curriculum writers for health education

[Comprehensive Health PL Request form](#)

Comprehensive Health

Applying Public Health Concepts to Comprehensive Health Education

In this session, participants will review public health concepts present in and supported by the MD Comprehensive Health Education Framework, such as health equity, the social determinants of health, the socio-ecological model, adverse childhood experiences, and intersectionality. Participants will review Youth Risk Behavior Survey data for Baltimore County students and will practice applying these concepts to a health-related skill.



Availability: By request

Time Commitment: 1 hour

Target Audience: Educators, LEA leaders for health education, curriculum writers for health education

[Comprehensive Health PL Request form](#)

Comprehensive Health

Small Shifts to Make Nutrition Education More Inclusive, Engaging, and Empowering

This session will highlight public health data on adolescent nutrition challenges and encourage participants to critically examine outdated nutrition education practices. Participants will explore alternative approaches aligned with the Maryland Comprehensive Health Education Framework and evaluate sample lesson ideas. A variety of free resources will be shared to support implementation.



Availability: By request

Time Commitment: 1 hour

Target Audience: Educators, LEA leaders for health education, curriculum writers for health education

[Comprehensive Health PL Request form](#)

Comprehensive Health

Adapted Health Education

This session will focus on integrating adapted health education materials into the general curriculum. Objectives include: review the importance of integrating adapted health education materials into general instructional materials on student achievement in health education; assess the current state of your system's health education curriculum for gaps of adapted materials; and improve curricular resources by integrating adapted materials into general instructional materials.



Availability: By request

Time Commitment: 1 hour

Target Audience: Educators, LEA leaders for health education, curriculum writers for health education, paraprofessionals, IEP Teams

[Comprehensive Health PL Request form](#)

Physical Education

The NEW Standards: Maryland Physical Education Framework

In this session, participants will learn about changes to the Maryland Framework, including the development of new standards in physical education. In addition to highlighting those changes, this session will share recommendations for how the new standards can be implemented to improve student learning in physical education.



Availability: By request

Time Commitment: 90 minutes

Target Audience: PE supervisors, educators, curriculum writers

[Physical Education PL Request form](#)

Physical Education

Serving Students with Disabilities in Physical Education: A Guide and Overview

This session will provide a focus on policies and laws that support Adapted Physical Education in Maryland. Participants will explore recommended practices and dispel misconceptions of the adapted physical education process.



Availability: By request

Time Commitment: 1 hour

Target Audience: Educators of physical education and adaptive physical education, IEP teams and chairs, administrators

[Physical Education PL Request form](#)

Physical Education

Identifying and Assessing Students for Adapted Physical Education (APE) Services

Maryland is a national leader in adapted physical education; however, some students that would benefit from APE are never identified for assessment. The identification and assessment process is often not explained to staff and varies from LEA to LEA. This session will focus on the promotion of recommended practices for identifying and then assessing students for APE.



Availability: By request

Time Commitment: 3 hours

Target Audience: Educators of physical education and adaptive physical education, department chairmen, administrators

[Physical Education PL Request form](#)

Physical Education

Individualized Education Program (IEP) Goal Writing for Students with Disabilities for Physical Education

This session will guide participants through the five essential components of strong IEP goal - condition, behavior, criteria, method of measurement, and time frame. Participants will learn to write clear, measurable goals aligned with student needs and standards, explore various goal types (academic to functional), and gain strategies for creating goals that are both challenging and achievable.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Physical education, adaptive education, and IEP teams or departments, administrators

[Physical Education PL Request form](#)

Literacy

The literacy team at MSDE recognizes literacy as essential to student success in school, career, and life. Strong reading and writing skills lay the foundation for learning across all subjects and support critical thinking, communication, and active citizenship. Guided by research-based approaches like the Science of Reading, the team supports educators statewide in delivering high-quality, equitable literacy instruction. By advancing literacy for all learners, the team is committed to ensuring that every Maryland student is equipped to meet the challenges of the future.



Literacy

Meet the Team



Dr. Chelsea Brewer
*Executive Director,
Literacy Programs and Initiatives*
chelsea.brewer@maryland.gov



Tiffany Whitaker
*Assistant Director,
Literacy Coaching*
tiffany.whitaker@maryland.gov



Nancy Perkins
*Specialist,
Reading and ELA*
nancy.perkins@maryland.gov



Literacy

Meet the Team



Suzanne Tirado
Coordinator,
Literacy Programs and Initiatives
tiffany.whitaker@maryland.gov



Meg Kinlaw
Coordinator,
Literacy Programs and Initiatives
meg.kinlaw@maryland.gov



Melody Heyward
Executive Associate,
Literacy Programs and Initiatives
melody.heyward1@maryland.gov



Literacy

Meet the Team



Loretta Hickman

*Comprehensive Literacy State
Development Coach*

loretta.hickman@maryland.gov



Mequel Bolden

*Comprehensive Literacy State
Development Coach*

mequel.bolden@maryland.gov



Aubrey DeBoer

*Comprehensive Literacy State
Grant Liaison*

aubrey.deboer@maryland.gov



Literacy

AIM Pathways to Literacy Leadership (PLL)

Maryland's PLL is a hybrid learning experience for district leaders and administrators seeking to create an organizational vision for effective literacy instruction. In this session, participants will gain the specialized knowledge required to develop a comprehensive plan for increasing students' literacy outcomes through evidence-based diagnostic, prescriptive literacy instruction and intervention.



Availability: Registration open until January 16, 2026

Time Commitment: 30 hours

Target Audience: District and school administrators, literacy coaches

[Enroll Now](#)

Literacy

Exploring the Updated ELA MCCCR Standards

This session will provide teachers and administrators with a comprehensive tour of the revised K-12 Literacy/ELA Standards. Participants will have an opportunity to discuss how the Standards can be utilized at the district and school levels to inform stakeholders.



Availability: By request

Time Commitment: 1.5 hours

Target Audience: Teachers, school leaders, district leaders

[Literacy PL Request Form](#)

Literacy

Pathways to Proficient Reading: Secondary (PPR-S)

Pathways to Proficient Reading: Secondary (PPR-S) provides educators with comprehensive, International Dyslexia Association (IDA) accredited literacy training including articles, classroom resources, adolescent student profiles, and secondary classroom videos, to address the unique literacy needs of adolescent learners. Virtual Community of Practice sessions with expert AIM facilitators focus on hands-on practice to support classroom implementation.



Availability: Registration open until January 2, 2026

Time Commitment: 55 hours

Target Audience: Upper elementary (grades 4-5) educators, middle school educators, high school educators

[Enroll now](#)

Literacy

Specialized Reading Knowledge: English Learners (EL)

Specialized Reading Knowledge: English Learners modules will guide educators in developing the specialized knowledge required to accelerate language and literacy proficiency for English Learners in any program model with immediate instructional applications. Each module includes asynchronous online instruction with exclusive content recorded by Dr. Elsa Cárdenas-Hagan, and a wealth of assessment resources, implementation tools, and printables to support immediate use in the classroom.



Availability: Registration open until January 2, 2026

Time Commitment: 13 hours

Target Audience: All classroom educators who have completed the comprehensive structured literacy training

[Enroll now](#)

Literacy

State University Of New York, New Paltz (SUNY) Science of Reading Fundamentals

This online course focuses on the building blocks of evidence-based literacy education and is designed to be a valuable complement to any P-12 literacy program. In this course, participants will gain familiarity with innovative, validated tools, concepts, and practices, grounded in the latest research about how children learn to read. This course is comprised of five fully online, asynchronous modules. Each module focuses on a specific topic related to the five pillars of effective reading instruction.



Availability: Ongoing

Time Commitment: 45 hours

Target Audience: K-12 educators

[Enroll now](#)

Mathematics

Mathematics supports critical thinking, problem-solving, and logical reasoning which are skills essential for success in school, careers, and everyday life. National research emphasizes that high-quality, standards-based math instruction helps students build deep conceptual understanding and apply mathematical knowledge in real-world contexts. Maryland envisions every student mastering procedural skills, building strong conceptual foundations, and confidently applying their learning to solve authentic problems thus preparing them to achieve personal goals and contribute meaningfully to a global society.



Mathematics

Meet the Team



Lyndsey Brightful

Director,

Mathematics

lyndsey.brightful@maryland.gov



Stacie Marvin

Coordinator,

Mathematics

stacie.marvin@maryland.gov



Jen Meehan

Coordinator,

Mathematics

jen.meehan@maryland.gov



Robert Richardson

Coordinator,

Mathematics

robert.richardson@maryland.gov



Mathematics

Beyond Numbers: Bringing Mathematical Modeling to Life

This session helps participants develop a deep understanding of what it means to model with mathematics and how to facilitate mathematical modeling in their classrooms. Participants will examine how mathematical modeling supports meaningful mathematical engagement and how it connects to effective mathematics teaching practices.



Availability: By request at LEA level

Time Commitment: 2 hours

Target Audience: Math teachers, coaches, content leaders, special educators, multilingual learner educators, interventionists/ specialists, school building and district leaders

[Mathematics PL Request form](#)

Mathematics

Unlocking Potential: Cultivating Mathematical Reasoning

This session equips participants with a deep understanding of how to engage students in mathematical reasoning and how to facilitate that reasoning effectively in their classrooms. Participants will explore how mathematical reasoning drives meaningful mathematical engagement and how it weaves through high-quality mathematics teaching practices.



Availability: By request at LEA level

Time Commitment: 2 hours

Target Audience: Math teachers, coaches, content leaders, special educators, multilingual learner educators, interventionists/ specialists, school building and district leaders

[Mathematics PL Request form](#)

Mathematics

Maryland College and Career Readiness Standards for Mathematics: Exploring the Revisions

These professional learning modules will support educators in understanding the revisions to the mathematics standards at each grade level/course, examining their implications for instructions, and preparing for implementation.



Availability: January 2026; contact Math Branch for more information

Time Commitment: 2-3 hours per module

Target Audience: Math teachers, coaches, content leaders, special educators, multilingual learner educators, interventionists/ specialists, school building and district leaders

[Mathematics PL Request form](#)

Multilingual Learners

Programs for multilingual learners are essential to ensuring that all students, including immigrant children and youth, have the opportunity to succeed academically and socially. They support the development of English language proficiency while also helping students meet the same rigorous academic standards expected of all learners. In Maryland, advancing equitable, language-rich learning environments empowers multilingual learners and their families to thrive by fostering inclusion, honoring cultural and linguistic diversity, and preparing students to participate fully in school, community, and global society.



Multilingual Learners

Meet the Team



Dr. Teresa Timmons-Parrott
Director,
Multilingual Education
teresa.timmons-parrott@maryland.gov



Natalie Suarez
Coordinator,
Multilingual Education
natalie.suarez@maryland.gov



Ilhye Yoon
Coordinator,
Multilingual Education & Title III
ilhye.yoon@maryland.gov

Multilingual Learners

Desarrollando el español: Las expectativas del lenguaje

This self-paced workshop offers participants an opportunity to engage in a deeper examination of el Marco de los estándares del desarrollo auténtico del lenguaje español de WIDA (Marco DALE) with a focus on Language Expectations, Functions, and Features through the analysis of mentor texts. Participants will explore materials and additional resources to enhance their skills in planning for socioculturally informed language development. This workshop is primarily in Spanish and includes resources in English and Spanish.



Availability: Ongoing

Time Commitment: 2 hours

Target Audience: K-12 bilingual educators

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Developing Language for Learning in Mathematics

This workshop will focus on recognizing and designing mathematics instruction that simultaneously strengthens both mathematical reasoning and language development for multilingual learners.



Availability: Ongoing

Time Commitment: 4 hours

Target Audience: Educators who teach mathematics or support English language development in mathematics

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Engaging Multilingual Learners in Science: Making Sense of Phenomena

This workshop will provide multiple strategies for engaging multilingual students in the central work of sensemaking in science. Participants will receive several classroom tools to support their work and promote engagement among all students.



Availability: Ongoing

Time Commitment: 3-4 hours

Target Audience: Science educators and language educators who support multilingual learners in science classrooms

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Evaluaciones del desarrollo del lenguaje a nivel de salón: Classroom Assessment for Language Development

This workshop presents bite-sized learning opportunities to equip bilingual educators to use micro tools and multimodal resources designed to tackle common challenges related to classroom assessment. This offering aligns with WIDA frameworks to attend to linguistic practices of bi/multilingual students and include options for customization and a range of exemplars.



Availability: Ongoing

Time Commitment: 1 hour

Target Audience: Spanish and English bilingual K–12 educators, administrators, and support staff who assess language development in a bilingual context

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Exploring the WIDA PreK–3 Essential Actions

This workshop will introduce educators to the WIDA PreK–3 Essential Actions. Participants will build their knowledge and understanding of the Essential Actions and to reflect on their own ideologies, practices, and settings. There will be opportunities to work independently and collaborate with colleagues.



Availability: Ongoing

Time Commitment: 2 hours

Target Audience: Educators who teach multilingual children or collaborate with teachers of multilingual children in PreK–3 classrooms and programs

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Let's Play! Multilingual Children's Joyful Learning in Prek-3

In this session, participants will explore what play for multilingual children is, why it is ideal for multilingual children's language development and learning, and how to implement more joyful learning. They will have opportunities to observe multilingual children playing, hear from other educators about how they integrate play into their teaching practices, and examine local factors that impact play for multilingual children.



Availability: Ongoing

Time Commitment: 2 hours

Target Audience: Educators who teach multilingual children or collaborate with teachers of multilingual children in PreK-3 classrooms and programs

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Making Language Visible in the Classroom

This workshop will highlight the Big Idea of a Functional Approach to Language Development. It will give participants an opportunity to review Key Language Uses (genre families) and Language Expectations with a focus on selecting and teaching Language Functions and Language Features to make language visible to students.



Availability: Ongoing

Time Commitment: 1 hour

Target Audience: K-12 educators

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Newcomers: Promoting Success Through Strengthening Practice

Multilingual newcomers are the fastest growing demographic in U.S. school systems. Building relationships and ensuring that schools create welcoming communities is essential for multilingual newcomers' success. During this workshop, participants will explore how to create an atmosphere and system of shared responsibility and incorporate and build on the rich resources that multilingual newcomers bring. Through multiple modalities, educators will explore topics that enhance their practice.



Availability: Ongoing

Time Commitment: 3 hours

Target Audience: K-12 educators

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Reading Comprehension Across Content Areas with Multilingual Learners (MLs)

This workshop will provide educators with tools and strategies to enhance the reading comprehension of multilingual learners. Participants will learn how to leverage students' home and everyday literacy practices to build bridges to disciplinary literacy. They will also gain practical approaches to actively engage students in meaning-making from text with an emphasis on the explicit teaching of organization and language patterns in disciplinary texts.



Availability: Ongoing

Time Commitment: 1.5 hours

Target Audience: Educators who support multilingual learners

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Reframing Education for Long-Term English Learners (LTELs)

This workshop will give educators an opportunity to reframe the education of multilingual learners classified as long term English learners. Participants will examine, explore, and question assumptions educators may have and recognize barriers for these students and find practices to support the instruction and language development. This workshop will use videos, interactive activities, and stories of students to support reframing the education of multilingual learners classified as LTELs.



Availability: Ongoing

Time Commitment: 1 hour

Target Audience: K-12 educators and administrators who support the teaching of multilingual learners who could be classified as long-term English learners (LTELs)

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Teaching Multilingual Learners Social Studies Through Multiple Perspectives

This self-paced workshop explores how Social Studies can connect multilingual students' global identities with their social contexts. It emphasizes elevating student voice, multiple perspectives, and critical historical thinking. Participants will engage with key concepts, theories, and strategies that support global discourse, literacy across multimodal texts, and the integration of content and language. The course also highlights the use of technology, inquiry, and translanguaging to enhance accessibility and engagement.



Availability: Ongoing

Time Commitment: 3 hours

Target Audience: K-12 educators

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

The WIDA English Language Development Standards Framework: A Collaborative Approach

This workshop explores ways to use the WIDA English Language Development (ELD) Standards Framework to support multilingual learners' achievement and language development. Each module engages participants in components of the ELD Standards Framework and contains prompts for educators to discuss the module topic in local settings. Ideally, groups of educators commit to engaging in the modules individually and to meeting on a bi/weekly basis to discuss the module topics.



Availability: Ongoing

Time Commitment: 4 hours

Target Audience: K-12 educators

[Enroll now](#) *

**To obtain a WIDA Secure Portal account, contact the ML office in your LEA to obtain a WIDA Secure Portal log-in. There is a current list of LEA ML supervisors on our [website](#) under Maryland Resources.*

Multilingual Learners

Teaching K-8 Multilingual Learners Literacy and Academic Content

This course will help educators more effectively prepare students with limited English proficiency in elementary and middle grades with the skills they need to be successful in school. This is a critical challenge for elementary and middle school teachers as the number of multilingual learners continues to increase in the United States. This course is grounded in the foundational values of ensuring equitable learning opportunities for multilingual learners, amplifying and honoring multilingual learners' home and family cultures, engaging in literacy as social practice, and scaffolding instruction with multilingual learners.



Availability: March 4 - May 6, 2026

Time Commitment: 45 hours

Target Audience: Maryland educators and administrators

[Bonus PL Topics Request form](#)

Special Education

The Division of Special Education provides leadership and support to ensure high-quality, inclusive education for children and students with disabilities from birth through age 21. Through collaboration with local systems and families, the Division promotes equity, effective instruction, and improved outcomes by offering guidance, resources, and professional learning tailored to the diverse needs of Maryland's learners.



Special Education

Meet the Team



Molly Conner
*Director ,
Performance Support & Technical
Assistance*
molly.conner@maryland.gov



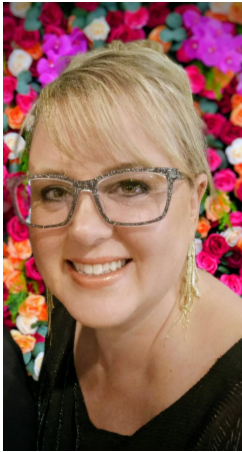
Carmen Brown
*Director,
Interagency Collaboration*
carmen.brown1@maryland.gov



Traci Stauffer
*Section Lead,
Secondary Transition*
traci.stauffer@maryland.gov

Special Education

Meet the Team



Dr. Tiffany Wagoner
Section Chief,
Autism Waiver & Health Related Services
tiffany.wagoner@maryland.gov



Dr. Paige Bradford
Section Chief,
Specialized Instruction
paige.bradford@maryland.gov



Sheila Philip
Section Chief,
Nonpublic Special Education
sheila.philip@maryland.gov



Special Education

Meet the Team



Marny Helfrich

*Section Chief,
Early Childhood Performance
Support*

marny.helfrich@maryland.gov



Drista Bowser

*Supervisor,
Advanced Programs/AVID District Director*

BowseDri@wcps.k12.md.us

Special Education

Crafting Meaningful and Developmentally Appropriate IEPs for Preschoolers

This professional learning session equips educators with the skills to develop meaningful, developmentally appropriate IEPs for preschoolers. Participants learn to write compliant PLAAFP statements and measurable goals, align IEPs with Maryland Early Learning Standards, and create “narrowing the gap” goals that accelerate progress. The training also emphasizes collaboration with families, use of data to inform decisions, and culturally responsive practices for supporting young learners.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Early childhood special education teachers and related service providers

[Special Education Services PL Request Form](#)

Special Education

Designing Inclusive Environments

In this session, participants will discuss ways to arrange classroom furnishing and materials to support engagement and minimize potential problems. They will discuss how to set up materials and activities to promote independence and embed opportunities for communication and learning. They will learn about the role of visual supports in promoting success for children with disabilities and strategize opportunities to use visuals in their classrooms. This professional learning session is designed to equip early childhood special educators with tools and strategies to adapt and modify grade level standards and learning activities.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Early childhood general and special education teachers, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Embedding Specially Designed Instruction in Developmentally Appropriate Activities

DI or SDI? There are many misconceptions around the differences between Differentiated Instruction (DI) and Specially Designed Instruction (SDI). In this session, teachers will learn the distinction between the two and learn how to apply SDI to developmentally appropriate activities. Teachers will learn how to align IEP goals with play-based and daily routines to foster meaningful, inclusive learning experiences.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Early childhood general and special education teachers, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Identifying and Enhancing Service Coordination Best Practices Within Part C Early Intervention Programs

In this session, participants will explore how a Part C service coordinator supports families throughout the early intervention process. They will identify and apply evidence-based practices to real-world scenarios, strengthening their ability to coordinate services and learn best practices for service coordination at each step of the IFSP process. This session will also support participants with learning strategies to implement accurate and meaningful documentation that reflects high-quality service coordination.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: : Early intervention professionals, service coordinators, and administrators

[Special Education Services PL Request Form](#)

Special Education

Promoting Positive Social-Emotional Behavior for Diverse Learners in Pre-K

Research shows that social-emotional learning has a broad impact on student outcome. Participants in this session will learn practical strategies and gain a deeper understanding of how to support the social-emotional development of diverse learners in their Pre-K classrooms. Participants will explore the critical role of social-emotional competence in early learning and how to foster positive behavior through culturally responsive and inclusive practices.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Pre-K general and special education teachers, administrators, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Teamwork Makes the Dream Work: Strengthening Collaboration to Support All Learners

It takes a village to teach a child. This session aims to strengthen collaborative practices among educators, paraprofessionals, related service providers, and families to support student success. Participants will explore effective communication strategies, role clarity, and shared decision-making to build cohesive, student-centered teams.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: : Pre-K general and special education teachers, administrators, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Conducting a MD Certificate of Program Completion Endorsement Competency Observation

This session will provide overview of the Maryland Certificate of Program Completion (MCOPC) Endorsement Competency Observation process from start to finish. It will include a review of the rubric, Look Fors, an example, and presentation of the developed MCOPC Endorsement Competency Observation Tool.



Availability: By request

Time Commitment: 1 hour



Target Audience: Secondary transition coordinators, special education directors, school counselors, IEP chairs, special education staff, compliance coordinators

[Special Education Services PL Request Form](#)

Special Education

Mapping Competency and Capturing Potential Through the Maryland Certificate of Program Completion Endorsements

This session will review the required procedures for the Maryland Certificate of Program Completion (MCOPC) Endorsements for the 2025-2026 school year, Phase Three. It will outline guidance for practitioners on engagement, preparation, and documentation of the Endorsement process, specific to the cohort of final year students, as well as all students of transition age who participate in the Alternate Framework.



Availability: By request

Time Commitment: 1 hour



Target Audience: Secondary transition coordinators, special education directors, school counselors, IEP chairs, special education staff, compliance coordinators

[Special Education Services PL Request Form](#)

Special Education

All Means ALL: Implementing System-Wide Inclusive Practices for Students with Disabilities

In this session, participants explore strategies related to creating a more inclusive environment within your schools. They will collaborate to develop short- and long-term inclusive initiatives to facilitate increased inclusive practices. There are two presentation options available: One for building administrators and one for teachers, both general educators and special educators. *(This is solely the presentation portion of the regional Professional Learnings from February 2024.)*



Availability: By request

Time Commitment: 1.5 hours



Target Audience: General and special education teachers, administrators, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Data Collection and Progress Monitoring for Students with Disabilities

In this session, participants will explore the value of data-driven decision-making and its impact on instructional practices. They will learn strategies for gathering and interpreting various types of student-level data, including progress trends and data related to the implementation and success of interventions. This approach will empower participants to tailor instruction to meet each student's needs.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: General and special education teachers, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Dynamic Learning Maps (DLM) Training for Students Participating in the Alternate Framework

In this session, participants will gain an understanding of how to administer the Dynamic Learning Maps (DLM) assessment for students participating in the Alternate Framework. They will learn how to apply accessibility features and accommodations, develop engagement strategies and tasks, and administer testlets. This session is geared towards teachers/staff who are administering the assessment to students at the Initial Precursor and/or Precursor linkage levels.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: DLM Test Administrators (TAs), Local Accountability Coordinators (LACs), administrators

[Special Education Services PL Request Form](#)

Special Education

Maryland's Appendix A: Determining Eligibility for the Alternate Framework

To support ongoing efforts to reduce Maryland's Alternate Assessment participation rate, a new eligibility tool was introduced in Fall 2023. This tool is designed to help teams accurately identify students who meet the criteria for the Alternate Framework. It incorporates key considerations such as communicative competence, multilingual learner status, and a strengthened emphasis on adaptive skills. This session will guide participants in effectively using the tool and includes a hands-on application segment.



Availability: By request

Time Commitment: 3 hours



Target Audience: Special education teachers, administrators, school psychologists, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Individualized Education Program (IEP) Goal Writing for Students with Disabilities

In this session, participants will explore the components of effective IEP goal writing. They will learn the breakdown of the five essential components that every goal and objective should include enabling them to craft clear, measurable goals that align with both the students' needs and grade level standards. Participants will also explore different types of goals, ranging from academic to functional goals and explore strategies for writing IEP goals that are both challenging and attainable to support meaningful progress.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Special education teachers, administrators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Instruction in Action: Using Dynamic Learning Maps (DLM) to Guide Learning

This session will introduce the DLM system as both an assessment and instructional model for students with significant cognitive disabilities. Participants will learn how MD's Essential Elements align with grade-level standards and support instruction. The session includes guidance on using the DLM website, mini-maps, and resources to plan lessons, promote engagement, and use assessment data. It will emphasize the ongoing cycle of instruction, assessment, and adjustment to support student growth.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: : Special education teachers, DLM Test Administrators (TAs), Local Accountability Coordinators (LACs), administrators

[Special Education Services PL Request Form](#)

Special Education

Instruction That Fits: Using Instructionally Embedded (IE) Assessments with Purpose

In this session, participants will explore how IE assessments support instruction within the DLM system. They will learn how IEs connect to Essential Elements, guide instructional planning, and provide data to inform next steps for students with significant cognitive disabilities. The session will highlight benefits for students and teachers, share lessons learned from districts, and offer strategies starting. Participants will gain practical tools to strengthen instruction while preparing for the Year-End assessment.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: : Special education teachers, DLM Test Administrators (TAs), Local Accountability Coordinators (LACs), administrators

[Special Education Services PL Request Form](#)

Special Education

Narrowing the Gap Goals

In this session, participants will explore how to identify and address academic performance gaps through “Narrowing the Gap” goals in the IEP process. They will learn how to balance grade-level, standards-aligned goals with foundational skill goals. Participants will also examine when these goals are required, how to align them to standards, and the importance of documenting rationale if they are not written. Participants will gain strategies to write IEP goals that promote both grade-level access and meaningful progress with multi-year gaps.



Availability: By request

Time Commitment: 1 hour



Target Audience: Middle and high school special education teachers, administrators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Present Levels of Academic and Functional Performance (PLAAFPs) for Students with Disabilities

This session highlights the critical role of data in developing a student's Present Level of Academic Achievement and Functional Performance (PLAAFP). Participants will learn how to select and analyze relevant data to address specific areas of need and how to incorporate input from IEP team members and stakeholders. Emphasis will be placed on using collective insights to craft accurate PLAAFP narratives and ensure IEP goals are grounded in meaningful data.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Special education teachers, administrators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Specially Designed Instruction and High-Leverage Practices

In this session, participants will explore how to design specially designed instruction (SDI) for students with disabilities across Maryland. The session highlights key resources from the updated SDI guide and introduces revised high-leverage practices for special education. Through interactive activities and shared materials, participants will deepen their understanding of SDI and how to apply these practices effectively. *(Adapted from the March 2025 regional professional learning sessions.)*



Availability: By request

Time Commitment: 3 hours



Target Audience: General and special education teachers, administrators, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Specially Designed Instruction (SDI) for Students with Disabilities

In this session, participants will receive a general overview of specially designed instruction (SDI) and high-leverage practices. The focus will be on tailoring intentional, individualized SDI to meet the unique needs of each student while utilizing high-leverage practices to enhance instructional outcomes. Foundational resources will be shared throughout the presentation to support educators by expanding their knowledge and improving educational outcomes.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: : General and special education teachers, administrators, paraeducators, and related service providers

[Special Education Services PL Request Form](#)

Special Education

Overview of Special Education

This course is designed for educators, including teachers, administrators, licensed related service providers, service providers, or allies who play a role in supporting students with disabilities. Participants will expand their knowledge, skills, and awareness necessary to support and advocate for students with disabilities and to meet their diverse learning needs.



Availability: March 4 - May 6, 2026

Time Commitment: 45 hours

Target Audience: All educators

[Bonus PL Topics Request form](#)

Special Education

Autism Waiver Initial Service Coordinator Training

This comprehensive 5-hour training covers the Autism Waiver program, its services, and provides guidance on service coordination requirements. This training is required prior to rendering Autism Waiver service coordination in accordance with 10.09.52.04-1 and 10.09.52.04-2.



Availability: By request

Time Commitment: 5 hours

Target Audience: Autism Waiver service coordinators

[Special Education Services PL Request Form](#)

Special Education

LEA New to Nonpublic Special Education

In this session, participants will learn the processes and procedures related to the collaborative work between the LEA, nonpublic schools (NPS), and the Nonpublic Special Education Section in MSDE's Division of Special Education. The session will include an overview of the Nonpublic Special Education Section, the Nonpublic Tuition Assistance Program (NTAP), required reports, and other topics. This session is geared toward LEA staff who are responsible for students placed in a NPS through the IEP team process.



Availability: By request

Time Commitment: 2 hours



Target Audience: LEA directors of special education, nonpublic supervisors/coordinators, and case managers for students placed in nonpublic special education schools

[Special Education Services PL Request Form](#)

Special Education

Nonpublic Special Education Overview for Nonpublic Special Education Schools

In this session, participants will learn the processes and procedures related to the collaborative work between non-public schools (NPS), LEAs, and the Nonpublic Special Education Section in MSDE's Division of Special Education. This session will include an overview of the Nonpublic Special Education Section, the NTAP, required reports, relevant education laws and regulations, the NPS cost approval process, and other topics. This session is geared toward NPS staff who have fiscal and programmatic oversight of the program.



Availability: By request

Time Commitment: 2 hours



Target Audience: LEA directors of special education, nonpublic supervisors/ coordinators, and case managers for students placed in nonpublic special education schools

[Special Education Services PL Request Form](#)

Special Education

Nonpublic Special Education Public Private Partnerships

In this session, participants will learn the processes and procedures related to Nonpublic Special Education Public Private Partnerships. This session will include an overview of the Public Private Partnership (PPP) application process, related timelines, forms, renewals, and data reporting and management. This session is geared toward LEA directors of special education and LEA nonpublic supervisors/coordinators.



Availability: By request

Time Commitment: 2 hours



Target Audience: LEA directors of special education, nonpublic supervisors/coordinators, and case managers for students placed in nonpublic special education schools

[Special Education Services PL Request Form](#)

Special Education

Nonpublic Special Education School Cost Approval Process Overview

In this session, participants will learn the annual MSDE Nonpublic Special Education School Cost Approval Process. This session will include an overview of the Nonpublic Special Education School Cost Approval Process Manual, budget template, annual rate inflator, relevant education laws and regulations, and other relevant topics. This session is geared toward LEA fiscal and nonpublic program-related staff and NPS fiscal and programmatic staff.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: Nonpublic special education school leadership and other staff, as appropriate (i.e., fiscal team member, etc.)

[Special Education Services PL Request Form](#)

Social Studies

Understanding history, government, geography, and economics is key to helping students make sense of the world and their role within it. Social studies education equips learners with the knowledge and skills to think critically, engage in civil discourse, and participate actively in their communities. In Maryland, the vision for social studies is to develop empowered, informed, and socially responsible individuals who are prepared to contribute meaningfully to our nation's democracy and uphold its values through thoughtful, engaged citizenship.



Social Studies

Meet the Team



Peter Ramsey

Director, Social Studies

peter.ramsey@maryland.gov



Dr. Josue Otarola

Coordinator, Social Studies

josue.otarola@maryland.gov

Social Studies

Inquiry in Action: Paideia Seminars and Text-Based Dialogue

This session will explore how structured academic conversation can be a powerful foundation for student writing. Grounded in rich, text based inquiry, the Paideia Seminar encourages students to analyze, synthesize, and articulate ideas, which are skills that directly strengthen their written expression. Participants will engage in a live seminar experience, unpack its essential components, and explore how purposeful dialogue can serve as a pre-writing strategy that boosts clarity, coherence, and voice.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: All social studies teachers

[Social Studies PL Request Form](#)

Social Studies

Inquiry in Social Studies 101

This foundational course is designed to equip educators with the tools and strategies to implement inquiry-based instruction in the social studies classroom. Grounded in the Maryland Social Studies Standards and aligned with national best practices, this course explores how compelling questions, source analysis, and evidence-based argumentation can transform student learning. The course is divided into five core modules, each building sequentially on key aspects of inquiry-based instruction in social studies.



Availability: January 2026

Time Commitment: 13 hours

Target Audience: All social studies teachers

[Social Studies PL Request Form](#)

Social Studies

Paideia Seminar

In this session, participants will learn how to implement Paideia Seminar as a tool for deep, text-based dialogue in the social studies classroom. This session introduces the structure and purpose of the seminar, models facilitation strategies, and explores how seminars promote civic discourse, critical thinking, and content understanding. Participants will leave with practical tools for planning and leading effective seminars across grade levels.



Availability: By request

Time Commitment: 1.5 hours



Target Audience: All social studies teachers and administrators

[Social Studies PL Request Form](#)

Social Studies

Social Studies Assessments

This session focuses on the relationship between the social studies standards and frameworks and Maryland Comprehensive Assessment Program (MCAP) assessments.



Availability: By request

Time Commitment: 1 hour



Target Audience: Novice secondary social studies teachers

[Social Studies PL Request Form](#)

Social Studies

Social Studies Writing: Unpacking the Prompt

Strong social studies writing starts with understanding the task. This session focuses on helping students unpack prompts by identifying task verbs, disciplinary thinking skills, and source expectations. Participants will explore strategies to model this process and support students in crafting evidence-based, historically grounded responses.



Availability: By request

Time Commitment: 1 hour



Target Audience: All social studies teachers

[Social Studies PL Request Form](#)

Social Studies

Social Studies Writing: Focus on Reasoning

In social studies, citing evidence is only part of the task, students must also explain why that evidence matters. This session focuses on helping students connect evidence to claims through reasoning rooted in disciplinary thinking. Participants will explore strategies for teaching historical, geographic, and civic reasoning to strengthen argumentative writing and deepen analysis.



Availability: By request

Time Commitment: 1 hour



Target Audience: All social studies teachers

[Social Studies PL Request Form](#)

Social Studies

Social Studies Writing: Focus on Reasoning

In social studies, citing evidence is only part of the task, students must also explain why that evidence matters. This session focuses on helping students connect evidence to claims through reasoning rooted in disciplinary thinking. Participants will explore strategies for teaching historical, geographic, and civic reasoning to strengthen argumentative writing and deepen analysis.



Availability: By request

Time Commitment: 1 hour



Target Audience: All social studies teachers

[Social Studies PL Request Form](#)

BONUS PL Topics

Ongoing professional learning is key to strengthening instructional practices and cultivating effective educational leadership. This section offers opportunities for educators and leaders to apply evidence-based strategies, inclusive practices, and leadership skills that support improved student outcomes and sustained school improvement. Featured offerings include online course facilitation, an introduction to the Learning Forward Standards for Professional Learning, accessibility modules, and a school improvement course, each designed to deepen expertise and promote continuous growth.



BONUS PL Topics

Meet the Team



Rohiatou Udoh
Coordinator of Professional Learning
rohiatou.udoh@maryland.gov



Brandon Riesett
Web and Content Accessibility Manager
brandon.riesett@maryland.gov



Dr. Nicole Gavin
*Education Program Specialist
Digital Learning*
nicole.gavin@maryland.gov



BONUS PL Topics

Introduction to Canvas for MSDE Facilitators

This asynchronous course is designed to prepare MSDE online instructors to implement the features and tools in the Canvas LMS during online course facilitation. Participants will examine Canvas tutorials, readings, and videos, engage in interactive practice activities, and self-check quizzes to ensure their knowledge and abilities in implementing the Canvas features during future course facilitation



Availability: January 12 - May 13, 2026

Time Commitment: 15 hours

Target Audience: All educators and administrators

[Bonus PL Topics Request form](#)

BONUS PL Topics

Introduction to the Learning Forward Standards

This self-paced course is designed to acquaint educators with Learning Forward's Standards for Professional Learning. Participants will articulate why standards are critical to improve student outcomes; evaluate and explain the fundamental components of a comprehensive system of professional learning through the lens of the standards; demonstrate awareness of the 11 areas of professional learning addressed by the standards; and reflect on implications of standards for their systems, schools, and/or their individual roles.



Availability: Ongoing

Time Commitment: 4 hours

Target Audience: PreK-12 educators

[Bonus PL Topics Request form](#)

BONUS PL Topics

Accessibility Online Learning Series

This series is a set of 10 modules designed as self-paced learning experiences to help participants build a strong foundation in digital accessibility. Each module focuses on a specific topic, providing practical guidance, real-world examples, and hands-on activities. These modules will equip educators with the knowledge and skills necessary to create inclusive content, meet accessibility standards, and ensure that digital spaces are usable by everyone, regardless of their ability.



Availability: Ongoing

Time Commitment: 1 - 2 hours

Target Audience: All educators, building and district leaders

[Enroll now](#)

BONUS PL Topics

Meet the Team



Jill Snell

Executive Director of School Leadership

jill.snell@maryland.gov



Tianna Lanier

Director of School Improvement and Transformation

tianna.lanier@marylandgov

BONUS PL Topics

Practical Use for the Four Domains of School Improvement

In this course, school leaders will learn strategies to leverage the Four Domains framework to support the enactment of their school improvement plans and school performance strategy. The framework outlines successful practices in four domains: turnaround leadership, talent development, instructional transformation, and culture shift.



Availability: May 2026

Time Commitment: 1 hour

Target Audience: Leaders with schools in CSI status

[Bonus PL Topics Request form](#)