

LADSE MENU OF PROFESSIONAL DEVELOPMENT TOPICS

LADSE is proud to provide a number of different formats for professional development ranging from large group presentations with national experts to small group and one-on-one trainings with an emphasis on application. In the field of education, there has been an increased focus on evidence-based practices and data-based decision making. At LADSE, we continue to examine ways that we can incorporate evidence-based practices in professional development. During the 2010-11 school year, we will be working on two specific areas related to professional development. The following table lists these two areas and how they relate to principles of best practice in professional development:

Principles of Best Practice in Professional Development	LADSE Professional Development Goals
<p>Professional development is job-embedded connecting to the work of teaching.</p> <p>(AERA, 2005; Aness, 2000; Borko, 2004; Wood & Killian, 1998; Wood & McQuarrie, 1999)</p>	<p>During the 2010-11 school year, LADSE will increase the number of site-based trainings provided in the settings where teachers are working (in their schools) and targeting topics specific to the needs of the district/building.</p>
<p>Professional development includes planned follow-up.</p> <p>(Corcoran, 1995; Garet et al., 2001; Joyce & Showers, 1995)</p>	<p>During the 2010-11 school year, LADSE will increase opportunities for planned follow-up so that we can increase the impact of the time spent in professional development activities.</p>

To address our goal of increasing site-based trainings, we have created a menu of professional development topics. This is not an exhaustive list and topics will be added between now and the end of the 2009-10 school year so please check the date in the footer and discard old copies.

To access site-based trainings on any of these topics, please contact Sue Gallagher (sgallagher@ladse.org; 708-354-5730) or in the case of Assistive Technology, Debra Hurley-Bularzik (debhb@ladse.org; 708-354-5730). You will be asked to indicate if the training is open to other districts or for your district only.

TOPICS FOR SPECIAL EDUCATION TEACHERS

Writing IEP Goals to Maximize Student Achievement

Level: Beginner to Intermediate

Participants will learn the critical components of effective and legally-defensible IEP goals and how effective IEP goals can help maximize student achievement. Participants will have an opportunity to practice writing IEP goals with feedback.

Improving IEP Goals to Maximize Student Achievement

Level: Intermediate to Advanced

Participants will be expected to bring IEP goals. There will be a brief review of the critical components of effective IEP goals. The majority of the time will be spent evaluating IEP goals (from the participants) as a group (or in small groups-depending on the number of participants) and discussing ways to improve IEP goals.

Conducting Functional Behavioral Assessments and Writing Behavior Intervention Plans

Level: Beginner to Intermediate

Participants will learn how to conduct simple and complex functional behavioral assessments (FBAs) and how to use that information to develop behavior plans that are effective and legally-defensible. Participants will have practice using information from FBAs to develop behavior plans.

Improving Behavior Plans to Maximize Student Success

Level: Advanced

Participants will be expected to bring functional behavioral assessment information and behavior intervention plans. There will be a brief review of the critical components of effective behavior intervention plans. The majority of time will be spent evaluating behavior intervention plans (from the group) as a group (or in small groups-depending on the number of participants) and discussing ways to improve behavior intervention plans.

Improving Behavior and Learning for Students with Autism Spectrum Disorders

Level: Intermediate

Participants will learn about applying the problem solving model to develop interventions for students on the autism spectrum. We will discuss the impact of ASD on behavior and learning and a variety of interventions that can be used with students across the school day.

Focused Problem Solving to Improve Behavior and Learning for Students with Autism Spectrum Disorders

Level: Intermediate to Advanced

Teams will be assisted in completing the problem solving process for a target student. They should bring any data and work samples which have been collected related to the areas of concern. An action plan will be developed including data collection, training on interventions and follow-up as needed.

TOPICS FOR GENERAL EDUCATION AND SPECIAL EDUCATION TEACHERS

Thinking Functionally about Behavior

Level: Beginner to Intermediate

Participants will learn about the different reasons (maintaining variables) for behavior problems and how to evaluate student behavior problems. Participants will learn how to use information about the function of behavior to develop plans for preventing behavior problems and addressing the problems when they arise.

Maximizing Student Achievement by Increasing Active Engagement

Level: Beginner to Intermediate

In the last two years, LADSE has worked with Kevin Feldman to learn about boosting vocabulary and comprehension. One of the key themes from his presentation related to student engagement. In this session, participants will have the opportunity to learn or review practical strategies for increasing active engagement in their classrooms.

Coaching Support to Increase Active Engagement

Level: Advanced

A LADSE Coach will meet with the participants for a short session to review strategies for increasing academic engagement and to schedule observations. Then, each participant will have the opportunity to be observed by a colleague from LADSE. A structured observation tool will be used to collect information about active engagement in the classroom. After the observation, feedback will be provided to the teacher. Information provided to the teacher will be kept confidential—it is important that this activity be focused on learning rather than evaluation.

First Step to Success-Pre-K and Elementary (K-Grade 3)

Level: Beginner

Participants will learn how to implement this evidence-based Tier 2 targeted intervention for students with behavior challenges. The program was developed by nationally known experts, Hill M. Walker; Annemieke Golly; and their colleagues. To read more information about First Step to Success see the publisher's website-soprislearning.com.

CHAMPS: Structuring Your Classroom for Success

Level: Beginner to Intermediate

CHAMPS is an evidence-based, positive and proactive approach to classroom management. The acronym CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success and as teachers implement CHAMPS, they learn to teach expectations for classroom behavior related to each of these activities. Some of the topics addressed in this session include: understanding motivation, designing effective routines, creating a positive learning environment, establishing corrective consequences, and knowing when (and when not) to use disciplinary referral.

CHAMPS: Building Positive Relationships with Students

Level: Beginner to Intermediate

CHAMPS is an evidence-based, positive and proactive approach to classroom management. The acronym CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success and as teachers implement CHAMPS, they learn to teach expectations for classroom behavior related to each of these activities. Some of the topics addressed in this session include: strategies for providing positive feedback, employing a classroom system to increased motivated and responsible student behavior, and adjusting classroom systems to correct for student misbehavior.

CHAMPS: Teaching Classroom Expectations

Level: Beginner to Intermediate

CHAMPS is an evidence-based, positive and proactive approach to classroom management. The acronym CHAMPS stands for Conversation, Help, Activity, Movement, Participation, and Success and as teachers implement CHAMPS, they learn to teach expectations for classroom behavior related to each of these activities. Some of the topics addressed in this session include: developing expectations around CHAMPS activities, observing student behavior, strategies for communicating expectations clearly to students.

Supporting Students with Autism Spectrum Disorders

Level: Beginner (appropriate for paraprofessionals and general education staff)

Participants will learn the characteristics of autism spectrum disorders and its impact on learning. A variety of strategies will be discussed to support students in classes/activities across the school day.

Building the RtI Model at each Tier

Level: Beginner to Advanced

Participants will review the basics, including their teaming, data system, and intervention system at each tier and building commitment around the core principles and components of RtI; review what they have in place; set new goals; and develop an action plan for continued implementation. This training will be customized to fit district's specific needs and level of implementation.

Teaming at each Tier

Level: Beginner to Advanced

Participants will review the problem solving steps at each tier; the roles of their leadership team, grade level teams, and problem solving/individual students teams; review what they have in place; set new goals; and develop an action plan for continued implementation. This training will be customized to fit district's specific needs and level of implementation.

Data Systems at each Tier

Level: Beginner to Intermediate

What are scientifically based screening and progress monitoring tools? This training will include setting goals at each tier and setting a criterion for success. The training will focus on the use of decision rules and standard decisions. We will analyze data based on progress, discrepancy, and need.

Commitment Building around RtI Core Principles and Components

Level: Beginner to Intermediate

Participants will develop vision and mission statements and create a plan for building commitment around the core principles and components of RtI. This will include building a common vision and language and sharing with all administrators, staff, parents, and board of education. Also included will be work on developing an RtI Parent Brochure; developing shared website materials; and basic presentations to all.

Advanced Problem Analysis in Reading

Level: Intermediate to Advanced

“Advanced Problem Analysis” has practical use for educators of students in grades K - 12. This training focuses on the science of literacy and the language/literacy continuum. A set of valuable diagnostic assessment tools, primarily from the Consortium for Reading Excellence (CORE), will be provided which are directly aligned with the principles of RtI. These tools can and should be used to replace other assessment tools that are not directly linked with intervention needs. The Advanced Problem Analysis in Reading process leads directly to the area(s) of weakness in a student’s reading skills and then links to the most appropriate intervention match. This process becomes an important and essential component of RtI Case Study Evaluations. A form and steps for completing an advanced Survey Level Assessment is also included in this training.

Documenting Entitlement for SLD

Level: Beginner to Advanced

This training will include a checklist and planning template for the 3 new SLD criteria: Determinant Factors; Exclusionary Criteria; and Inclusionary Criteria. Example case studies and ‘boilerplate’ language will be included. This training will be customized to fit district’s specific needs and level of implementation.

Supporting Literacy (this may overlap too much with Implementing Core Reading Programs with Fidelity-Step 1 and 2: Developing an Implementation Plan

Level: Beginner to Advanced

This training will include how to use instructional enhancements (time, grouping, and focus) to strengthen each literacy tier. Support for developing a treatment integrity system will also be included as well as the use of the Instructional Planning Form (IPF).

This training will be customized to fit district’s specific needs and level of implementation.

Role Changes

Level: Intermediate to Advanced

My job used to look like ‘X’ and now it looks like ‘Y’. This training will include how to get from X to Y and expanding the roles of school psychologists, social workers, SLPS, and reading specialists. This training will be customized to fit district’s specific needs and level of implementation.

Math and/or Writing

Level: Intermediate to Advanced

Screening and Intervention systems for math and writing. Progress monitoring systems will also be included. This training will be customized to fit district’s specific needs and level of implementation for either math, writing, or both.

RtI Implementation at the Secondary Level

Level: Beginner to Intermediate

This training will discuss the MUST components of RtI at the secondary level and include how to set up teams at each tier, data systems, and some effective, research-based intervention systems for literacy and math.

TOPICS FOR SCHOOL LEADERS

Implementing Core Reading Programs with Fidelity-Step 1: Developing an Implementation Plan

Level: Beginner to Intermediate

A key component of RtI is the concept of treatment fidelity-examining the degree to which we implement programs as designed. Published programs often come with so many materials and teachers are left to determine which elements of the program they will include as part of their instruction. To address this topic, a LADSE Coach will work with school leaders to create an implementation plan to develop clear expectations for teachers about the components of the program that need to be implemented in each classroom.

Implementing Interventions with Fidelity-Step 2: Strategies for Effective Walk-Throughs

Level: Beginner to Intermediate

After teachers have been provided with clear expectations about how a program should be implemented, principals will want to use routine “walk-throughs” to assess fidelity of implementation and provide feedback to teacher. As Kevin Feldman says, “we need to inspect what we expect.” To address this topic, a LADSE coach will facilitate a discussion with school leaders about strategies for completing walk-throughs and share tools and resources that are being used to facilitate walk-throughs.

ASSISTIVE TECHNOLOGY PROFESSIONAL DEVELOPMENT TOPICS LISTED BY TARGET AUDIENCE

To access Assistive Technology Training, Contact Debra Hurley-Bularzik at 708-482-1188 or debhb@ladse.org

Target Audience	Access & positioning	Book Share	System accessibility tools¹	Freebees	Software	iTech	InfiniText	Curriculum Supports
ECE staff	x	x	x	x	Boardmaker	x		
MultiNeeds Program Staff	x	x	x	x	Cloze Pro	x		
Emotional Disability Program Staff		x	x	x	CoWriter Cloze pro			
Communication Development Program Staff		x	x	x	Boardmaker Pix Writer/ Kidspiration Read:OutLoud	x	x	
Special Education Staff <u>K - 5</u>		x	x	x	Boardmaker Picture It/ Pix Writer Kidspiration/Inspiration Cloze Pro / Clicker SOLO ²	x		x
Special Education Staff <u>Grades 6 - 8</u>		x	x	x	Boardmaker Picture It/ Pix Writer Kidspiration/Inspiration Cloze Pro / Clicker SOLO ² Kurzweil Dragon MAC Speech Dictate	x		x
Special Education Staff <u>Grades 9&up</u>		x	x	x	See Grades 6 -8 above	x		x

General Education Staff <u>K - 5</u>		x	x	x	Kidspiration/Inspiration SOLO ²	x		x
General Education Staff <u>Grades 6 - 8</u>		x	x	x	Inspiration SOLO ²	x		x
General Education Staff <u>Grades 9-12</u>		x	x	x	SOLO ² , Dragon, WYNN, Kurzweil	x		x
Rtl Teams			x	x	Any of the above	x		x