

## 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 2011-12 school year, we will continue to work 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:

<b>Principles of Best Practice in Professional Development</b>	<b>LADSE Professional Development Goals</b>
<p><b>Professional development is job-embedded connecting to the work of teaching.</b></p> <p>(AERA, 2005; Aness, 2000; Borko, 2004; Wood &amp; Killian, 1998; Wood &amp; McQuarrie, 1999)</p>	<p>During the 2011-12 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><b>Professional development includes planned follow-up.</b></p> <p>(Corcoran, 1995; Garet et al., 2001; Joyce &amp; Showers, 1995)</p>	<p>During the 2011-12 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 may be added before the 2011-12 school year so please check the date in the footer and discard old copies.

In addition to providing this menu, Sue Gallagher will be requesting individual meetings with district Key Communicators and Curriculum Coordinators to identify ways that LADSE can assist with the professional development needs of each district.

To access site-based trainings on any of these topics, please contact Sue Gallagher ([sgallagher@ladse.org](mailto:sgallagher@ladse.org); 708-354-5730) or in the case of Assistive Technology, Debra Hurley-Bularzik ([debhb@ladse.org](mailto: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

Evidence is clear that students who are actively engaged have higher academic achievement and fewer behavior problems. It is often challenging to keep all students, especially those who experience lots of academic challenges, actively engaged. In this session, participants will have the opportunity to learn practical strategies for increasing active engagement in their classrooms.

### **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.

### **Principles of RtI for General Education Teachers**

Level: Beginner to Intermediate

Participants will learn about the principles underlying RtI and the latest information about how to implement RtI components with students at their age level (primary, intermediate, middle school, high school).

### **Demonstrating Progress with Pictures**

Level: Beginner to Intermediate

This training will focus on tools and strategies for data collection as well as various options for displaying data so that it becomes more meaningful for everyone.

### **Advanced Problem Analysis in Reading**

Level: Intermediate to Advanced

Participants will learn how to identify skill strengths and weaknesses in the area of reading as well as how to evaluate curriculum and instructional variables influencing reading success. Participants will learn how to use diagnostic assessments to identify interventions that might be effective for struggling students.

### **Advanced Problem Analysis in Math**

Level: Intermediate to Advanced

Participants will learn how to identify skill strengths and weaknesses in the area of math as well as how to evaluate curriculum and instructional variables influencing math success. Participants will learn how to use diagnostic assessments to identify interventions that might be effective for struggling students.

### **Advanced Problem Analysis in Written Language**

Level: Intermediate to Advanced

Participants will learn how to identify skill strengths and weaknesses in the area of written language as well as how to evaluate curriculum and instructional variables influencing writing success. Participants will learn how to use diagnostic assessments to identify interventions that might be effective for struggling students.

### **Addressing Needs of Diverse Learners in General Education Classrooms**

Level: Beginner to Intermediate

This training will focus on effective teaching strategies for diverse learners, including tools to increase academic achievement and behavior in general education settings. Participants may focus on a single component of effective teaching for brief sessions or a general overview of effective teaching strategies for a longer session.

## **TOPICS FOR PARAEDUCATORS**

### **Professional Roles and Responsibilities for Paraeducators**

Level: Beginner

This training will focus on paraeducator roles and responsibilities. This training is intended for new paraeducators or as a refresher training for experienced paraeducators.

### **An Overview of Educational Disabilities and Needs**

Level: Beginner

This training will provide an overview of educational disabilities and needs and a general review of strategies that help diverse learners succeed in special classes.

### **Prevention and Management of Behavior Issues for Paraeducators**

Level: Beginner to Intermediate

This training will focus on strategies paraeducators can use to prevent and manage behavior challenges with students.

### **Supporting Academic Achievement for Paraeducators**

Level: Beginner to Intermediate

This training will focus on strategies paraeducators can use to help support students with disabilities in academic areas.

### **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 their impact on learning. A variety of strategies will be discussed to support students in classes/activities across the school day.

## **TOPICS FOR SPECIAL TEACHERS—ART, MUSIC, PE, AND OTHERS**

### **Addressing the Needs of Diverse Learners in Special Classes**

Level: Beginner to Intermediate

This training will focus on effective teaching strategies for diverse learners, including tools to increase academic achievement and behavior in special class settings. Participants may focus on a single component of effective teaching for brief sessions or a general overview of effective teaching strategies for a longer session.

### **An Overview of Educational Disabilities and Needs**

Level: Beginner

This training will provide an overview of educational disabilities and needs and a general review of strategies that help diverse learners succeed in special classes.

## **PROFESSIONAL DEVELOPMENT – ASSISTIVE TECHNOLOGY**

### Access and Positioning

*Level: Beginner to Intermediate*

Participants will explore ways to adapt the classroom environment to improve access for our students with physical challenges. A range of options for students with mild to significant challenges will be considered. Topics to be explored include seating and positioning, improving access to learning materials through physical adaptations and computer based options. This presentation can be adapted for content and length depending on your educational team's needs.

### Accessible Instructional Materials

*Level: Beginner to Intermediate*

Participants will learn how to provide accessible instructional materials (AIM) to students who have a print disability. Participants will be able to identify sources for materials (Bookshare, RFBD, Infolink, Publishers), and how to access these resources. Additionally, participants will explore tools, supports, and strategies for reading with digital text or audio books.

### Increasing Student Access to Computers and Mobile Devices Using Built-In System Options

*Level: Beginner to Intermediate*

Participants will explore accessibility options for Microsoft or Apple computers and mobile devices for students with sensory, motor, and/or learning disabilities. Participants will apply settings for changing the appearance of the display, enlarging text, adding visual feedback for students with hearing impairments, adding auditory feedback for students who are visually impaired, and keyboard and mouse options for students with motor impairments. Text to speech, voice recognition, and word prediction supports for students with learning disabilities will also be demonstrated.

### Adapting Curriculum Materials Through Technology

*Level: Beginner to Intermediate*

Interested in differentiating instruction and creating curricular materials that increase student success and participation within core content areas? This session will focus on a variety of technology supports (online resources and software) that provides a means for adding visuals and speech and for modifying content to meet the needs of your students. Participants will explore assistive technology software such as Boardmaker, ClozePro, Clicker5, PictureIt, Pixwriter, Intellitools, Kidspiration, Inspiration, DonJohnston Solo Suite, and Kurzweil. This can be customized to meet district needs and resources and offered as either an overview session or hands-on lab experience.

### Free Digital Tools for Differentiating Instruction

*Level: Beginner to Intermediate*

Participants will explore digital tools and resources for differentiating instruction. Participants will leave with a wealth of resources to support every learner. This session can be designed to highlight resources for a specific disability (autism, learning disability, physical disability) or content area (reading, writing, math, social studies, or science).

## Utilizing Infinitec Resources

### *Level: Beginner to Intermediate*

Infinitec is a resource for LADSE and all its member districts. In this session, participants will learn about Infinitec and its resources for staff, students, and parents. Participants will explore the website, identify staff development options and materials, including Infinitec's online resources for differentiating instruction. Participants will be introduced to InfiniTEXT, an online source for accessible digital text and will know how to register for the service and access text.

## Planning for Communication Competence

### *Level: Intermediate – Advanced*

Participants will learn about the 4 interrelated areas that support communication competence. These include linguistic, social, operational, and strategic competence. Participants will begin to identify the communication ability level of the student who uses AAC and identify goal areas in each competency area. The length of this presentation can be adapted depending on the needs of the educational team.

### iTechnology: iPod Touch and iPad Technology (2-3 Hours)

#### *Level: Beginner*

Participants will learn the basics about the use of an iPod Touch or iPad. They will explore current apps that are available to enhance student learning and independence.

### iTechnology: Choose Your Topic ( 2 Hours or more)

#### *Level: Beginner to Intermediate to Advanced*

Tailor made trainings ranging from exploration of apps to creating student specific content within apps. Choose from the following areas:

- Educational Content
  - Science
  - Math
  - Language Arts
- Executive Function
  - Visual Schedules
  - Calendars
  - Timers
- Communication
- Independent Living
- Social Stories
- Task Completion Schedule/Lists
- Recreational/Leisure
- Sensory