



<http://www.sst16.org/>

Professional Development Catalog

Spring 2018

SST Region 16
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State Support Team Region 16

The State Support Team Region 16 (SST16) provides high-quality professional development, coaching, and technical assistance in the areas of early learning, exceptional children, and school improvement to build the capacity of local and related education agencies to engage in systemic and sustainable improvement that impacts educational outcomes for all students (Pre-K to age 22). StateSupport Teams (SSTs) are integral to implementing and achieving this goal. Through collaboration within and across regions, SSTs access national, state, regional, and local agencies and resources to support districts and families.

Credit Options

1. Certificate of Attendance: A participant must attend the entire session to be eligible for a certificate of attendance.

2. Graduate Credit: SST16 works with the Athens-Meigs Educational Service Center to offer graduate credit through The University of Rio Grande. Credit may be earned upon the satisfactory completion of all requirements and payment of workshop credit fee to the University. Only sessions noted are available as workshop graduate credit.

Special Points of Interest

Weather Cancellation Policy: In case of inclement weather, please check the alerts at the top of our webpage, www.sst16.org.

Registration Information

OCCRRA Registration Instructions:

Go to <https://login.occrra.org/>. If you already have an account sign-in with your username or OPIN Number and your password; if you do not already have an OPIN Number click on the button Create a Profile and register to receive an OPIN number. For assistance with registration, contact Julie Howell, 91_jhowell@seovec.org 740-797-0150.

STARS Registration:

Please register through STARS

<https://safe.ode.state.oh.us/portal/Default.asp>.

If you have any questions, or need assistance with registration, please call 1-855-797-0150, 740-797-0150 or email jo.stack@sst16.org or julie.howell@sst16.org.

Reminders:

- SST16 professional development is always provided at no cost to participants.
- Professional development evaluation forms will no longer be used and participants will be asked to complete an electronic survey in order to obtain a certificate.
- If you have difficulty registering for an event, please contact Jo Ann Stack.
- Please ensure that your profile information in STARS and/or OCCRRA is accurate.

Early Learning Professional Development

Child Outcomes Summary (COS) Training; Part 1

Description: Child Outcomes Summary (COS) Training- Part 1: This training provides an introduction to the COS process, how to describe children's functioning in the three outcome areas, and explore the five areas of essential knowledge that teams need to have for completing the COS process.

Facilitator(s): Angie Gibbs and/or Linda King

Location: SST16

Date: March 28, 2018

Time: 8:30-11:30, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers

Child Outcomes Summary (COS) Training-Part 2

Description: Child Outcomes Summary (COS) Training-Part 2 will include key features of the Child Outcomes Summary (COS) process and the required information necessary to successfully complete the process. Participants complete application activities and explore the requirements and resources specific to state policies about collecting child outcomes data. COS data is intended for local, state, and federal data collection, reporting, and program involvement.

Facilitator(s): Angie Gibbs and/or Linda King

Location: SST16

Date: March 28, 2018

Time: 12:30-3:30, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers

Early Learning Assessment Initial Training

Description: This training is designed for those early learning and development teachers who are required to administer the Early learning Assessment. This training will review the purpose and structure of the assessment, gathering evidence to use for scoring assessment items, administration for students with disabilities, administration for English Language Learners, reporting assessment results, communicating with families about the assessment and using assessment results. This 2 day Training is worth 12 hours of Ohio Approved Credit.

Facilitator: Angie Gibbs

Location: SST 16

Date(s): March 8 and March 9, 2018 (MUST attend both days)

Time: 8:30-3:30, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrators

Early Learning Professional Development

Early Learning Assessment w/ Technology Mini Training

Description: This training is intended for teachers who already have been trained in the ELA and only need instruction in the use of technology.

Facilitator: Angie Gibbs

Location: SST16 21 Birge Drive, Chauncey, Ohio 45719

Date: February 7, 2018 AND April 2, 2018 (You must only attend one.)

Time: 9:00-12:00, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers

Playful Literacy

Description: This 3 hour professional development will equip early childhood teachers with knowledge and strategies to embed developmentally appropriate early literacy learning into meaningful classroom play experiences.

Facilitator: Angie Gibbs and Kim Miller

Location: SST16 21 Birge Drive, Chauncey, Ohio

April 9, 2018

Time: 9:00-12:00, OHIO APPROVED

Audience: Preschool, kindergarten, first grade teachers, and classroom assistants.

Early Childhood PBIS Introduction Module

Description: This training is part of Early Childhood PBIS Tier 1 series of modules. This module focuses on introducing the concept of PBIS as a multi-tiered system of support. Participants will gain an understanding of the core components of early childhood PBIS as well as the required elements necessary to implement the PBIS framework effectively.

Facilitator: Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date: As Requested, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrator

Early Learning Professional Development

Early Childhood PBIS Module 1: Developing Leadership Teams

Description: This training is part of Early Childhood PBIS Tier 1 series. This module focuses on developing an early childhood PBIS leadership team, nurturing and caring relationships and high quality supportive environments. Participants will understand the components, responsibilities and procedures of the leadership team in order to form the team and begin developing their PBIS framework. This module also stresses the importance of building relationships with children and their families as well as the important role of the environment in educating and caring for young children.

Facilitator: Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date: As Requested, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrator

Early Childhood PBIS Module 2: Developing Program-Wide Expectations

Description: This training is part of Early Childhood PBIS Tier 1 series. This module focuses on developing program-wide expectations which include rules that describe behavior across settings. It will provide an opportunity for participants to draft a behavior matrix essential for the next module in this series, Teaching Behavior Expectations.

Facilitator(s): Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date: As Requested, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrators

Early Childhood PBIS Module 3: Teaching Program-Wide Expectations

Description: This training is part of Early Childhood PBIS Tier 1 series. This module focuses on teaching program-wide expectations across all settings and activities. It will discuss the need to have an intentional plan for the teaching of expectations and rules by using a teaching schedule and lesson plans. It will also consider the importance of teaching through activities, routines and environment.

Facilitator: Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date: As Requested, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrators

Early Learning Professional Development

Early Childhood PBIS Module 4: Encouraging Appropriate Behaviors

Description: This training is part of Early Childhood PBIS Tier 1 series. This module focuses on the use of a systematic, proactive plan for encouraging appropriate behavior with young children. Participants will draft an acknowledgment system for young children and staff that is specific to their own program.

Facilitator(s): Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date: As Requested, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers, Administrators

English Language Learners - Modules 1 through 5

Description: Supporting English Language Learners. Each module is a one-day training. Modules can be scheduled individually or in groupings.

Module 1: Supporting English Language Learners (3 hours)

Module 2: Supporting English Language Learners (3 hours)

Module 3: Supporting English Language Learners (3 hours)

Module 4: Supporting English Language Learners (3 hours)

Module 5: Supporting English Language Learners (3 hours)

Facilitator: Angie Gibbs

Location: SST16 or on location in Region 16, as requested

Date(s): As Requested

Time: 8:30 – 3:30 each day/module, OHIO APPROVED

Audience: Early Childhood Paraprofessionals (One-on-One Aides & Classroom Assistants), Early Childhood Professionals, Early Childhood/Preschool Teachers

Exceptional Children Professional Development

Discipline of Special Education Student/Restorative Justice

Description: The AM session will consist of information relating to legal responsibilities for administrating discipline with students with disability. The PM session will be training on using restorative justice as an alternative approach to traditional methods. Location: SST16

Facilitator: Mike Edwards

Location: SST Region 16

Date: January 30, 2018 (*rescheduled from January 8, 2018*)

Time: 8:30-3:30

Audience: Administrators, Teachers, Special Education Directors

Using Data for IEP Progress Monitoring

Description: This session will provide participants with information to strengthen progress monitoring practices and how to use data to make instructional decisions. Participants will learn how to connect present level of performance statements to compliant goals in an IEP. The description of measurement types will be reviewed. Tools and resources for monitoring and reporting data will be presented and practiced. Please bring an IEP to use throughout the day or an electronic device that allows access to an IEP.

Facilitator: Mike Edwards and Malinda Johnston

Location: University of Rio Grande, Bob Evans Auditorium

Date: January 10, 2018

Time: 9:00-2:30

Audience: Intervention Specialists, OTs, SLPs, PTs, administrators who are responsible for collecting data for an IEP meeting.

Exceptional Children Professional Development

Alternate Assessment Training

Description: All new test administrators and second raters are required to attend a full-day training session. The full training for administering the Alternate Assessment will provide participants the skills to : administer the Ohio AASCD (design, test accessibility or accommodations, practice administering); determine student starting and ending points accurately; score the Ohio AASCD (practice scoring).

Facilitator: Malinda Johnston and Lisa Schenkelberg

Location: SST Region 16

Date: January 11, 2018

Time: 8:30-3:30

Audience: Intervention Specialists, Building Principals, Special Education Administration

Alternate Assessment Refresher and Increasing Independence

8:00-12:00 -Teaching Self-Determination Skills: With **Dr. Yvonne Michali, Director of Career and Community Studies at Kent State University:** Before teachers can be expected to recognize and teach self-determination skills they must first gain an understanding of what comprise these skills, and to then be able to identify what self-determined behaviors look like. Once this understanding has occurred, teachers must then increase awareness of when self-determined behaviors occur within the learning environment. Therefore, this training will provide operational definitions for the nine skills of self-determination, and use video modeling to address the need for teachers to increase knowledge and awareness of self-determination. Participants will learn that effective use of the nine skills of self-determination is like making a nine-ingredient cake. Leave one ingredient out and the cake will fall flat.

1:00-3:00- A Toolbox of Supports: Strategies to Improve Executive Function: With Lisa Schenkelberg, Consultant, SST 16. Academic success depends on students' ability to plan and organize, self-monitor, manage time, self-regulate, reflect on their work, and exercise flexibility. Many learners have difficulties with these tasks due to deficits in Executive Function (EF) skills. Students with EF deficits have difficulty coping with change, making choices, regulating emotions, managing impulsivity, and solving problems. As a result, it has become necessary for teachers to incorporate and teach strategies that help learners address these executive function processes in order to help students learn *how* they think and learn. This session will address how executive functioning abilities affect students throughout their day and evidence-based strategies to help students learn EF skills. Students with various disabilities, including autism, ADD, anxiety, and learning disabilities, along with some students who do not have an identified disability, can all benefit from executive functioning supports.

OR

1:00-3:00- Alternate Assessment Refresher: With Malinda Johnston, Consultant SST16. Returning TAs (test administrators) and second raters (SRs) are ENCOURAGED to attend a refresher training session. The session will review key components of administration procedures, provide valuable updates, and introduce new components of the spring 2018 administration.

Location: SST Region 16

Date/Time: January 18, 2018 from 8:00-12:00 OR 1:00-3:00

Audience: Intervention Specialists, Building Principals, Special Education Administrators

Exceptional Children Professional Development

Using Data for IEP Progress Monitoring

Description: This session will provide participants with information to strengthen progress monitoring practices and how to use data to make instructional decisions. Participants will learn how to connect present level of performance statements to compliant goals in an IEP. The description of measurement types will be reviewed. Tools and resources for monitoring and reporting data will be presented and practiced. Please bring an IEP to use throughout the day or an electronic device that allows access to an IEP. Chrome books will be available.

Facilitator: Mike Edwards and Malinda Johnston

Location: SST Region 16

Date: January 24, 2018

Time: 9:00-2:30

Audience: Intervention Specialists, OTs, SLPs, PTs, administrators who are responsible for collecting data for an IEP meeting.

Age-Appropriate Transition Assessment

Description: Age-Appropriate Transition Assessments (AATA) are the cornerstone of an IEP once the student is 14 years old. Through discussion and activities, participants will explore why assessments form the foundation of transition planning, be able to determine what assessment is appropriate for each situation and student and know how to use information gathered through assessments to develop transition planning. Please bring an IEP and an electronic device to access the evaluation form and resources.

Facilitator: Malinda Johnston

Location: Washington County Career Center

Date: January 31, 2018

Time: 9:00-3:00

Audience: Intervention Specialists, OTs, SLPs, PTs, administrators who are responsible for collecting data for an IEP meeting.

Ohio's State Test Accessibility Manual Training

Description: Participants will learn the accessibility features on Ohio's State Tests and be able to find resources and guidance to support these features. Participants will also be able to define the difference between accommodations for daily instruction and classroom assessment and allowable accommodations on Ohio's State Tests. The training will include decision making framework to assist IEP teams in making individual data-based decisions of appropriate accommodations for students with disabilities.

Facilitator: Mike Edwards

Location: SST Region 16

Date: February 1, 2018

Time: 9:00-12:00

Audience: Intervention Specialists and Special Education Directors

Exceptional Children Professional Development

Internal Monitoring

Description ODE's Office for Exceptional Children (OEC) expects each district or community school to have a process for ensuring that special education documents meet state and federal requirements. Starting this year, corrective action plans for special education services must identify a mechanism for internal compliance monitoring. Districts who would like to learn more about this process are encouraged to join us for training on OEC's IDEA compliance indicators for IEPs. Time will be allotted for review of sample records and inter-rater reliability. Teams will also be provided tools for action planning and developing an internal monitoring process including roles, responsibilities, timelines, and other supports. Please bring a completed IEP and corresponding ETR or be prepared to access these electronically. Chrome books will be available.

This is a repeat of PD offered Fall of 2017.

Note: After a team has completed initial training, SST Consultants will be available to schedule technical assistance and provide support in-district as internal monitoring teams are established.

Facilitator: Mike Edwards and Malinda Johnston

Location: SST Region 16

Date: February 15, 2018

Time: 8:30-3:30

Audience: Districts are encouraged to send a TEAM of central office, building, and teaching personnel responsible for the development and implementation of a Special Education internal monitoring process

Introduction to Social Emotional Learning (SEL)

Description This professional development provides a general overview of Social Emotional Learning (SEL) with a look toward ESSA, the State Strategic Plan, and Future Ready Students. SEL integrates with PBIS and is defined as a process through which children and adults acquire and effectively apply knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationship that make learning challenging, engaging and meaningful. Future sessions will support implementation of SEL.

Facilitator: CASEL-Collaborative for Academic, Social, and Emotional Learning

Location: Athens Meigs ESC

Date: March 5, 2018

Time: 8:30-3:30

Audience: District Administration, Curriculum Directors, Internal Facilitators, Principals, DLTs, BLTs, PBIS Leads

Exceptional Children Professional Development

Age-Appropriate Transition Assessment

Description Age-Appropriate Transition Assessments (AATA) are the cornerstone of an IEP once the student is 14 years old. Through discussion and activities, participants will explore why assessments form the foundation of transition planning, be able to determine what assessment is appropriate for each situation and student and know how to use information gathered through assessments to develop transition planning. Please bring an IEP and an electronic device to access the evaluation form and resources.

Facilitator: Malinda Johnston

Location: Rio Grande University Conference Room C

Date: March 15, 2018

Time: 9:00-3:00

Audience: Intervention Specialists, OTs, SLPs, PTs, administrators who are responsible for collecting data for an IEP meeting.

Internal Monitoring Support

Description: After completing the initial training for Internal Monitoring, a district may request additional coaching support. This support will be provided by an SST Consultant who will facilitate a meeting of the newly formed Internal Monitoring Team. The Consultant will coach the Team through the meeting process in order to build the capacity of team members for continuing to ensure that special education documents meet state and federal requirements.

Facilitator: Mike Edwards or Malinda Johnston

Location: SST 16 or location is Region 16 as requested

Date: As Requested

Time: As Requested

Audience: As Scheduled

IEP Writing

Description: After a district team has completed the compliance module through the Learning Management System for Ohio Department of Education (available in SAFE account), targeted PD may be provided by SST Consultants to build capacity in identified areas of need.

Facilitator: Mike Edwards and Malinda Johnston

Location: SST 16 or location is Region 16 as requested

Date: As Requested

Time: As Requested

Audience: Intervention Specialists, Related Service Providers, Special Education Administrators, Principals, School Psychologists

Exceptional Children Professional Development

Writing Transition Plans

Description: After a district team has completed the compliance module through the Learning Management System for Ohio Department of Education (available in SAFE account), targeted PD may be provided by SST Consultants to build capacity in identified areas of need.

Facilitator: Malinda Johnston

Location: SST 16 or location is Region 16 as requested

Date: As Requested

Time: As Requested

Audience: Intervention Specialists, Related Service Providers, Special Education Administrators, Principals, School Psychologists

ETR Writing

Description: After a district team has completed the compliance module through the Learning Management System for Ohio Department of Education (available in SAFE account), targeted PD may be provided by SST Consultants to build capacity in identified areas of need.

Facilitator: Mike Edwards and Malinda Johnston

Location: SST 16 or location is Region 16 as requested

Date: As Requested

Time: As Requested

Audience: School Psychologists, Special Education Administrators, Related Service Providers, Intervention Specialists, Principals

School Improvement Professional Development Literacy Support

Reading Intervention 101

Description: During this professional development participants will learn how to dig deeper into the root cause of individual reading difficulties and develop an instructional plan specific for that struggling student. Significant emphasis will be placed on providing teachers with use-it-now (mostly free) resources and materials to begin diagnosing and implementing interventions immediately upon returning to the classroom. This training is appropriate for any teacher of students who struggles with one or more core components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Facilitator(s): Ally Trew and Kathy Dailey

Location: SST16

Date: February 13, 2018

Time: 9:00-3:30

Audience: Principals, Support Staff, and Teachers K-5 and Intervention Specialists

Engaging Families to Support Early Literacy

Description: Why and how we can engage families in a way to support literacy learning in the primary grades.

Facilitator: Ally Trew

Location: SST16

Date: April 11, 2018

Time: 8:30-11:30

Audience: PreK-5th grade teachers, intervention specialists, reading specialists, administrators, and parent mentors

Guided Reading Workshop: A Deeper Dive into Guided Reading

Description: Already implementing guided reading? Are you looking to implement beyond the surface and take your readers to the next level? Are there aspects of guided reading you are ready to tackle, now that you have your procedures in place? In this workshop, through hands-on activities, teachers will learn how to put the principles of guided reading into effective practice.

Facilitator: Ally Trew

Location: SST16

Date: May 2, 2018

Time: 9:00-3:00

Audience: Teachers who are already implementing guided reading, reading specialists, intervention specialists, Title 1 teachers, administrators

In-District Guided Reading Technical Assistance

Description: Technical assistance and in-district coaching will be provided to districts upon request.

Facilitator: Ally Trew

Location: SST16

Date: Upon Request **Time:** As Requested **Audience:** K-5 Teachers and administrators

School Improvement Professional Development Positive Behavioral Intervention & Supports (PBIS)

Region 16 PBIS Coaches Network

Description: This training will focus on the essential components of implementing the PBIS framework. Participants are encouraged to attend in implementation teams. Teams attending will be able to schedule follow up ongoing support for implementation through the SST. Individuals wishing to learn more about PBIS are welcome to attend in order to learn more about future implementation at their building.

Facilitator(s): Kathy Dailey

Location: SST16

Date: February 21, 2018

Time: 9:00 – 3:00

Audience: PBIS coaches and leaders with prior Tier 1 training

School-wide PBIS Tier 1 Training

Description: Region 16 will offer in-district PBIS training by request. Please contact Kathy Dailey at kathy.dailey@sst16.org to schedule your professional development. A minimum of 10 participants (including at least 1 building principal or district leader) is required.

Facilitator(s): Kathy Dailey

Location: TBD

Date: TBD

Time: TBD

Audience: District and Building leadership wishing to implement PBIS

PBIS/Restorative Justice

Description Participants will receive training on using restorative techniques in working with students. As one PE teacher said "when I used traditional approaches I often left for the day with a headache. Now when I use restorative justice I leave with a lot less stress and usually a smile on my face." Restorative Justice is based on building, strengthening and repairing Relationships, respect, and taking responsibility for actions.

Facilitator: Mike Edwards

Location: SST Region 16

Date: February 6, 2018

Time: 8:30-11:30

Audience: Administrators responsible for discipline, Teachers, Aides, Bus Drivers

School Improvement Professional Development Ohio Improvement Process & Best Practice

Designing Instruction for the Inclusive Classroom (UDL)

Description: This professional development will present the Universal Design for Learning (UDL) framework for designing instructional environments and proactively integrating scaffolds and supports that address the variability of today's diverse classrooms. Participants will learn the research basis for UDL, practical applications of UDL lesson design, and helpful technology tools that support flexible, inclusive instruction for all learners.

Facilitator: Lisa Schenkelberg and Nancy Ruth

Date and Location:

OVESC January 8, 2018 from 8:30am to 3:30pm;

GVESC January 16, 2018 from 8:30am to 3:30pm;

AMESC January 22, 2018 from 8:30am to 3:30pm

Time: 8:30-3:30

Audience: School Administrators, Classroom Teachers, Special Education, Co-teaching Teams, and Curriculum Coordinators

Universal Design for Learning 2.0

Description: This workshop is a continuation of "Designing Instruction for Inclusive Classrooms" and is designed for those having some knowledge of and already using UDL in their planning process. This workshop will 1) include a brief overview of the framework and core components of UDL; 2) examine the "second layer" of the UDL guidelines and checkpoints; and 3) design lesson plans using "second layer" guidelines, resources, and collaboration.

Facilitator(s): Lisa Schenkelberg and Nancy Ruth

Location: SST16

Date: February 5, 2018

Time: 9:00 – 3:00

Audience: Teachers, Special education Teachers, Co-Teaching Teams, Administrators and Curriculum Directors

Universal Design for Learning 3.0

Description: This workshop is a continuation of "Designing Instruction for Inclusive Classrooms" and "UDL 2.0" and is designed for those having some knowledge of and already using UDL in their planning process. This workshop will 1) include a brief overview of the framework and core components of UDL; 2) examine the "third layer" of the UDL guidelines and checkpoints; and 3) design lesson plans using "third layer" guidelines, resources, and collaboration.

Facilitator(s): Lisa Schenkelberg and Nancy Ruth

Location: SST16

Date: February 26, 2018

Time: 9:00 – 3:00

Audience: Teachers, Special education Teachers, Co-Teaching Teams, Administrators and Curriculum Director

School Improvement Professional Development Ohio Improvement Process & Best Practice

Building Leadership teams: Closing the Knowing-Doing Gap (Looking to Implementation Science and OIP 3.0)

Description: This professional development focuses on the knowing the “Why” of BLTs, reviewing the “What” of BLTs, and planning the “How” of BLTs. Special emphasis is on the BLT role of monitoring the building plan, communicating to DLT on plan implementation, and providing monthly feedback to TBTs on implementation of the plan and implementation of the 5 Step Process.

Facilitator(s): Heather Wolfe

Location: SST16

Date: February 5, 2018

Time: 8:30-3:30

Audience: District administrators, Internal facilitators, Principals, BLTs and Teacher Leaders

Co-teaching for all Learners

Description: Join us in the research, best practices, and ways to better co-teach to support all learners through a hands-on experience!

Facilitator(s): Ally Trew and Nancy Ruth

Location: SST16

Date: March 8, 2018

Time: 9:00 – 3:00

Audience: Teachers, Special education Teachers, Co-Teaching Teams, Administrators and Curriculum Directors

MTSS: Building Sustainability from the Ground Up

Description: This professional development is intended for district and building leaders who wish to develop effective and sustainable systems to meet the academic and behavioral needs of all students. Topics will include:

-building a strong foundation for all students

-creating systems to identify and support struggling students

-establishing structures within buildings and districts to promote sustainability

-practical discussions about the "how" of MTSS, including scheduling time for intervention, leveraging resources, and aligning ongoing district or building initiatives

Facilitator(s):
Kathy Dailey

Location: SST16

Date: March 27, 2018

Time: 9:00 – 3:00

Audience: District and Building Leadership

School Improvement Professional Development Ohio Improvement Process & Best Practice

District Leadership Teams: Closing the Knowing-Doing Gap (Learning more about Implementation Science and OIP)

Description: This professional development focuses on knowing the “Why” of the DLT, reviewing the “What” of the DLT, and planning the “How” of the DLT. Much of the day will be spent on ESSA-related plan revisions and establishing the systems, structures, and supports necessary for plan implementation and monitoring.

Facilitator(s): Heather Wolfe

Location: SST16

Date: June 11, 2018

Time: 8:30-3:30

Audience: District Administrators, Principals, DLT members and Board members

Name	Position	Email CTRL+Click to follow link	Phone
Heather Wolfe	SST 16 Director	heather.wolfe@sst16.org	(740)-797-0150 FAX (740)-797-0154
David Bruce	Consultant SST 15 and 16	d.bruce@sst15.org	
Kathy Dailey	PBIS Consultant	kathy.dailey@sst16.org	(740) 797-0150 FAX (740) 797-0154
Mike Edwards	Lead Special Education Consultant	mike.edwards@sst16.org	(740) 797-0150 FAX (740) 797-0154
Angie Gibbs	Lead Early Learning and School Readiness Consultant	angie.gibbs.@sst16.org	(740) 797-0150 FAX (740) 797-0154
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