

Education matters

Professional Development
Makes the Difference

Office of the State Superintendent of Education
Division of Special Education
Core Professional Development Calendar (Revised 4.5.11)
School Year 2010-2011

OCTOBER 2010 – JUNE 2011

A MESSAGE FROM THE ASSISTANT SUPERINTENDENT OF SPECIAL EDUCATION

Dear Local Education Agencies,

In the 21st Century, research shows that professional development, which is an investment in educators, makes a difference. I am pleased to present you with the Division of Special Education's School Year 2010-2011 Core Professional Development Calendar.

This year we are focusing on key areas for professional development: the special education process, data, behavior, the art and science of teaching, effective reading, math, and early childhood instruction, and instructional leadership. Over a dozen national experts in the field of education will come to the District of Columbia just to train you.

I encourage you to carefully review the calendar and have your staff submit registration applications for the professional development opportunities that best meet your LEA's needs. Prior to registering, please read the Frequently Asked Questions page for important information regarding registration, admittance, and other policies related to participating in the professional development opportunities.

The District's children need us. Please join us this school year as we continue to develop a community of learning- a group of professional educators continually growing and striving to ensure DC's children, especially children with special needs, receive an education that affords them the opportunity to be successful in college and in the 21st century workforce.

We look forward to seeing you this school year, and we ask that you please share this calendar with your colleagues.

Sincerely,

Tameria J. Lewis
Assistant Superintendent of Special Education

Join us
this school year!

Who should attend?

- Administrators (Heads of Schools and Principals, Vice Principals, Directors of Special Education, Directors of Academics)
- General and Special Education Teachers
- School Psychologists, Counselors, and other Clinicians
- Special Education Coordinators
- Paraprofessionals

EDUCATION

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Overview of Training Calendar

OCTOBER 2010

M	T	W	Th	F
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NOVEMBER 2010

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JANUARY 2011

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MAY 2011

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JUNE 2011

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Course #	Date	Title
EC-1	10/28/10	Establishing and Managing High Quality Preschool Programs
EC-2	10/29/10	Managing Preschool Environments and Children's Behaviors
B-1	11/1/10	Functional Behavioral Assessments- Session 1
IL-1	11/2/10	Creating Highly Effective Schools- Session 1- PM
SP-1	11/2/10	Individualized Education Plan (IEP) Process- Session 1A
R-1	11/3/10	Teach Them All To Read- Session 1
SP-2	11/4/10	What Every Teacher Should Know About IDEA- Session 1A
R-2	11/5/10	Research to Practice: Improving Literacy in Middle and High School Students- Session 1
D-1	11/8/10	Data Teams Seminar- Session 1
SP-3	11/8/10	Childhood Outcomes Summary Form (COSF)- Session 1A
EC-3	11/9/10	Managing Behaviors to Support Differentiating Instruction in Pre-K Classrooms, Part One and Part Two- Session 1
AAS-1	11/10/10	DIBELS Next- Session 1
AAS-1	11/12/10	DIBELS Next- Session 2
W-1	11/12/10	Write Tools 101: Two Day Foundation- Session 1
D-1	11/15/10	Data Teams Seminar- Session 2
SP-4	11/15/10	Alternate Testing Accommodations and Modifications- Session 1A
R-3	11/16/10	The Reading Coach: Coaching That Get's Results- Session 1
R-4	11/17/10	Educators as Physicians: Using Data from Reading Assessments for Professional Decision- Session 1
SP-5	11/17/10	Individualized Education Program (IEP) Process (Webinar)- Session AM
SP-5	11/17/10	Individualized Education Plan (IEP) Process (Webinar)- Session PM
R-5	11/19/10	The "Five Big Ideas" of Early Literacy- Session 1- Foundation Concepts for Early Literacy

Course #	Date	Title
W-1	11/19/10	Write Tools 101: Two Day Foundation- Session 2
M-1	11/30/10	Ten Big Math Ideas- Session 1-Foundation for Teaching Math to Elementary School Students
AAS-1	12/2/10	DIBELS Next- Session 3
AAS-1	12/3/10	DIBELS Next- Session 4
M-1	12/6/10	Ten Big Math Ideas- Session 2- Foundation for Teaching Math to Elementary School Students
EC-3	12/7/10	Managing Behaviors to Support Differentiating Instruction in Pre-K Classrooms, Part One and Part Two- Session 2
M-1	12/7/10	Ten Big Math Ideas- Session 3- Number Sense
D-2	12/8/10	Data Decision Making for Results
SP-7	12/9/10	Effective IEP Goal Writing- Session 1A
AST-2	12/10/10	Building Background Knowledge for Academic Vocabulary
R-5	12/10/10	The "Five Big Ideas" of Early Literacy- Session 2- Phonemic Awareness and Phonics Instruction as Platform Skills
B-1	12/13/10	Functional Behavioral Assessments- Session 2 (Rescheduled to 2/7/11)
SP-8	12/13/10	Individual Education Plan (IEP): An Overview for General Education Teachers (CANCELLED)
SP-9	12/14/10	Initial Evaluation and Reevaluation- Session 1A (CANCELLED)
SP-9	12/15/10	Initial Evaluation and Reevaluation- Session 1B (Webinar)- AM (CANCELLED)
SP-9	12/15/10	Initial Evaluation and Reevaluation- Session 1B (Webinar)- PM (CANCELLED)
IL-1	1/6/11	Creating Highly Effective Schools- Session 2- PM
R-1	1/7/11	Teach Them All To Read- Session 2
SP-10	1/7/11	Least Restrictive Environment: Planning for Student Success- Session 1A (Rescheduled to 1/25/11)
B-2	1/10/11	A Proactive and Positive Approach to Classroom Management- Session 1

Course #	Date	Title
R-3	1/10/11	The Reading Coach: Coaching That Get's Results- Session 2
B-3	1/11/11	Interventions: Evidence-based Behavioral Strategies for Individual Students- Session 1
R-4	1/11/11	Educators as Physicians: Using Data from Reading Assessments for Professional Decision- Session 2
M-1	1/12/11	Ten Big Math Ideas- Session 4- Number Sense
SP-11	1/12/11	Co-Teaching: A Method for Creating Inclusive Classrooms- Session 1
D-3	1/13/11	Advanced Data-Driven Decision Making Seminar- Session 1 (CANCELLED)
SP-4	1/13/11	Alternate Testing Accommodations and Modifications- Session 1B
EC-4	1/14/11	Early Childhood Developmental Milestones- Session 1A
R-2	1/14/11	Research to Practice: Improving Literacy in Middle and High School Students- Session 2
SP-1	1/18/11	Individualized Education Program (IEP) Process- Session 1B (Rescheduled to 1/24/11)
SP-7	1/18/11	Effective IEP Goal Writing- Session 1B (Webinar)- AM (Rescheduled to 1/31/11)
SP-7	1/18/11	Effective IEP Goal Writing- Session 1B (Webinar)- PM (Rescheduled to 1/31/11)
II-2	1/19/11	Supervising the Art & Science of Teaching- Session 1 (Rescheduled to 5/10/11)
SP-11	1/19/11	Co-Teaching: A Method for Creating Inclusive Classrooms- Session 2
EC-5	1/20/11	Developing Pre-Skills for Language & Literacy- Session 1
II-2	1/20/11	Supervising the Art & Science of Teaching- Session 2 (Rescheduled to 5/11/11)
AST-1	1/21/11	Power Strategies for Effective Teaching- Session 1
R-5	1/21/11	The "Five Big Ideas" of Early Literacy- Session 3- Multisyllabic Words and Fluency (CANCELLED)

Course #	Date	Title
AST-3	1/24/11	Art & Science of Teaching- Session 1
SP-1	1/24/11	Individualized Education Program (IEP) Process- Session 1B (NEW DATE)
SP-12	1/24/11	Attention Deficit Hyperactivity Disorder (ADHD) (Rescheduled to 3/10/11)
SP-10	1/25/11	Least Restrictive Environment: Planning for Student Success- Session 1A (NEW DATE)
W-4	1/25/11	The Write Tools for Multiparagraph Writing, Writing to a Prompt, and Compare/Contrast Essays
M-1	1/26/11	Ten Big Math Ideas- Session 5- Manipulatives
D-3	1/27/11	Advanced Data-Driven Decision Making Seminar- Session 2 (CANCELLED)
W-2	1/28/11	Writing to Learn: Processes and Products (Reschedule to March 14, 2011)
R-2	1/31/11	Research to Practice: Improving Literacy in Middle and High School Students- Session 3 (CANCELLED)
SP-7	1/31/11	Effective IEP Goal Writing- Session 1B (Webinar)- AM (NEW DATE)
SP-7	1/31/11	Effective IEP Goal Writing- Session 1B (Webinar)- PM (NEW DATE)
W-5	1/31/11	The Write Tool for Level 1 Writers (Rescheduled to 3/1/11)
SP-6	2/1/11	Special Education Extended School Year (ESY)- Session 1A (Webinar)- AM (CANCELLED)
SP-6	2/1/11	Special Education Extended School Year (ESY)- Session 1A (Webinar)- PM (CANCELLED)
W-6	2/1/11	The Write Tools for Persuasive Writing (Rescheduled to 3/16/11)
AST-4	2/2/11	Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction- Session 1 (Rescheduled to 5/9/11)
B-4	2/2/11	Functional Behavioral Assessments- Session 1

Course #	Date	Title
AST-4	2/3/11	Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction- Session 2 (Rescheduled to 5/10/11)
SC-1	2/3/11	Monitoring Compliance & Indicator 13: Bricks & Mortar- Session 1 (Rescheduled to 2/28/11)
SC-1	2/4/11	Monitoring Compliance & Indicator 13: Bricks & Mortar- Session 2 (CANCELLED)
SP-2	2/4/11	What Every Teacher Should Know About IDEA- Session 1B
B-4	2/7/11	Functional Behavioral Assessments- Session 1
IL-1	2/7/11	Creating Highly Effective Schools- Session 3- PM
AAS-2	2/8/11	Power and Unwrapped Standards- Session 1 (CANCELLED)
R-1	2/8/11	Teach Them All To Read- Session 3
AAS-2	2/9/11	Power and Unwrapped Standards- Session 2 (CANCELLED)
SP-9	2/9/11	Initial Evaluation and Reevaluation- Session 1C
AST-3	2/10/11	Art & Science of Teaching- Session 2
SP-11	2/11/11	Co-Teaching: A Method for Creating Inclusive Classrooms- Session 3
AST-1	2/14/11	Power Strategies for Effective Teaching- Session 2
EC-5	2/16/11	Developing Pre-Skills for Language & Literacy- Session 2
M-1	2/16/11	Ten Big Math Ideas- Session 6- Minilessons
R-2	2/17/11	Research to Practice: Improving Literacy in Middle and High School Students- Session 4
R-3	2/17/11	The Reading Coach: Coaching That Get's Results- Session 3
R-4	2/18/11	Educators as Physicians: Using Data from Reading Assessments for Professional Decision- Session 3
R-5	2/18/11	The "Five Big Ideas" of Early Literacy- Session 4- Vocabulary

Course #	Date	Title
SP-13	2/22/11	Disabilities in Special Education: An Overview of Students with Disabilities in Special Education (Rescheduled to 6/9/11)
W-7	2/22/11	The Write Tools for Imaginative Narrative Writing (Rescheduled to 5/27/11)
AAS-3	2/23/11	Common Formative Assessments- Session 1 (CANCELLED)
AAS-3	2/24/11	Common Formative Assessments- Session 2 (CANCELLED)
SC-1	2/28/11	Monitoring Compliance & Indicator 13: Bricks & Mortar (CANCELLED)
SP-11	2/28/11	Co-Teaching: A Method for Creating Inclusive Classrooms- Session 4
SC-2	3/1/11	Transition Planning for Students with IEPs (NEW DATE)
W-5	3/1/11	The Write Tool for Level 1 Writers (NEW DATE)
W-8	3/1/11	The Write Tools for Descriptive Writing (Rescheduled to 6/7/11)
M-1	3/2/11	Ten Big Math Ideas- Session 7- Pedagogy Focus (Rescheduled to 5/11/11)
IL-4	3/3/11	School Leadership That Works (Rescheduled to 6/8/11)
SP-6	3/4/11	Special Education Extended School Year (ESY)- Session 1B (Rescheduled to 3/11/11)
SC-3	3/7/11	Transition Assessments: The Big Picture- Session 1 (NEW DATE)
SP-14	3/7/11	Universal Design for Learning- Session 1
R-2	3/8/11	Research to Practice: Improving Literacy in Middle and High School Students- Session 5
SC-3	3/8/11	Transition Assessments: The Big Picture- Session 2 (NEW DATE)
AST-6	3/9/11	Highly Engaged Classroom- Session 1
AST-6	3/10/11	Highly Engaged Classroom- Session 2

Course #	Date	Title
SP-12	3/10/11	Attention Deficit Hyperactivity Disorder (ADHD) (NEW DATE)
SP-15	3/10/11	Factors Affecting Curriculum for Students with Special Needs (CANCELLED)
IL-3	3/11/11	Principal's Guide to Special Education- A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs (Rescheduled to 5/26/11)
SP-6	3/11/11	Special Education Extended School Year (ESY)- Session 1B (NEW DATE)
B-2	3/14/11	A Proactive and Positive Approach to Classroom Management- Session 2
W-2	3/14/11	Writing to Learn: Processes and Products (NEW DATE)
W-3	3/14/11	Writing to Learn: Instructional Strategies for Nonfiction (Rescheduled to 5/20/11)
AST-3	3/15/11	Art & Science of Teaching- Session 3
B-3	3/15/11	Interventions: Evidence-based Behavioral Strategies for Individual Students- Session 2
W-6	3/16/11	The Write Tools for Persuasive Writing (NEW DATE)
SP-10	3/17/11	Least Restrictive Environment: Planning for Student Success- Session 1B
EC-6	3/18/11	Integrating Instruction for Language, Pre-Reading, Pre-Writing and Early Numeracy- Session 1
R-5	3/18/11	The "Five Big Ideas" of Early Literacy- Session 5- Comprehension
SP-14	3/21/11	Universal Design for Learning- Session 2
W-9	3/21/11	The Write Tools for Research and Report Writing
AST-7	3/24/11	Differentiating Instruction- Session 1
B-2	3/24/11	A Proactive and Positive Approach to Classroom Management- Session 3
AST-7	3/25/11	Differentiating Instruction- Session 2

Course #	Date	Title
B-3	3/25/11	Interventions: Evidence-based Behavioral Strategies for Individual Students- Session 3
IL-5	3/30/11	The BIG Rocks: Priority Management for Principals - Establishing a Professional Learning Community (PLC)
EC-4	4/5/11	Early Childhood Developmental Milestones- Session 1B
SC-4	5/2/11	"At Risk" to Graduate: Transforming Pathways for Youth with Disabilities- Session 1 (NEW DATE)
SP-3	5/2/11	Childhood Outcomes Summary Form (COSF)- Session 1B
SC-4	5/3/11	"At Risk" to Graduate: Transforming Pathways for Youth with Disabilities- Session 2 (NEW DATE)
IL-1	5/3/11	Creating Highly Effective Schools- Session 4- AM Session
SP-1	5/3/11	Individualized Education Program (IEP) Process- Session 1C
R-1	5/5/11	Teach Them All To Read- Session 4
SP-9	5/5/11	Initial Evaluation and Reevaluation- Session 1D
R-5	5/6/11	The "Five Big Ideas" of Early Literacy- Session 6- Reading Assessment for Effective Instruction
AST-4	5/9/11	Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction- Session 1 (NEW DATE)
SP-16	5/9/11	Foundations of Learning Disabilities: A Foundational Seminar on Learning Disabilities
AST-4	5/10/11	Teaching Basic and Advanced Vocabulary: A Framework for Direct Instruction- Session 2 (NEW DATE)
II-2	5/10/11	Supervising the Art & Science of Teaching- Session 1 (NEW DATE)
SP-7	5/10/11	Effective IEP Goal Writing- Session 1C
II-2	5/11/11	Supervising the Art & Science of Teaching- Session 2 (NEW DATE)

Course #	Date	Title
M-1	5/11/11	Ten Big Math Ideas- Session 7- Pedagogy Focus
R-2	5/11/11	Research to Practice: Improving Literacy in Middle and High School Students- Session 6
AST-3	5/12/11	Art & Science of Teaching- Session 4
SP-6	5/12/11	Special Education Extended School Year (ESY)- Session 1C
EC-6	5/13/11	Integrating Instruction for Language, Pre-Reading, Pre-Writing and Early Numeracy- Session 2
SP-17	5/13/11	Emotional Behavior Disturbance
W-10	5/16/11	The Write Tools for Personal Narrative Writing
AST-3	5/17/11	Art & Science of Teaching- Session 5
AST-3	5/18/11	Art & Science of Teaching- Session 6
SP-18	5/19/11	Learning Disabilities: Criteria for Determining Eligibility for Special Education
SP-19	5/20/11	Emotional Behavior Disturbance: Criteria for Determining Eligibility for Special Education
W-3	5/20/11	Writing to Learn: Instructional Strategies for Nonfiction (NEW DATE)
M-1	5/23/11	Ten Big Math Ideas- Session 8- Big Ideas (NEW DATE)
SP-20	5/23/11	Developmental and Psychological Disorders: Educational Implications for Special Education Students
R-6	5/24/11	Highly Effective Instructional Strategies for Struggling Readers- Session 1
R-6	5/25/11	Highly Effective Instructional Strategies for Struggling Readers- Session 2
SP-21	5/25/11	Related Services: An Overview- Session 1- AM (NEW TIME)
SP-21	5/25/11	Related Services: An Overview- Session 1- PM (NEW TIME)
AST-5	5/26/11	Response to Intervention (Rescheduled to 6/10/11)

Course #	Date	Title
IL-3	5/26/11	Principal's Guide to Special Education- A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs (NEW DATE)
W-7	5/27/11	The Write Tools for Imaginative Narrative Writing (NEW DATE)
W-11	6/1/11	The Write Tools for Active Reading Strategies, Including Response to Literature
AAS-4	6/2/11	Formative Assessment and Standards-Based Grading- Session 1
AAS-4	6/3/11	Formative Assessment and Standards-Based Grading- Session 2
SP-22	6/6/11	Catch Them Before They Fall Through The Cracks! Identification in the Classroom Setting
W-8	6/7/11	The Write Tools for Descriptive Writing (NEW DATE)
IL-4	6/8/11	School Leadership That Works (NEW DATE)
SP-13	6/9/11	Disabilities in Special Education: An Overview of Students with Disabilities in Special Education
AST-5	6/10/11	Response to Intervention (NEW DATE)

Art and Science of Teaching (AST): Highly Effective Instructional Strategies

AST-1: Power Strategies for Effective Teaching (New Dates)

Presenter(s): Dr. Brandon Doubek, Leadership and Learning Center
Date(s): January 21, 2011 and February 14, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast1/>

The Power Strategies for Effective Teaching seminar synthesizes decades of credible and documented research. This interactive seminar allows participants to experience some of the strategies before determining how to apply each one to their unique teaching situations. Participants will also learn a specific “unwrapping” protocol to apply to the analysis of student work and will connect specific strategies to evidence found in the work. We will discuss various forms of teacher collaboration, including data teams, in connection with each chosen strategy.

***Note- This is a two-day seminar. Participants must attend both days.**

AST-2: Building Background Knowledge for Academic Vocabulary

Presenter(s): Margaret McInteer, Marzano Research Laboratory
Date(s): December 10, 2010
Time: 8:30 am – 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast2/>

Learn why insufficient background knowledge is a chronic cause of low achievement, and discover how a carefully structured combination of two approaches – sustained silent reading and instruction in subject-specific vocabulary – can help rescue low achievers and boost the academic performance of all students.

Marzano Research Laboratory Associates will use detailed vignettes to provide you with the tools you need to close achievement gaps: characteristics that determine the success of a sustained silent reading

(SSR) program; a five-step SSR program that extends through grade 10; eight characteristics of effective vocabulary instruction that enhance academic background knowledge; a six-step process for vocabulary instruction in 11 subject areas; and the vocabulary terms that are critical to students' success.

AST-3: Art & Science of Teaching

Presenter(s): Jan Hoegh and Mitzi Hoback, Marzano Research Laboratory
Date(s): January 24, 2011, February 10, 2011, March 15, 2011, May 12, 2011 and May 17 -18, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast3/>

This six-day foundational seminar focuses on Dr. Marzano’s book, *The Art and Science of Teaching*, which highlights well-researched practices educators can use to be truly effective and realize gains in student achievement. Participants will learn which teaching strategies make the most difference in the classroom and how and when to use them. Gain insights on incorporating quality classroom practices from the perspectives of teacher and leader.

***Note- This is a six-day seminar. Participants must attend all sessions.**

AST-4: Teaching Basic and Advanced Vocabulary: A

Framework for Direct Instruction (New Dates)

Presenter(s): Margaret McInteer, Marzano Research Laboratory
Date(s): May 9 -10, 2011
Time: 8:30 am – 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast4/>

Using a framework for direct instruction and a list of over 8,000 basic and advanced terms, Marzano Research Associates will explain how to maximize students' understanding of new vocabulary by:

- Grouping words into semantic clusters to provide meaning through context
- Conducting a snapshot assessment to evaluate students' prior knowledge of vocabulary
- Using comparison, classification, analogy, and metaphor activities
- Providing multiple exposures to words by using inventive games and other activities

***Note- This is a two-day seminar. Participants must attend both sessions.**

AST-5: Response to Intervention (New Date)

Presenter(s): Chandra Williams, OSSE
Date(s): June 10, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast5/>

This hands-on, interactive session illustrates how Response to Intervention (RTI) is most effective when implemented on the foundation of a professional learning community (PLC). Learn to create three tiers of interventions—from basic to intensive—to address student learning gaps. You will learn what a successful program looks like and understand how to make RTI work in your school.

AST-6: The Highly Engaged Classroom

Presenter(s): Margaret McInteer, Marzano Research Laboratory
Date(s): March 9-10, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast6/>

The Highly Engaged Classroom operates on the basic premise that student engagement happens as a result of a teacher's careful planning and execution of specific strategies. With this in mind, Marzano Research Laboratory Associates translates research into a practical model of engagement and discusses strategies designed to increase engagement in every student.

***Note- This is a two-day seminar. Participants must attend both days.**

AST-7: Differentiating Instruction

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck and Associates
Date(s): March 24-25, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ast7/>

This two-day seminar provides step-by-step procedures that will help you make differentiated instruction happen in your classroom. You will learn how to establish routines and procedures for managing whole class and small group teaching, collaborative, and/or independent practice. These practical suggestions will provide ways to differentiate what you do with students in small groups to improve instructional effectiveness and increase student achievement. The content and methodology taught in this seminar will apply to any grade level or content area.

***Note- This is a two-day seminar. Participants must attend both days.**

Assessments and Standards (AAS)

AAS-1: DIBELS Next Essential Workshop (K-5)

Presenter(s): Dr. Stephanie Stollar, Dynamic Measurement Group
Date(s): November 10, 2010, November 12, 2010 and December 2-3, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/aas1/>

This four-day seminar will support users who are new to DIBELS. It will cover the foundations and research behind DIBELS, administration and scoring of all of the DIBELS Next measures, the logistics of assessment, and its use in an outcomes-driven model. Current DIBELS Mentors attending this seminar will receive presentation materials to train both new and transitioning users on the DIBELS Next Essential and DIBELS Next Transition workshops.

***Note- This is a four-day seminar. Participants must attend all sessions.**

AAS-2: Power and Unwrapped Standards

Presenter(s): Larry Ainsworth, Leadership and Learning Center
Date(s): February 8-9, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/aas2/>

"Unwrapping" the academic content standards is a technique to help educators identify from the full text of the standards exactly what they need to teach their students. "Unwrapped" standards provide clarity as to what students must know and be able to do. Participants will learn the importance of analyzing each standard to identify its essential concepts and skills, which will result in more effective instructional planning, assessment, and student learning. Participants will learn "unwrapped" concepts and skills to determine the "Big Ideas," or learning goals that they want their students to remember long after instruction ends. The critical component that will be addressed during this session is how to write "essential questions" to guide students toward the attainment of Big Ideas.

The process you will learn in "unwrapping" the standards is practical, can be understood quickly, and perhaps best of all, can be implemented immediately to improve both the quality of instruction and the achievement of all students.

***Note- This is a two-day seminar. Participants must attend both days.**

AAS-3: Common Formative Assessments (New Date)

Presenter(s): Larry Ainsworth, Leadership and Learning Center

Date(s): February 23-24, 2011

Time: 8:30 am – 3:30 pm

Location: 810 First Street, NE, 3rd Floor, Grand Hall

Register: <https://tta.wufoo.com/form/aas3>

Common Formative Assessments are periodic or interim assessments, collaboratively designed by grade-level or course teams of teachers, and administered to all students in a grade level or course several times during the quarter, semester, trimester, or entire school year. Designed to match pre- and post-assessments to ensure same-assessment to same-assessment comparisons, they are similar in design and format to state assessments.

Common formative assessment items are intentionally aligned to essential (power) standards *only* and reflect a blend of item types, including selected-response (multiple choice, true/false, matching) *and* constructed-response (short or extended). Participating teachers analyze student assessment results in data teams to plan and differentiate instruction. Such results provide *predictive value* as to how students are likely to do on each succeeding assessment (school, local education agency, and state) in time for teachers to make instructional modifications.

This two-day seminar is based on the book, *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment*, by Larry Ainsworth and Donald Viegut (Corwin Press, 2006) Participants will learn about:

- *Regular and timely feedback* regarding student attainment of the most critical standards in order to better meet diverse learning needs of all students
- *Multiple-measure assessments* that allow students to demonstrate their understanding in a variety of formats
- *Ongoing collaboration* opportunities for grade-level, course, and department teachers
- *Consistent expectations* within a grade level, course, and department regarding standards, instruction, and assessment priorities
- Agreed-upon *criteria for proficiency* to be met within each individual classroom, grade level, school, and local education agency

- *Deliberate alignment* of classroom, school, local education agency, and state assessments to better prepare students for success on state assessments
- Results that provide *predictive value* as to how students are likely to do on each succeeding assessment in time to *make instructional modifications*

***Note- This is a two-day seminar. Participants must attend both days.**

AAS-4: Formative Assessment and Standards-Based Grading

Presenter(s): Dr. Phil Warrick, Marzano Research Laboratory

Date(s): June 2-3, 2011

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Hotel at Gallaudet University,
800 Florida Avenue, NE

Register: <https://tta.wufoo.com/forms/aas4/>

Teachers regularly make important evaluations about student achievement. How do you know if such decisions are based on sound assessment results? Learn research-based practices for using quality formative classroom and local education agency-level assessments aligned to solid grading practices.

***Note- This is a two-day seminar. Participants must attend both days.**

Behavior Intervention (B)

B-1: Functional Behavioral Assessment (FBA) (New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): November 1, 2010 and February 7, 2011 (Seminar will be offered again. See B-4)
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/b1/>

Functional Behavioral Assessment is a two-day seminar that teaches participants how to conduct a Functional Behavioral Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. Participants must bring an example of a student with whom they work who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

***Note- This is a two-day seminar. Participants must attend both days.**

B-2: A Proactive and Positive Approach to Classroom Management

Presenter(s): Susan Isaacs, Safe and Civil Schools
Date(s): January 10, 2011, March 14, 2011, and March 24, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/b2/>

This three day seminar is designed for K-8 teachers, specialists, coaches, and interventionists. Participants will be provided with the foundational content on managing student behavior as well as effective strategies for preventing behavior problems in the classroom. Participants will learn techniques and essential classroom management competencies, including

teaching expectations, designing schedules, using positive interactions, and establishing consequences for misbehavior. Participants will leave the workshop with practical and effective strategies for integrating research on classroom management into their daily routines.

***Note- This is a three-day seminar. Participants must attend all sessions.**

B-3: Interventions: Evidence-based Behavioral Strategies for Individual Students

Presenter(s): Susan Isaacs, Safe and Civil Schools
Date(s): January 11, 2011, March 15, 2011 and March 25, 2011
Time: 8:30 am to 3:30 pm
Location: (1/11 & 3/25) 810 First Street, NE, 3rd Floor Grand Hall
(3/15) Kellogg Conference Hotel at Gallaudet University, 800 Florida Avenue, NE
Register: <https://tta.wufoo.com/forms/b3/>

This three day training will focus on designing interventions for students with severe social, emotional, and behavior problems using the intensive procedures detailed in *Interventions: Evidence-Based Behavioral Strategies for Individual Students*. Participants will focus on students who require individual intervention. Participants will learn five early-stage interventions that all teachers can be trained to implement. In addition, participants will learn how to implement, in collaboration with an interventionist (psychologist, counselor, or behavior specialist) or intervention team, 14 highly structured, research-based interventions for students with the most intensive needs. Participants will also learn problem-solving processes that teams can use to ensure effective design of individualized behavior interventions.

***Note- This is a three-day seminar. Participants must attend all sessions.**

B-4: Functional Behavioral Assessment (FBA)

Presenter(s): Division of Special Education/OSSE
Date(s): February 2, 2011 and February 7, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/b4/>

Functional Behavioral Assessment is a two-day seminar that teaches participants how to conduct a Functional Behavioral Assessment (FBA) and use it to design a Behavior Intervention Plan (BIP) for a student with challenging behaviors. Day 1 will focus on the FBA: teamwork, understanding the context of behavior, collecting data, and reinforcement. Day 2 will focus on analyzing the data and developing a targeted BIP. Participants must bring an example of a student with whom they work who exhibits severe challenging behaviors. They will be required to collect data on the student's behavior between Days 1 and 2, from which they will develop a BIP.

***Note- This is a two-day seminar. Participants must attend both days.**

Data-Driven Instruction: Using Data to Get Results (D)

D-1: Data Teams Seminar

Presenter(s): Dr. Connie Kamm, Leadership and Learning Center
Date(s): November 8, 2010 and November 15, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/d1/>

The Data Teams Seminar is designed for classroom teachers who will serve as data team leaders and data team members. In addition to teacher-leaders, this seminar includes principals because they serve as the key support person for data team leaders. The data-driven decision making process comes alive and is systematically sustained through the simple but powerful formation of data teams.

In order for the data process to work and be sustained, data team meetings must be scheduled so that they take place on a regular basis and the team meetings must be structured. Facilitators of the team meetings must be classroom teachers who create the agenda, monitor time, listen, and help move the team through the data process as it relates to their grade level, as well as both individual and group academic needs.

This seminar is key for success in applying the data process. Principals will understand the importance of meeting with the data team leaders once a month to collect student achievement data and to address concerns or issues the data team leaders bring to the meeting. They will also learn how to monitor continuous improvement related to year-long goals by reviewing progress via the monthly goals established by each data team.

***Note- This is a two-day seminar. Participants must attend both days.**

D-2: Data-Driven Decision Making for Results

Presenter(s): Dr. Connie Kamm, Leadership and Learning Center
Date(s): December 8, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/d2/>

Participants will examine their data and make leadership and instructional decisions within the framework of a proven and effective process. The six-step data-driven decision making process includes: Treasure Hunt, Analysis and Prioritization of Needs, SMART Goals, Identifying Strategies, Determining Results Indicators, and Planning for Monitoring and Evaluation. Each step will take participants deeper into new systems of thinking and applications of data. During the seminar participants will examine their own real data on real students, so that the process is presented and understood in context. By the conclusion of day one, participants will have learned the process and made concrete improvement decisions about their local education agency or school.

D-3: Advanced Data-Driven Decision Making Seminar

Presenter(s): Dr. Connie Kamm, Leadership and Learning Center
Date(s): January 13, 2011 and January 27, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/form/d3/>

This two-day interactive seminar in Advanced Data-Driven Decision Making offers in-depth analysis tools that build upon the principles of Data-Driven Decision Making (DDDM) and efforts of data teams to improve student achievement. The seminar is designed to improve each participant's ability to understand the story behind the numbers (Reeves, 2000) and make visible the invisible (Schmoker, 1999). Advanced Data-Driven Decision Making builds on prerequisite learning in DDDM by providing participants with tools and strategies that add value to every step in the DDDM process. Build data analysis expertise in every school. Go beyond what assessment information says to what assessment information really means.

The seminar is designed for leaders who have completed and applied the lessons and strategies of at least one of the Leadership and Learning Center Seminars: *Data-Driven Decision Making*, *Data-Driven Decision Making for Leaders*, *Data Teams*, or *Data-Driven Decision Making Certification Courses*.

***Note- This is a two-day seminar. Participants must attend both days.**

CANCELLED

Early Childhood Instruction (EC)

EC-1: Establishing and Managing High Quality Preschool Programs

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s): October 28, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ec1/>

This session provides an overview of research and evidence-based suggestions to help early childhood leaders establish and manage high quality preschool environments for young children and families with increasingly diverse needs. This session provides an **OVERVIEW** of a management system that helps administrators/directors monitor and support teachers and staff as they provide age-appropriate small group instruction and guided practice and use teaching time efficiently and effectively. Participants will also learn to monitor preschool classrooms to support teaching, learning, and behavioral management. *This session is highly recommended for administrators and early childhood directors or program coordinators.*

***HIGHLY RECOMMENDED THAT PARTICIPANTS ATTEND OCT. 28-29.**

EC-2: Managing Preschool Environments and Children's Behaviors

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s): October 29, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/ec2/>

This session describes a management system that helps teachers organize their classrooms and use routines and procedures to establish orderly, predictable environments that support effective teaching and learning. Participants will learn how to group children for instruction, manage small groups, develop orderly transitions, and use learning centers to encourage

self-regulation in productive play. This session will focus on **IMPLEMENTATION**, using teaching tools that create safe, orderly environments, i.e., a Job Chart, a Rotation Chart, and a Daily Schedule that includes time periods for whole class and small group activities. *This session is highly recommended for administrators, teachers and paraprofessionals working in early childhood classrooms.*

***HIGHLY RECOMMENDED THAT PARTICIPANTS ATTEND OCT. 28-29.**

EC-3: Managing Behaviors to Support Differentiating

Instruction in Pre-K Classrooms

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): November 9, 2010 and December 7, 2010

Time: 8:30 am to 3:30 pm

Location: (11/9) Early Stages, 1125 New Jersey Avenue, NW
(12/7) 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/ec3/>

Session 1- November 9, 2010

This session introduces a behavioral management communication system called Two Choice Discipline to ensure adults maintain their composure while managing behaviors. Participants will learn to identify choice options and communicate expectations clearly. You will learn how to provide two choices and encourage children to think about options and then choose appropriately. This session will help you identify pre-set choices and consequences, communicate proactively and positively, and consistently follow through so that behavior management does not interfere with classroom instruction. This session focuses on TEACHER TALK to help adults change their communication skills and speak in ways that assist children with understanding expectations and following directions.

Session 2- December 7, 2010

The second session continues with teaching and practicing how to use Two Choice Discipline in classrooms to enhance personal responsibility and accountability. You will learn how to help children develop decision-making skills by identifying choices, discussing probable outcomes, and anticipating consequences. This session focuses on STUDENT TALK, or children's choices to reflect on choices and consequences before they make a decision and then communicate respectfully to other children or adults.

These sessions are excellent for any adult working with preschool children, including administrators, teachers, paraprofessionals, or parents.

***Note- This is a two-day seminar. Participants must attend both days.**

EC-4: Early Childhood Developmental Milestones

Presenter(s): Division of Special Education/OSSE

Date(s): January 14, 2011 or April 5, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/ec4/>

Participants will learn the principles of child growth and development necessary for working in preschool programs that serve children from three through five years of age. Participants will learn about the social, emotional, physical, and intellectual development of young children and the implications of these areas of growth and development on preschool children are emphasized. This session will provide participants with the essential content to identify delays in development which could be the sign of a problem.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

EC-5: Developing Pre-Skills for Language & Literacy

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): January 20, 2011 and February 16, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/ec5/>

Session 1- January 20, 2011

This session provides updates on research about age-appropriate practices for teaching and developing language and literacy in young children. Participants will learn how to teach active listening, assess needs, and provide meaningful instruction to enhance listening comprehension and language acquisition. You will also learn how to teach phonological and phonemic awareness and how to use words meaningfully in oral language experiences (story retell, story-telling, or read/talk/tell activities). The session includes game-like activities that provide interactive ways to manipulate sounds and develop emergent reading skills.

Session 2- February 16, 2011

The second session continues with learning teaching strategies for instructional support to enhance word knowledge, listening skills and oral language expression. You will learn how to “read” text differently and use a graphic organizer to identify story parts, and then retell the story in a sequence that makes sense. Participants will work in small groups to practice using activities that support instruction in manipulating sounds (segmenting and blending sounds in simple words), print awareness for early reading, and learning simple high frequency words. All activities will demonstrate how to integrate skills practice for listening comprehension, oral language and print awareness to retell stories and “read” simple words or short sentences.

***Note- This is a two-day seminar. Participants must attend both days.**

EC-6: Integrating Instruction for Language, Pre-Reading, Pre-Writing and Early Numeracy

Presenter(s): Dr. Vicki Gibson, Gibson, Hasbrouck & Associates

Date(s): March 18, 2011 and May 13, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/ec6/>

Session 1- March 18, 2011

This session helps integrate instruction and guided practice activities for developing oral language, pre-reading skills, and print awareness. Multiple age-appropriate activities will be introduced and practiced to help you pace teaching and learning so children develop pre-writing skills introduced in art activities to develop the correct orientation and alignment and posture, pressure and grip required for early emergent printing. You will learn how to conduct directed drawings in art experiences to reinforce skill development for listening and following directions and staying with the pace of instruction.

Session 2- May 13, 2011

The second session will help you learn how to extend pre-reading and pre-writing skills to include mathematical experiences that introduce early numeracy skills. You will learn how to teach and practice early numeracy concepts that include shape recognition, number sense, grouping to creating and comparing sets, sorting by multiple characteristics, and counting to develop one-to-one correspondence. Activities will build on prior knowledge for pre-reading, literacy and language to include concepts for math and science. You will also learn how to use create and compare sets using 10 shapes and 10 colors, then graph or chart or create a Venn Diagram to represent information.

***Note- This is a two-day seminar. Participants must attend both days.**

Instructional Leadership (IL)

IL-1: Creating Highly Effective Schools (K-5) (New Date)

Presenter(s): Dr. Elaine McEwan-Adkins, The McEwan-Adkins Group
Date(s): November 2, 2010, January 6, 2011, February 7, 2011, and May 3, 2011
Time: 12:30 pm to 3:30 pm (exception 5/3/2011- 8:30 am to 12:00 pm)
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/il1/>

This institute was designed for the results-oriented school leader who would like to understand and master all accountability measures for student achievement. The first session of this institute will focus on a comprehensive study of the differences between leadership and instructional leadership. School leaders will learn the 7 Steps to Effective Instructional Leadership. Participants will analyze, understand, and discuss the following seven steps to effective instructional leadership:

- Step One: Establish, Implement, and Achieve Academic Standards
- Step Two: Be an Instructional Resource for Your Staff
- Step Three: Create a School Culture and Climate Conducive to Learning
- Step Four: Communicate the Vision and Mission of Your School
- Step Five: Set High Expectations for Your Staff and Yourself
- Step Six: Develop Teacher Leaders
- Step Seven: Establish and Maintain Positive Relationships with Students, Staff, and Parents.

The institute will conclude with participants establishing evidence-based literacy initiatives to implement in their schools. Dr. Elaine McEwan-Adkins will provide participants with a comprehensive understanding of the reading process. She will share examples of how instruction should look in classrooms as well as the research behind why it should look that way. Participants will understand the key components of the reading process and how it should be taught in order to catch those kids who might fall through the cracks.

***Note-** This is a four-day seminar. Participants should attend each date listed and choose either the morning or afternoon session, i.e., participants will attend a half day session in November, January, February, and May.

IL-2: Supervising the Art & Science of Teaching (New Date)

Presenter(s): Dr. David Livingston, Marzano Research Laboratory
Date(s): May 10-11, 2011
Time: 8:30 am – 3:30 pm
Location: 810 First Street, NE, 9th Floor, Room 9014
Register: <https://tta.wufoo.com/forms/il2/>

This two-day interactive seminar addresses how administrators might supervise the art and science of teaching in a way that keeps the focus of attention on student learning (as opposed to the use of specific instructional strategies) and allows individual teachers flexibility and creativity in their teaching practices. It also provides a new framework for lesson observation and lesson design that breaks lessons into basic segments, each with its own expectations regarding teacher behavior.

***Note-** This is a two-day seminar. Participants must attend both days.

IL-3: A Principal's Guide to Special Education- A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs (New Date)

Presenter(s): Chandra Williams, OSSE
Date(s): May 26, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/il3/>

School principals at all levels play an important role in the effectiveness of the planning and implementation of educational programs for children with disabilities. A principal's knowledge of, and involvement in, the process makes all the difference in the world for a program's success. "A Principal's Guide to Special Education" speaks directly to individual principals. The presenters will discuss what principals must know in general about educational programs for children with disabilities and what to do, specifically in the building, to provide the proper leadership.

Participants will be able to:

- Explain the legal basis for educating children with disabilities, by demonstrating knowledge of the key points of IDEA, Section 504, and ADA.
- Identify and explain the role of the principal in daily special education concerns such as individualized education programs, discipline, and inclusion.
- Explain the details of a due process hearing as a remedy for parents in special education matters, how a hearing is conducted, how principals can reduce chances of a hearing, and how principals can prepare for a hearing.

IL-4: School Leadership That Works (New Date)

Presenter(s): Dr. David Livingston, Marzano Research Laboratory
Date(s): June 8, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/il4/>

This school leadership session will provide specific strategies for building a culture among teachers where everyone rallies around innovations that are spearheaded by leaders. Drawing on *School Leadership That Works*, the sessions will also include local education agency level techniques for building support around initiatives.

IL-5: The BIG Rocks: Priority Management for Principals - Establishing a Professional Learning Community (PLC)

Presenter(s): Chandra Williams, OSSE

Date(s): March 30, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/il5/>

How can a dedicated principal work really, really hard but fail to get significant gains in student achievement? The answer is obvious— by spending too much time on the wrong things and not enough time on the right things. The principal's number-one priority is zeroing in on the highest-priority activities for bringing all students to high levels of achievement. If you don't put the two or three top priorities into your calendar first, all of the other "stuff" will clutter your days. For the principal, the big rocks are the actions that drive high achievement for all students. Without a clear sense of these research-based activities, a school leader will accomplish very little.

Participants will map out the two or three highest priorities in their schools, set measurable goals, and learn how to pursue them with laser-like determination. Once you've put your lean, mean strategic plan in place, it is much easier to say "no" to off-mission activities, to be present for students and staff members, and to roll with the punches (because there will still be those crazy days).

Mathematics Instruction (M)

M-1: Ten Big Math Ideas- Enhance Your Student's Math Learning, Test Scores, and Skills (K-5)

Presenter(s): Nancy Low, Dr. Marilyn Burns Math Solutions
Date(s): November 30, 2010 and December 6, 2010, December 7, 2010, January 12, 2011 and January 26, 2011, February 16, 2011, March 2, 2011 and May 11, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/m1/>

This 8-day seminar will begin with focusing on the broad topic of teaching mathematics, to accomplish two key goals: changing the way educators think about math and changing how they teach math to students. Using the state's math standards and a structure that supports educators as learners and as teachers, the first part of this professional development module will introduce teachers to the current guidelines for mathematics instruction.

*** Note- This is an eight-day seminar. Participants must attend all sessions.**

Session 1 and 2- November 30, 2010 and December 6, 2010 Foundation for Teaching Math to Elementary School Students

Teachers will be presented with the rationale for teaching mathematics through problem solving and hands-on experiences, with instructional strategies and ideas that promote thinking and reasoning. Samples of student work connect session experiences to classroom instruction.

Participants will:

- examine problem-solving activities and investigations that develop understanding;
- focus on problem solving in all areas of the math curriculum, including number and operations, geometry, measurement, algebra, data analysis and probability;
- experience a variety of ways to organize the classroom—whole-class, small-group, and individual learning;

- identify and analyze strategies to develop number sense that enhance computational efficiency; and
- understand how manipulative materials can be used to support learning.

Session 3 and 4- December 7, 2010 and January 12, 2011 Number Sense

This mathematics professional development module will continue with training on numbers sense. Number sense is a broad idea that covers a range of numerical thinking. Teachers will gain an understanding of what number sense is, why it is important, and what strategies they can use to help promote their students' number sense. Through firsthand experiences, teachers explore their own number sense and are introduced to instructional approaches that promote thinking and communicating about number. Samples of student work help connect course investigations to teachers' classroom needs.

Participants will:

- engage in a variety of math tasks that help students become flexible in their ability to reason numerically;
- experience a classroom environment that promotes the development of number sense and encourages communication about number;
- assess students' number sense; and
- develop and recognize their own number sense in order to be more aware of how students learn about numbers and computation.

Session 5- January 26, 2011

Manipulatives

This mathematics professional development module will continue with training on the use of manipulatives. Participants will learn to incorporate manipulative materials- color tiles, geoboards, pattern blocks, Cuisenaire Rods, and Snap Cubes- into their mathematics instruction. Many teachers are supplied with manipulative materials but have not had the opportunity to explore their potential for teaching mathematics. Focusing on specific manipulative materials, this course introduces participants to the benefits of manipulatives and demonstrates how to use them to support students' math learning.

This session responds to current standards and helps teachers learn how to:

- use manipulative materials to introduce students to topics in all areas of the mathematics curriculum, including Number and Operations, Geometry, Measurement, Algebra, Data Analysis and Probability;
- provide hands-on activities that help children develop understanding;
- promote students' thinking, reasoning, and ability to solve problems; and
- manage the use of manipulative materials in classroom instruction.

Session 6- February 16, 2011

Mini-lessons

This mathematics professional development module will continue with participants being introduced to Mini-lessons. Mini-lessons offers an approach to practice involving short lessons that are easy to implement, with structures and routines that can be used again and again to provide the reinforcement students need. Teacher facilitated and highly interactive, the lessons help students practice math concepts, skills, and processes by applying them in a variety of problem-solving contexts.

Session 7- May 11, 2011

Pedagogy Focus

This mathematics professional development module will continue with all previous content and strategies learned. The experiences of this day will bring together, in a coherent way, the content from Days 1-6 and will help teachers develop instructional strategies that will be used to make the math accessible to all students.

Session 8- May 23, 2011 (New Date-Make up day for 3/2/11 cancellation)

Big Ideas

This mathematics professional development module will conclude with a training on the "Big Ideas" of Math. The session will focus on "big ideas" of representing mathematical thinking using lessons from the Math and Literature resources.

Reading Instruction (R)

R-1: Teach Them All to Read (K-5)

Presenter(s): Dr. Elaine McEwan-Adkins, The McEwan-Adkins Group
Date(s): November 3, 2010, January 7, 2011, February 8, 2011 and May 5, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall (exception 2/8/11- Kellogg Conference Hotel at Gallaudet University, 800 Florida Avenue, NE)
Register: <https://tta.wufoo.com/forms/r1/>

This 4-day seminar is designed for teachers who desire to support struggling readers more effectively in their classrooms with interventions for each of the curricular components of literacy. Participants will learn to teach more vocabulary in less time, resulting in greater understanding and retention for English Language Learners and students with overall low vocabulary and language skills. Participants will also acquire routines to facilitate student practice of key reading skills and learn how to teach and scaffold comprehension skills like inferencing, summarizing, questioning, and monitoring with authentic text examples. Participants will leave the seminar with the ability to adapt Elaine's intervention lessons to their own reading program and increase their ability to teach for mastery.

*** Note- This is a four-day seminar. Participants should attend all sessions.**

R-2: Research to Practice: Improving Literacy in Middle and High School Students

Presenter(s): Angelee Eames, Cambium Learning
Date(s): November 5, 2010, January 14, 2011, January 31, 2011, February 17, 2011, March 8, 2011 and May 11, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall (exception 2/17/11- Kellogg Conference Hotel at Gallaudet University, 800 Florida Avenue, NE)
Register: <https://tta.wufoo.com/forms/r2/>

This 6-day seminar will focus on highly effective literacy instruction for secondary students. When students enter middle school, the emphasis shifts from reading instruction to a standards-based instructional approach in language arts and literacy skill acquisition, the research states that the transition from elementary to middle school is usually the point in their schooling that achievement gaps become apparent for students who are not yet proficient readers, writers, and spellers. This seminar will focus on research-based best practices, methodologies, and tools for highly effective teaching instructional strategies that are results-oriented.

Participants will develop knowledge of:

- Foundations of language and literacy
- Fundamentals of literacy instruction
- Research proven methods
- The critical components of the five essentials of good reading instruction
- Strategies for developing multi-syllabic word reading
- Strategies for developing fluency
- Strategies for developing vocabulary learning
- Strategies for developing reading comprehension
- The reading-writing connection

*** Note- This is a six-day seminar. Participants should attend all sessions.**

Session 1- November 5, 2010

The Foundations of Language and Literacy

Teachers will review the background research of the "reading brain." This session will cover the scientific research on the fundamentals of a quality instructional program that is direct, explicit, and systematic and responds to the reading needs of all students. Teachers will be provided with the skills to reviewing the abilities and needs of all students. They will also have opportunities to practice the application of instructional strategies for the classroom.

Session 2- January 14, 2011

Building Decoding and Multisyllabic Word Attack Skills

Many secondary students have difficulty with grade level text and unfamiliar vocabulary because they lack the strategies necessary to unlock words. Particular emphasis will be placed on strategies for decoding more complex multisyllabic words that are a part of secondary text. Research proven techniques will be reviewed and activities will focus on application.

Session 3- January 31, 2011 (Cancelled Session)

Increasing Fluency and the connection to Reading Comprehension

The evidence is clear students need more practice to read fluently and accurately. This session will focus on strategies and techniques to increase reading practice and determine the fluency levels of secondary students. Practical tools for teaching these skills will be reviewed and practiced, as well as adaptations for diagnosing and determining appropriate assistance for secondary students.

Session 4- February 17, 2011

Vocabulary: the critical area for increasing comprehension and literacy

This session will focus on specific methods for improving vocabulary instruction in reading and the content areas. Teachers will walk away with a repertoire of tools to measure the effectiveness of instructional strategies and the skill levels of secondary students.

Session 5- March 8, 2011

Building Literacy Skills

Comprehension is the goal of literacy instruction. This session will explore the skills of making connections between reading and writing. The specific strategies shared will help students improve understanding through writing applications.

Session 6- May 11, 2011

Strategies for improving the use of data-driven instruction

This session will focus on differentiating instruction, active engagement, test-taking skills, and managing a "reading room." Teachers will leave the institute with practical application strategies and techniques.

R-3: The Reading Coach: Coaching That Gets Results! (K-8)

Presenter(s): Dr. Jan Hasbrouck, Gibson, Hasbrouck & Associates

Date(s): November 16, 2010, January 10, 2011 and February 17, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/r3/>

Coaching has become a popular school model to provide professional development and support that improves teachers' instructional skills and students' reading/literacy skills. Unfortunately, few teachers assigned to "coach" are receiving sufficient training or support to adequately perform the role. This situation is complicated by the fact that few administrators understand this new role or how to provide necessary support. This seminar will benefit both novice and veteran coaches (in reading or other content areas), as well as administrators who support coaches. Various models of coaching are presented along with an overview of Student-Focused Coaching (SFC; Hasbrouck & Denton, 2005 & 2009). The bulk of the seminar explores key strategies to ensure coaching success.

Participants' Outcomes

- Identifying tools to make coaching and collaboration successful
- Understanding how to partner effectively with the principal
- Discovering how to work with ALL teachers (whether open or reserved)
- Using systematic problem-solving strategies to promote collaborative success

*** Note- This is a three-day seminar. Participants must attend all sessions.**

R-4: Educators as Physicians: Using Data from Reading Assessments for Professional Decision-Making within RTI

(K-8)

Presenter: Dr. Jan Hasbrouck, Gibson, Hasbrouck & Associates
Date(s): November 17, 2010, January 11, 2011 and February 18, 2011
Time: 8:30 am to 3:30 pm
Location: (11/17) Early Stages, 1125 New Jersey Avenue, NW
(1/11, 2/18) 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/r4/>

Assessments are necessary for professional decision-making in Response to Intervention (RTI) models. Educators today need to know what reading assessments provide the most essential information. Participants will leave this seminar with a comprehensive understanding about how to effectively and efficiently collect and use assessment data for improving student achievement.

*** Note- This is a three-day seminar. Participants must attend all sessions.**

R-5: The “Five Big Ideas” of Early Literacy

Presenter(s): Tina Pelletier, Cambium Learning
Date(s): November 19, 2010, December 10, 2010, January 21, 2011, February 18, 2011, March 18, 2011 and May 6, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/r5/>

The Elementary Reading Academy is a foundational seminar in how to teach reading. The instruction is organized around the research building blocks that provide the foundation for teaching children to read – the “Five Big Ideas” of early literacy instruction. Through a focus on the “Five Big Ideas”, participants build foundational knowledge needed to understand evidence-based instruction, apply it in the classroom, and measure effectiveness.

The Reading Academy consists of six seminars. Each seminar defines a sequence of skills and suggests implications for classroom instruction.

*** Note- This is a six-day seminar. Participants should attend all sessions.**

Session 1 – November 19, 2010

Foundation Concepts in Early Literacy

This session provides the big picture on early reading skills based on scientific research, including basic linguistics, phonic elements, print awareness, and letter knowledge. Multiple intervention strategies and support structures will be modeled and practiced. An introduction to assessment and differentiation will also be explored.

Session 2 – December 10, 2010

Phonemic Awareness and Phonics Instruction as Platform Skill

During this session, participants learn how to design and implement critical strategies in phonemic awareness as well as explicit, systematic phonics instruction, including effective corrective feedback, various forms of blending, and the application to multiple text types in both whole group and small group reading.

Session 3 – January 21, 2011 (Cancelled Session)

Multisyllabic Words and Fluency

The instructor will model and guide participants through techniques that help students transition from reading single-syllable words to reading multisyllabic words. In addition, participants will learn effective techniques to foster reading fluency: accuracy, appropriate rate, phrasing and expression.

Session 4 – February 18, 2011

Vocabulary

Various aspects of developing oral language and vocabulary will be explored in this session. The instructor will model and guide participants through word-learning strategies and specific word instruction, and participants will experience active ways to promote word consciousness with an emphasis on oral language. Session will include strategies for language impoverished and second language students.

Session 5 – March 18, 2011

Comprehension

This session focuses on effective strategies for developing comprehension skills in both narrative and informational texts. Specific reading skills and strategies—including questioning, graphic organizers, and monitoring

techniques—are presented using explicit instruction, with hands-on lesson models and practice using active engagement techniques.

Session 6 – May 6, 2011

Reading Assessment for Effective Instruction

This session guides participants through data analysis for differentiation and instruction in whole group, small group, and individual settings. Participants will bring data and leave with a model of support for their classroom, as well as an understanding of implications for a school-wide system of support that incorporates all learned strategies from the previous sessions.

R-6: Highly Effective Instructional Strategies for Struggling

Readers

Presenter(s): Dr. Jan Hasbrouck, Gibson, Hasbrouck & Associates

Date(s): May 24-25, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/r6/>

This two-day seminar will begin with the characteristics of struggling readers. There are research-proven, field-tested methodologies for successful prevention and intervention strategies for instructing students who struggle with the reading process. Almost all students can learn to read at grade level. It is never too late. Participants will learn effective instructional components for instruction in phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension.

***Note- This is a two-day seminar. Participants must attend both sessions.**

Secondary Transition (SC)

SC-1: Monitoring Transition Compliance & Indicator 13:

Bricks & Mortar (New Date)

Presenter(s): Dr. Patricia Noonan and Dr. Amy Gaumer-Erickson, Noonan Gaumer Erickson LLC

Date(s): February 28, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/sc1/>

Participants who complete this one-day seminar will be able to write and implement IEPs that meet secondary transition requirements and support students in their movement from school to adult life. The presenters will facilitate a conversation about Indicator 13 (Secondary IEP Transition Requirements), focusing on monitoring requirements and best practice. The participants will be introduced to the difference between minimum compliance requirements of monitoring (bricks) and secondary transition best practices (mortar) to enhance the provision of FAPE in the area of secondary transition. This training is ideal for school teams (minimum of three professionals). Each participant needs to bring a copy of one IEP for a student aged 16 or older with the student's name redacted.

SC-2: Transition Planning for Students with IEPs (New Date)

Presenter(s): Dr. Patricia Noonan and Dr. Amy Gaumer-Erickson, Noonan Gaumer Erickson LLC

Date(s): March 1, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/sc2/>

This seminar will provide participants with an overview of the transition requirements of IDEA as well as best practices in planning for the transition from school to adult life. Participants will be able to identify the major principles of transition, identify the components required in transition IEPs,

and describe the roles of various participants in transition planning. The interactivity of this seminar allows participants to practice knowledge they learn in the training. This training is ideal for school teams (minimum of three professionals).

SC-3: Transition Assessments: The Big Picture (New Date)

Presenter(s): Dr. Patricia Noonan and Dr. Amy Gaumer-Erickson, Noonan Gaumer Erickson LLC

Date(s): March 7-8, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/sc3/>

Participants who complete this two-day seminar will be able to identify various types and approaches to transition assessment, as well as understand the steps in a continuous assessment process. This seminar provides comprehensive information defining transition assessment and identifying critical elements of the assessment process. In addition, the participant will be able to identify the most appropriate uses of both formal and informal assessment during transition planning, supporting students to become self-determined through involvement in the assessment process. This seminar also provides the participants with interactive activities to apply the knowledge gained to evaluate the current assessment process in place within their school or program. All participants will also receive copies of multiple transition assessments.

SC-4: “At Risk” to Graduate: Transforming Pathways for Youth with Disabilities (New Dates)

Presenter(s): Dr. Patricia Noonan and Dr. Amy Gaumer-Erickson, Noonan Gaumer Erickson LLC

Date(s): May 2- 3, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/sc4/>

Understanding the challenge of providing necessary programs and interventions that enable youth with disabilities to stay in school, progress in school, and graduate with meaningful high school credentials, requires not only knowledge about effective interventions and practices, but also an understanding about school experiences that lead to eventual dropout. Both research and practice indicate that school dropout is not an isolated event, and that it follows a predictable pathway that often begins as early as elementary school.

Students at risk for school dropout exhibit warning signs at critical points that can be altered and ameliorated with foresight, appropriate interventions, and supports. The presenters will discuss, in detail, the predictable pathway to school dropout and share the most practical and evidence-based strategies that can address alterable variables and transform students at risk into high school graduates. Tools, strategies, and examples from the field will be shared. This training is ideal for school teams of administrators, general education teachers, special education teachers, and school counselors.

***Note- This is a two-day seminar. Participants must attend both days.**

Special Education Support (SP)

SP-1: Individualized Education Program (IEP) Process (New

Date)

Presenter(s): Division of Special Education/OSSE
Date(s): November 2, 2010, January 24, 2011 or May 3, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp1/>

Participants will be provided with the knowledge and skills needed to: guide an IDEA-compliant IEP meeting, broker communication, build agreement, and resolve conflict as IEP teams plan for a child's academic success. IEP teams will be provided with a roadmap for successfully facilitating the participation, process management, information management, and decision-making skills that are necessary for a productive IEP meeting that focuses on the needs of the child. Participants will have an opportunity to use data to develop an IEP.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-2: What Every Teacher Should Know About IDEA

Presenter(s): Division of Special Education/OSSE
Date(s): November 4, 2010 or February 4, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp2/>

Participants will be provided with practical guidance for understanding IDEA 2004 laws and regulations. This session will cover everything teachers and administrators should know about IDEA 2004 and its practical implications. The training will include concise descriptions of the statutes, with a side-by-side comparison of the "old" regulations versus those just issued by the U.S. Department of Education in August 2006.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-3: Childhood Outcomes Summary Forms (COSF)

Presenter(s): Division of Special Education/OSSE
Date(s): November 8, 2010 or May 2, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp3/>

The Childhood Outcomes Summary Form (COSF) is a form that captures information about preschool children in three critical domains: positive social-emotional skills (including social relationships), the acquisition and use of knowledge and skills (including early language/communication and early literacy) and the use of appropriate behaviors to meet their needs.

Participants will be able to: describe various purposes for collecting and reporting child outcomes data, use the Child Outcomes Summary Form (COSF) to collect data, and demonstrate an understanding of the need for quality data collection to determine the progress of students in pre-school special education programs.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-4: Alternate Testing Accommodations and Modifications

Presenter(s): Division of Special Education/OSSE
Date(s): November 15, 2010 or January 13, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp4/>

As an educator you will frequently be asked about the need for students to have some type of testing modification on their IEP. Alternate testing techniques are modifications that take into account the individual needs of a child with a disability and to modify testing or classroom procedures or formats. Testing modifications attempt to provide these students with equal opportunity to participate in testing or classroom situations. These techniques must appear on the student's IEP and provide the student with the opportunity to demonstrate mastery of skills without being unfairly restricted by the presence of the disability. This session will provide an overview of test alternative techniques and modifications.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-5: Individualized Education Program (IEP) Process

Presenter(s): Division of Special Education/OSSE
Date(s): November 17, 2010 (Webinar)
Time: 9:00 am to 11:00 am or 1:00 pm to 3:00 pm
Location: Webinar
Register: <https://tta.wufoo.com/forms/sp5/>

Participants will be provided with the knowledge and skills needed to: guide an IDEA-compliant IEP meeting, broker communication, build agreement and resolve conflict as IEP team plan for a child's academic success. IEP teams will be provided with a roadmap for successfully facilitating the participation, process management, information management and decision-making skills that are necessary for productive IEP meetings that focus on the needs of the child. Participants will have an opportunity to use data to develop an IEP.

***Note- This is a half-day session. Participants must choose either the morning or afternoon session.**

SP-6: Extended School Year (ESY) Services (New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): March 11, 2011 or May 12, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp6/>

Extended School Year (ESY) services are special education and related services provided to students with disabilities beyond the normal school year. Typically ESY services are provided during the summer months, however, local education agencies may provide services during times other than the summer, such as before and after regular school hours or during school vacations. At each IEP meeting for a student with a disability, the IEP team must determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided. This session will provide an overview of the requirements for determining and providing extended school year services to students with disabilities as required by IDEA.

Participants will be able to:

- Identify timelines requirements for providing extended school year services
- Define the criteria utilized to determine eligibility for extended school year services
- Describe various Extended School Year models for service delivery

This session will provide participants with an understanding of the requirements and best practices related to the provision of extended school year (ESY) services.

***Note- This is a one-day session. Participants must select the date they wish to attend. For the webinar, participants must choose either the morning or afternoon session.**

SP-7: Effective IEP Goal Writing (New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): December 9, 2010, (January 31, 2011 Webinar) or May 17, 2011
Time: 8:30 am to 3:30 pm, (exception, 1/18/11 Webinar- 9:00 am to 11:00 am or 1:00 pm to 3:00 pm)
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp7/>

Goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing good goals that meet the specific child's need are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) goals makes a lot of sense when writing your IEP goals. Well written goals describe what the child will do, when and how he or she will do it, and what the time frame will be for achieving it.

Participants will learn how to develop measurable goals and objectives, design accurate PLOPs (Present Levels of Performance) based on data sources, and create SMART goals for students.

***Note- This is a one-day session. Participants must select the date they wish to attend. For the webinar, participants must choose either the morning or afternoon session.**

SP-8: Individual Education Program (IEP): An Overview for General Education Teachers

Presenter(s): Division of Special Education/OSSE
Date(s): December 13, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp8/>

This session provides general education teachers involved with students with special needs an overview of the Individualized Education Plan (IEP). Once general education teachers are provided skills and knowledge about teaching students with disabilities, they can offer a tremendous amount to students with special needs in an inclusion setting, a mainstream setting for

a child in a special education class, or in collaboration with the resource room teacher whom the child sees every day from your class.

The purpose of this course is to familiarize general education teachers with the IEPs written for every child with special needs. While you may never be asked to write an IEP, you will provide certain information that will be included in the final version. In order to make this a very practical course we will assume nothing and explain everything that we feel you will need to know to have a working knowledge of this component of special education.

SP-9: Initial Evaluation and Reevaluation

Presenter(s): Division of Special Education/OSSE
Date(s): February 9, 2011 or May 5, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp9/>

Participants will develop an understanding of the key components of initial evaluation and reevaluation development, including the design of meaningful and measurable goals and effective progress monitoring.

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-10: Least Restrictive Environment: Planning for Student Success (New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): January 25, 2011 or March 17, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp10/>

The Individuals with Disabilities Education Act (IDEA) requires that all children with disabilities must be educated in the least restrictive environment (LRE) that is appropriate for them. The spirit of this requirement is to ensure that children are not unnecessarily removed from the regular classroom or isolated from other non-disabled children of their age. LRE decisions are made based on children's learning needs and vary from child to child. IDEA also requires that schools provide a full continuum of services ranging from regular classrooms with support to special classes and special school placements as needed.

Participants will learn:

- IEP requirements
- types of direct instruction is needed for the child to be successful
- supplementary aids and supports
- settings that are most likely to help students achieve their goals
- school facilities that are needed to support the child's learning

***Note- This is a one-day session. Participants must select the date they wish to attend.**

SP-11: Co-Teaching: A Method for Creating Inclusive Classrooms

Presenter(s): Division of Special Education/OSSE
Date(s): January 12, 2011, January 19, 2011, February 11, 2011, and February 28, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp11/>

At the Co-Teaching Institute, participants will learn the basics of co-teaching and beyond. The purpose of this institute is to provide an overview/review of co-teaching as well as detailed information about effectively planning, implementing, and evaluating co-teaching programs. Participants will have the opportunity to explore both the conceptual and the operational aspects of this innovative approach to providing an education to students in the least restrictive environment. They will also learn other collaborative skills that can help co-teachers succeed in teaching ALL students.

Participants will learn how to:

- define co-teaching and distinguish it from terms such as collaboration, inclusion, and team teaching
- discuss critical components of a teacher's model for co-teaching, including a shared belief system, personal prerequisites, collaborative commitment, clear procedures, and external supports
- describe at least six different types of co-teaching arrangements, and determine situations for which each is appropriate and inappropriate

*** Note- This is a four-day seminar. Participants must attend all sessions.**

SP-12: Attention Deficit Hyperactivity Disorder (ADHD)

(New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): March 10, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp12/>

Attention Deficit Hyperactivity Disorder (ADHD) is a condition that becomes apparent in some children in the preschool and early school years. It is hard for these children to control their behavior and/or pay attention. A child with ADHD faces a difficult but not insurmountable task ahead. In order to achieve his or her full potential, he or she should receive help, guidance, and understanding from parents, guidance counselors, and the public education system.

This session offers information on ADHD and its management, including research on medications and behavioral interventions, as well as helpful resources on educational options.

SP-13: Disabilities in Special Education: An Overview of Students with Disabilities in Special Education (New Date)

Presenter(s): Division of Special Education/OSSE
Date(s): June 9, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp13/>

When working with children with special needs it is extremely important that you have a foundation of knowledge about these students and the field of special education. Our experience has shown us that having a foundation of knowledge in this area will facilitate your success as you work with this population. The purpose of this session is to provide you with a working knowledge of the varying student disabilities in special education.

SP-14: Universal Design for Learning

Presenter(s): Division of Special Education/OSSE
Date(s): March 7, 2011 and March 21, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp14/>

Universal Design for Learning (UDL) is a framework for designing educational environments that enable all learners to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously reducing barriers to the curriculum and providing rich supports for learning. As any educator knows, students come to the classroom with a variety of needs, skills, talents, and interests. For many learners, the typical curriculum—which includes goals, instructional methods, classroom materials, and assessments—is littered with barriers and roadblocks, while supports are relatively few. Faced with an inflexible curriculum, students and teachers are expected to make extraordinary adjustments. UDL turns this scenario around, placing the burden to adapt on the curriculum itself. Educators, including curriculum and assessment designers, can improve educational outcomes for diverse learners by applying the following principles to the development of goals, instructional methods, classroom materials and assessments.

- provide multiple and flexible methods of presentation to give students with diverse learning styles various ways of acquiring information and knowledge
- provide multiple and flexible means of expression to provide diverse students with alternatives for demonstrating what they have learned
- provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them to learn

*** Note- This is a two-day seminar. Participants must attend all sessions.**

SP-15: Factors Affecting Curriculum for Students with Special Needs

Presenter(s): Division of Special Education/ OSSE
Date(s): March 10, 2011,
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: Registration will open April 11, 2011.

As a general education teacher working with students with special needs you will be heavily involved in teaching the curriculum. It is therefore important that you understand the many factors that may sometimes interfere in the ability of students with disabilities to perform to their ability while in school. Children are faced with many pressures every day, and as a result, these pressures may play a role in their ability to fully concentrate in school. What you notice as a general education teacher may only be symptoms of these pressures (i.e. procrastination, avoidance, resistance, lack of completion of a task, or lack of attention). However, the real reasons for these behaviors should be known by you so that you can, along with the special education teacher, make accommodations or adaptations to the curriculum to help these students succeed. This training will inform you of the eight factors that contribute to performance problems of students with special needs.

SP-16: Foundations of Learning Disabilities: A Foundational Seminar on Learning Disabilities

Presenter(s): Division of Special Education/OSSE
Date(s): May 9, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp16/>

Learning disability is a general term that describes specific kinds of learning problems. A learning disability can cause a person to have trouble learning and using certain skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math. Almost 3 million children (ages 6 through 21) have some form of a learning disability and receive special education in school. In fact, over half of all children who receive

special education have a learning disability. This seminar will provide you with a basic understanding of learning disabilities. The content includes a general overview on learning disabilities pertaining to the IDEA definition, prevalence, causes, signs and characteristics, types, detection, and treatment.

Given the prevalence of this diagnosis, it is imperative that special educators have a pulse on the "red flag" symptoms that 'at risk' children exhibit. This seminar will provide an overview of the process for identification of 'at risk' students.

SP-17: Emotional Behavior Disturbance

Presenter(s): Division of Special Education/OSSE
Date(s): May 13, 2011,
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp17/>

Many terms are used to describe emotional, behavioral or mental health disorders. Currently, many students with such disorders are categorized as having an emotional disturbance. This seminar will present a basic overview of students with emotional disturbance.

SP-18: Learning Disabilities: Criteria for Determining Eligibility for Special Education

Presenter(s): Division of Special Education/OSSE
Date(s): May 19, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp18/>

This seminar will provide you with the criteria and process used in the determination of special education eligibility for children with the suspected disability of specific learning disabilities. It is designed in a step-by-step format for the participant to gain a greater understanding of how diagnoses are made and the specific requirements for eligibility.

SP-19: Emotional Behavior Disturbance: Criteria for

Determining Eligibility for Special Education

Presenter(s): Division of Special Education/OSSE
Date(s): May 20, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp19/>

This seminar will provide you with the criteria and process used in the determination of special education eligibility for children with the suspected disability of emotional disturbance. It is designed in a step-by-step format for participants to gain a greater understanding of how diagnoses are made and the specific requirements for eligibility.

SP-20: Developmental and Psychological Disorders: Educational Implications for Special Education Students

Presenter(s): Division of Special Education/OSSE
Date(s): May 23, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp20/>

As special educators you will be working with a wide variety of students with developmental and psychological disorders. One of the main concerns from teachers in special education involves the educational implications for children with these disorders. This training was developed to discuss and provide information on educational implications and what can be done for students with psychological and developmental disorders.

SP-21: Related Services: An Overview (NEW TIME)

Presenter(s): Division of Special Education/OSSE
Date(s): May 25, 2011
Time: 8:30 am to 11:30 am or 12:30 pm to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp21/>

The Individuals with Disabilities Education Act Amendments of 2004 mandates that "...all children with disabilities have available to them a free appropriate public education [FAPE] that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living". What, precisely, are related services, and why are they an important part of educating children with disabilities? Who is eligible for related services, and how are related services delivered? This seminar examines the answers to these and other questions.

***Note- This is a half-day session. Participants must choose either the morning or afternoon session.**

SP-22: Catch Them Before They Fall Through The Cracks! Identification in the Classroom Setting

Presenter(s): Division of Special Education/OSSE
Date(s): June 6, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/sp22/>

One of the most important tools that an educator can possess is the understanding of symptoms exhibited by students that may indicate a high risk for educational failure. While you may be involved with children with disabilities, you can often not help but see, hear about, or uncover a child that is struggling in school and whose problems may be going unnoticed. Whether these 'at risk' students have potential educational disabilities or other issues that may require intervention, the faster the child is identified the better chance he/she has in avoiding serious and long lasting challenges.

Writing Instruction (W)

W-1: The Write Tools 101: Two Day Foundation

Presenter(s): Alice Greiner, The Write Tools
Date(s): November 12, 2010 and November 19, 2010
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w1/>

This is a basic introductory training which was designed to develop the common language and basic strategies that will lay the foundation for a school-wide approach to writing. This two-day workshop provides K-5 teachers with essential strategies and hands-on practice so you can immediately implement these instructional tools in your classrooms.

The Write Tools 101 includes strategies for:

- Responding to reading
- Building better sentences
- Planning before writing
- Expository paragraph writing

It also includes

- Summary writing overview
- Multi-paragraph essay writing overview
- Emphasis on the full writing process
- Correlations to reading
- Connections to 6 + 1 Traits of Writing

***Note- This is a two-day seminar. Participants must attend both days.**

W-2: Writing to Learn: Processes and Products (New Date)

Presenter(s): Dr. Angela Peery, Leadership and Learning Center
Date(s): March 14, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w2/>

This one-day seminar reviews the essentials of the writing process and focuses on various written products teachers can use at all grade levels. A discussion of creating good writing prompts is included. Participants leave the seminar with an action plan for implementing increased writing activities in their classrooms. This seminar is not intended for teachers who have extensive training in, or experience using, nonfiction writing, but is instead best for new teachers (or for teachers who have limited experience using content area writing with students).

Participants will walk away with:

- Several lessons/assignments using nonfiction writing, ready for immediate use
- An action plan, including a calendar, for implementation
- A training manual with additional resources, including student samples of writing

This seminar is perfect for elementary teachers who have had limited experience using writing in the content areas, secondary teachers of all subjects except English language arts, and first-year teachers of all subjects (including secondary English language arts).

W-3: Writing to Learn: Instructional Strategies for Nonfiction (New Date)

Presenter(s): Dr. Angela Peery, Leadership and Learning Center
Date(s): May 20, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w3/>

This one-day seminar focuses on the application of various writing strategies that work across grade levels and subjects. All strategies shared are part of a framework of three main reasons to have students write: higher engagement, increased critical thinking, and the demonstration of deep subject-area understanding. Seminar participants will practice and apply approximately 7-10 strategies, including the following: think-write-pair share, ABC lists, prediction paragraphs, cubing, RAFT, and various graphic organizers for essays. This seminar is intended for teachers and instructional leaders who have experience using the writing process with students or those who have attended *Writing to Learn 1: Processes and Products*.

Participants will walk away with:

- Experience and knowledge in approximately 10 strategies
- An action plan, including a calendar, for implementation of at least half the strategies
- A training manual with additional resources, including student samples of writing

W-4: The Write Tools for Multi-paragraph Writing, Writing to a Prompt, and Compare/Contrast Essays

Presenter(s): The Write Tools Group
Date(s): January 25, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w4/>

This one-day workshop is designed to follow The Write Tools 101. Included in this workshop are:

- Prewriting organizers for multi-paragraph essays
- Basic introductory/thesis paragraphs
- Expanded introductory/thesis paragraphs
- Writing to a prompt
- Preparation for standardized tests
- Compare/contrast paragraphs and essays

In this seminar, we expand on the multi-paragraph strategies introduced in the basic training. Teachers learn specific methods for helping students plan and organize a well-constructed essay, including the all-important introductory/thesis paragraph.

We then move on to specific skills students need to read and interpret prompts when taking high-stakes writing assessments. Critical analysis of the prompt language, as well as, the incorporation of key words from the prompt into the thesis paragraph, is two of the critical skills emphasized in this module.

In addition, we apply what we've learned to the compare/contrast paragraph and essay. We introduce a variety of mini-lessons, reading materials, and models for helping students become proficient with this genre that strengthens higher-level thinking skills.

W-5: The Write Tools for Level 1 Writers (New Date)

Presenter(s): The Write Tools Group
Date(s): March 1, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w5/>

This one-day workshop is designed as a follow-up to the two-day basic training, The Write Tools 101. It has been specifically designed for K-2 teachers and other teachers who work with Level 1 students, (often special education students and English-language learners who need more fundamental instruction.)

This specialized workshop includes:

- Adaptations of all strategies presented in the introductory training
- Student pages designed for Level 1 learners
- Hands-on, kinesthetic approaches to the strategies
- Using the strategies with oral production
- Numerous student samples

Although the needs of Level 1 writers are certainly addressed in the two-day basic workshop, this module zeros in on the needs of these particular students.

W-6: The Write Tools for Persuasive Writing (New Date)

Presenter(s): The Write Tools Group
Date(s): May 6, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w6/>

The genre of persuasive writing frequently appears on writing assessments, and is embedded in state standards at various grade levels. Students are natural-born persuaders, and yet they don't realize how easy it is to combine their persuasive skills with what they already know about expository writing. Geared for grades 3–9 (though many K-2 teachers attend to get the “big picture”), this workshop provides:

- An overview of persuasive writing—what it is and isn't
- Mini-lessons to help students understand the attributes of persuasive writing
- Analysis of the types of arguments presented in persuasive text
- Critical reading of persuasive text
- Planning a persuasive paper
- Practice with persuasive prompts

W-7: The Write Tools for Imaginative Narrative Writing

(New Date)

Presenter(s): The Write Tools Group

Date(s): May 27, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/w7/>

Writing imaginative stories is the focus of this one-day workshop. Many states ask students to write “a story” as part of a state assessment. Though this initially may seem to be a developmentally appropriate task, quite a few skills must be taught before most students can create an interesting, easy-to-follow story.

We look at the common language necessary to help students learn to plan and write an imaginative story. The workshop emphasizes the essential elements of fiction necessary to develop a story that is fun to write and enjoyable to read.

This training includes:

- Identifying distinguishing features of imaginative narratives
- Development of characters
- Use of prewriting organizers
- Methods for beginning a story
- How to move a story along
- Endings for stories
- Writing dialogue

W-8: The Write Tools for Descriptive Writing (New Date)

Presenter(s): The Write Tools Group

Date(s): June 7, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/w8/>

The Write Tools for Descriptive Writing provides teachers the necessary tools to improve word choice and integrate strong description in all types of writing. During our day together we will look at the characteristics of descriptive writing, teaching figurative language through poetry, improving vocabulary, writing R.A.F.T.s, and improving sensory details in writing. We will also look at a variety of graphic organizers to address prompts that call specifically for strong description. This module is excellent for all ages as a follow-up to TWT 101.

W-9: The Write Tools for Research and Report Writing

Presenter(s) The Write Tools Group

Date(s): March 21, 2011

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall

Register: <https://tta.wufoo.com/forms/w9/>

The Write Tools for Research and Report Writing provides teachers with the necessary tools to complete a strong research paper. During our training we will discuss topic selection, selecting sources, the note-taking process, organizing and planning the paper, citing sources (MLA), and constructing a works cited page. This proven process will result in outstanding papers even if it's students' first experience. This module is a follow-up to TWT 101, and prior experience with the multi-paragraph module is also helpful. The training is mostly geared for grades 3-12, but some primary strategies are discussed briefly.

W-10: The Write Tools for Personal Narrative Writing

Presenter(s): The Write Tools Group
Date(s): May 16, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w10/>

In this workshop, we focus on writing that helps students tell the important stories from their own lives. Many of the prompts on external assessments ask for a personal narrative. This workshop covers:

- Essential attributes of a personal narrative
- Reading/analyzing personal narratives
- Planning a personal narrative
- Writing a strong introduction
- Telling your “story” (autobiographical incident)
- Reflecting on the significance of the event

During the workshop, participants plan and draft a personal narrative to use as a writing demonstration for students. After the workshop, you will feel comfortable teaching this important genre to students.

W-11: The Write Tools for Active Reading Strategies, Including Response to Literature

Presenter(s): The Write Tools Group
Date(s): June 1, 2011
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall
Register: <https://tta.wufoo.com/forms/w11/>

Students are frequently asked to prove their learning by writing about the informational text they are reading. Because grade-level text is difficult for some students, the writing assignments sometimes feel like an impossible challenge.

In this one-day workshop, we introduce and practice a variety of active reading strategies that help students learn to read more carefully and interact with the information they are reading. This leads to improved reading comprehension, which in turn makes writing to prove learning suddenly achievable. This workshop includes:

- Responding to reading
- Highlighting text
- Summary writing
- Note-taking strategies
- Annotating text
- Writing a response to literature
- Nonfiction text discussions

This module can focus on fiction, with all strategies leading to response to literature. Another option is to gear the day to content-area reading, with nonfiction text discussions as the culminating activity. If you want to focus on both fiction and nonfiction, this module can be presented as a two-day workshop.

Frequently Asked Questions

How do I register?

This year, we have a registration application process. You must submit a registration application online by selecting the registration link of the training you wish to attend. If you have challenges accessing the internet with the link, please copy and paste or type the link directly into the URL on your web browser. **Only online registration applications completed via the links will be accepted. Please make sure you register using the correct link. After submitting an application, you will receive a confirmation that your application was received. Please do not re-register. You will receive the admission decision via e-mail. Substitutions are not allowed. Please note the following registration timelines.**

Effective April 1, 2011- Registration will close 3 business days prior to the date of the training. For example, registration for a training that takes place on May 4, 2011 will close on May 2, 2011 at 12:00 am.

What is involved in the application review process? How do I know if I was admitted?

Acceptance to the sessions and seminars is not on a first-come-first serve basis. Each application is reviewed by the Division of Special Education. Priority is given to local education agencies in the District of Columbia. Applicants will be notified of acceptance to the session/seminar via e-mail.

Who do I contact if I have a question about a seminar/session, need to cancel my registration, etc?

Please e-mail, osse.tta@dc.gov. You will receive an auto reply with answers to most frequently asked questions, updates, etc. All questions that are not answered by the auto reply will receive a response within 24 hours or the next business day.

How much does it cost to attend a training?

All trainings are **FREE**.

Who may attend the trainings?

The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, and school personnel.

Where is the training located?

All trainings take place at Office of the State Superintendent of Education, 810 First Street NE, 3rd Floor Grand Hall, Washington, DC 20002, unless otherwise stated. 810 First Street NE is Metro accessible via the Union Station Metro Station. For Metro directions, visit www.wmata.com. There are several paid parking lots/garages and 2-hour metered parking near the building.

Will I receive a certificate showing the number of Professional Learning Units earned?

Participants who successfully complete a DSE training will earn Professional Learning Units (PLUs) that may be applied to a District of Columbia educator's license. Participants will receive a certificate of training as proof of the PLUs earned. Successfully completing a DSE training means timely arrival to the training, attendance at the entire session, and completion of the online survey(s) within 5 business days of it being mailed. Participants will be required to sign in and out of each session.

Participants must arrive within 15 minutes of the start time to receive a certificate. If you are more than 15 minutes late to the training, you will not be allowed to attend. There are no exceptions to this policy.

What is the inclement weather policy?

For closings and delays due to inclement weather, the Office of the State Superintendent of Education (OSSE), follows the District of Columbia Government schedule. As such, the training schedule will follow the District of Columbia Government's schedule as posted on www.dc.gov and shown on the news. OSSE does not follow District of Columbia Public Schools' (DCPS) inclement weather closing and delays. For 1 or 2 hour delays, please check your email prior to attending the training for pertinent information regarding the schedule.