



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

FY17 POH Q50 Attachment 1 - SY16-17 TAL PD Course Descriptions

# **School Year 2016-17 Professional Development Course Descriptions**

**OSSE Division of Elementary, Secondary, and Specialized Education  
Teaching and Learning Team**

## Professional Development Course Descriptions

### ACADEMIC SUPPORTS

Throughout the 2016-17 school year, OSSE will host a variety of trainings to support research and evidence-based practices in the instruction of DC state learning standards, including **the Common Core State Standards (CCSS) for English language arts and mathematics, the Next Generation Science Standards (NGSS), and the WIDA English Language Development Standards for English Learners**. Please reference the monthly calendar below for specific training topics and dates. In addition to state learning standards, OSSE will host a variety of other trainings geared toward academic supports, listed below.

<b>Title</b>	<b>Exploring Section 504</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This introductory training will provide an overview of Section 504 of the Rehabilitation Act of 1973, the law and the school's role. Section 504 of the Rehabilitation Act of 1973 is a civil rights law that requires school districts to provide eligible students with disabilities a free appropriate public education (FAPE). Participants will learn about Section 504 regulations, referral to implementation process, and best practices for supporting students with 504 plans.

<b>Title</b>	<b>Student Support Teams</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This training will provide an overview of Student Support Teams (SST). SST is a school-based problem-solving team focused on meeting the needs of individual students. Participants will learn about the SST process and how to implement problem-solving teams to focus on improving educational outcomes for students.

<b>Title</b>	<b>Response to Intervention</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This training will provide an overview of the Response to Intervention (RtI) framework. Participants will focus on laws and policies that define RtI, proper identification of students, and effective use of RtI in practice. Additionally, participants will be engaged in developing systems and plans to support RtI implementation in their schools.

<b>Title</b>	<b>Introduction to the English Language Development Framework</b>
<b>Target Audience</b>	English Learner Points of Contact (EL POC), English learner (EL) specialists, school leadership, and all educators who work with ELs
<b>Grade Span</b>	K-12
<b>Description</b>	<p>This interactive in-person workshop will explore the components of the WIDA Framework for Language Development Standards with a focus on academic language. Participants will engage in hands-on activities that dissect the WIDA Can Do Philosophy, examine academic language, and consider the socio-cultural factors that influence language use. This workshop provides foundational awareness of the WIDA framework and is designed for any educator who works with ELs. During this workshop, facilitated by a WIDA trainer, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Describe the components of the WIDA Framework for Language Development Standards;</li> <li>• Recognize the socio-cultural factors that influence language use;</li> <li>• Identify the three dimensions of academic language;</li> <li>• Use the WIDA Performance Definitions to identify language expectations of instructional tasks;</li> <li>• Explain the components of the WIDA Standards Matrices; and</li> <li>• Identify the elements of a model performance indicator.</li> </ul>

<b>Title</b>	<b>Purposeful Lesson Planning for English Learners</b>
<b>Target Audience</b>	All educators, leaders, instructional coaches, and support staff
<b>Grade Span</b>	K-12
<b>Description</b>	<p>This two-day learning opportunity will enhance participants' lesson planning processes for English learners (ELs). Specifically, participants will focus on creating contexts for meaningful language use within settings that integrate content and academic language learning. Throughout this process, participants will explore elements of the WIDA Standards Framework in depth as they design instruction that promotes students' content learning and language development. At the conclusion of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the academic language demands of teaching and learning in the content areas;</li> <li>• Identify students' language development and learning needs based on contexts for language use;</li> <li>• Develop language objectives connected to content learning; and</li> <li>• Explore and connect lesson planning considerations for ELs to their instructional context/materials and discuss ways for effective implementation.</li> </ul>

<b>Title</b>	<b>Transition Planning for English Learners</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	8-12
Description	This professional development working session is geared towards educators and school-based staff who work with dually-identified students, those who are both English learners (ELs) and have identified special needs. During this session, participants will learn the basics of transition planning requirements under the Individuals with Disabilities Education Act (IDEA) for as it pertains to ELs. Participants will become familiar with ways to transition plan and implement plans in a culturally responsive manner.

## BEHAVIORAL SUPPORTS AND SCHOOL CLIMATE

<b>Title</b>	<b>Positive Behavior Interventions and Supports (PBIS): The Essentials</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This training will provide an overview of Positive Behavior Interventions and Supports (PBIS). Participants in this training will learn about the essential features of schoolwide PBIS and receive guidance on effective practices needed for successful implementation. Schools are encouraged to come in teams (i.e., administrator, dean, social worker, grade-level teacher representatives, and PBIS coordinator) in order to discuss and plan as a team.

<b>Title</b>	<b>Positive Behavior Interventions and Supports (PBIS): Design to Implementation</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This training will provide an overview of the critical elements of Positive Behavior Interventions and Supports (PBIS). Participants in this training will identify and organize current practices and initiatives according to tiers. In addition, participants will analyze their schools' data and develop action plans to support PBIS implementation. Schools are encouraged to come in teams (i.e., administrator, dean, social worker, grade level teacher representatives, and PBIS coordinator) in order to discuss and plan as a team.

<b>Title</b>	<b>Nonviolent Crisis Intervention</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	The Nonviolent Crisis Intervention (NCI) training program, developed by Crisis Prevention Institute (CPI), is embraced

	worldwide as a highly effective behavior management system for organizations committed to providing quality care and services in a respectful, safe environment. Participants will learn strategies with a proven framework for decision making and problem solving to prevent, de-escalate, and safely respond to disruptive or assaultive behavior. This training will teach verbal de-escalation and physical disengagement (personal safety) techniques, but will not provide instruction on physical restraint techniques. This training encourages participants to wear comfortable clothing, closed-toed comfortable shoes, and bring a water bottle.
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<b>Title</b>	<b>Trauma Informed Care</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	OSSE, in collaboration with InSite Solutions and MedStar Georgetown University Hospital (MGUH) Division of Child & Adolescent Psychiatry, will host trauma-informed care trainings tailored for individuals who work in schools. The training will present: (a) an overview on the concept of trauma, (b) a review the impact of trauma on children/adolescents, (c) an overview of trauma-informed care treatment models (e.g., trauma-focused cognitive behavioral therapy, trauma systems therapy, cognitive behavioral Intervention for trauma in schools, and Life Improvement for Teens (LIFT) interactive intervention for adolescents exposed to trauma), and (d) concepts, such as trauma-informed care and related approaches, that can be implemented in schools and classrooms to create a trauma-informed culture.

<b>Title</b>	<b>Restorative Practices Community of Practice Monthly Series (RP CoP)</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	Restorative Practices is a culture and set of practices that engage a community in building relationships and repairing harm through mutual, inclusive dialogue, understanding, and cooperation. A whole-school approach to Restorative Practices is more than a set of interventions aimed at students, but rather a way of being that touches all members of the school community and their relationships with each other. During the 2017-18 school year, OSSE will host monthly RP CoP sessions, with each month focusing on a different aspect of Restorative Practices.

<b>Title</b>	<b>Restorative Schools Overview</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	This one-day experiential workshop will introduce teachers, administrators, school staff, students, and all those who support them to restorative concepts and practices. Participants will explore the continuum of restorative practices,

	experiencing proactive circles for strengthening relationships and social-emotional skill. More fundamentally, participants will come to see restorative approaches as a means of shifting school culture and climate, as well as addressing systems of power and oppression. Integrating these understandings and experiences of school-based restorative practices learned from the day, the training will conclude with an action planning session and a sharing of resources that exist to support them. Absent additional training, this workshop alone is not intended to equip participants to facilitate any particular restorative process.
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<b>Title</b>	<b>“Why Restorative” Webinar Training</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	Restorative Practices are based on philosophies and approaches to building community and responding to harm with roots in indigenous traditions. It is increasingly applied to schools all around the country to manage classrooms and create inclusive, socially connected, and supportive learning environments. This webinar will highlight the restorative work done in Washington, DC. Through first-hand experiences we will hear how important restorative work is to the betterment of students in the District of Columbia. This webinar will also serve as a basic introduction to Restorative Practices and why there is more work to be done. This can serve as a pre-requisite to Circle Facilitation training offered in November and January.

<b>Title</b>	<b>Restorative Practices: Circle Keeping</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	<p>This one-day skills workshop is for teachers, youth workers, youth, and other professionals who wish to incorporate peacemaking circles to build community at their school/organization/agency. Participants will learn the underlying assumptions, primary features, and basic process of Peacemaking Circles through direct experience and reflection. Participants will then have the opportunity to practice designing and facilitating circles, receiving feedback on their skills and an informal assessment of their readiness to apply circles to their work. Participants will receive a book and other reference materials to guide in implementation. On the basis of this and the assessment, it is anticipated that most participants will be ready to facilitate basic community-building circles as an outcome of the workshop, but not more advanced responsive circles.</p> <p><b>Prerequisite: Participation in the “Why Restorative” webinar or the “Restorative Schools Overview” training.</b></p>

<b>Title</b>	<b>Responsive Circle Keeping and Facilitation</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	<p>This <b>two-day skills workshop</b> is for school staff who aim to incorporate responsive peacemaking circles at their school. The training will first outline the range of formal and informal interventions available as alternatives to traditional punitive discipline, before focusing on responsive circles, and then more structured interventions for serious and complex incidents of harm. Participants will practice drills and facilitating mock circles using disciplinary scenarios drawn from the participants' real life experience and receive feedback on their skills. Participants will also learn how these restorative practices can be institutionalized and made to interface with existing regulations and their school's existing suspension policies.</p> <p><b>Expectations:</b> Participants must attend both days of this training. Following the two-day workshop, participants will be asked to convene and facilitate live responsive circles in coordination with a designated coach for assessment and feedback, as well as participate in regular monthly one-hour peer support conference calls for sharing, learning, and accountability of the process. On the basis of this training and the post-workshop observation/assessment, it is anticipated that most participants will be ready to hold basic responsive circles, including preparation and agreement making.</p> <p><b>Prerequisites:</b> Full attendance in the Circle Keeping Workshop, and in an introductory training such as “Why Restorative” webinar or “Restorative Schools Overview.”</p>

<b>Title</b>	<b>Restorative Practices for Younger Learners and Drama and Games for Social Emotional Learning</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-8
Description	<p><b>Note: This is a two-part workshop.</b> The morning will focus on developmental adjustments for restorative practices relevant for those working with children in grades K-8, while the afternoon will be a drama and games workshop for social-emotional learning for all ages.</p> <p><b>Morning Session:</b> In order for restorative practices to be effective for young learners, restorative practitioners must consider the developmental range of children in grades K-8, and must accommodate a young learner's attention span, energy level, learning style, and expressive and receptive language capacity. This experiential workshop for teachers, administrators, school staff, and early education workers will translate restorative practices to the elementary school classroom by adapting proactive and responsive approaches to the developmental stages of K-8 students.</p>

	<p><b>Afternoon session:</b> Social and emotional development through drama and games provides a living laboratory for your restorative circles that enables young learners to practice engaging in creative ways to build community, approach problems, express feelings and clarify values. It mirrors relevant social and personal issues that young learners face on a day-to-day basis and explores various ways to achieving positive lifestyle changes. Through our dramatic engagers, young learners are provided the opportunity for creative awareness-building and social-emotional skills development. In turn, they learn to connect faster and make wiser decisions as well as the necessary changes to lead healthy and productive lives.</p>
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<b>Title</b>	<b>Restorative Communication</b>
Target Audience	All educators, leaders, instructional coaches, and support staff
Grade Span	K-12
Description	<p>While restorative practices are primarily associated with the formal circles and conferences that may be implemented a few times per week, Restorative Communication has uses and benefits that extend throughout the day in all walks of life. As such, it is a foundation to building a restorative culture of care and respect. This two-day workshop will help educators, youth workers, and youth leaders identify ways language is used during difficult or disciplinary conversations that may undermine intended outcomes, contradict our own values, and create disconnection with youth, peers, and colleagues. Aligned with the Positive Youth Development model, this training will present an empathy- and growth-mindset that fosters deeper understanding, cooperation, and working relationships. Participants will experience communication in a new way, trying out new ideas and techniques on situations that are relevant. They will also receive follow-up resources. This workshop will draw heavily from the model of Nonviolent Communication, which has been used throughout the world from schools to prisons and war zones to board rooms to transform conflicts and discipline issues, increase collaboration, and empower individuals and groups to find successful solutions.</p>

## SPECIAL EDUCATION

<b>Title</b>	<b>LEA Special Education Point of Contact Training Series</b>
Target Audience	LEA Special Education Points of Contact (LEA SE POC)
Grade Span	Pre-K-12
Description	<p>This training series takes place on the third Wednesday of every month from 10-11 a.m., unless otherwise noted, and is designed to share resources, training tips, and important updates with LEA Special Education Points of Contact (LEA SE POCs). Various topics will be discussed each month, including: Special Education Data System (SEDS EasyIEP) updates and</p>



	alerts; release of new OSSE special education policies; OSSE Support Tool updates; data quality, including enrollment, records transfers, compliance reports; training tips; and resources and announcements. All LEA SE POCs should plan to attend and participate in these monthly trainings. <a href="#">Register here</a> for the full series. All webinars are recorded and archived on the <a href="#">OSSE Technical Assistance, Support, and Training Education website</a> .
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<b>Title</b>	<b>Introduction to Secondary Transition for Middle Schools</b>
<b>Target Audience</b>	All educators, leaders, instructional coaches, and support staff
<b>Grade Span</b>	Grades 7-9
<b>Description</b>	Middle school educators, administrators, and related service providers play an important role in preparing students with disabilities to gain the skills they will need to succeed in high school and life. This half-day training session will introduce practitioners to the Individuals with Disabilities Education Act (IDEA) secondary transition planning requirements and share ways in which middle schools can prepare students to actively engage in the transition planning process, including participation in career awareness and exploration activities and age-appropriate transition assessments that will guide Individualized Education Program (IEP) teams in selecting appropriate transition goals, services, and activities.

<b>Title</b>	<b>The Nuts and Bolts of Secondary Transition</b>
<b>Target Audience</b>	All educators, leaders, instructional coaches, and support staff
<b>Grade Span</b>	Grades 7-12
<b>Description</b>	Educators who attend this professional development session will understand the basics of transition planning requirements under the Individuals with Disabilities Education Act (IDEA) for students with disabilities. This introductory training will provide a brief overview of the foundational theories that guide quality transition planning. Participants will learn about secondary transition (a) best practices, (b) legal requirements, (c) tips for creating compliant secondary transition plans, and (d) how to capture this information within the Special Education Data System (SEDS EasyIEP). Additionally, participants will receive information about interagency collaboration and become familiar with resources that can support transition plan development and implementation.