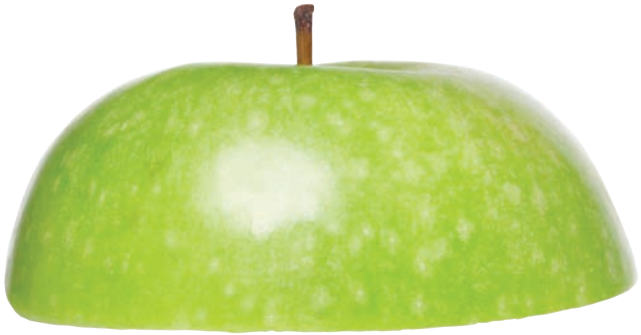


CORE Professional Development

OSSE Institute

DIVISION OF SPECIAL EDUCATION

Table of Contents

Message from the Assistant Superintendent of Special Education . . 2

Training and Technical Assistance Vision and Mission Statement . . 3

Master Training Calendar 4

Training Calendar at a Glance 5

Course Descriptions 8

- Art and Science of Teaching (AST) 8
- Assessments and Standards (AAS) 11
- Behavior Intervention (B) 15
- Data-Driven Instruction: Using Data to Get Results (D) 18
- Early Childhood Instruction (EC) 20
- Instructional Leadership (IL) 23
- Mathematics Instruction (M) 26
- Reading Instruction (R) 31
- Secondary Transition (SC) 38
- Special Education Support (SP) 40

Frequently Asked Questions 45

"One City, One Government, One Voice"

Message from the Assistant Superintendent of Special Education

Greetings LEA Leaders and Special Education Practitioners,

I am pleased to present you with the Division of Special Education's 2011-2012 School Year Core Professional Development Calendar, "Accelerating Student Success: Professional Development To Improve Student Achievement".

We are thrilled to share the engaging learning experiences that we have put together for you this year. Each year, you provide wonderful learning experiences for your students in your schools and classrooms. It is the intent of the Office of the State Superintendent of Education's Division of Special Education to continue to support your efforts by offering rich and engaging interactive professional development opportunities.

Based on decades of research, we now know that great practitioners form the foundation for great schools. We are therefore committed to strengthening practitioner skills and knowledge, as this commitment is one of the most important investments of time and money that we can make as a State education agency.

Further, as you are aware, The District has begun to transition from the District of Columbia State Standards to the Common Core State Standards. I believe that the adoption of the Common Core State Standards will be an important tool to ensure that District learners are in the forefront of the nation's effort to provide our students with a globally competitive educational experience. However, we also know that practitioners needs support translating these changes from theory to practice. To that end, this year's professional development trainings are focused on preparing and supporting teachers with transitioning to the new Common Core State Standards in English Language Arts (ELA) and math.

We encourage LEA and school leaders to carefully review the core professional development training calendar and identify professional development opportunities that best meet your community's adult learning needs. Prior to registering candidates for sessions, please read the Frequently Asked Questions page for important information regarding registration, admittance, and other policies related to participation.

Thank you for all you do on a daily basis—we know that the work can be hard, but we also believe, as do you, that it is critically important work. We look forward to continuing to partner with you to ensure that our District's students are well prepared for a fulfilling, productive life beyond high school.

Sincerely,
Amy Maisterra, Ed.D., MSW
Assistant Superintendent - Division of Special Education

Training and Technical Assistance (TTA)

TTA Vision

All District of Columbia residents receive an excellent education.

TTA Mission

The Training and Technical Assistance Unit is committed to increasing instructional capacity within the District of Columbia educational system by equipping school personnel, support service providers, and families with research-based best practices, knowledge, and resources to ensure that all children can access the general education curriculum in the least restrictive environment.

In order to fulfill our mission, the Training and Technical Assistance Unit provides training and support ensuring:

- Compliance with federal and local requirements for special education and related services;
- Effective pedagogy and rigorous curriculum;
- Implementation of differentiated instruction and behavioral support; and
- Appropriate use of accommodations, modifications and assistive technologies.

"One City, One Government, One Voice"

Overview of Training Calendar

October 2011

S	M	T	W	T	F	S
2	3	4	5	6	7	1 / 8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2011

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2011

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2012

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

March 2012

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April 2012

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2012

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2012

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

"One City, One Government, One Voice"

Training Calendar at a Glance

Date	Course	Title
10/24/11	M-2	Number Core for Grades 1-5 (Cohort 1)
11/29/11		
1/26/12		
2/23/12		
3/8/12		
5/10/12		
10/25/11	M-2	Number Core for Grades 1-5 (Cohort 2)
11/30/11		
1/27/12		
2/24/12		
3/9/12		
5/11/12		
11/1/11	M-4	The Common Core State Standards and a Balanced Math Approach to Instruction (6-12)
11/30/11		
11/3/11	D-1	Data Teams and Data Driven Decision Making for Results Seminar
11/4/11		
11/3/11	M-1	Teaching Mathematics in Pre-Kindergarten and Kindergarten
1/13/12		
2/10/12		
3/2/12		
5/18/12		
11/7/11	B-2	CHAMPS: A Proactive and Positive Approach to Classroom Management
11/8/11		
11/15/11	AST-3	Authentic Performance Tasks Seminar
11/29/11		
11/16/11	R-1	Running Records: Guiding Students to Reading Independence (K-5)
11/18/11	R-2	Reciprocal Teaching: Strategies to Increase Comprehension in ALL Readers

Date	Course	Title
12/1/11	R-3	Building Vocabulary in a Systematic, Explicit…and ENGAGING way!
12/1/11	SC-1	Secondary Transition: Planning for Successful Post School Outcomes!
12/2/11		
1/20/12		
1/27/12		
2/2/12		
2/3/12		
3/23/12		
5/3/12		
5/4/12		
5/11/12		
12/6/11	SP-1	Child Find Identification Process
2/9/12		
12/8/11	R-5	Disciplinary Literacy Seminar for Grades 6-12
12/9/11		
12/12/11	R-4	Common Core State Standards (CCSS): Step 1-Overview
1/5/12	AAS-2	Woodcock Johnson (WJ III) - Test of Cognitive Abilities
1/10/12	AST-1	Power Strategies for Effective Teaching
1/31/12		
1/10/12	R-6	Targeting Reading Behaviors and Instructional Routines for Effective Small Group Instruction & Intervention
2/12/12		
1/10/12	M-3	The Common Core State Standards and a Balanced Math Approach to Instruction (K-5)
1/11/12		

Training Calendar at a Glance

Date	Course	Title
1/11/12 1/30/12 3/8/12 5/16/12	R-12	Instructional Coaching With the End in Mind
1/12/12 1/13/12	B-3	Advanced Classroom Management - Problem Solving and Addressing Chronic Classroom Problems
1/18/12	IL-4	The Administrator's Roles and Responsibilities in Inclusive Schools
1/19/12	SP-2	Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms
1/20/12	R-7	Common Core State Standards and Highly Effective Instructional Strategies
1/24/12 2/14/12	SP-3	Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success!
1/25/12 2/24/12 5/4/12	AST-2	Art and Science of Teaching
1/26/12	AAS-5	Emotional and Behavioral Assessment: The Behavior Assessment System for Children (BASC-2)
1/27/12	R-8	Response to Intervention: Using a Tiered Reading Model to Build a Rich Framework (K-6)
1/30/12 3/10/12	IL-1	A Principal's Guide to Special Education—A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs
1/31/12	B-6	Behavioral Response to Intervention
1/31/12	EC-1	Establishing Orderly Classroom Management

Date	Course	Title
2/1/12 2/29/12	AAS-1	Common Formative Assessments
2/2/12 3/1/12	D-2	Advanced Data-Driven Decision Making Seminar
2/3/12	AAS-6	Woodcock Reading Mastery Tests: Diagnostic Reading Assessment Tool
2/6/12 2/7/12	B-4	Interventions: Evidence Based Behavioral Strategies for Individual Students - Early Stages
2/10/12	AAS-3	Administration and Interpretation of the Woodcock Johnson III (NU) Tests of Achievement Training
2/13/12 2/14/12	IL-3	Effective Supervision: Supporting the Art and Science of Teaching
2/13/12	R-9	Instructional Strategies to Maximize Achievement for Struggling Readers (K-6)
2/14/12 2/15/12	AST-4	Building Background Knowledge for Academic Vocabulary
2/15/12	SP-4	Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP!
2/16/12 2/17/12	EC-2	Managing Behaviors Using Respectful Communication
2/17/12	AAS-4	Adaptive Behavioral Assessment Vineland II
2/23/12	R-10	Fluency – Integrating Literacy across the Curriculum
2/24/12	R-11	Building a Rich Reading and Writing Vocabulary
2/27/12 2/28/12 3/12/12 3/13/12	R-13	Teach Them All To Read (K-5)

Training Calendar at a Glance

Date	Course	Title
2/28/12 3/16/12	B-1	Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP)
3/5/12 3/19/12 5/7/12	R-14	Common Core State Standards (CCSS): Step 2 - Text Complexity and Performance Tasks
3/6/12 3/7/12	B-5	Interventions: Evidence-based Behavioral Strategies for Individual Students - Highly Structured Interventions
3/8/12 3/9/12	EC-3	Developing Vocabularies, Oral Language and Print Concepts
3/13/12 3/14/12	SP-5	Effective IEP Goal Writing and Common Core State Standards Aligned Goals in Reading and Math: Designing The IEP To Address The Students Academic and Behavioral Needs!
3/16/12 5/3/12	IL-2	The BIG Rocks: Priority Management for Principals - Establishing a Professional Learning Community (PLC)
5/10/12 5/11/12	EC-4	Teaching Early Numeracy and Science Concepts
5/14/12	SP-7	ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment!
5/17/12 5/18/12	AST-5	The Highly Engaged Classroom
5/18/12	SP-6	Least Restrictive Environment and Inclusionary Practices: Planning for Student Success!
5/21/12 5/22/12	D-3	Reading Assessments Data Driven Decision Making for Results and RtI (K-8): Reaching & Teaching All Students!

Date	Course	Title
5/24/12 5/25/12	B-7	Positive Behavior Intervention Supports
5/24/12	SP-8	Student Learning Disabilities and Classroom Success: Creating Classroom Environments That Support The Instructional And Behavioral Needs Of All Students – Achieving Success!
6/6/12	EC-5	Integrating Instruction Across the Content Areas
6/8/12	SP-9	Universal Design for Learning: Designing Classroom Environments That Work For All Students!

"One City, One Government, One Voice"

Art and Science of Teaching (AST)

AST-1: Power Strategies for Effective Teaching

Presenter(s):	Laura Benson; The Leadership and Learning Center
Date(s):	**January 10 and January 31, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avene, NE Washington, DC 20002
Register:	http://www.cvent.com/d/scqm6y/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Teachers, instructional leaders, and administrators will discover, practice, and model as many as 15 of the most up-to-date, effective instructional methods. They will be able to replicate and use these methods in classrooms the next day.

This two-day seminar focuses entirely on best instructional practices and how (and when) to select practices based on information gleaned from student work and data, including the successful use of non-fiction writing.

Participants will learn how to refine their collaborative processes and structures to better inform the selection of the best instructional strategies so they are implemented on a larger scale. This will make a dramatic difference in teaching and learning.

Educators can use the highlighted practices across the curriculum and with all grade and performance levels of students. The seminar will be customized with examples and plans for implementation that meet the specific needs of the participants.

Learning Objectives:

- When to utilize which instructional strategy, based on specific student needs;
- How to differentiate instruction with a large class of diverse learners;
- How to initially activate knowledge within the learner using personal learning goals, advance organizers, comparisons, and anticipation guides;
- How to engage the learner during instruction through cooperative learning, high-level questioning, student-generated nonlinguistic images, and contracts and inquiry projects; and
- How to strengthen literacy and critical thinking across the curriculum through effective concept attainment, concept mapping, Cornell notes, Socratic seminars, interacting with text, and argumentative writing.

AST-2: Art & Science of Teaching

Presenter(s):	OSSE Division of Special Education
Date(s):	**January 25, February 24, and May 4, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002 (May 4, 2012 session only)
Register:	http://www.cvent.com/d/fcqm6y/4W

*Note: Participants must attend all three days to gain the most benefit from course content.

This three-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.

AST-3: Authentic Performance Tasks Seminar

Presenter(s):	Dr. Cathy Lasiter, The Leadership and Learning Center
Date(s):	**November 15 and November 29, 2011**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/kcqm6h/4W

*Note: Participants must attend both days to gain the most benefit from course content.

The two-day Authentic Performance Tasks seminar, which includes Power Standards and "Unwrapping" the Standards, focuses on each participant's effective design, creation, and use of performance assessments that are the foundation of powerful standards-based instructional and assessment tools. It also focuses educators on identifying what skills and knowledge are of the utmost importance to ensure high achievement levels for students across content areas and across grade levels.

Performance assessments are powerful teaching and learning tools that make differentiated instruction and assessment possible. Performance assessments reach *all* learners including: special education, gifted and talented, below grade-level readers, and English-language learners. Having a collection of motivating performance assessments with corresponding tasks and rubrics aligned to priority standards across grade levels and content areas is a key strategy to differentiate instruction. Using these tools effectively will also motivate students, increase achievement, and save teachers time.

The 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.

Learning Objectives:

- Discover the rationale for narrowing the academic content standards to the Power Standards;
- "Unwrap" these standards and determine the Big Ideas or enduring understandings from them;
- Write these Big Ideas as Essential Questions to guide instruction and assessment;
- Design performance tasks to enhance student understanding based on the standards;
- Develop components of the assessment model, including interdisciplinary standards, engaging scenarios, performance tasks, and task-specific rubrics or scoring guides; and
- Create a standards-based performance assessment that includes all components of the model.

AST-4: Building Background Knowledge for Academic Vocabulary

Presenter(s):	OSSE Division of Special Education
Date(s):	**February 14 and 15, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/2cqm6h/4W

*Note: Participants must attend both days to gain the most benefit from course content.

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 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-5: The Highly Engaged Classroom

Presenter(s):	OSSE Division of Special Education
Date(s):	**May 17 and May 18, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/ccqm6h/4W

*Note: Participants must attend both days to gain the most benefit from course content.

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.

AAS-1: Common Formative Assessments

Presenter(s):	Steve Ventura, The Leadership and Learning Center
Date(s):	**February 1 and 29, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/9cqm25/4W

*Note: Participants must attend both days to gain the most benefit from course content.

An educator's goal is to teach students what they need to learn. Common Formative Assessments are the most effective way to identify those needs and use them to inform instruction.

In this two-day seminar, teachers and administrators will learn how to collaboratively develop, test, and refine Common Formative Assessments in order to gain timely and reliable feedback on student progress. They will discuss how to use assessments to adjust instructional practices appropriately.

Common Formative Assessments Learning Objectives:

- Regular and timely feedback regarding student attainment of most critical standards in order to better meet the 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 in for students to reach proficiency within each individual classroom, grade level, school, and district;
- Deliberate alignment of classroom, school, district, and state assessments to better prepare students for success on state assessments; and
- Results that provide predictive value on how students are likely to do on each succeeding assessment in time to make instructional modifications.

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 as matching *pre*- and *post*-assessments to ensure same-assessment to same-assessment comparisons, the format and design is similar to district and state assessments. Common formative assessment items are intentionally aligned to essential (power or priority) 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, district, and state) in time for teachers to make instructional modifications.

In addition, collaboratively creating and analyzing common formative assessments helps teachers and administrators identify the antecedents of excellence.

AAS-2-: Woodcock Johnson III (WJ III) – Test of Cognitive Abilities – Tests of Achievement

Presenter(s):	OSSE Division of Special Education
Date(s):	**January 5, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/mcqm6q/4W

This seminar will focus on the administration and interpretation options of the WJ III NU Tests of Cognitive Abilities. The WJ III NU Tests of Cognitive Abilities is based on the Cattell Horn-Carroll (CHC) theory of cognitive abilities. The CHC theory provides the most comprehensive framework available for understanding the structure of human cognitive abilities. The WJ III NU Tests of Cognitive Abilities provides a more comprehensive assessment of general ability than most other measures of intelligence. This training is only open to school psychologists. Participants are encouraged, but not required, to bring their test kit with them.

Participants will gain an understanding of the following:

- The theoretical basis of the assessment (CHC Theory);
- Administration procedures including fine points of administration;
- Utilizing the assessment as a selective testing battery;
- All scoring options available;
- Interpretation and uses of the information (processing strengths and weaknesses, etc);
- W and RPI scores as measures of progress;
- Technology options; and
- Linking assessment results to intervention.

AAS-3: Administration and Interpretation of the Woodcock Johnson III (NU) Tests of Achievement Training

Presenter(s):	OSSE Division of Special Education
Date(s):	**February 10, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/scqm6z/4W

This seminar will focus on the administration and interpretation options of the WJ III NU Tests of Achievement. Practitioners use the WJ III NU Tests of Achievement to assess students for specific learning disabilities. It is also used as a progress monitoring tool during the Response To Intervention (RTI) process. This achievement test provides relevant, functional, and academic information about the student from 2 years of age to adulthood. The WJ III NU Tests of Achievement include tests and clusters that directly parallel those outlined by the Individuals with Disabilities Education Act (IDEA) and it provides sound procedures for linking assessment to intervention at all levels of support.

This workshop is designed for special and general education teachers, school psychologists, intervention specialists, and others who utilize measures of academic achievement data in reading, writing, math, and language to inform their instructional decisions. Participants are encouraged, but not required, to bring their test kit with them.

Participants will gain an understanding of the following:

- All the achievement information available from the assessment;
- Administration procedures, including fine points of administration;
- Utilizing the assessment as a selective testing battery based on the purpose of this assessment;
- All scoring options available;

AAS-3 continued on next page.

AAS-3 Continued

- Interpretation and linking the achievement information to processing strengths and weaknesses;
- Available measures of progress;
- Technology options; and
- Linking assessment results to intervention.

AAS-4: Adaptive Behavioral Assessment: Vineland II

Presenter(s):	OSSE Division of Special Education
Date(s):	**February 17, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/4cqm6z/4W

Understanding a student's personal, functional, and social skills is extremely important information for educators to know about a student with a disability. Conducting functional assessments is one of the most common ways to measure the personal and social skills needed for everyday living. Participants will learn how to use the Vineland II Adaptive Behavior assessment tool to aid in diagnosing and classifying learning difficulties and other disorders, such as autism, Asperger Syndrome and developmental delays.

Participants will:

- Learn how to review student records and other related information;
- Learn how to interview various people, including parents and teachers;
- Learn how to systematically observe students across settings; and
- Learn the content and scales of the Vineland –II within three domain structures: Communication, Daily Living, and Socialization.

AAS-5: Emotional and Behavioral Assessment: The Behavior Assessment System for Children- (BASC-2)

Presenter(s):	OSSE Division of Special Education
Date(s):	**January 26, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/gcqm6z/4W

Assessing behavioral and emotional issues is important for developing successful interventions. Conducting behavioral assessments is one of the most common ways to measure behavior patterns for children with behavioral challenges. Participants will learn how to use the BASC-2 assessment tool, including rating scales and checklists to measure a student's behavioral and emotional skills to interpret the evaluation results.

Participants will:

- Learn how to review student records and other related information;
- Learn how to interview various people, including parents and teachers; and
- Learn how to systematically observe students across settings.

AAS-6: Woodcock Reading Mastery Tests: Diagnostic Reading Assessment Tool

Presenter(s):	OSSE Division of Special Education
Date(s):	**February 3, 2011**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/hcqm6z/4W

Assessing and accurately diagnosing students reading skills is a critical component of providing high quality reading instruction aligned to the Common Core State Standards (CCSS) in reading. The Woodcock Reading Mastery Tests-Revised-Normative Update (WRMT-R/NU) gives you a test battery with a proven record of accuracy with target grade levels. Based on scientific research and tested with years of actual classroom use, the WRMT-R/NU will help participants:

- Identify children's specific strengths;
- Ascertain students' difficulties and their root causes so that you can plan targeted remediation;
- Determine the reading strategies so that students with special needs can get needed help learning to read; and
- Provide thorough coverage of reading readiness, basic skills, and comprehension.

B-1: Functional Behavioral Assessment and Behavior Intervention Plans (FBA/BIP)

Presenter(s):	OSSE Division of Special Education
Date(s):	**February 28 and March 16, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/ccqm25/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Why is your student running out of the classroom or starting fights? Functional Behavioral Assessment (FBA) is an evidence-based process for determining the *reason behind the behavior.*

Once an FBA has been completed, then Behavioral Intervention Planning (BIP) begins. A BIP is an action plan for addressing each finding to positively impact both the student and the classroom environment. The bottom line: FBA and BIP improve student behavior.

Benefits of FBA/BIP Training

- Learn to complete an FBA that:
  - Defines the behavior in specific, objective and measurable terms;
  - Identifies aspects of the environment elicit the behavior; and
  - Identifies the positive or negative pay-off of that behavior for the student. (e.g. attention, being removed from difficult situation).
- Learn to develop a behavioral intervention plan (BIP) that
  - Changes aspects of the environment or situation that trigger the behavior;
  - Teaches alternative behaviors to meet the same needs (attention, removal from situation); and
  - Modifies responses of other adults at school and home so the behavior does not bring a "payoff" for the child anymore.

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

Presenter(s):	Pat Somers, Safe and Civil Schools
Date(s):	**November 7-8, 2011**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/vcqm25/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-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.

B-3: Advanced Classroom Management - Problem solving and addressing more chronic classroom problems

Presenter(s):	Andrea Hanford, Safe and Civil Schools
Date(s):	**January 12-13, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/bcqm25/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar focuses on a problem-solving approach to address the students with chronic classroom behavior problems. Participants will learn how to implement three to seven detailed behavior intervention plans to address their specific student's classroom behavioral problems.

B-4: Interventions: Evidence-Based Behavioral Strategies for Individual Students - Early Stages

Presenter(s):	Elizabeth Winford, Safe and Civil Schools
Date(s):	**February 6-7, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/0cqm6n/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar focuses on designing interventions for students with mild to moderate 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.

B-5: Interventions: Evidence-Based Behavioral Strategies for Individual Students - Highly Structured Interventions

Presenter(s):	Elizabeth Winford, Safe and Civil Schools
Date(s):	**March 6-7, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/vcqm6n/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar 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 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.

B-6: Behavioral Response to Intervention

Presenter(s):	Safe and Civil Schools
Date(s):	**January 31, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/lcqm67/4W

This seminar is an informative introduction to a comprehensive and positive approach to school-wide discipline and individual student intervention. This approach uses the acronym STOIC as a guide to the principles of effective behavior management: Structure, Teach expectations, Observe/monitor, Interact positively, and Correct fluently. This workshop will discuss ways to implement all of these principles at the school, classroom, and individual student levels. When they are implemented well, a full Response-to-Intervention continuum is created, ensuring that the needs of all students are addressed. Participants will learn how to evaluate their current continuum of services, identifying both strengths and areas needing improvement.

B-7: Positive Behavior Intervention Supports

Presenter(s):	OSSE Division of Special Education
Date(s):	**May 24-25, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/scqm24/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Positive Behavior Intervention Supports (PBIS) is a systems approach that has been proven to be effective in preventing and responding to school and classroom discipline problems. PBIS develops school-wide systems that support staff to promote social and emotional well-being for all students. PBIS schools implement systems that are proactive, not reactive. The systems are based on prevention rather than intervention, and they are positive not punitive. This evidence-based, data-driven framework reduces referrals and suspensions, increases safety of schools, and supports improved academic outcomes. The bottom line: improving the social emotional climate of a school improves academic performance.

Learn how PBIS can work in your school. Through this two-day training, you will develop an understanding of the PBIS system, including:

- Forming a team of school staff and parents to begin assessing school needs;
- Implementing a three-tiered (school-wide, targeted and individualized) data-driven approach to prevention;
- Identifying 3 to 5 school-wide behavioral expectations;
- Development of a behavioral teaching matrix and lesson plans;
- Defining and consistently enforcing expectations;
- Use of data to inform decision-making and progress; and
- Selecting and implementing best-practice programs.

D-1: Data Teams and Data Driven Decision Making for Results Seminar

Presenter(s):	Nicole Law, The Leadership and Learning Center
Date(s):	**November 3-4, 2011**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register:	http://www.cvent.com/d/jcqm25/4W

*Note: Participants must attend both days to gain the most benefit from course content.

The processes learned in this seminar will ensure that D.C. educators will have the most effective data analysis framework and strategies to impact student achievement. The Center will customize this two-day seminar to meet the specific circumstances and challenges that D.C. faces today.

Participants will spend the first day examining data and making leadership and instructional decisions within the framework of a proven and effective process. The Decision Making for results process includes the following steps:

- Inquiry;
- Treasure Hunt;
- Analyzing to Prioritize;
- SMART Goals;
- Strategies;
- Determining Results Indicators; and
- Monitoring and Review.

Each step will take participants deeper into new systems of thinking and applications of data. During the seminar, participants must examine their own real data on real students so that they understand the process in context.

By the conclusion of the day, participants will have learned the process and made concrete improvement decisions.

Decision Making for Results Learning Objectives:

- Understand the definition and components of data-driven decisions;
- Discover how this process will improve student achievement in the district;
- Find out what data addresses your most pressing issues and questions related to student achievement in reading, writing, and mathematics;
- Weed out data that does not inform the urgent issues related to student achievement;
- Witness how the data process helps inform, not only what students in the system are doing, but what the adults in the system are doing;
- Learn what is required of administrators in order to make the data process effective in your district;
- Understand the limitations of data; and
- Study the purpose of Data Teams and how to form them.

During the second day of this interactive seminar, The Center will give participants the tools to implement and sustain successful Data Teams, the key building block of a data-driven decision making process that impacts student achievement.

Participants will understand the effectiveness of the Data Team structure (including the specific roles and responsibilities of each educator) and a 5-step process that clearly focuses participants on analyzing data to make the best instructional decisions. They will see the tremendous power and value of this supportive, organized, and accountable method, with sincere focus on continuous improvement and adult actions to impact student performance.

In addition, this process is a vehicle to help educators monitor the success of accountability and school improvement plans.

D-1 continued on next page.

D-1 Continued

Data Teams Learning Objectives:

- Use Data Teams to enhance data-driven decision making at the school and classroom level;
- Understand how this process relates to district and school student achievement goals;
- Create assessments that Data Teams will use to gather immediate student achievement information related to areas of urgency;
- Utilize the Data Team process to address your most pressing issues and questions related to student achievement in reading, writing, and mathematics; and
- Learn about the tools necessary for Data Team leaders to facilitate and sustain successful data meetings.

D-2: Advanced Data-Driven Decision Making Seminar

Presenter(s):	Steve Ventura, The Leadership and Learning Center
Date(s):	**February 2 and March 1, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE, Washington, DC 20002 (February 2, 2012 session only) 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/1cqmts/4W

*Note: Participants must attend both days to gain the most benefit from course content. Additionally, 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*.

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.

D-3: Reading Assessments Data Driven Decision Making for Results and RtI (K-8): Reaching & Teaching All Students!

Presenter(s):	OSSE/Division of Special Education
Date(s):	**May 21-22, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/qcqm2t/4W

*Note: Participants must attend both days to gain the most benefit from course content.

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 in reading.

EC-1: Establishing Orderly Classroom Management

Presenter(s):	Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s):	**January 31, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/mcqmtl/4W

Establishing order in classrooms is essential for teaching, learning, safety, and socialization. This session provides research and evidence-based methods for classroom management that have been field-tested and proven effective for all ages. Come and learn how to establish safe boundaries using routines and procedures for managing whole-class activities and small-group instruction. Learn how to create predictable learning environments that ensure children know what to do and how to perform successfully.

EC-2: Managing Behaviors Using Respectful Communication

Presenter(s):	Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s):	**February 16-17, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/xcqm2g/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides effective teacher-child and child-child communication models for teachers to use with their students.

DAY 1: This session presents Part ONE of two presentations that helps you teach and model respectful communication using appropriate word choices, voice tones and levels. You will learn to speak proactively and positively. Participants will also learn how to engage children in collaborative conversations, where they listening attentively and express their ideas about a topic. You will also learn about Two Choice Discipline, a communication system that helps teach responsible decision-making. Come and learn how to assist children with simple decision-making and become accountable for outcomes related to their choices.

DAY 2: This session continues with Part TWO of two presentations that helps teachers set reasonable expectations and teach children how to self-regulate. Participants will learn how using classroom routines and procedures and the Two Choice Discipline system develops children's personal responsibility and accountability. Participants will also learn how to create opportunities for self-regulation using proactive, clear communications, and reasonable consequences that you can enforce consistently. We will discuss appropriate expectations and fair consequences and ways to reward positive behaviors. You will learn how to help children determine appropriate choices and think about potential consequences before they respond.

EC-3: Developing Vocabularies, Oral Language and Print Concepts

Presenter(s):	Dr. Vicki Gibson, Dr. Christie Cavanaugh, Gibson, Hasbrouck & Associates
Date(s):	**March 8-9, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 (March 8, 2012 session only) 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/gcqm2g/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides a research overview as well as concrete examples of the best practices for developing vocabularies, oral language and print concepts in young children.

DAY 1: This session presents Part ONE of two presentations that provides an overview of research and age-appropriate best practices for teaching and developing vocabulary word knowledge, oral language and pre-literacy skills in young children. We will begin by discussing informal assessment to gather data to inform teaching and use data to pace instruction and practice. We will explore ways to develop word knowledge and oral language to enhance early reading skills and print concepts. Come and learn how to use word sorts, concept sorts and literature to enhance language and early literacy development.

DAY 2: This session presents Part TWO of two presentations that includes teaching and practice activities that develop phonological and phonemic awareness and print concepts. You will learn methods of reading stories to and with children that develop their listening comprehension skills. We will model story retelling activities that use graphic organizers to guide small group discussions where children take turns speaking using correct articulation and grammar. You will also learn how to teach pre-writing skills that extend language and pre-reading instruction that helps children express feelings and thoughts in art activities and in print.

EC-4: Teaching Early Numeracy and Science Concepts

Presenter(s):	Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s):	**May 10-11, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/7cqm2g/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar provides concrete examples of the best practices for developing number sense and science concepts in young children.

DAY 1: This session presents Part ONE of two presentations about developing number sense for early numeracy. Participants will learn how to teach, model and practice skills for one-to-one correspondence, counting on, creating and comparing sets of equality, more/less and same/equal. You will learn how to include activities using concrete objects to develop math skills for recognizing shapes, numerals and their values, and sorting using 1-3 characteristics for problem solving.

DAY 2: This session presents Part TWO of two presentations that integrates learning using math and science concepts together to engage children's interest in their environment. You will learn how to use primary colors to create secondary and tertiary colors and how to introduce measurement concepts and graphing to strength skills for comparing and contrasting objects. We will build on prior knowledge for pre-reading, literacy and language to include concepts for math and science using 10 shapes and 10 colors and rich vocabulary words to complete simple addition and subtraction problems, then create graphs to represent information and discuss what was learned.

EC-5: Integrating Instruction Across the Content Areas

Presenter(s):	Dr. Vicki Gibson, Gibson, Hasbrouck & Associates
Date(s):	**June 6, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/lcqmwb/4W

This one-day session provides successful methods for teachers to create productive, cross-curricular learning experiences. It is all about excellent teaching and how to use science and social studies content to develop language and literacy skills. You will learn how to select age-appropriate materials and integrate skills from all content areas. We will examine units of study and discuss how to incorporate skills and practice activities that deepen understandings and provide repeated practices to enhance comprehension. We will also discuss ways to monitor children's performance to inform and continue good instruction. Come and learn how to put it all together so teaching and practice make sense for young children and create a foundation for learning.

IL-1: A Principal's Guide to Special Education—A Look at the Readiness of School Principals to Preside Over Effective Special Education Programs

Presenter(s):	Chandra Williams, Director of Training and Technical Assistance/OSSE
Date(s):	**January 30, 2012 or March 5, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/4cqmwh/4W

*Note: This is a one-day seminar. Participants choose one day to attend.

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-2: The BIG Rocks: Priority Management for Principals—Establishing a Professional Learning Community (PLC)

Presenter(s):	Chandra Williams, Director of Training and Technical Assistance/OSSE
Date(s):	**March 16 and May 3, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/qcqmwn/4W

*Note: Participants must attend both days to gain the most benefit from course content.

How can a dedicated principal work really, really hard but fail to get significant gains in student achievement? The answer is obvious: 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.

IL-3: Effective Supervision: Supporting the Art and Science of Teaching

Presenter(s): OSSE Division of Special Education
Date(s): **February 13, 2012 and February 14, 2012**
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: http://www.cvent.com/d/2cqm6j/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Participants will learn research-based instructional and supervision strategies that have a high probability of enhancing K-12 student achievement. The guiding reference for these two days will be *Effective Supervision: Supporting the Art and Science of Teaching*, by Robert J. Marzano, Tony Frontier, and David Livingston, published by ASCD, May 2011.

The presenter will guide District of Columbia administrators and teacher leaders as they increase their understanding of, and ability to use:

- A common language of instruction;
- A variety of approaches to teacher reflection and feedback;
- Structures and tools for observing and discussing effective teaching including: observational protocols, instructional rounds, and informal and formal observations;
- Effective supervision approaches as the District of Columbia's classrooms transition to the ELA Common Core State Standards;
- Professional and collegial environments that foster student learning; and
- Strategies for leading change.

IL-4: The Administrator's Roles and Responsibilities in Inclusive Schools

Presenter(s): Dr. Marilyn Friend, President for the Council for Exceptional Children
Date(s): **January 18, 2102**
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: http://www.cvent.com/d/jcqmwm/4W

Inclusive schooling relies on the leadership of principals and other site administrators: a fact supported in dozens of studies and in the stories of many educators. However, principals often have valid questions about the complexities of leading an inclusive school, and they often are faced with complex issues they are unsure how to resolve.

The purpose of this session is to explore, through an administrative lens, conceptual and practical issues related to creating and sustaining inclusive schools, including the development of co-teaching programs. In particular, this session is designed to provide opportunities for school and district administrators to discuss the concerns and roadblocks to refining inclusive services for students with disabilities and other special needs. We will emphasize identifying constructive strategies for gaining the most benefit possible from the personnel and programs available in schools.

Objectives

At the conclusion of this workshop you will be able to:

1. Review core concepts that define and characterize inclusive schooling for students with disabilities and other special needs (e.g., collaboration, inclusion, co-teaching);
2. Affirm your own beliefs about inclusive practices and clarify your role and responsibility for setting an expectation for inclusiveness, including placing

IL-4 continued on next page.

IL-4 Continued

inclusion in the context of broad school reform efforts including NCLB and IDEA;

3. Outline strategies for building and sustaining inclusive programs, including co-teaching, that are grounded in research, consonant with current federal legislative mandates, and responsive to a variety of situations;

4. Discuss persistent dilemmas related to inclusive practices and co-teaching (e.g., time for shared planning, scheduling, staffing patterns, resistance, instruction) and options for resolving them using, as a basis, existing and related research;

5. Evaluate the quality of the co-teaching occurring and the impact it is having on student outcomes, staff perceptions, and other stakeholders' perceptions; and

6. Discuss your concerns and issues related to specific inclusive practices and co-teaching and outline ways to address them.

M-1: Teaching Mathematics in Pre-Kindergarten and Kindergarten

Presenter(s): Brenda Mercado, Math Solutions

Date(s): **November 3, 2011 (Session 1)**
January 13, 2012 (Session 2)
February 10, 2012 (Session 3)
March 2, 2012 (Session 4)
May 18, 2012 (Session 5)

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002 (session 2 and session 3 only)

Register: http://www.cvent.com/d/scqmwn/4W

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

Teaching mathematics in kindergarten has challenges that are different from the other primary grades. This seminar addresses these challenges by helping teachers understand a problem-solving mathematics program that builds on children's prior experiences, encourages children's language development, and helps children make mathematical connections.

Young children have many real-world mathematical experiences before entering school. This session shows teachers how to use students' natural curiosities and prior experiences to build their understanding of mathematical ideas. Teachers examine the ingredients necessary for setting up a problem-solving environment that promotes children's autonomy and decision making, selecting appropriate mathematical learning activities, and promoting communication about mathematics among students. Samples of student work connect the session experiences to classroom instruction.

Content: The five-session series respond to the Common Core State Standards for Mathematics and helps teachers learn how to:

- Set up a problem-solving classroom culture that helps children develop mathematical understandings and make connections
- Include activities from the strands of number, pattern, geometry, statistics, and probability;
- Encourage communication, both oral and written;
- Integrate assessment and instruction; and
- Communicate with parents about their child's math instruction.

Session 1: The focus of this session is on counting, counting assessments, and counting routines. Participants will:

- Engage in mathematical investigations to build understanding of important ideas from the area of counting;
- Dialog about current assessment practices, record keeping, and building on the assessment information;
- Review the Common Core State Standards for Mathematics;
- Examine critical components of how children learn mathematics to consider the implications for instructional decision making; and
- Extend the learning from the session by using and analyzing classroom practices.

Session 2: The focus of this session is on creating a mathematical environment, counting collections, and number relationships. Building on work with counting from Session 1 and participants' observations from the classroom, participants:

- Broaden their conceptual understanding of the complexities of counting;
- Consider the ideas of conservation in comparing quantities;
- Use their classroom observations to continue the discussion of cardinality as it relates to counting collections; and

M-1 continued on next page.

M-1 Continued

- Recognize that mathematically rich environments promote mathematical thinking.

Session 3: The focus of this session is tools for mathematical thinking. Participants examine current practices with calendar routines, ten frames, number lines, bead boards, and 100's charts. Building on work with counting from sessions 1 and 2, participants broaden their understanding of number sense by:

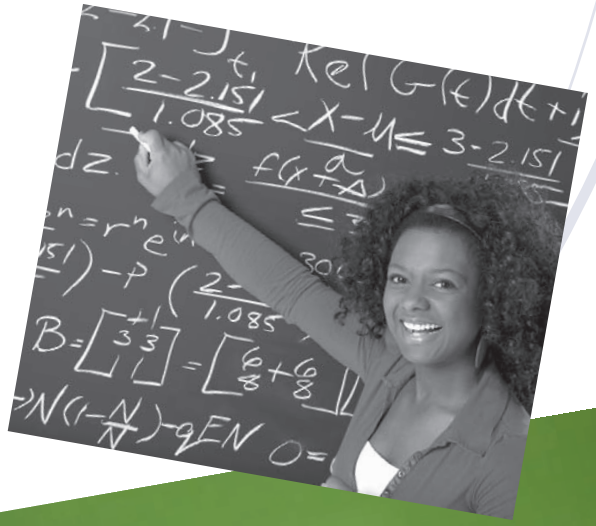
- Examining current practices;
- Considering the use of ten frames, number lines, and hundreds charts as tools for mathematical thinking; and
- Examining how the mathematical understanding of the teacher influences the choice of instructional experiences and questions used to guide and deepen student learning.

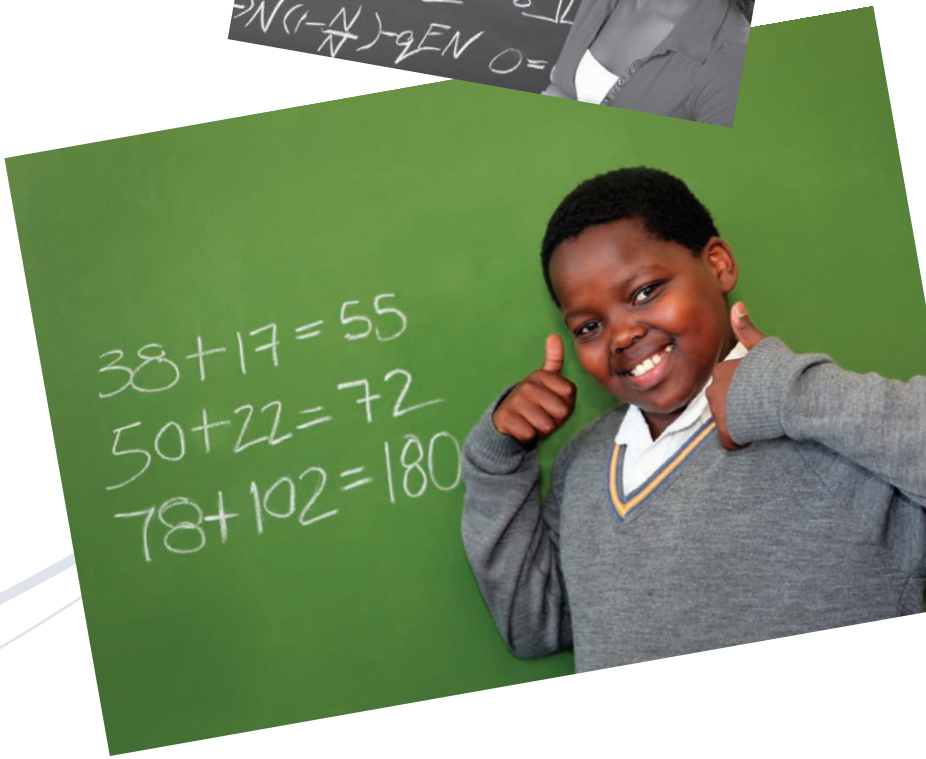
Session 4: The focus of this session is on number relationships as they relate to basic facts. Building on work from previous sessions, participants:

- Engage in and identify characteristics of tasks that build number relationships; and
- Examine how the mathematical understanding of the teacher influences the choice of instructional experiences and questions used to guide and deepen student learning.

Session 5: The focus of this session is on problem solving, examining rich mathematical problems, and supporting students with communicating their mathematical understanding. Building on our work with number sense from the four previous sessions, participants:

- Solve mathematical problems;
- Examine the criteria for evaluating rich mathematical problems; and
- Discuss the notion of "math talk" as a way of building vocabulary and as it relates to The Common Core Mathematical Practices.





M-2: Number Core for Grades 1-5

Presenter(s): Nancy Low, Math Solutions (Cohort 1)

Date(s): **October 24, 2011 (Session 1)**
November 29, 2011 (Session 2)
January 26, 2012 (Session 3)
February 23, 2012 (Session 4)
March 8, 2012 (Session 5)
May 10, 2012 (Session 6)

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/ncqm2p/4W

Presenter(s): Nancy Low, Math Solutions (Cohort 2)

Date(s): **October 25, 2011 (Session 1)**
November 30, 2011 (Session 2)
January 27, 2012 (Session 3)
February 24, 2012 (Session 4)
March 9, 2012 (Session 5)
May 11, 2012 (Session 6)

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 (session 1, session 3, and session 6 only)
810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002

Register: http://www.cvent.com/d/qcqm77/4W

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

This six-session series addresses an important need—to help grades 1–5 teachers deepen their understanding of arithmetic, the cornerstone of mathematics. To teach the high-stakes area of arithmetic effectively, teachers need to understand the complexities of computation, problem solving, and number sense, and to know how to support these areas in their instructional program.

Each session will include connections to the content and practice standards from the Common Core State Standards for Mathematics. All sessions will also offer an opportunity to extend the learning from the day by using and analyzing classroom activities and student work related to that session's focus.

Goals: This course helps participants:

- Strengthen math content knowledge;
- Use content knowledge to make math more accessible for students;
- Understand how students learn mathematics; and
- Implement instructional strategies that promote thinking, reasoning, and making sense of mathematics.

Overall Important Mathematical and Pedagogical Ideas to focus work throughout the series:

- Teachers teach well only what they deeply understand;
- Historically number has been a cornerstone of the entire mathematics curriculum internationally as well as in the United States. All the mathematics proposed for pre-kindergarten through grade 12 is strongly grounded in number;
- The major emphasis of the elementary mathematics curriculum is building children's number understanding and computation skills and includes estimation, mental computation, appropriate use of calculators, paper-and-pencil figuring, the development of students' number sense, and application of skills in problem-solving situations;

M-2 continued on next page.

M-2 Continued

- The operations of addition, subtraction, multiplication, division and their corresponding properties are the foundation of arithmetic;
- Teachers' understanding of mathematics influences their choice of instructional tasks and contributes to their ability to ask students questions that are mathematically significant;
- Being numerically powerful includes the ability to compute accurately and efficiently but goes far beyond that. It also involves understanding and using various meanings, relationships, properties, and procedures associated with number concepts and operations;
- In order to communicate ideas related to numbers, we must have a way of representing numbers symbolically. Two specific characteristics of our number system have important implications for instruction: It is a positional system: there are place values. It is based on repeated groupings of ten. Students must interpret digits in numbers on two levels: place value and face value; and
- Whether written as fractions, decimals, or percentages, numbers less than one have a complexity of meanings. In order to make sense of and use fractions, students must consider relationships—either between parts and wholes or between different quantities.

Participant Requirements

Successful completion of the course includes:

- Attending and fully participating in all sessions;
- Reading and discussing all assigned articles and readings;
- Making daily entries in a journal to process the course experiences, identify issues, and formulate questions; and
- Completing problem-solving homework assignments.

M-3: The Common Core State Standards and a Balanced Math Approach to Instruction (K-5)

Presenter(s):	Nicole Law, The Leadership and Learning Center
Date(s):	**January 10-11, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register:	http://www.cvent.com/d/xcqm6m/4W

*Note: Participants must attend both days to gain the most benefit from course content.

The Common Core State Standards and a Balanced Math Approach seminar is perfect for teachers and instructional specialists looking to further develop and align their curriculum and instruction to the common core state standards in math.

How can teachers build mathematically powerful students? How can teachers build students who can solve problems and also communicate their understanding to others? When students are engaged in a "balance" of mathematics activities, they can succeed where it counts: in applying their math skills and reasoning ability to solve real-life problems requiring mathematical solutions. In this seminar, participants will learn how to deliberately design a balance of instruction and assessment aligned to the common core state standards that helps students:

- Build computational skills;
- Develop mathematical reasoning and problem-solving abilities;
- Deepen conceptual understanding;
- Demonstrate understanding in a variety of assessment formats;
- Based on the National Council of Teachers of Mathematics (NCTM) recommendations, the seminar provides math educators in elementary with a practical framework for implementing each of these components

M-4: The Common Core State Standards and a Balanced Math Approach to Instruction (6-12)

Presenter(s):	Tremain Nelson, The Leadership and Learning Center
Date(s):	**November 1, 2011 and November 30, 2011**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/8cqm6j/4W

*Note: Participants must attend both days to gain the most benefit from course content.

The Common Core State Standards and a Balanced Math Approach seminar is perfect for teachers and instructional specialists looking to further develop and align their curriculum and instruction to the Common Core State Standards in math.

How can teachers help students be mathematically powerful? How can teachers help students be problem solvers and communicate their understanding to others? When students are engaged in a "balance" of mathematics activities, they can succeed where it counts. They apply their math skills and reasoning abilities to solve real-life, mathematical problems. In this seminar, participants will learn how to deliberately design a balance of instruction and assessment aligned to the Common Core State Standards that helps students:

- Build computational skills;
- Develop mathematical reasoning and problem-solving abilities;
- Deepen conceptual understanding; and
- Demonstrate understanding in a variety of assessment formats.

Based on the National Council of Teachers of Mathematics (NCTM) recommendations, this seminar provides math educators in middle and high school with a practical framework for implementing each of these components

R-1: Running Records: Guiding Students to Reading Independence (K-5)

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): **November 16, 2011**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/rcqmwn/4W

ALL proficient readers use strategies to access or decode text. What are those strategies and how do you know if your students are using them? More importantly...how do you teach the strategies your students aren't using? Running Records is a POWERFUL yet simple tool for understanding what strategies the readers in your classroom are or are not using to access text.

The Common Core State Standards (2010) provide little guidance in regard to literacy intervention but ask teachers to pinpoint areas of literacy needing intervention- "The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention," (p. 15). Running Records will support teachers in identifying what students are or are not doing in relation to print concepts, phonological awareness, phonics, word recognition, and fluency. This session will teach you how to take, score, and interpret reliable running records in order to increase student learning. Participants will also learn language or "strategy talk" to facilitate rapid acquisition of these strategies. This is an interactive and collaborative training where participants will have time to learn how to take, score and interpret a running record, and collaborate with colleagues while learning.

R-2: Reciprocal Teaching: Strategies to Increase Comprehension in ALL Readers

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): **November 18, 2011**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/jcqmwn/4W

They can read...they just can't understand! Comprehension is the entire purpose for reading, yet it is arguably the most difficult for students to do and for teachers to instruct. This seminar will introduce four strategies for improving the teaching and learning of comprehension. Reciprocal Teaching is an evidence-based teaching model to help your students construct meaning from text by integrating four reading comprehension strategies—predicting, questioning, clarifying, and summarizing. Participants will learn how to include Reciprocal Teaching into whole-class sessions, small group sessions, and/or literature circles. This is an interactive and collaborative training where participants will have time to learn the four strategies, observe the strategies in action, and collaborate with colleagues while learning.

"Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text…(p. 8); *Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently."* Students are being asked to access, process, interpret, discuss, evaluate, and critique challenging text in multiple genres at all grade levels. In order to be proficient at interpreting, discussing, evaluating, and critiquing challenging text, students must have strategies to help them process and discuss the text.

Reciprocal Teaching is a model designed to support children in reading challenging texts in order to move to higher levels of comprehension of those texts.

R-3: Building Vocabulary in a Systematic, Explicit…and ENGAGING way!

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): **December 1, 2011**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/1cqmw7/4W

Increasing students' vocabulary has the potential to increase both comprehension and writing. But how do children learn new words? What words are worth knowing? This seminar will teach participants about Tier 1, 2, and 3 words and how these tiers contribute to vocabulary acquisition. Participants will also learn about grade-level and content-specific academic vocabulary that enable students to think, write, and speak with precision in school. Finally, participants will learn the steps to a five-day vocabulary plan designed to increase students' vocabulary. This is an interactive and collaborative training where participants will have time to learn about and practice identifying tier 1, 2, and 3 words; experience a 5-day vocabulary plan; and collaborate with colleagues while learning.

"Without prompting, students demonstrate command of standard English and acquire and use a wide-ranging vocabulary." (p. 7) *"The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.* (p. 8) *"Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression."* (p. 25)

R-4: Common Core State Standards (CCSS): Step 1—Overview

Presenter(s): Dr. Angela Schroden, Reading Specialist/OSSE
Date(s): **December 12, 2011**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/dcqmw7/4W

The first step in implementing the Common Core State Standards is figuring out what they are, how they are organized and what they are asking students to do. This interactive seminar will provide time for participants to practice "close reading" of the standards, discuss how and why they are organized as they are, examine the increase in rigor from grade to grade, and discuss what IS NOT covered in the Common Core State Standards. Implications for students' learning and teaching will also be explained. This is an interactive and collaborative training where participants will have time and be expected to participate in rich, professional discussion.

R-5: Disciplinary Literacy Seminar for Grades 6-12

Presenter(s):	Dr. Thommie Piercy, The Leadership and Learning Center
Date(s):	**December 8-9, 2011**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/wcqmwj/4W

*Note: Participants must attend both days to gain the most benefit from course content.

Literacy in our global, connected, media-rich world is different from literacy in the past. The Common Core State Standards (ELA and Literacy) lay out a vision of what it means to be a literate person in the 21st century, and it is more complex than it used to be. This seminar will help teachers better understand the rigor, complexity, structure, and spirally nature of the Common Core for grades 6-12 to more efficiently meet the needs of their students.

Disciplinary Literacy: Redefining Deep Understanding for 21st-Century Demands, by Thommie D. Piercy and William Piercy, takes a comprehensive look at the challenges of literacy in the 21st century, and the Disciplinary Literacy Seminar builds on the insights of the book. The seminar provides districts, individual schools, grade-level teams, and content area teams with an explicit and teacher-friendly literacy instructional framework that guides students to read and think like experts while at the same time increasing deep understanding of material. The content of this seminar is directly aligned with the Common Core State Standards for literacy, including the Anchor Standards.

Disciplinary Literacy utilizes a four-stage model that encourages students to become investigators. Through the Disciplinary Literacy process, students learn to read like historians, scientists, mathematicians, literary critics, and musicians. Discipline-specific investigation questions about primary texts motivate dynamic student dialogue. The process is clear, fun, and engaging; and students will learn vital skills for communicating responsibly.

The Disciplinary Literacy process described and modeled in this interactive seminar is content-specific and provides aligned instruction using dynamic tools to ramp up adolescent achievement. Educators will find that Disciplinary Literacy constantly challenges their students to read texts deeply, fill in gaps in their understanding, and expand their critical thinking. It is not a generic "reading across the curriculum" model for instruction.

Learning Objectives:

- Identify explicit instructional connections with the Common Core State Standards;
- Learn the Disciplinary Literacy Four-Stage Text Investigation Model for reading like a historian, scientist, mathematician, literary critic, and musician;
- Apply adolescent citizen journalist thinking and communication skills; and
- Apply Literacy Action Frameworks with all students, including at-risk and advanced students.

R-6: Instructional Routines for Effective Small Group Instruction & Intervention

Presenter(s):	Dr. Angela Schroden, Reading Specialist/OSSE
Date(s):	**January 10 and February 2, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/lcqmrq/4W

*Note: Participants must attend both days to gain the most benefit from course content.

This two-day seminar explores of targeted reading assessments and learns instructional routines for effective small-group instruction and intervention.

Session 1: As teachers we often hear the statement, "these students can't read," or "these students are two grade levels behind." But what does that really mean? More importantly, what can we do about it? Only in rare instances are children wholly incapable of reading. More often, children have multiple reading challenges that prevent them from reading like their peers. Unfortunately many reading assessments are broad in nature and end up telling us what we already know, "Johnny can't read." When we use the right assessments, though, we can take a closer look and find… Johnny struggles with decoding, which is negatively influencing his fluency, which is negatively impacting his comprehension…so he chooses not to read. This first of two sessions will introduce a variety of easy and targeted assessments to support teachers in pinpointing the needs of the readers in their classrooms. This is an interactive and collaborative training where participants will have time to learn the assessments, discuss what students need which assessment, and collaborate with colleagues while learning.

Session 2: If you've ever said, "I know why my students are struggling in reading, I just don't know what to do about it…" this second of two sessions if for you. Based on the gradual release of responsibility (Pearson & Gallagher, 1983) model and targeted to address specific reading needs (comprehension, fluency, phonics), participants will learn four explicit and systematic instructional routines. These routines provide precise teaching moves in order to accelerate students' learning. This is an interactive and collaborative training where participants will have time to learn the instructional routines, discuss which students would benefit from each routine, and collaborate with colleagues while learning.

R-7: Common Core State Standards and Highly Effective Instructional Strategies

Presenter(s):	Dr. Timothy Shanahan, Past President of the International Reading Association
Date(s):	**January 20, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/xcqmrq/4W

Recently, the District of Columbia, along with more than 40 states, adopted new educational standards in the English Language Arts called the Common Core State Standards. These standards are quite different than the learning outcomes that have been the focus of instructional efforts in the past. This presentation will provide an insightful tour of the new standards that will help you to understand what is so special about them and the changes to instructional practice that will be required to accomplish them.

For decades, reading educators encouraged teachers to teach students from "instructional level" texts, content teachers have used high readability textbooks, and approaches such as guided reading with leveled books have flourished. The new Common Core State Standards challenge those widely accepted approaches, requiring that students be taught with challenging texts that, in the past, would have been labeled as frustration level. That means teachers can no longer just move struggling learners to easier texts. This presentation will provide an overview of some of the instructional responses that can help teachers to make this approach a success for students.

R-8: Response to Intervention: Using a Tiered Reading Model to Build a Rich Framework (K-6)

Presenter(s): Dr. Mary Howard, Reading Connections
Date(s): **January 27, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/kcqmr2/4W

Response to Intervention is a rich literacy framework using a tiered system. RTI begins with a high-quality general education program with support options in place at higher levels. The framework builds a culture of instructional responsiveness and differentiation from the ground up with increasing levels of instructional intensity for students who need more than we can offer in the general classroom setting. Each tier in an RTI model is carefully coordinated so that students can receive the more they need within and across tiers. Mary will illustrate the success factors of RTI with a detailed description of each tier and the tools and steps that are essential for this school-wide view of literacy excellence within an RTI model.

In this seminar, you will learn how to:

- Design and utilize a "tiered" intervention model for long-term success;
- Implement the most effective instructional interventions and strategies; and
- Integrate literacy instruction across the curriculum within and across tiers.

R-9: Instructional Strategies to Maximize Achievement for Struggling Readers (K-6)

Presenter(s): Dr. Mary Howard, Reading Connections
Date(s): **February 13, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/gcqmr2/4W

An effective literacy program must be grounded in a responsive, differentiated view that is inclusive of all students. Meeting the needs of struggling readers is not about doing something 'else'—often a diluted form of instruction based on isolated skill and drill. Our struggling readers must be immersed in the very instructional approaches that are afforded our most proficient readers. Mary will share powerful instructional strategies that give struggling readers the "more" they need—more intensity, more depth, more support and more acceleration. Learn how to build strategic knowledge in ways that ensure transfer of learning with powerful approaches that can be integrated across the curriculum tomorrow morning. You will leave this session with a new sense and a filled instructional toolbox in this strategy-rich session.

In this seminar, you will learn how to:

- Identify the critical features of an inclusive literacy program;
- Learn simple adaptation that will maximize learning for struggling readers;
- Implement flexible grouping strategies for an accelerated view; and
- Build literacy instruction into the day for maximum gain.

R-10: Fluency—Integrating Literacy across the Curriculum

Presenter(s): Dr. Mary Howard, Reading Connections
Date(s): **February 23, 2012**
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: http://www.cvent.com/d/dcqmrw/4W

This new seminar is designed to clearly demonstrate that fluency is not a separate component of effective reading instruction, but a critical aspect of a larger scope. Current research has resulted in a renewed interest in fluency, but this seems to have resulted in what Rasinski describes as a shift from the "forgotten" to a "misunderstood" reading goal. Fluency is often reduced to speed or pronunciation at the expense of meaning as the same unproductive oral reading practices continue to be the driving force of the scurry to incorporate fluency into every classroom.

In this seminar, you will learn how to:

- Discover the critical principles of effective fluency instruction;
- Integrate fluency into every topic throughout the school day;
- Embed vocabulary into fluency across the curriculum; and
- Maximize instructional decision-making so every moment counts.

R-11: Building a Rich Reading and Writing Vocabulary

Presenter(s): Dr. Mary Howard, Reading Connections
Date(s): **February 24, 2012**
Time: 8:30 am to 3:30 pm
Location: Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register: http://www.cvent.com/d/bcqmrx/4W

Interactions with language and print offer priceless opportunities to expand vocabulary on a daily basis. Learn how to implement proven techniques that promote long-term memory using collaboration, movement, color and mnemonic devices.

In this energizing session, you will discover strategies that lead students to lifelong word learning:

- Building a strong sight vocabulary for reading and writing;
- Enhancing spelling by accessing multiple memory pathways; and
- Building vocabulary with highly engaging strategies.

R-12: Instructional Coaching With the End in Mind

Presenter(s): Steve Barkley, Performance Learning Systems

Date(s): **January 11, 2012 (Session 1)**
January 30, 2012 (Session 2)
March 8, 2012 (Session 3)
May 16, 2012 (Session 4)

Time: 8:30 am to 3:30 pm

Location: Kellogg Conference Center, 800 Florida Avenue, NE
Washington, DC 20002
810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002 (May 16, 2012 session only)

Register: http://www.cvent.com/d/lcqmr3/4W

*Note: This is a four-day seminar. Participants should attend all sessions. Participants are also encouraged, but not required to use this resources: *Instructional Coaching with the End in Mind.*

This 4-day seminar is designed for those who desire to implement or participate in instructional coaching. The seminar will define and explore instructional coaching.

Session 1: Defining instructional coaching as it compares to evaluation, supervision, and peer coaching. Establishing the backwards planning process for designing coaching conversations with teachers focused on increasing student achievement. Learning Questioning and Paraphrasing skills for pre-conferencing.

Session 2: Establishing the coaches' role with staff and defining the coach/principal partnership. Learn and practice post-conferencing skills of positive phrased suggestions and approval. Observe models and practice post-conferencing.

Session 3: Questions for Life strategies for facilitating teacher groups and coaching conferencing. Designing professional development aligned with school improvement plans and for individual teacher needs. Using peer coaching and professional learning communities to advance teacher growth.

Session 4: Verbal skills for responding to resistance. Observing teacher videos practice planning and conducting coaching conferences. Strategize plans for coaches to respond to personal scenarios collected from their experiences.

R-13: Teach Them All to Read (K-5)

Presenter(s): Dr. Elaine McEwan, McEwan Group

Date(s): **February 27-28, 2011 (Sessions 1-2)**
March 12-13, 2012 (Sessions 3-4)

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall,
Washington, DC 20002

Register: http://www.cvent.com/d/ccqm68/4W

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

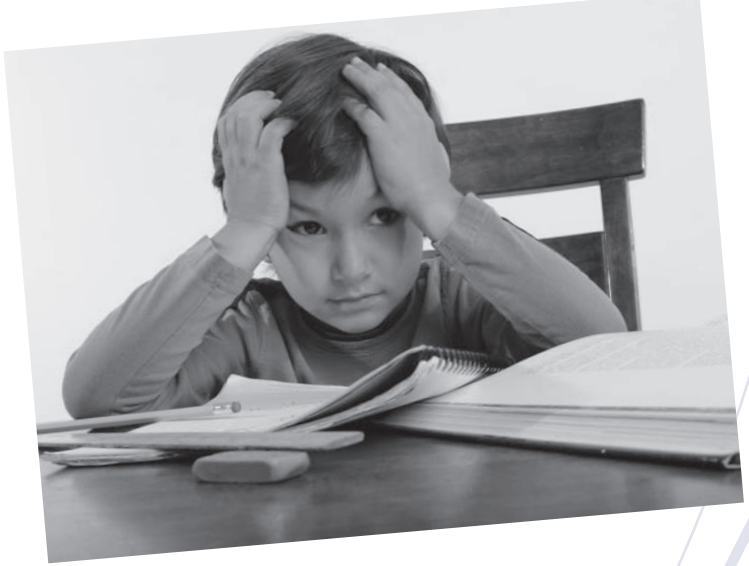
This 4-day seminar is designed for teachers who desire to support struggling readers more effectively in their classrooms with interventions for each of the curricular components of literacy. Participants will learn to teach more vocabulary in less time, resulting in greater understanding and retention 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, such as, making inferences, 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.

R-14: Common Core State Standards (CCSS): Step 2- Text Complexity and Performance Tasks Seminar

Presenter(s):	Dr. Angela Schroden, Reading Specialist/OSSE
Date(s):	**March 5, March 19, and May 7, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/8cqmr3/4W

*Note: Participants must attend all three days to gain the most benefit from course content.

The CCSS Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text. This three day seminar will teach participants the dimensions of text complexity, examine text exemplars of varying degrees of difficulty, and review grade level performance tasks. This is an interactive and collaborative training where participants will have time and be expected to participate in rich, professional discussion.



SC-1: Secondary Transition: Planning for Post School Outcomes Success!

Presenter(s): Dr. Juliana Taymans and Dr. Carol Kochhar, George Washington University (Sessions 1, 4)
Lindsey Anderson and Karen Morgan, George Washington University (Session 2)
Emily Lehman and Karen Morgan, George Washington University (Sessions 3, 7)
Dr. Lynda West, Lindsey Anderson and Emily Lehman, George Washington University (Sessions 5, 6)
Dr. Pam LeConte, Dr. Lynda West Carol Kochhar and Dr. Juliana Taymans, George Washington University (Session 8)
Dr. Juliana Taymans (Session 9)

Date(s): **December 1-2, 2011 (Session 1)**
January 20, 2012 (Session 2)
January 27, 2012 (Session 3)
February 2, 2012 (Session 4)
February 3, 2012 (Session 5)
March 23, 2012 (Session 6)
May 3, 2012 (Session 7)
May 4 (Session 8)
May 11, 2012 (Session 9)

Time: 8:30 am to 3:30 pm

Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
The Charles Sumner School 1201 17th Street, NW, Washington, DC 20036 (Session 1)

Register: http://www.cvent.com/d/xcqm61/4W

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

Secondary Transition is a eight session, ten day series that provides a wealth of information on secondary transition: planning, compliance, collaboration, pathways to employment and post secondary education, communication, independent living, and assessment.

Session 1: Overview of Transition

This two-day session provides an overview of the series. Participants will receive an overview of transition and best practices on the first day of training. To provide a framework for the series, facilitators will begin by leading a discussion about the importance of self-determination in the transition process. Participants will also take part in interactive presentations on the legal perspective in transition and as well as transition domains and best practices. The day will end with the first in a series of modules designed to teach participants the skills that they will need in order to effectively present the information they learn during the series to their colleagues.

The second day of training will focus on preparing and practicing the delivery of the transition training modules. Participants will take part in interactive "teach backs" of the previous day's modules. At the end of the day, participants will leave with a plan to apply and share what was learned during the first two days of training.

Session 2: Transition Planning

After reporting back on their application and sharing assignments, participants will receive an overview of the transition planning process. Facilitators will then lead interactive sessions on the practice of long-term planning in transition as well as annual goals in the transition planning process. Information on compliance will be included in these sessions. The day will end with part two of the training skills modules.

Session 3: Student Centered Planning

The session will begin with interactive "teach backs" of the transition planning modules from the previous session. Facilitators will then lead interactive sessions on student centered planning and student participation in the IEP.

SC-1 continued on next page.

SC-1 Continued

Session 4: Collaboration

After reporting on their application assignments from the previous sessions and participating in a "teach back" session on student centered planning, participants and facilitators will turn their attention to collaboration. Facilitators will lead an interactive training session and discussion on best practices for interagency collaboration. The session will include a panel discussion with representatives from a variety of agencies.

Session 5: Pathways to Employment

Participants will begin the day with a module on career clusters and the consideration of labor market information in employment planning. Facilitators will then lead a session on secondary programs for employment preparation that will provide information on what local schools and school systems are doing to prepare their students for employment. We will also discuss how to bring similar programs and activities into the participants' schools. During the afternoon, training and discussion will focus on postsecondary employment programs. The discussion will include a panel of representatives from local postsecondary employment programs.

Session 6: Pathways to Post Secondary Education

This session will begin with the last in the series of training skills modules and "teach back" sessions on pathways to employment. Facilitators will then lead an interactive session on post secondary education options. The session will include a presentation on the variety of options for postsecondary education and training, a panel of representatives from postsecondary education programs, and the opportunity to further research post secondary education options and resources.

Session 7: Independent Living and Parent Communication

After reporting back on application assignments and participating in "teach backs" of the previous session's topics, participants will receive training on options and preparation for independent living. The day will also include a discussion on the role of families in the transition process and best practices in communicating and collaborating with them. This discussion will include a panel of parents and representatives from community living agencies.

Session 8: Assessment and Instruction and Putting It All Together

This last session is a two-day session. On the first day, participants and facilitators will bring all the information gained throughout the series together as they discuss how to put the information into practice at the school level. The interactive sessions will include modules on transition assessment and transition curriculum. There will also be a session on how transition can fit into standards-based instruction. The day will end with "teach backs" of the previous days' sessions.

Session 9:

On the last day, after preparing and participating in a final "teach back" session, facilitators will lead participants through an exercise to review the information that was gained throughout the professional development series. Participants will then develop an action plan to apply what they have learned throughout the series and to share the information with their colleagues.

SP-1: Child Find Identification Process

Presenter(s):	Annette Thacker, Child Find Identification Specialist/ OSSE
Date(s):	**December 6, 2011 and February 9, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/rcqmwm/4W

*Note: This is a one-day seminar. Participants choose the day to attend.

Child Find is a component of the Individuals with Disabilities Education Improvement Act (IDEA) 2004 that requires States and Local Education Agencies (LEAs) to identify, locate, and evaluate all children with disabilities residing in the State, regardless of the severity of their disabilities, and who are in need of special education and related services (34 CFR§ 300.111). Child Find is a continuous process of public awareness activities, screening and evaluation designed to locate, identify, and evaluate children with disabilities who are in need of Special Education and Related Services (Part B).

Participants will ask:

- What does "child with a disability" mean?
- What to do if they know of a child, or adolescent who does not learn easily?
- What happens if a student continues to struggle even with general education supports?
- Who can begin the Child Find process?
- What services may be available through special education?

SP-2: Instructional Strategies for Teaching Students with Disabilities in General Education Classrooms

Presenter(s):	Dr. Marilyn Friend, President for the Council for Exceptional Children
Date(s):	**January 19, 2012**
Time:	8:30 am to 3:30 pm
Location:	Kellogg Conference Center, 800 Florida Avenue, NE Washington, DC 20002
Register:	http://www.cvent.com/d/dcqmw8/4W

Inclusive schooling is not just about students with disabilities returning to a general education setting. It is imperative that teachers know and implement effective instructional strategies that will help these students succeed. And yet, sometimes the task is daunting: some of these students are reading significantly below grade level, others seem unmotivated, and still others are dependent on intense teacher support.

The purpose of this workshop is to share ideas and strategies for increasing the instructional intensity of solo-taught and co-taught classrooms. The goal is to build on participants' basic understanding of inclusive practices and co-teaching in order to take their instruction to the next level, one that is certain to improve the educational outcomes for students with disabilities as well as typical learners.

Objectives:

At the conclusion of this workshop you will be able to:

1. Review foundational information about co-teaching and related concepts in order to ensure a common vocabulary among implementers and other stakeholders.
2. Explain the vocabulary of instruction in co-taught classes and inclusive schools (e.g., accommodate, modify, supplementary aids and services, universal design for learning, differentiation).

SC-2 continued on next page.

SC-2 Continued

3. Differentiate instruction in solo-taught and co-taught classes by addressing:

   a. Assessment and planning;

   b. Content, materials, and technology;

   c. Instructional environment;

   d. Teaching practices;

   e. Student participation and involvement;

   f. Evaluation of student learning;

   g. Partnerships among the teachers and other staff members; and

   h. Strategies for differentiating to your own solo-teaching or co-teaching situation.

SP-3: Individualized Education Program (IEP) Process: Connecting All Of The Pieces To The Puzzle For Educational Success!

Presenter(s):	OSSE Division of Special Education
Date(s):	**January 24, 2012 and February 14, 2012**
Time:	8:30 am to 3:30 pm
Location:	810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register:	http://www.cvent.com/d/kcqmwk/4W

*Note: Participants must attend both days to gain the most benefit from course content.

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 learn:

- IEP Team Process;
- How to develop the IEP;
- What Every Teacher Should Know About IDEA;
- Evaluation and Reevaluation Process, Data Collection and Analysis;
- Extended School Year; and
- Accommodations and Modifications.

SP-4: Writing IEP Goals That Improve Student Outcomes: Successfully Writing and Implementing An Effective IEP!

Presenter(s): OSSE Division of Special Education
Date(s): **February 15, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/8cqm6x/4W

Goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing goals that address the specific needs of the child 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 the goals.

Participants will:

- Learn how to develop measurable goals and objectives;
- Design accurate PLOPs (Present Levels of Performance) based on data sources;
- Create SMART goals for students; and
- Have an opportunity to use data to develop an IEP.

SP-5: Effective IEP Goal Writing and Common Core State Standards Aligned Goals in Reading and Math: Designing The IEP To Address The Students Academic and Behavioral Needs!

Presenter(s): OSSE Division of Special Education
Date(s): **March 13 and March 14, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/4cqmw8/4W

*Note- This is a one-day session. Participants must attend both days to gain the most benefit from course content.

IEP content specific common core state standards based goals are an essential part of writing an effective Individualized Education Program (IEP). More importantly, writing specific academic instructional goals that meet the child's educational needs are critical to the process. Using SMART (Specific, Measurable, Achievable, Relevant and Time Limited) Common Core State Standards based, aligned IEP 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 the goals.

- Participants will learn how to develop common core state standards based aligned measurable goals and objectives in reading and math, design accurate PLOPs (Present Levels of Performance) based on reading and data sources, and create SMART goals for students.
- Participants will have an opportunity to use data to develop an IEP.

SP-6: Least Restrictive Environment and Inclusionary Practices: Planning for Student Success!

Presenter(s): OSSE Division of Special Education
Date(s): **May 18, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/2cqmwk/4W

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:

- The historical basis of LRE and inclusion and why inclusive education is critical for learners with disabilities;
- The legal mandates regarding LRE and how those relate to inclusionary practices;
- Specific techniques for including students with IEP's in their least restrictive environments. (This section will cover effective classroom practices, researched teaching strategies that have positive effects on student learning (Marzano, et al.), Universal Design for Learning, and Co-teaching; and
- Specific techniques for active, positive engagement of parents and families in the education of their students with disabilities.

SP-7: ADHD and Highly Effective Classroom Environments: Successfully Supporting All Students In An Inclusive Environment!

Presenter(s): OSSE Division of Special Education
Date(s): **May 14, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/2cqmrc/4W

This seminar focuses on the school experience for students with ADHD. Studies found that students with ADHD, compared to students without ADHD, had persistent academic difficulties that resulted in the following: lower average marks, more failed grades, more expulsions, increased dropout rates, and a lower rate of college undergraduate completion (Weiss & Hechtman as cited in Johnston, 2002; Ingersoll, 1988). The disruptive behavior sometimes associated with the disorder may make students with ADHD more susceptible to suspensions and expulsions.

Participants will learn:

- The core symptoms of ADHD;
- How to design highly structured and effective lessons to engage students with ADHD;
- Techniques to address classroom behavior disruptions through the use of positive and proactive behavior strategies; and
- Strategies to engage parents in the behavior intervention plan process to ensure behavior support intervention consistency in school and at home.

SP-8: Student Learning Disabilities and Classroom Success: Creating Classroom Environments That Support The Instructional And Behavioral Needs Of All Students—Achieving Success!

Presenter(s): OSSE Division of Special Education
Date(s): **May 24, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/pcqm7x/4W

This seminar provides research-based instructional strategies and support for students classified as having a learning disability. A learning disability can cause a student to struggle with learning and mastering certain grade level skills. The skills most often affected are: reading, writing, listening, speaking, reasoning, and doing math.

Participants will learn to:

- Define and identify specific student learning disabilities;
- Describe characteristics of a student with a learning disability;
- Summarize types, prevalence and causes of learning disabilities;
- Describe assessment and diagnosis of learning disabilities;
- Describe educational placement alternatives and accommodations; and
- Understand highly effective research-based instructional strategies for students with learning disabilities.

SP-9: Universal Design for Learning: Designing Classroom Environments That Work For All Students!

Presenter(s): OSSE Division of Special Education
Date(s): **June 8, 2012**
Time: 8:30 am to 3:30 pm
Location: 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002
Register: http://www.cvent.com/d/qcqm63/4W

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.

UDL Principles:

- 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; and
- Provide multiple and flexible means of engagement to tap into diverse learners' interests, challenge them appropriately, and motivate them to learn.

Frequently Asked Questions

1. **How do I register?**
   You must submit a registration application online by selecting the registration link of the training you wish to attend. If you have trouble accessing the link, please copy and paste the link or type it 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 submission was received. Please do not re-register. You will receive the admission decision via e-mail. Substitutions are not allowed. Please note the registration timelines.

2. **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.

3. **Who do I contact if I have a question about a session, or need to cancel my registration?**
   E-mail **osse.tta@dc.gov**. You will receive an automatic response frequently asked questions and any current updates. Issues that are not resolved by the auto-reply will receive a response within 24 hours or the next business day.

4. **Who may attend the trainings?**
   The trainings are open to administrators, teachers, paraprofessionals, coordinators, program managers, and school personnel.

5. **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. OSSE is Metro accessible via the Union Station Metro Station. For Metro directions, visit www.wmata.com. Several paid parking lots in addition to 2-hour metered spots are located near the building.

6. **Will I receive a certificate showing the number of Professional Learning Units earned?**
   Participants who complete 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. 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.

IMPORTANT NOTES:

- 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.
- Registration will close 3 business days prior to the date of the training. For example, registration for a training that takes place on October 14, 2011 will close on October 11, 2011 at 12:00 am.
- For closings or delays due to inclement weather, OSSE will follow the DC Government schedule which is posted on **www.dc.gov** and on the local news stations. OSSE does not follow DC Public Schools' (DCPS) inclement weather policy for closings or delays. For 1 or 2 hour delays, please check your email prior to attending the training for information regarding the schedule.
- We will open the registration link for each scheduled training engagement 45 business days prior to the start of the event.