

Special Education Personnel Development

Autism

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Description:

Autism Spectrum Disorder (ASD) is a range of complex neurodevelopment disorders, characterized by social impairments, communication difficulties, and restricted, repetitive, and stereotyped patterns of behavior. Autistic disorder, sometimes called autism or classical ASD, is the most severe form of ASD, while other conditions along the spectrum include a milder form known as Asperger syndrome, and childhood disintegrative disorder and pervasive developmental disorder not otherwise specified (usually referred to as PDD-NOS). Although ASD varies significantly in character and severity, it occurs in all ethnic and socioeconomic groups and affects every age group.

The TaC Educational Consultants can assist teams through training, classroom consultation and individual student consultation. Please contact us for more information or to request support from the TaC Educational Consultants.

Person Responsible: Director of Special Education
 Start Date: 8/30/2019
 End Date: 6/30/2022
 Program Area(s): Professional Education, Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session: 1.0
 # of Sessions: 3
 # of Participants Per Session: 75
 Provider: Intermediate Unit 4/staff who attended training through the IU4
 Provider Type: Other: IU 4 and district staff
 PDE Approved: No
 Knowledge Gain: Aspects of autism and how to meet the needs of autistic students in LRE.

Research & Best Practices Base: Through implementation of research based techniques and through the use of best practices (effective strategies) to ensure the success of students that are identified in the category of Autism.

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

- LEA Whole Group Presentation
- Series of Workshops

Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Joint planning period activities • Journaling and reflecting
Evaluation Methods:	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Other: CDTs/Keystones

Reading

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Description:	<p>The Farrell Area School District purchased a new reading program for the special education programs. Reading Horizons is a phonics-based direct instruction approach to meet the needs of students with learning disabilities. Teachers and paraprofessionals were provided training on the implementation of the program. Resources were provided to all special education teachers at all grade levels.</p> <p>Evidence of implementation of practice will be through walkthroughs/observations and clinical conferences within the classrooms. Analysis of assessment data and lexile scores will reflect the effectiveness of the program, along with analysis of CDT results.</p> <p>District wide the themes/objectives for the student target and educational priorities are:</p> <ol style="list-style-type: none"> 1. teachers mastery of three core instructional strategies 1. marking the text 2. think aloud 3. upper level questioning (DOK) while maintaining focus on Exit Tickets and Do Now. 2. effective bell to bell teaching with active student engagement 3. evidence based professional collaboration and common assessments <p>The district has Study Island 3-12 which they utilize in a lab for instruction, remediation, and test prep. It is standards based and geared to individual student levels. Progress is monitored through the program and students progress at their own pace.</p> <p>The district will work towards RTI Tier 2 and 3 through the collaborative effort of Title 1 and IST. Currently the Title 1 teachers work with the students who need the most intensive interventions. IST is in place but due to the time needed to meet with grade level teachers it has been difficult to meet so meetings have been taking place with individual teachers to discuss struggling students and interventions/strategies needed with individual students within the classroom. Through progress monitoring students scores should reflect increased academic achievement. If students are not making progress the team will discuss what other interventions can be implemented or if the interventions are not effective after a 4 1/2 or 9 week period of time and the student is still struggling the student will be referred for evaluation.</p>
Person Responsible:	Director of Special Education and administration
Start Date:	8/30/2019

End Date: 6/30/2022
 Program Area(s): Professional Education, Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session: 1.0
 # of Sessions: 3
 # of Participants Per Session: 75
 Provider: Performance Fact, IU4, school district administrators and staff, outside agencies
 Provider Type: Other: school entity, IU4, Performance Fact, and college/university instructors
 PDE Approved: No
 Knowledge Gain: Enhances the educator's content knowledge through the collaborative effort of all providers listed focusing on student growth for every student academically and behaviorally therefore improving professional practices.

Research & Best Practices Base: Increases the educator's professional practices through the use of best practices and instructional strategies, the implementation of RTI Tier 2 and 3, and aligning the curriculum to the common core through backward mapping. Staff will analyze data drilling down to individual students and teach skills based on individual student needs.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school or LEA administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format:

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation

Participant Roles:

- Classroom teachers
- Principals / Asst. Principals
- Other educational specialists

Grade Levels:

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

Follow-up Activities:

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Joint planning period activities

Evaluation Methods:

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data

Behavior Support

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Description:	A reduction in the number of discipline referrals by 10%.
Person Responsible:	Director of Special Education, Administration and Staff
Start Date:	8/30/2019
End Date:	6/30/2022
Program Area(s):	Professional Education, Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:	1.0
# of Sessions:	20
# of Participants Per Session:	64
Provider:	team (6) and district personnel (whole school)
Provider Type:	Other: IU4/School entity
PDE Approved:	No
Knowledge Gain:	<p>Legal requirements of IDEA for students being serviced in special education and geared to help all students in the full continuum of support through the tier system, FBA's and BIP's.</p> <p>SWPBS was begun years ago but not with fidelity district wide so the process has begun again as an initiative,. It is a three to five year process. A team of teachers are leading the implementation. SWPBS is a team based process, a proactive approach to teach, monitor, and support appropriate school behavior for all students with a focus on preventing problem behaviors for all students at the school wide classroom non-classroom and individual levels. Schools implementing SWPBS with fidelity have resported a 20 to 60 % reduction in discipline referrals, improved staff satisfaction and improved administrator perceptions of school safety. The seven components are a common and agreed upon approach to discipline, positive statement of purpose, teaching expectations and continuum of procedures (matrix), continuum for discouraging rule violation and monitoring and evaluating effectiveness of the program. The emphasis is on positives reinforcement and replacing negatives with positives Tier 2 targeted interventions for students at risk 10 to 15 % and tier 3 intensive interventions for students who have chronic intense behavior problems 3 to 5 %.</p> <p>Farrell Elementary is currently at Tier 1 with a goal of completing Tier 2 by the end of the 2019-20 school year.</p>
Research & Best Practices Base:	three to five year initiative: school wide positive behavior support focusing on tier 2 and 3 to reduce challenging behaviors utilizing multiple approaches: changing systems, altering environments and appreciating behavioral support.
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	<ul style="list-style-type: none"> • LEA Whole Group Presentation • School Whole Group Presentation • Department Focused Presentation
Participant Roles:	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • Other educational specialists
Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)

Follow-up Activities: Other: collaboration with IU4, ongoing team meetings, and district meetings, monitoring for effectiveness of program

Evaluation Methods: Other: Documentation of the number of referrals and the number of behavioral reports

Paraprofessional

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Description: Evidence that all paraprofessionals have completed 20 hours of training per year.

Person Responsible: Director of Special Education and administration

Start Date: 9/3/2015

End Date: 6/30/2018

Program Area(s): Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session: 2.0

of Sessions: 10

of Participants Per Session: 11

Provider: District

Provider Type: Other: PATTAN webinars, School entity PD

PDE Approved: Yes

Knowledge Gain: Supporting students in culturally diverse classrooms through district run PD and webinars held at PATTAN

Topics offered are:

The paraprofessionals role in supporting students in reading for meaning

Using technology to support students in reading and writing

Supporting students with vision and hearing loss

Supporting instruction for students who are deaf blind an introduction to combined hearing and vision loss

PA system for accountability

Supporting students in mathematics using concrete representation abstract approach

Credential of competency standard number 3: individual learning differences cultural considerations

Credential of competency standard number 5: learning environments and social interactions: creating positive classrooms

Research & Best Practices Base: Supporting students with disabilities through research based best practices, effective strategies, and intensive interventions (academic and behavioral) and School Wide Positive Behavioral Support..

Many of our paraprofessionals are certified as teachers.

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school or LEA administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format:

- LEA Whole Group Presentation
- School Whole Group Presentation
- Live Webinar

Participant Roles: Paraprofessional

Grade Levels:	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	Other: Documentation of hours
Evaluation Methods:	Other: Documentation of hours

Transition

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Description:	<p>A high school learning support teacher has been assigned the duties of transition coordinator. The teacher, along with a paraprofessional, have established various community-based and vocational-based learning sites where students go to practice learned concepts. The goal is to create appropriate social skills and work-place skills that the students may take with them upon completing high school. Transportation and supervision is provided to the sites, and a paraprofessional monitors student progress and collects data while there.</p> <p>The coordinator attends transition fairs and other meetings held at the IU. Collaborative meetings with vocational and/or other agency involvement are held during the IEP meeting (or other times when appropriate). Appropriate services and activities are outlined in student transition sections of the IEP.</p> <p>The plan for the next 3 years is to have students broaden their knowledge in fields of study/work environments and go out to view opportunities that are within their realm of interest, go into the work force (job shadow, work in the community, field experiences) to better prepare them to make the best choice for their future and work in collaboration with colleagues to have applications, resumes, interview skills etc completed upon graduation.</p>
Person Responsible:	Director of Special Education
Start Date:	8/30/2019
End Date:	6/30/2022
Program Area(s):	Special Education

PROFESSIONAL DEVELOPMENT DETAILS

Hours Per Session:	1.0
# of Sessions:	3
# of Participants Per Session:	5
Provider:	school entity and IU4 (support)
Provider Type:	Other: school entity and support from IU4
PDE Approved:	No
Knowledge Gain:	<p>Attends transition meetings at IU4 and college fair at GCC.</p> <p>There is also a college and technical fair held once a year in the district.</p> <p>Transition section for staff middle high school written in IEPs (defendable IEP) and as required in Chapter 14 regs : Assessment, present levels, partnerships and transition grid, measurable annual goals and progress monitoring.</p> <p>Research college and career (placements) to fulfill life long dreams so students are prepared to transition into a rewarding future and set up field experiences for juniors/seniors. .</p>
Research & Best Practices Base:	All areas within the IEP that address transition will be met so students will successful transition upon graduation
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> • Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	Department Focused Presentation

Participant Roles:	Classroom teachers
Grade Levels:	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities:	<ul style="list-style-type: none">• Journaling and reflecting• Other: Meetings with director of special education to ensure IEP's are 100% compliant (transition section) and that students are meeting with the coordinator each year to ensure they are progressing towards their future goals and successful upon graduation
Evaluation Methods:	Other: documentation of ongoing meetings with students and progress towards goals set within IEP and successful transition as seniors to a rewarding future