



Calendar of Events

Professional development opportunities for partners of the State Support Team Region 11 **Professional Learning Services**

The goal of the State System of Support (SSoS) is to build the capacity of local and related education agencies to engage in systemic and sustainable improvement that impacts educational outcomes for students. By providing high quality technical assistance coaching and professional learning, SSTs support districts and community schools in developing their internal capacity to fully implement evidence-based practices that impact learning across all levels of the system, and support sustained implementation.

The Grant Agreement for Ohio's State Support Teams defines the scope of work for the State Support Teams. Part of the core work for each team is to develop and provide coaching, professional learning and technical assistance to buildings, districts, families and community schools within the region. In addition to School Improvement, specialized work must also be completed in the areas of Early Learning and School Readiness and Improving Results for Students with Disabilities.

Services are TIERED:

Tier III: Comprehensive (Individualized, provided on site; requiring a stable, ongoing relationship; involving a negotiated series of activities). Examples include providing longer term services such as coaching to build the capacity of district leadership teams to use inclusive instructional and organizational leadership and the Ohio Improvement Process (OIP) as the foundation for continuous improvement; improve district capacity building through human capital management; and use inclusive instructional practices to improve student academic, behavioral, and social-emotional learning.

Tier II: Targeted (Specialized; provided virtually and on site, requiring an ongoing relationship) Examples include facilitating peer to peer networks, communities of practice; providing shorter term events and facilitating a series of virtual meetings for districts/groups of districts around common areas of need; and offering unique, one-time particularized events (summits, action forums, conferences, clinics, etc..) to support district use of inclusive instructional and organizational leadership practices and Ohio Improvement Process (OIP) as the foundation for continuous improvement, and improve district capacity building through human capital management.

Tier I: Universal (Broad access to SST products and on demand services and resources). Examples include providing webinars and teleconferences; working with ESCs and partner organizations to co-host events; linking to ESCs and partner organizations; disseminating information through web based and online resources, at state and regional conferences/events, through social media, and through other avenues to support district use of inclusive instructional and organizational leadership practices and the Ohio Improvement Process (OIP) as the foundation for continuous improvement.

Toward fulfilling this year's work scope, SST 11 will be providing several Professional Learning opportunities. Requests for Professional Learning must be made in writing and submitted at least six weeks prior to the requested training date. You can also visit our website at www.SST11.org to submit a professional learning request.

Registration for the professional development events included in this issue will be through the Ohio Department of Education's System to Achieve Results for Students (STARS), or through the Ohio Professional Development Network (OPDN). Please refer to page 10 for detailed registration instructions.

Helping educators and students close achievement gaps in Central Ohio.

School Improvement • Special Education • Early Learning • Families

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SST 11 | 2080 Citygate Drive Columbus, OH 43219 | 614.753.4694

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Jun. 2024

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Special Education

Central Ohio Special Education Administrators (COSEAs)

Nov. 10, 2023 (In Person); Feb. 2, 2024 (Hybrid); April 19, 2024 (In Person)

9 :00 a.m.-12:00 p.m.

COSEAs meetings provide updated information on a variety of topics for special education administrators such as the Every Student Succeeds Act (ESSA), IDEA requirements, funding, 3-Tier prevention and intervention framework, on-site monitoring reviews, etc., and provide a forum to discuss the implementation of federal and state laws and regulations.

Facilitator: Kimberly LeGault, Erin Curtis

Evaluation Team Report - Train the Trainer-Teacher Focus

Sep. 12, 2023 (In Person)

9:00 a.m.-11:30 a.m.

This session will be focused on the role teachers play in the ETR process. We will provide teachers with the most current information about the Multifactorial Evaluation process and Evaluation Team Report. The focus during the teacher session will be more around best practice, using the ETR to drive meaningful IEP construction. It is recommended that prior to attending training each participant reviews the universal support materials on ODE's website to help provide a foundational understanding of basic ETR and IEP compliance. The materials can be found at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OED-Monitoring-Training-Materials>

Facilitator: Kimberly LeGault, Erin Curtis

Individualized Education Program - Train the Trainer-Teacher Focus

Sep. 12, 2023 (In Person)

12:30 p.m.-3 :00 p.m.

This session will focus on the role teachers play in the IEP process. We will provide teachers with the most current information about the IEP. The focus during the teacher session will be more around best practice, using the ETR to drive the IEP, amendments, the IEP process, and implementation. If you are interested in strictly the compliance focus, please sign up for the administrator focused session. It is recommended that prior to attending training each participant reviews the universal support materials on ODE's website to help provide a foundational understanding of basic ETR and IEP compliance. The materials can be found at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OEC-Monitoring-Training-Materials>

Facilitator: Kimberly LeGault, Erin Curtis

Evaluation Team Report - Train the Trainer-Administrator Focus

Sep. 19, 2023 (Virtual)

9:00 a.m.-11:30 a.m.

This session will be focused on administrators. We will provide special education administrators with the most current information about the Multifactorial Evaluation process and Evaluation Team Report. The focus during the administrator session will be more around compliance, oversight, internal monitoring, and other roles of district administrators in the ETR Process. It is recommended that prior to attending training each participant reviews the universal support materials on ODE's website to help provide a foundational understanding of basic ETR and IEP compliance. The materials can be found at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OEC-Monitoring-Training-Materials>

Facilitator: Kimberly LeGault, Erin Curtis

Individualized Education Program - Train the Trainer-Administrator Focus

Sep. 19, 2023 (Virtual)

12:30 p.m.-3:00 p.m.

This session will be focused on administrators. We will provide special education administrators with the most current information about the IEP process. The focus during the administrator session will be more around compliance, oversight, internal monitoring, and other roles of district administrators in the IEP Process. It is recommended that prior to attending training each participant review the universal support materials on ODE's website to help provide a foundational understanding of basic ETR and IEP compliance. The materials can be found at <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OEC-Monitoring-Training-Materials>

Facilitator: Erin Curtis, Kimberly LeGault

New Intervention Specialist Academy

Sep. 27, 2023; Nov. 8, 2023; Jan. 17, 2024; Mar. 13, 2024 (In Person)

9 :00 a.m.-11:00 a.m.

The academy is designed to provide support and knowledge growth for new intervention specialists at the beginning of their career.

Facilitator: Kimberly LeGault

Transition Planning to Create Meaningful Student Outcomes

Oct. 3, 2023 (Virtual)

9:00 a.m.-11:30 a.m.

This is a Tier 2 level training to increase capacity for Transition Planning. Prerequisite for this training is to have reviewed the Universal Support materials for Secondary Transition on ODE's website <https://education.ohio.gov/Topics/Special-Education/Special-Education-Monitoring-System/IDEA-Onsite-Reviews/OEC-Monitoring-Training-Materials>

Facilitator: Erin Curtis

District Internal Monitoring Team Training

Oct. 4, 2023; Oct. 31, 2023; Feb. 15, 2024 (In Person)

9:00 a.m.-3:00 p.m.

Participating district teams will work collaboratively to develop and implement internal monitoring teams to effectively develop and implement Individualized Education Programs for students.

Facilitator: Kimberly LeGault

Transition Network

Oct. 24, 2023 (1:00 p.m.-3:00 p.m.); Jan.30, 2024; April 23, 2024 (9:00 a.m.-11:00 a.m.) (All are Virtual)

The Transition Network is designed for Transition Coordinators, Secondary Coordinators, Special Education Directors, Intervention Specialists, Career/Technology Educators and School Counselors to collaborate and build their capacity around transition planning. In this three part series, we will focus on Post-Secondary Education, Employment and Independent Living while also addressing AATA, Activities/Services, Interagency Collaboration, 12+ program options and alternative graduation competencies.

Facilitator: Erin Curtis



Emerging Special Education Leaders Academy (ESELA) 2023-2024

State Support Team Region 11 and the law offices of Bricker & Eckler, LLP are pleased to offer again a training academy for new special education administrators and those aspiring to become administrators. Our 11th Academy will provide participants with a comprehensive understanding of the key components of special education programs and the legal requirements that serve as the foundation for services and supports. Candid discussions about the legal and ethical responsibilities that administrators face in today's complex educational environment will be encouraged in the Academy.

The Ohio Operating Standards for the Education of Children with Disabilities (2014) provide the structure for course content. Scheduled session dates and topics are:

Oct 13	Fri	9:00 a.m. -12:00 p.m.	Child Find & Evaluation
Nov 3	Fri	9:00 a.m.-12:00 p.m.	Individualized Education Programs
Dec 8	Fri	9:00 a.m.-12:00 p.m.	Section 504
Jan 12	Fri	9:00 a.m.-12:00 p.m.	Discipline & Expedited Hearings
Feb 9	Fri	9:00 a.m.-12:00 p.m.	Confidentiality & Procedural Safeguards
Mar 1	Fri	9:00 a.m.-12:00 p.m.	Conflict Management & Resolution

Sessions may be attended online through Zoom. An invitation and training materials will be sent approximately one week prior to each session to the email you have listed in STARS.

All participants must register for **each individual session** in **STARS** through the OH/ID Portal: <https://education.ohio.gov> The Academy is provided at no cost to participants. Contact Hour Certificates will be provided for each session. (3 hours). For questions or further information about the Academy, please contact Kimberly LeGault at 614.542.4169 or Kimberly.legault@escoco.org, or Ann Slane at 614-753-4691 or ann.slane@escoco.org.

Positive Behavioral Interventions and Supports (PBIS)

PBIS Tier 1 District Team Training (Invitation Only)

Sep. 7, 2023 (Virtual) 9:00 a.m.-10:00 a.m.

Sep. 21, 2023; Oct. 5, 2023; Oct. 19, 2023 (In Person) 9:00 a.m. – 3:00 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive framework of evidence-based strategies and systems that assist schools in creating environments that are predictable, consistent, positive and safe. This three-day training is designed to assist district-based teams with creating a local system that can support implementation and sustainability of district-wide PBIS with ongoing fidelity. This series will support the district team in implementing a PBIS framework at the building level. District teams will be given resources to establish a common purpose and approach to building-wide discipline, identify and teach building-wide expectations, develop a continuum of procedures for encouraging expected behaviors and discouraging inappropriate behaviors, and develop an ongoing behavioral monitoring and evaluation system. Participating district teams will need to submit an application and await approval. A district team should also include district administrators and building administrators across grade levels. A climate and culture goal/strategy must be part of the district's Comprehensive Continuous Improvement Plan (CCIP). District teams must agree to onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being the maximum). The second and third days of this training are 10/5/23 and 10/19/23.

Facilitators: TJ Wendt, Tara Finton

Trauma Informed and Restorative Approach to Discipline

Oct. 12, 2023; Apr. 18, 2024 (In Person)

9:00 a.m.-3:00 p.m.

Managing misbehavior in the classroom can be frustrating and exhausting. Trauma-Informed Teaching and Restorative Practices emphasize preventative supports and restorative responses as a key to healthy classroom environments. This training session will focus on the importance of understanding the impact of trauma on behavior, building and restoring relationships and community, and creating a positive and effective classroom climate. Participants will discover and discuss applicable strategies to develop a supportive classroom environment and to respond efficiently to misbehavior.

Facilitator: Tara Finton

Integrating SEL into Your PBIS Framework

Nov. 1, 2023; Dec. 6, 2023 (In Person)

9:00 a.m.-3:00 p.m.

Social and emotional learning (SEL) is fundamental to student development and overall school success—improving connection to school, positive behavior, and academic achievement. SEL enhances students' ability to integrate skills, attitudes, and behaviors to deal effectively with daily tasks and challenges. This two-day training series will assist building teams currently implementing PBIS with integrating SEL practices with a PBIS framework. Participants will explore the importance of social and emotional skills, key social-emotional competencies, and integration of resources and practices for PBIS and SEL building-wide. Participating teams will need to submit an application and await approval. It is preferred that school-wide PBIS practices for Tier 1 are currently in place. Teams will also need to have administration representation, an assigned internal facilitator, and actively participate in training and onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being maximum). The second day of this training is December 6, 2023.

Facilitator: Tara Finton

PBIS Tier 2 Team Training (Invitation Only)

Jan. 10, 2024; Jan. 11, 2024 (In Person)

9:00 a.m.-3:00 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to support school staff in their efforts to establish school cultures that drive emotional and academic success. This training series will support the building teams in implementing a Tier 2 PBIS framework. Tier 2 support is designed to provide targeted interventions to support students who are not responding to Tier 1 efforts. Training will focus on system wide interventions, the purpose of data rules, progress monitoring, and fidelity of interventions. This process of identifying and providing targeted supports is the focus at Tier 2 of a PBIS framework. Participating building teams will need to submit an application and await approval. A building team should include a district administrator and a broad representation of team members (which may include student support services, curriculum and instruction, building administrators, general and special education teachers.) A climate and culture goal/strategy must be part of the building's Comprehensive Continuous Improvement Plan (CCIP). It is necessary that building wide PBIS Tier 1 practices are currently in place. Teams must agree to onsite coaching services during the first year of implementation. Optimal team size is 4-6 members (with 6 members being the maximum). The second day of training is January 11, 2024.

Facilitator: TJ Wendt, Tara Finton

PBIS Tier 3 Building Team Training (Invitation Only)

Feb. 8, 2024; Mar. 14, 2024; May 2, 2024 (In Person)

9:00 a.m.-3:00 p.m.

Positive Behavioral Interventions and Supports (PBIS) is a proactive approach to support school staff in their efforts to establish school cultures that drive emotional and academic success. Students who continue to demonstrate behavioral difficulties with limited responses to universal and targeted systems of support will benefit from a more intensive and individualized approach to intervention. Tier 3 systems include developing a Functional Behavioral Assessment (FBA) that assesses student behavior which may be interfering with student's emotional and academic development. Information from the FBA supports the school team and family in developing a Behavior Support Plan (a teaching plan) that promotes positive changes in student behavior. This three-day training series will assist building level teams with the process to assess the function of student behavior and develop interventions for improving challenging behavior. Participating teams will need to submit an application and await approval. It is preferred that school-wide PBIS practices for Tier 1 and Tier 2 are currently in place. Teams will also need to have administration representation, an assigned internal facilitator, and actively participate in training and onsite coaching services during the first year of implementation. Optimal team size is 5-7 members (with 7 members being maximum). The second and third days of this training are March 14, 2024 and May 2, 2024

Facilitators: Tara Finton, TJ Wendt

School Improvement

SST 11 MTSS Network

Sep. 8, 2023; Nov. 10, 2023; Feb. 2, 2024; Apr. 5, 2024 (In Person)

9:00 a.m.-12:00 p.m.

The SST 11 Multi-Tiered Systems of Supports (MTSS) Network is an opportunity to meet quarterly with district leaders throughout Central Ohio. Participants will receive information and resources to support a MTSS framework including topics on PBIS, SEL, curriculum and instruction, data and collaborative teaming (OIP). Each meeting will include time for meaningful interactions with colleagues and practice with practical tools that can be taken back and used instantly.

Facilitator: Eric Neal

Understanding the Literacy Component of the State Report Card

Sep. 29, 2023 (Virtual)

10:30 a.m.-12:00 p.m.

This virtual 90 minute professional learning session will focus on the Early Literacy component of the State Report Card, how it is calculated, and how to improve the component score. The first 45 minutes will be informational, followed by 45 minutes where participants can ask questions. Links to technical documents and resources will be provided.

Facilitator: Eric Neal

Using EVAAS to Improve Student Outcomes

Oct. 10, 2023 (In Person)

8:30 a.m.-11:30 a.m.

Participating district teams will work collaboratively to understand the components of the EVAAS system and how to use the data to improve student outcomes

Facilitator: Kimberly LeGault

Using the Centralized Reporting System to Improve Student Outcomes

Oct. 10, 2023 (In Person)

1:00 p.m.-4:00 p.m.

Participating district teams will work collaboratively to understand the components of the Centralized Reporting System and how to use the data to improve student outcomes.

Facilitator: Kimberly LeGault

OIP Reboot

Oct. 26, 2023 (In Person)

9:00 a.m.-4:00 p.m.

This professional development session is an opportunity to build understanding of the Ohio Improvement Process. the day will be broken into sections focused on each part of the process, what it looks like at each level (TBT,BLT,DLT), and the connection to ED Steps. There will be time to evaluate your current practices, review new tools, and collaborate with other organizations. Team participation is recommended.

Facilitator: Eric Neal

Literacy

Understanding the Not So Simple View of Writing (Berninger and Winn, 2004) and How the Science Should Inform Our Practice in the Classroom (K-2)

Oct. 16, 2023 (In Person)

9:00 a.m.-3:30 p.m.

In this session participants will learn about the theoretical models that guide writing instruction in the classroom. In addition, participants will understand there is a scope and sequence of instruction for sentence level development in order for students to be able to compose paragraphs and longer writing pieces. Writing supports/scaffolds and scoring tools will also be shared during the session, leaving time at the end for participants to plan and discuss next steps. This session is for administrators and teachers in grades K-2.

Facilitator: Amy Siracusano, National Literacy Consultant

Understanding the Not So Simple View of Writing (Berninger and Winn, 2004) and How the Science Should Inform Our Practice in the Classroom (Grades 3-6)

Oct. 17, 2023 (In Person)

9:00 a.m.-3:30 p.m.

In this session participants will learn about the theoretical models that guide writing instruction in the classroom. In addition, participants will understand there is a scope and sequence of instruction for sentence level development in order for students to be able to compose paragraphs and longer writing pieces. Writing supports/scaffolds and scoring tools will also be shared during the session, leaving time at the end for participants to plan and discuss next steps. This session is for administrators and teachers in grades 3-6.

Facilitator: Amy Siracusano, National Literacy Consultant

Literacy Improvement Pathway

Oct. 30, 2023; Dec. 1, 2023; Jan. 19, 2024; Mar. 11, 2024; May 10, 2024 (All In Person)

8:30 a.m.-11:30 a.m.

The Ohio Department of Education Literacy Team developed a Literacy Improvement Pathway based on the research of Dr. Timothy Shanahan. Ohio's Literacy Improvement Pathway consists of ten purposely ordered areas of focus for leveraging literacy and equity for improved literacy outcomes of all students. Participants will gain an understanding of the critical importance of each stop on the pathway through review of evidence-based practices and related resources to assist with leading literacy in a school and/or district. This series is intended for district leaders at the building and central office levels such as Superintendents, Curriculum Directors, Principals, Assistant Principals, Directors of Pupil Services, and Dean of Students. A central office and/or building administrator from each district is encouraged to attend all dates.

Facilitators: Kimberly LeGault, Tia Jackson

Regional Literacy Network 2023-24

Nov. 28, 2023; Jan. 24, 2024; May 2, 2024 (All Virtual)

9:00 a.m. 11:00 a.m.

During the 2023-24 school year, SST 11's Regional Literacy network will provide literacy support and cross-district collaborative opportunities to Comprehensive Literacy State Development (CLSD) grantees along with other districts in the region, grades PreK-12. Through common interests and literacy work we strive to streamline or "net-less" work, where we collaborate to create tools to make our work more efficient. We encourage the following to attend: District Literacy Leaders, CLSD grant leaders, Curriculum Specialists and Directors, Principals, and Building Leadership Teams.

Facilitator: Jessica Jackson, Tia Jackson

Infusing Scaffolding Strategies to Support Comprehension of Complex Texts Across Content Area

Mar. 5, 2024 (In Person)

9:00 a.m.-3:30 p.m.

Selecting content-rich, linguistically complex texts is critical to ambitious literacy instruction in science, history, and ELA. However, these rich texts typically include multisyllabic, irregular, morphologically complex vocabulary words, which can be a challenge for many readers. How can teachers scaffold word-level challenges while also focusing on larger comprehension strategies and disciplinary concepts? This session will present an overview of recent research and theory about word-level supports for comprehension of complex texts. Examples of three text sets illustrating this challenge, will be utilized to demonstrate scaffolding strategies to support readers across all content areas.

Facilitator: Daniel Reynolds, Invested Learning, LLC

Early Childhood

•Child Outcomes Summary (COS)

Sep. 15, 2023; Dec. 15, 2023 (Virtual)

12:00 p.m.-3:00 p.m.

This session guides participants through all components of the Child Outcomes Summary process, including 1) steps in the process, 2) reviewing and summarizing assessment results, 3) assigning a rating; and 4) documentation on the COS form.

Facilitator: Helene Stacho

•*Early Childhood PBIS: Classroom Management in Early Childhood Settings (PK-1)

Sep. 29, 2023 (Virtual)

9:00 a.m.-12:00 p.m.

This session will support early childhood educators in effectively managing classrooms, creating an inclusive early childhood community, and optimizing the learning potential of all students. Effective classroom management is grounded in nurturing relationships and organized, predictable environments. Key strategies in prevention-based behavior management will be emphasized. Participants will be introduced to tools, strategies and routines that can be implemented immediately.

Facilitator: Helene Stacho

*Early Childhood Special Education Supervisor's Network

Oct. 4, 2023; Nov. 30, 2023; Mar. 7, 2024 (All In Person)

10:00 a.m.-12:00 p.m.

These sessions are designed to provide a forum for discussion and information sharing relevant to preschool education supervisors.

Facilitator: Helene Stacho

•*Preschool Evaluation within a Play Based Assessment Framework

Oct. 9, 2023 (In Person)

9:00 a.m.-3:30 p.m.

This training is designed to provide preschool evaluation teams with a framework to organize the process of evaluating preschool children for special education eligibility within a play based context. State and Federal evaluation requirements will be presented and integrated with an introduction to Ohio's Guide for Play Based Assessment. This document guides teams through the evaluation process from referral to eligibility determination. This tool offers a whole child perspective to support evaluation teams in creating a structured and meaningful process. Participants will work through specifics such as defining their team and steps in their process. Participants are encouraged though not required, to attend as an evaluation team. Optional on-site follow-up session will be offered to support teams in reflecting on current practices and considering how to strengthen evaluation activities to support decision making.

Facilitator: Helene Stacho

•*Heggerty Phonemic Awareness – 2 Day Training

Oct. 26, 2023 (Virtual)

Nov. 2, 2023 (In Person)

9:00 a.m.-12:00 p.m.

This session will introduce a) the characteristics and developmental sequence of phonemic awareness in young children and b) features of effective instruction in phonemic awareness within early childhood settings. Participants will be introduced to the Heggerty Phonemic Awareness curriculum resources, explore the instructional scope, sequence, and lesson plans. Opportunities to observe and practice instructional strategies will be provided. Participants should have a copy of the Heggerty PK or K Curriculum (<https://heggerty.org>) in order to participate.

*Participants must attend both days.

Facilitator: Melanie Chard Peloquin

•Register through OPDN-see page 11 for instructions

*Kindergarten teachers register in OHID

Early Childhood

***Networking for New Preschool Administrators**

Oct. 12, 2023; Nov. 9, 2023; Feb. 8, 2024 (Virtual)

9:00 a.m.-11:00 a.m.

These sessions are designed to provide support to new preschool administrators in navigating ODE requirements including OCCRRA, SUTQ, ELA and ELDS.

Facilitator: Melanie Chard Peloquin

***Integrating Self Regulation Strategies in Early Childhood**

Oct. 20, 2023 (In Person)

9:00 a.m.-12:00 p.m.

This session will provide an overview of the development of self-regulation in young children and how these critical skills develop during early childhood. Best practices for promoting self-regulation in early childhood will be introduced along with practical strategies that can be implemented within existing classroom routines.

Facilitator: Helene Stacho

•Standards in the context of Developmentally Appropriate Practice: Preschool

Nov. 13, 2023 (In Person)

Feb. 23, 2024 (In Person) (Repeat Session)

9:00 a.m.-12:00 p.m.

This training is for early care and education professionals who work with preschool-age children. Participants will explore the Early Learning and Development Standards in more detail, with a focus on developmentally appropriate practices in settings that serve preschool-age children.

Facilitator: Melanie Chard Peloquin

•Supporting Emergent Writing in the Preschool Classroom

Dec. 1, 2023 (In Person)

9:00 a.m.-12:00 p.m.

This session will provide intentional and engaging strategies to support both functional and compositional writing skills across developmental domains. Strategies include purposeful name writing throughout the daily routine, creating an engaging writing center and effective modeling and scaffolding using picture story/work story.

Facilitator: Melanie Chard Peloquin

***Heggerty Phonemic Awareness – 2 Day Training**

Jan. 29, 2024 (Virtual)

Feb. 12, 2024 (In Person)

9:00 a.m.-12:00 p.m.

This session will introduce a) the characteristics and developmental sequence of phonemic awareness in young children and b) features of effective instruction in phonemic awareness within early childhood settings. Participants will be introduced to the Heggerty Phonemic Awareness curriculum resources, explore the instructional scope, sequence, and lesson plans. Opportunities to observe and practice instructional strategies will be provided. Participants should have a copy of the Heggerty PK or K Curriculum (<https://heggerty.org>) in order to participate.

*Participants must attend both days.

Facilitator: Melanie Chard Peloquin

•Register through OPDN-see page 11 for instructions

*Kindergarten teachers register in OHID

Registration Instructions OHID/STARS

All registrations for SST 11 professional development training will be completed through the System to Achieve Results for Students (STARS). STARS is the Ohio Department of Education's web-based system used by educators and others to register themselves for SST 11 professional development opportunities and other training opportunities throughout the state. To access STARS you must set up an OHID account.

To sign up for an OHID account: <https://OHID.ohio.gov>

Once you have an OHID account, you will be able to use STARS to register for events listed on the system. If you have any problems or questions with the process, our staff is here to help you. Please contact Leslie DeLuca at 614.753.4694. If you are having technical trouble setting up the OHID account, please contact the Ohio Department of Education at 877.644.6338. Check-in for all events begins thirty (30) minutes prior to start time.

Early Childhood Registration Instructions

Registration for professional development opportunities that are listed for Early Childhood will be completed through the Ohio Professional Development Network (OPDN). Please go to www.opdn.org and create a profile or sign in if you already have an OCCRRA account. Check-in for all events begins thirty (30) minutes prior to start time.

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