Calendar of Events

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

Professional Development 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, ect..) 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 21 for detailed registration instructions.

Aug. 2019
Jun. 2020

In This Issue:

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

www.SST11.org
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Leadership

Career-Technology/Special Education Network
Sep. 11, 2019; Nov. 15, 2019; Jan. 10, 2020; Apr. 8, 2020; Jun. 3, 2020 (locations: TBA)
9 a.m.-12:30 p.m.
This is a network of Special Education Directors/Coordinators from SST's 11, 15 & 16 Career Centers. These meetings will provide State updates, opportunities for collaboration, and best practice discussions for serving students at a Career Center. These meetings take place at various locations.
Facilitator: David Bruce, Career Tech Consultant

Central Ohio Literacy Leaders Network
Sep. 20, 2019; Nov. 8, 2019; Feb. 14, 2020; May 8, 2020
9 a.m.-12 p.m.
This network is a set of quarterly meetings to support district and building coaches, administration and teacher leaders as they create a consistent message about literacy across the region and provide supports tailored toward literacy and coaching. Each meeting includes: 1) a facilitated dialogue beginning with, but not limited to the following topics: The Simple View of Reading and Scarborough's rope for word recognition, including how they correlate to Ohio's Plan for Raising Literacy Achievement. Time for discussion inclusive of challenges, barriers, and plausible solutions related to literacy coaching and instruction.
Facilitators: Adrian Stevens, Melanie Peloquin, Helene Stacho, Kim Fausnaugh, Barb Knipe, Helen O'Leary, SST Consultants

Continuous Improvement Process Network (Formerly: Ohio Improvement Process Network)
Oct. 11, 2019; Jan. 31, 2020; Apr. 3, 2020
9-11:30 a.m.
This networking series targeted for school improvement leaders and community school sponsors will focus on strengthening the improvement structures within both traditional districts and community schools, through the use of the Ohio Improvement Process as an organizational framework. Discussion will focus on strengthening systemic change through the alignment of CCIP improvement plans, district initiatives, use of evidence based practices, and monitoring of adult implementation strategies and student performance data. Participants will have opportunities to network and share innovations with other districts in this peer to peer network as the school improvement process focus shifts from compliance to the use of effective processes for increased student achievement.
Facilitators: Kim Fausnaugh, Barb Knipe, Eric Neal, Ugochi Akoi, SST Consultants

Early Childhood Special Education Supervisor Meeting
Oct. 23, 2019; Feb. 26, 2020; Apr. 29, 2020
10 a.m.-12 p.m.
These sessions are designed to provide a forum for discussion and information sharing relevant to preschool education supervisors.
Facilitator: Helene Stacho, SST Coordinator

Early Childhood Education (ECE) Grant Networking Meeting
Oct. 2, 2019; Feb. 12, 2020; May 13, 2020
9-11:30 a.m.
These sessions provide a forum for discussion, networking and information sharing for administrators/supervisors of Early Childhood Education (ECE) funded programs.
Facilitator: Helen O'Leary, SST Consultant

Central Ohio Special Education Administrators (COSEAs)
Oct. 25, 2019; Jan. 24, 2020; Apr. 17, 2020
9-11:30 a.m.
COSEAs meetings provide updated information on a variety of topics 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: Rhonda Dickson, SST Director

Emerging Special Education Leaders Academy (ESELA)
2019 - 2020

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. The 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 18	Fri	9:00 -12:00 p.m.	Child Find & Evaluation
Nov 8	Fri	9:00 -12:00 p.m.	Individualized Education Programs
Dec 6	Fri	9:00 -12:00 p.m.	Section 504
Jan 10	Fri	9:00 -12:00 p.m.	Discipline & Expedited Hearings
Feb 7	Fri	9:00 -12:00 p.m.	Confidentiality & Procedural Safeguards
Mar 6	Fri	9:00 -12:00 p.m.	Conflict Management & Resolution

Sessions may be attended onsite at the Educational Service Center (ESC) of Central Ohio, 2080 Citygate Drive, Columbus, Ohio 43219, or online through GoToWebinar®. Information regarding GoToWebinar® access and training materials will be provided by email one week prior to each session. Registration please go to ODE's OHID account portal: https://OHID.ohio.gov

The Academy is provided at no cost to participants. Contact Hour Certificates (3 hours) will be provided for each session.

For questions or further information about the Academy, please contact Dr. Greg Mathews at 614.753.4688 or gregory.mathews@escco.org, or Ann Slane at 614-753-4691 or ann.slane@escco.org.

Leadership

Multifactored Evaluation and Evaluation Team Report - Train the Trainer
Aug. 16, 2019; Sep. 13, 2019
9-11:30 a.m.
This train the trainer session will provide special education supervisors with the most current information about the Multifactored Evaluation process and Evaluation Team Report. Participants should bring a completed ETR or critique during the training. Training materials will be made available to participants so that they can provide training to their staff members.
Presenter: Greg Mathews, SST Associate Director, Steven Moran, SST Consultant

Individualized Education Program - Train the Trainer
Aug. 16, 2019; Sep. 13, 2019
1-4 p.m.
This train the trainer session will provide special education supervisors with the most current information about the IEP process and PR-07. Participants should bring a completed IEP to critique during the training. Training materials will be made available to participants so that they can provide training to their staff members.
Presenter: Greg Mathews, SST Associate Director, Steven Moran, SST Consultant

Dropout Prevention and Recovery (DPR) Round Table for School Leaders
Oct. 8, 2019; Nov. 12, 2019; Jan. 15, 2020; Feb. 11, 2020; Mar. 10, 2020
9:30.-11:30 a.m.
The 5 round table sessions are designed for leaders/sponsors for Dropout Prevention and Recovery Community High Schools to collaborate and network with each other. Learning opportunities will focus on topics, such as examining report card data, sharing innovative academic and social emotional learning (SEL) practices, reviewing school improvement accountability requirements, and those of special interest. Building principals and sponsor representatives are encouraged to attend and to facilitate a topic of interest as needed.
Presenter: Barb Knipe, SST Consultant

Central Ohio Postsecondary Transition Community of Practice Series
Oct. 23, 2019; Apr. 29, 2020
Virtual Sessions: Dec. 11, 2019; Feb. 12, 2020
2-3:30 p.m.
A successful transition process is the result of comprehensive planning that is driven by multiple factors. This four-part series is delivered in a combination of face-to-face meetings and virtual sessions. This network is intended to inform school leaders (e.g., district transition specialists, middle and high school intervention specialists, and special education administrators) about their roles and responsibilities in improving postsecondary outcomes for students with disabilities. Participants will engage in a variety of topics, such as, Postsecondary Success Predictor Assessment Tool; Completion of the revised IEP Section 5; Progress monitoring and reporting evidence of service completion (OP-6B); graduation pathways for the class of 2020 and beyond; Special Education Profile Indicators 1, 2, 13 and 14; and, the Ohio Longitudinal Transition Study (OLTS) requirements and regional findings. Selected district representatives will provide highlights of successful and innovative community of practice partnerships and outcomes. Information regarding the webinar connection and topic resources will be sent to all registrants in advance of each session.
Presenters: Kim Fausnaugh, Barb Knipe, Steven Moran, SST Consultants

Leadership

The Reading Achievement Plan (RAP)
Nov. 5, 2019
9 a.m.-12 p.m.
This session is offered for district teams to support the development of a district Reading Achievement Plan (RAP). Districts and community schools that are required to submit a RAP based on Ohio School Report Card results are invited to participate. Participating teams will be provided with a brief overview of the guidance and requirements related to the development of a Reading Achievement Plan. The presentation will include a review of the plan template, required components and use of data to identify strengths, weaknesses, goals and progress monitoring strategies. Suggestions regarding the components of high quality plans will be shared. During the afternoon, district teams will engage in small group discussion and planning to begin or refine the development of a district Reading Achievement Plan. SST 11 consultants will provide individualized support to teams during this process.
Teams need to bring the following documents:
1-continuous improvement plan-reading/literacy goal and action steps.
District/building level teams are recommended.
Presenters: Helene Stacho, Melanie Peloquin, Helen O'Leary, Adrian Stevens, SST Consultants

Secondary Reading Tiered Fidelity Inventory
Nov. 14, 2019; Feb. 27, 2020
9 a.m.-12 p.m.
The purpose of this professional learning is for school and district leadership teams to understand how The Reading Tiered Fidelity Inventory (Secondary) can help them evaluate how well their Multi-Tiered Systems of Support (MTSS) for reading are executed in their schools. Leadership teams will learn the importance of using this fidelity assessment to keep track of their MTSS features in place for reading and evaluate their effectiveness in improving learning outcomes. Administering the R-TFI helps teams examine their reading MTSS in each of the following tiers:
*Evidence-based practices for improving student reading;
*Systems that create a continuum of supports to meet the variety of reading needs among students;
*Data and evaluation for reading.
In this session, participants will be provided an overview of the R-TFI and opportunities to interact with this action planning tool.
Presenters: Kimberly Brown, Rachel Lang-Daniels, SST Consultants

The Reading Tiered Fidelity Inventory (R-TFI) Elementary Part I
Dec. 5, 2019
9 a.m.-12:00 p.m.
Recommended for District/ Building Teams and Coaches
Building leadership teams want to know how satisfactory their multi-tiered systems of supports of reading are executed in their schools. The Reading Tiered Fidelity Inventory (R-TFI) is an action planning tool that itemizes the principal features for each of the three tiers. The building leadership team and other invited respondents review and score the features. Administering the R-TFI helps teams examine their reading multi-tiered systems of supports in the following areas:
1-Evidence-based practices for improving student achievement in reading; 2-Systems that establish a continuum of supports to meet the diverse learning needs among students; 3-Data and evaluation for reading instruction.
Participants need to bring the following documents:
1-District/Building Improvement Plan-reading/literacy goal and action steps; 2-Reading Achievement Plan or Local Literacy plan.
Presenter: Adrian Stevens, SST Consultant

Leadership

Special Education Profile Indicator Findings: Self-Review Drop In Technical Assistance
Jan. 9, 2020; Jan. 15, 2020
1-3:30 p.m.
District and community school personnel, who are responsible for completing Self-Review Summary Reports for Indicators 3, 4, 9, 11, 12, and 13, are welcome to attend one or more of the following drop-in sessions. SST 11 consultants will be on-site to provide technical assistance. District and community school personnel can document the attendance to these sessions as evidence in the Corrective Action Plan.
Presenters: Greg Mathews, Associate Director, Barb Knipe, Steven Moran, SST Consultants

Special Education Profile Indicator Findings: Corrective Action Planning Drop In Technical Assistance
Feb. 20, 2020; Feb. 25, 2020
1-3:30 p.m.
District and community school personnel, who are responsible for completing Corrective Action Plans for Indicators 3, 4, 9, 10, 11, 12, and 13, are welcome to attend one or more of the following drop-in sessions. SST 11 consultants will be on-site to provide technical assistance. District and community school personnel can document the attendance to these sessions as evidence in the Corrective Action Plan.
Presenters: Greg Mathews, Associate Director, Barb Knipe, Steven Moran, SST Consultants

The Reading Tiered Fidelity Inventory (R-TFI) & The District/School Wide Reading Plan Elementary Part II
Mar. 10, 2020
9 a.m.-12 p.m.
Recommended for District/Building Teams and Coaches
This session is the next step after completing and analyzing the R-TFI. The participants will review Tier 1's results, become familiar with tiers 2 and 3, and make connections between the R-TFI and a District/Building school wide reading plan. In addition, participants will continue learning about multi-tiered systems of supports for literacy. Highlighted areas will include: Evidence-based practices for improving student achievement in reading; Developing systems that establish a continuum of supports to meet the diverse learning needs among students; Data and evaluation for reading instruction.
Participants need to bring the following documents:
1-District/Building Improvement Plan-reading/literacy goal and action steps; 2-Reading Achievement Plan or local literacy plan; 3-results from the Tier 1 of the R-TFI.
Presenter: Adrian Stevens, SST Consultant

Addressing Discipline Discrepancy (I-4a) and Disproportionality (I-4b) Findings in 2018-19 Special Education Reports
Apr. 22, 2020
1-3:30 p.m.
This session is designed for districts that received a non-compliance finding in their 2019-20 Special Education Report in Indicator 4a and or Indicator 4b. Attendance to this training may be used as evidence of completing a Corrective Action Plan (CAP) activity. Calculations of discrepancy and disproportionality data will be reviewed. ODE Guidance documents will be linked to the discipline procedures required for students with disabilities. Each district is encouraged to bring a copy of its policies, procedures, and practices pertaining to the discipline of students with disabilities.
Presenters: Barb Knipe, Terri Wendt, SST Consultants

Multi-Tiered Systems of Support

ACADEMICS

Ohio's Learning Standards-Extended (OLS-E): Planning and Instruction
Sep. 18, 2019; Oct. 3, 2019
Oct. 1, 2019; Oct. 29, 2019
9 a.m.-12 p.m.
Providing daily standards-based instruction for learners with complex needs requires a variety of materials, strategies, and differentiation. Quality instruction cannot be provided without detailed planning. This two session series is designed to assist teachers in the development of instructional plans for students with significant cognitive disabilities, that align with the revised OLS-E, while addressing the individual needs of each student. Participants will have the opportunity to explore resources and templates that support unit planning, collaborative tiered planning and daily planning. Participants are expected to attend both sessions.
Presenters: Cindy Eldridge, Terri Wendt, SST Consultants

Universal Design for Learning (UDL): Team Training (3 Day Series)
Sep. 30, 2019; Oct. 31, 2019; May 4, 2020
9 a.m.-3 p.m.
Universal Design for Learning (UDL) is an approach to designing flexible curriculum, instruction and materials that are accessible to all students. This three-day series will introduce the principles of UDL and present information on a framework to reduce barriers and maximize learning opportunities for all students. The beauty of UDL is that it's not just another initiative to add on to the ever-increasing list. The framework brings our learning initiatives together and provides strategies for successfully integrating them into our day-to-day curriculum. The UDL framework supports initiatives that are already in place in Ohio's schools, including OIP, Ohio's Model Curriculum, MTSS and 21st Century Learning. This series is designed for building and/or district teams. Coaching support will be provided to teams during the year.
Presenters: Cindy Eldridge, Jeff McCormick, Tara Finton, SST Consultants

Universal Design for Learning (UDL): Lesson Planning Series
Oct. 22, 2019; Nov. 12, 2019
9 a.m.-12 p.m.
Many educators have explored the fundamentals of Universal Design for Learning (UDL) and then asked: "How do I incorporate UDL in my planning?" This training will walk you through the process of applying UDL to effective lesson planning including:
Developing clear, flexible learning goals
Designing lessons that address learner variability
Incorporating assessment of learning
Infusing UDL strategies into traditional teaching methods
Using self-reflection strategies to strengthen instructional practices
This series includes two half-day sessions and is designed for educators who have a basic understanding of UDL. Participants are expected to attend both sessions.
Presenters: Cindy Eldridge, Jeff McCormick, Tara Finton, SST Consultants

Multi-Tiered Systems of Support

ACADEMICS

High Leverage Practices: Teacher Clarity
Oct. 24, 2019; Dec. 5, 2019; Jan. 30, 2020
9 a.m.-3:30 p.m.
District/building instructional teams will examine more deeply the practice of Teacher Clarity. According to Hattie (2009), teacher clarity has an effect size of .75. This strategy is defined as understanding what students need to learn and identifying how students will know that they learned it. Analyzing Ohio Learning Standards, lesson planning, and assessment planning are integral components of teacher clarity. In addition, High Leverage Practices (HLPs) in special education will be woven throughout the training. HLPs are used to leverage student learning across different content areas, grad levels, and student abilities and disabilities.
This is a 3-day training. Districts/buildings are encouraged to send teams of three individuals, specifically an intervention specialist, a general educator, and a representative from leadership (curriculum, gifted, or EL).
Presenters: Cindy Eldridge, Kim Fausnaugh, Barb Knipe, SST Consultants

Ohio's Alternate Assessment for Students with Significant Cognitive Disabilities
Dec. 10, 2019; Jan. 15, 2020; Jan. 22, 2020; Feb. 4, 2020; Feb. 11, 2020
a.m. session 9-11 a.m.
p.m. session 1-3 p.m.
Ohio will be moving to an online and adaptive grade-level alternate assessment, referred to as the AASCD 2.0. Beginning School Year 2019-20 will transition from AASCD 1.0 paper-based assessments to AASCD 2.0 online-based assessments. Key aspects of the AASCD Online Assessments include: Can either be administered by a TA/TE or taken independently by a student under the supervision of a TA/TE. Are grade-based. Does not use second raters. Are based on performance items in each content area and grade. This training will introduce participants to the online platform and review administration guideline
Presenters: Cindy Eldridge, Terri Wendt, SST Consultants

Evidence-Based Literacy Interventions for Adolescent Readers
Dec. 12, 2019
9 a.m.-12 p.m.
This session is intended to provide secondary general education content-area teachers with strategies to enhance their literacy intervention efforts in the areas of vocabulary and comprehension within Tier 1 instruction. Participants will discuss how classroom interventions and strategies can support Tier 1 instruction and leave with ideas and strategies to implement in their classrooms.
Presenter: Kimberly Brown, SST Consultant

Multi-Tiered Systems of Support

ACADEMICS

Explicit Instruction: Effective and Efficient Teaching (Rescheduled)
Jan. 13-14, 2020
8 a.m.-4 p.m.
Explicit Instruction is systematic, direct, engaging and success oriented-and has been shown to promote achievement for all students. This professional learning opportunity gives intervention specialists and general education teachers the tools to implement explicit instruction in any grade level or content area. Anita Archer will provide clear guidelines for identifying key concepts, strategies, skills and routines to teach; design and deliver effective lessons; and how to provide students opportunities to practice and master new material. Sample lessons and other resources will be shared.
Presenter: Anita Archer, Ph.D., Consultant, Trainer, and Author

Motivation and Engagement for Adolescent Readers
Mar. 5, 2020
9 a.m.-12 p.m.
Those who enjoy reading, read more. Adolescent readers who struggle may lack the motivation to read and become disengaged with increasingly complex academic material. Valuing voice and choice, having a sense of belonging and safety, and believing in his or her abilities motivate adolescent learners to engage in their learning. In this session, participants will discuss and explore ways to motivate adolescent readers so that students can increase comprehension and access academic content.
Presenter: Kimberly Brown, SST Consultant

CULTURE & CLIMATE

Building an MTSS Framework
Sep. 25, 2019; Oct. 28, 2019; Mar. 4, 2020
9 a.m.-3:30 p.m.
Multi-tiered Systems of Support (MTSS) has received increasing attention as schools work to address the diverse needs of their learners. Is your district exploring implementation of this framework? This blended (virtual and face to face) professional development series is designed to provide district teams with the foundational knowledge, practical strategies and processes to develop, implement and sustain an effective MTSS framework.
Areas of focus will include:
• Leadership teams (district and building) and System Processes to drive effective implementation
  o Strong system processes and framework for implementation
  o Ensure fidelity of implementation
• Multi-tiered system of instruction and intervention for academics and behavior
  o Strong core of curriculum and instruction and supplemental intervention
  o Positive School Climate
  o Evidence-based instruction and intervention
• Assessment and data-based decision making
  o Use data to drive all decisions
  o Identify at-risk students for early response
  o Set goals and progress monitor for student progress and for overall implementation
    of practices
• Collaborative problem solving
The series consists of 3 face-to-face sessions and 2 virtual coaching sessions. The virtual sessions will be determined by each district team and SST consultant.
Presenters: Cindy Eldridge, Helene Stacho, Barb Knipe, Kim Fausnaugh, Adrian Stevens,
              Tara Finton, Terri Wendt, SST Consultants

Multi-Tiered Systems of Support

CULTURE & CLIMATE

PBIS Tier 1 District Team Training (Cohort 1)
Oct. 22, 2019; Dec. 11, 2019; Feb. 5, 2020
9 a.m.-3:30 p.m.
Positive Behavioral Interventions and Supports (PBIS) is a proactive framework to 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 goals/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).
Presenters: Tara Finton, Terri Wendt, SST Consultants

PBIS Tier 2 District Team Training
Oct. 30, 2019; Dec. 4, 2019
9 a.m.-3:30 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 district team in implementing a Tier 2 PBIS framework at the building level. 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 district teams will need to submit an application and await approval. A district should also include district administrators and building administrators and a board 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 district's Comprehensive Continuous Improvement Plan (CCIP). It is necessary that district wide PBIS Tier 2 practices are currently in place. 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 maximum).
Presenters: Tara Finton, Terri Wendt, SST Consultants

Classroom Management-Best Practices within a PBIS Framework
Nov. 7, 2019; Feb. 27, 2020
9 a.m-3:30 p.m.
This training session brings the Positive Behavioral Interventions and Supports (PBIS) framework into the classroom environment. Classroom management practices refer to preventative and responsive approaches that support all students in the classroom. The emphasis of these practices is on establishing a safe, predictable, and consistent classroom structure and positive teacher-student interactions that contributes to behavioral and academic success. Areas of focus will include: classroom vision, organizing routines and procedures, teaching expectations, developing motivational systems, monitoring student behavior, and responding to and correcting misbehavior. This session will assist regular and special education teachers in grades K-12 to evaluate current practices, confirm effective practices, and revise some aspects of their current classroom organization.
Presenters: Tara Finton, Terri Wendt, SST Consultants

Multi-Tiered Systems of Support

CULTURE & CLIMATE

PBIS Tier 3: What's The Function?! Creating Functional Behavior Intervention Plans to Improve Challenging Behavior
Jan. 16, 2020; Mar. 17, 2020; May 7, 2020
9 a.m.-3:30 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 an individualized approach to intervention. Functional behavioral Assessment (FBA) provides a format for the assessment of 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 will assist building-based teams to assess the function of student behavior and develop interventions for improving challenging behavior. Participating building teams will need to submit an application and await approval. It is preferred that school-wide PBIS practices 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 4-6 members (with 6 members being maximum).
Presenters: Tara Finton, Terri Wendt, SST Consultants

PBIS Tier 1 District Team Training (Cohort 2)
Jan. 23, 2020; Mar. 31, 2020; May 14, 2020
9 a.m.-3:30 p.m.
Positive Behavioral Interventions and Supports (PBIS) is a proactive framework to 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 goals/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).
Presenters: Tara Finton, Terri Wendt, SST Consultants

Early Childhood

*Kindergarten Readiness Assessment Teacher Training: Hybrid Format
Aug. 15, 2019; Aug. 16, 2019; Aug 20, 2019; Aug. 22, 2019; Aug. 27, 2019; Sep. 9, 2019
9 a.m.-3:30 p.m.
This training is for NEW kindergarten teachers who will assess kindergarten children in the fall of 2019. Topics covered will include the purpose, structure and scoring of the assessment, preparing for administration, using technology, test security, administration for students with disabilities and English Learners. How to use assessment results to inform instruction and communicating with families will also be emphasized. Participants are required to bring a computer or tablet in order to complete a required web based assessment.
Successful completion of the assessments will certify the participant to administer the KRA. Assessment results will be shared with participants at the session.
Presenter: Helene Stacho, SST Coordinator

•Early Learning Assessment Initial Training
Sep. 12-13, 2019; Sep. 17-18, 2019; Sep. 23-24, 2019
9 a.m.-3:30 p.m.
This training is designed for those early learning and development teachers who are required to administer the Early Learning Assessment (ELA). The training will review the purpose and structure of the assessment, gathering evidence to use for scoring assessment items, reporting assessment results and using assessment results.
Presenter: Melanie Peloquin, SST Consultant

•*Heggerty Curriculum Training for Kindergarten through Second Grade
Sep. 19, 2019; Apr. 16, 2020
9 a.m.-12 p.m.
Phonemic awareness is not only a foundational skill, but also the most compelling predictor of success in learning to read. In this session, participants will be introduced to the Heggerty curriculum, which focuses on phonemic awareness instruction, including the scope and sequence of developing phonemic awareness skills. Participants will learn how to implement the curriculum in classrooms from kindergarten through second grade and will have the opportunity to practice the explicit modeling skills in this session as they would with young students. In addition, teachers will learn how to use the skills for tier 2 and tier 3 interventions.
Presenter: Helen O'Leary, Adrian Stevens, SST Consultants

*Mathematical Problem-Solving: An "Executive" Enterprise
Sep. 26, 2019
9 a.m.-12 p.m.
Mathematical problem-solving is an important skill for young children because it lays the foundation for academic achievement throughout the school years as well as later success in everyday living. Young children's mathematical problem-solving is highly related to the executive functioning (or self-regulation) skills. This seminar will explore the typical developmental trajectory of children's mathematical problem-solving and executive functioning as well as the characteristics of children who are experiencing mathematical difficulties. Particular attention will be given to the mathematical problem-solving and executive skills of children who are cultural and linguistic minorities (e.g., children who are English language learners and children who speak non-mainstream dialects of American English). Through lecture, interactive discussion, and application activities, participants will gain valuable insights into mathematical problem-solving, signs of mathematical difficulties, and related executive skills for children in the early school years.
Presenter: Katherine Rhodes, Ph.D., Postdoctoral Research Fellow Developmental Psychology,
            The Ohio State University

Early Childhood

•Child Outcomes Summary Training-Part I
Sep. 27, 2019 (held at OCCRRA); Jan. 24, 2020 (held at ESC of Central Ohio)
9 a.m.-12 p.m.
Child Outcomes Summary (COS) Training-Part 1: This training provides an introduction to the COS process, how to describe children's functioning in the three outcomes areas, and explore the five areas of essential knowledge that teams need to have for completing the COS process..
Presenter: Helene Stacho, SST Coordinator

•Phonemic Awareness Instruction in Preschool Settings: Supporting Teachers in the use of Heggerty Curriculum
Oct. 4, 2019 (held at ESC of Central Ohio)
Mar. 20, 2020 (held at OCCRRA)
9 a.m.-3 p.m.
This professional learning opportunity will support teachers in the use of the Heggerty Preschool curriculum which provides 35 weeks of daily lessons, focusing on ten phonemic awareness skills. As a result of this professional learning, participants will develop knowledge and skills related to:
• importance of phonemic awareness in fostering early literacy skills
• characteristics of effective phonemic awareness instruction for young children
• scope and sequence of the Heggerty Phonemic Awareness Curriculum
• effective delivery of the instructional lessons with accommodations for children with disabilities
• assessment of phonemic awareness and monitoring student progress
Presenter: Helen O'Leary, SST Consultant

*Interactive Read Alouds (Kindergarten through Third Grade)
Oct. 17, 2019; Feb. 27, 2020
9 a.m.-12 p.m.
Research has demonstrated that interactive read alouds are an effective technique for promoting early literacy skills in school age children. This training will increase participants' knowledge and implementation of interactive read aloud practices. Included are scaffolding strategies designed for educators and caregivers to use with school age children to strengthen their literacy and language skills such as vocabulary and print knowledge.
Participants need to bring the following documents:
1-print-rich picture book used for whole class read aloud; 2-lesson plan for read aloud, including vocabulary instruction. District coaches and teams are recommended.
Presenter: Adrian Stevens, SST Consultant

•Supporting All Learners in the Early Childhood Classroom Series
Oct. 21, 2019; Nov. 4, 2019; Nov. 18, 2019; Dec. 9, 2019
Jan. 17, 2020; Jan. 31, 2020; Feb. 21, 2020; Mar. 6, 2020
9 a.m.-12 p.m.
This four part series examines both Universal Design for Learning (UDL) and differentiated instruction. The UDL framework highlights the need for multiple approaches to meet the diverse needs of learners. Participants will develop an understanding of UDL and how to apply the principles in an early childhood setting.
Presenter: Melanie Peloquin, SST Consultant

• Register through OPDN-see page 15 for instructions
* Kindergarten teachers register in OHID-see page 15 for instructions

Early Childhood

*Words, Words, Words: Making Sense of Vocabulary in Instruction in the Primary Grades
Jan. 27, 2020
9 a.m.-3:30 p.m.
Research indicates that vocabulary is a key component of effective literacy instruction. In the morning portion of this workshop, participants learn what works-and what doesn't work-in vocabulary instruction. As they explore best practices, they consider how to implement this valuable study into their teaching time. They work with word selection, what students should know about the words they learn, and activities to cement vocabulary knowledge. In the afternoon, participants focus specifically on morphology, or the meaning parts that comprise words. The standards reflect the research: morphology instruction is essential for developing literacy skills in students. They examine the role morphology plays in vocabulary, word decoding, and spelling and how instruction can benefit students. Participants leave this workshop not only with a framework for understanding vocabulary but hands-on activities they can immediately implement into their classrooms.
Presenter: William Van Cleave, Educational Consultants, W.V.C.ED

Family Engagement

Surrogate Parent Training
Sep. 17, 2019 (held at Fairfield County ESC)
Sep. 19, 2019; Jan. 23, 2020; Apr. 24, 2020 (held at ESC of Central Ohio)
Sep. 26, 2019 (held at Madison Champaign County ESC)
Oct. 16, 2019 (held at Licking County ESC)
9 a.m.-2 p.m.
A Surrogate Parent is an individual who is appointed by the school district of residence or a court to represent a student with a disability (1) whose parent cannot be identified or located, (2) who is a ward of the state, or (3) who is an unaccompanied homeless youth. Surrogate Parents assist in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE. Individuals must complete a 5-hour training and be appointed by the district to serve in this capacity.
Presenter: Joe Farry, SST Consultant

Family WEBINAR: The big 5 Ideas of Literacy Development
Dec. 5, 2019
1:30-3:30 p.m.
"Many of the nation's children have problems learning to read. If they don't get the help they need,these children will fall behind in school and struggle with reading throughout their lives." The tips and strategies gained from this workshop will help families incorporate evidence-based practices that support their children's language and literacy development at home.
Presenter: Adrian Stevens, SST Consultant

• Register through OPDN-see page 15 for instructions

* Kindergarten teachers register in OHID-see page 15 for instructions

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 Barrett 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.

State Support Team - Region 11 Telephone/E-mail Directory

Director
Rhonda Dickson   614.753.4707   Rhonda.Dickson@escco.org

Continuous Improvement/Family Engagement
Greg Mathews, associate director   614.753.4688   Gregory.Mathews@escco.org
Ugochi Akoi, consultant   614.542.4162   Ugochi.Akoi@escco.org
Kim Brown, consultant   614.753.4169   Kimberly.brown@escco.org
Cindy Eldridge, consultant   614.753.4689   Cindy.Eldridge@escco.org
Kim Fausnaugh, consultant   614.753.4653   Kimberly.Fausnaugh@escco.org
Tara Finton, consultant   614.542.4126   Tara.Finton@escco.org
Barb Knipe, consultant   614.753.4687   Barb.Knipe@escco.org
Steven Moran, consultant   614.753.4680   Steven.Moran@escco.org
Eric Neal, consultant   614.542.4134   Eric.Neal@escco.org
Tom Stacho, consultant   614.753.4693   Thomas.Stacho@escco.org
Adrian Stevens, consultant   614.753.4697   Adrian.Stevens@escco.org
Terri (TJ) Wendt, consultant   614.542.4129   Terri.Wendt@escco.org

Early Learning & School Readiness
Helene Stacho, coordinator   614.753.4692   Helene.Stacho@escco.org
Melanie Peloquin, consultant   614.753.4686   Melanie.Peloquin@escco.org
Helen O'Leary, consultant   614.753.4695   Helen.Oleary@escco.org

Support Services
Leslie Barrett, event manager   614.753.4694   Leslie.Barrett@escco.org
Sandy Beach, support services   614.753.4677   Sandra.Beach@escco.org
Tina Forshey, support services   614.753.4681   Tina.Forshey@escco.org
Kathy Reedy, support services   614.753.4690   Kathleen.Reedy@escco.org
Ann Slane, support services   614.753.4691   Ann.Slane@escco.org