



Every Learner,
Every Day

Professional Learning Catalog

2021 - 2022

Preview Edition

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Professional Learning Programs are “a set of purposeful, planned actions and the support system necessary to achieve the identified goals” (Killion, Learning Forward). Effective professional learning programs are ongoing, collaborative, and focused on student achievement, allowing participants to take a deeper dive into the content and spend more time reflecting and planning with colleagues in order to have an impact on students. Each professional learning program addresses a specific goal or area of focus.	
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Sessions address diversity, inclusion, and equity. The sessions pertain to all educators.	
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Sessions address how to provide all students with access to rigorous curriculum, with a full continuum of services, in a general education setting that fosters engagement of all learners.	
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The purpose of Network Meetings is to allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role.	

Leading Adult Learning

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Sessions address how to lead high quality professional learning which include a focus on coaching, collaboration, and presentation skills to empower adult learners.

- ❖ Coaching Cohort Program
- ❖ Diane Sweeney: Student-Centered Coaching
- ❖ Presentation Skills Book Study
- ❖ Thinking Collaborative: Adaptive Schools
- ❖ Thinking Collaborative: Cognitive Coaching

Nonviolent Crisis Intervention

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Through the CPI framework, you will learn proactive strategies for prevention, de-escalation strategies for low-level behaviors, safety intervention techniques for aggressive behavior, and steps to facilitate restorative conversations and team debrief sessions.

Positive Behavior Supports for MTSS

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Sessions offer a systematic approach to understanding behavior and exploring systems level, classroom-based and individualized interventions within a tiered behavior approach. Topics include planning for: 1) setting students up for success to demonstrate positive behaviors across the school day and 2) responding instructionally, respectfully, and effectively to misbehavior using evidence based strategies.

- ❖ Behavior Intervention Series: Building your toolbox for the classroom
- ❖ CHAMPS: A Proactive and Positive Approach to Classroom Management
- ❖ De-escalation: Identifying Emotional Escalation and Effective Strategies
- ❖ Understanding and Responding to Students' Behavior: Supporting Students with Complex learning, communication, and/or social emotional needs

Teamwork and Collaboration

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Sessions foster individuals and groups to form as leaders in thinking and problem solving collaboratively.

- ❖ Coaching Cohort Program
- ❖ Thinking Collaborative: Adaptive Schools
- ❖ Thinking Collaborative: Cognitive Coaching

Continuing Education for License Requirements

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Sessions include options that meet continuing education requirements in addition to the Professional Development Hours issued for ISBE licensure. This includes Administrative Academies and ASHA CUEs for Speech and Language Pathologists.

- ❖ Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners
- ❖ Enhancing LiterAACy Instruction for Students with Complex Communication Needs
- ❖ How to be a Most Valuable Partner! The Importance of Communication Partners
- ❖ Implementation Strategies for Taking the Next Steps with Complex Communicators
- ❖ Strategies for Using Classroom Based AAC Tools and Resources
- ❖ Through the Social Justice Lens: The Intersection of Disability and Education

How TrueNorth Educational Cooperative 804 Professional Learning Content is Determined

Our comprehensive professional learning system fosters collective responsibility for student success across the TrueNorth Educational Cooperative 804 region. The system promotes transparency in decision making, intentionality, and effectiveness of professional learning. Our vision is that cooperative professional learning opportunities equitably support member district needs and impact student learning.

The TrueNorth Professional Learning Innovation team includes educators from member districts and TrueNorth programs and departments; they represent different regions, roles, and age of students served. The team reviewed professional learning needs identified by our member district administration and made recommendations for resource allocation.

Our offerings are aligned with a rubric from The Center on School Turnaround at WestEd; this review tool is a component of TrueNorth's system assessment for school districts.

Charges

All TrueNorth Professional Learning learning opportunities listed in this preview are included with a school district's membership in the cooperative. Member district staff can register for all offerings at no charge. Educators from non-member districts can register for professional learning opportunities at the cost shown on the registration page.

Professional Learning Vision Statement

Empower diverse learners* to collaborate in order to develop equitable and inclusive learning environments, which leads to actions that impact student growth and potential.

*A Learner is everyone/anyone

Definition of Professional Learning

Professional learning is designed to refine and expand knowledge, skills, attitudes, and practices in order to impact student growth through intentional, continuous, and collaborative engagement.

Professional Learning Beliefs

High Expectations: *Ambitious goals* lead to powerful actions & remarkable results.

Diversity: *Diversity and inclusivity* strengthen an organization and improve its decisions and *outcomes*.

Impact: Evaluation and reflection strengthen performance & results.

Collaboration: Any organization's culture and climate builds shared responsibility for learning that produces student growth.

Shared Leadership/ Expertise: As a cooperative wide community we can solve our most complex problems by tapping internal expertise and knowing when to utilize outside resources.

Empowerment: Learners develop personalized plans that are relevant and meaningful to support their continuous improvement.

Professional Learning Programs

Beyond Foundations: Solidifying Supports and Services for Behavioral Instructional Practices within PBIS/MTSS

Kick-off meeting will be scheduled directly with the districts that opt in

Beyond Foundations is a professional learning program for schools with a strong school-wide PBIS model in place and looking to expand supports for students with more intensive needs. It is a partnership with the Safe and Civil Schools (SCS) organization, TrueNorth Educational Cooperative 804/ NNSSED, and participating member districts. This program is for those who have a high level of implementation of Foundations or another PBIS system. Participation in this program will strengthen implementation of the school's existing proactive and positive schoolwide discipline plan. Beyond Foundations provides a common language, data-based decision making process, and strategies for building level teams to use with students who might require more support beyond those found at the school/classroom level. The format is designed for Student Support Teams. Team membership should include a building administrator (Principal and/or Assistant Principal). The team may also include School Psychologist, Counselor, and/or Social Worker. In addition, General Education and Special Education Teacher representation is strongly recommended.

Coaching Cohort Program

Kick-off meeting Monday, September 13, 2021 1:00 – 3:00pm (Virtual)

TrueNorth Educational Cooperative 804/ NNSSED offers a professional learning program for coaches, whether instructional, technology, or other specialty. Our mission as coaches is to collaborate with educators to enhance student outcomes through a partnership approach. In order to accomplish this mission, the Coaching Cohort professional learning program provides a developmental approach to supporting both novice and experienced coaches interested in building and refining their craft and coaching identity. This multi-year program consists of two types of learning experiences: coaching skill-focused workshops and coaching cohort meetings. The workshops focus on communication and coaching processes: Thinking Collaborative's Cognitive Coaching, Thinking Collaborative's Adaptive Schools, and Diane Sweeney's Student Centered Coaching. (These workshops are described elsewhere in the professional learning catalogue.) The Coaching Cohort meetings are facilitated by coaches from TrueNorth with the goal of creating a professional network of coaches who share a common set of knowledge, skills, and processes across coaching "content." Within these meetings, participants will have opportunities to practice new skills, reflect on current practices and plan for application within their own settings, while collaborating with other participants.

To Register go to nssed.midaseducation.com

*Can be presented in your district

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Designing and Evaluating Instruction for All Students

Kick-off meeting will be scheduled for the fall of 2021

TrueNorth Educational Cooperative 804/ NSED offers this professional learning program for general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. In this year-long program, participants will develop a strong foundation in philosophy, knowledge, and skills to support all learners in an inclusive general education environment. This program empowers participants to align to evidence-based practices for educating all learners. Research shows that there are academic and social benefits for all students educated in inclusive environments in which all are welcomed as valued members of the school community. This program will focus on knowledge and skills to support educators in the core elements of inclusive education. The format is a learning community: educators from across the TrueNorth Educational Cooperative 804/ NSED region learn collaboratively, forming an active professional network that benefits the educators and their students. The program is designed for a partnership of a Special Education Provider with a General Educator. This could expand to a Grade Level or Content/Department Team.

Safe and Civil Schools Foundations

Kick-off meeting will be scheduled directly with the districts that opt in

Foundations will walk your staff through the process of designing a proactive and positive schoolwide discipline plan. The Foundations process addresses how to establish structures for positive school climate and culture, school safety, student motivation, and academic engagement. Foundations provides both content and structure for the change process to work toward a climate that emphasizes proactive and positive corrective responses to misbehavior. Foundations is a three to four year professional learning program that targets school improvement. (Length of program is dependent on scheduling.) Each building must have a Leadership Team (including a building administrator) with heavy representation of general education teachers.

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Equity and Learning For All

A Culture of Equity: The WHY, WHAT, and HOW for lifelong success for all

Date to be determined for the 2021-2022 year

Join us for an opportunity to define equity and equitable practices in our schools and communities. We will explore and reflect on research and the perspectives of leaders in the field of equity and inclusion. Participants will have the opportunity to connect, explore, and integrate ideas to bring back to their schools and communities. Participants will: Define equity and consider what an equitable school looks like, sounds like, and feels like. Explore barriers to equity and ways to shift thinking in order to enhance equity in my work. Identify actions I can take to enhance the culture of equity in my work.

Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Date to be determined for the 2021-2022 year

This session is geared toward administrators, and general education teachers in combination with special education teachers and support staff. If you are a special education teacher or support staff do NOT come alone. This session will only be valuable if your general education partners are in collaboration with you in the learning. Our role in education is to prepare our students for success after their years in the educational system. The question arises what are the skills needed today to prepare them for their future? How do we foster those skills for all students in our educational community? In this session, Dr. Kurt Schneider will facilitate reflection on the history of American Schooling for all learners. Research will be provided to analyze how to evolve our classrooms and communities to embrace all students and improve the outcomes for all learners. *This workshop meets the ethic CEU requirements for Social Workers.

Courageous Conversations

Date to be determined for the 2021-2022 year

COURAGEOUS CONVERSATION™ is our award-winning protocol for effectively engaging, sustaining and deepening interracial dialogue. Through our Framework for Systemic Racial Equity Transformation, PEG is dedicated to helping individuals and organizations address persistent racial disparities intentionally, explicitly, and comprehensively. Why Examine and Address Race? Race matters—in our nation and around the world. It is critical that we address racial issues in order to uncover personal and institutional biases that prevent all people, and especially people of color, from reaching their fullest potential. COURAGEOUS CONVERSATION™ serves as the essential strategy for systems and organizations to address racial disparities through safe, authentic, and effective cross-racial dialogue. Founded by Glenn E. Singleton in 1992, Pacific Educational Group is committed to achieving racial equity in the U.S. and beyond. We engage in sustained partnerships featuring training, coaching and consulting with organizations to transform beliefs, behaviors, and results so people of all races can achieve at their highest levels and live their most empowered and powerful lives.

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Equity Book Study

Dates to be determined for the 2021-2022 year

More information to come in the Fall!

Through the Social Justice Lens: The Intersection of Disability and Education

Date to be determined for the 2021-2022 year

This 4-hour (2 part) professional learning opportunity to inform educational professionals on social justice issues surrounding the students with disabilities they serve, and considerations for improving outcomes by addressing these systemic barriers in the educational system. Education professionals must lead thought around the intersection of education and disability justice to improve student's engagement in independent functioning and successful communication across all contexts and among all communication partners. Adults will apply these perspectives to foster inclusive and open minded educational communities that embrace students with disabilities. By engaging in this professional learning opportunity provided by an education professional engaged in social justice work around disability awareness, practitioners will learn the difference between the social and medical models of disability and will learn how to identify systemic barriers faced by students while shifting their practice to incorporate disability perspectives to improve outcomes for all students. This course is offered for .3 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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Instructional Strategies For All Learners

Designing and Evaluating Instruction for All Students Cohort

Kick-off meeting will be scheduled for the fall of 2021

TrueNorth Educational Cooperative 804/ NSED offers this professional learning program for general and special educators to collaboratively learn, reflect, and plan for building inclusive practices and culture in classrooms and buildings. In this year-long program, participants will develop a strong foundation in philosophy, knowledge, and skills to support all learners in an inclusive general education environment. This program empowers participants to align to evidence-based practices for educating all learners. Research shows that there are academic and social benefits for all students educated in inclusive environments in which all are welcomed as valued members of the school community. This program will focus on knowledge and skills to support educators in the core elements of inclusive education. The format is a learning community: educators from across the TrueNorth Educational Cooperative 804/ NSED region learn collaboratively, forming an active professional network that benefits the educators and their students. The program is designed for a partnership of a Special Education Provider with a General Educator. This could expand to a Grade Level or Content/Department Team.

Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Fall Day 1: Thursday, December 2, 2021 (Virtual, Time TBD)

Fall Day 2: Tuesday, December 7, 2021 (Virtual, Time TBD)

Spring Day 1: Tuesday, January 25, 2022 (Virtual, Time TBD)

Spring Day 2: Tuesday, February 1, 2022 (Virtual, Time TBD)

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction. This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in literacy instruction for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources, including creating materials for students, as well as time to practice suggested intervention strategies. This course is intended for individuals who plan for and work with students with Complex Communication Needs, ranging from early childhood through transition age. This includes assistive technology professionals, speech-language pathologists, teachers, instructional coaches, administrators, teaching assistants, occupational therapists, physical therapists and parents. This course is offered for .45 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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How to be a Most Valuable Partner! The Importance of Communication Partners

Fall: Thursday, October 21, 2021 (Virtual, Time TBD)

Spring: Wednesday, March 9, 2022 (Virtual, Time TBD)

Within the first 12 to 18 months of a child's life, he or she is bombarded with speech and language from their communication partners (e.g., parents, siblings, caregivers). It has been reported that by the time a typically developing child reaches 18 months of age, they have been exposed to 4,380 hours of oral language at the rate of 8 hours/day. Unfortunately, a child who uses augmentative and alternative communication (AAC) does not have the same experience and receives limited examples of how to communicate using their specific methods (e.g., voice output device, communication board/book, etc). Therefore, communication partners of students with Complex Communication Needs (CCN) who use AAC have a critical role in successful device implementation. During this training, we will discuss common barriers communication partners face when working with students who use AAC and identify strategies to use throughout the day to overcome these barriers. This course is intended for teachers, teaching assistants, speech-language pathologists, occupational therapists, physical therapists, parents, or anyone else who works with students who work with students with complex communication needs. This course is offered for .2 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Implementation Strategies for Taking the Next Steps with Complex Communicators

Fall: Monday, November 8, 2021 (Virtual, Time TBD)

Spring: Thursday, April 14, 2022 (Virtual, Time TBD)

Do you have a student who has received a brand new AAC device and are not sure how he/she is going to use the system throughout the day? Do you have a student that has a device that he/she doesn't use as much as they could? Or maybe you have a student who benefits from classroom-based communication support for specific activities, but you're looking for more? Supporting students using AAC can be an overwhelming task, but with careful consideration and planning, implementation of communication supports doesn't have to be so daunting. This workshop will review the primary goals of AAC and will provide participants with the helpful tools and strategies to successfully integrate AAC throughout a student's day. This session is geared towards Assistive Technology Professionals, Speech-Language Pathologists, Teachers, Teaching Assistants, Parents, Occupational/Physical Therapists, or anyone else who works with students who benefit from communication supports or have complex communication needs. This course is offered for .2 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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Paula Kluth: Co-Teaching Series

Day 1: Tuesday, November 2, 2021 8:30am – 3:30pm

Day 2: Wednesday, November 3, 2021 8:30am – 3:30pm

Participants in this two-day training will become familiar with the critical elements of an effective collaborative team. This session is intended to prompt discussion and encourage partners to talk and think about teaching beliefs, teaching roles, and collaborative behaviors. Dr. Kluth will discuss a variety of co-teaching structures (e.g., duet teaching, station teaching, parallel teaching) and explore ways educators can work together in shared classrooms. She will also share ideas for developing a shared vision, setting team goals, differentiating as a team, learning from your partner, and celebrating your successes!

Strategies for Using Classroom Based AAC Tools and Resources

Fall: Wednesday, September 29, 2021 (Virtual, Time TBD)

Spring: Thursday, February 10, 2022 (Virtual, Time TBD)

Does your classroom, or a classroom you support, have a variety of AAC (Augmentative and Alternative Communication) tools collecting dust because you aren't quite sure how to use them with the students in your class? Do you want to establish a base of AAC tools to support the communication needs of ALL students in your classroom? Then join us for a hands-on make and take session. We will discuss the difference between classroom-based and dedicated AAC tools, and review a variety of these AAC tools you may find in your classroom. We will also review strategies to facilitate use of these tools across the day for students. Throughout the day participants will be guided by the AAC coaches in creating supports to use with the AAC tools in their classroom, as well as creating low-tech/no-tech communication supports to be immediately implemented with students. Participants should bring laptops with Boardmaker software/Boardmaker Online account information, if available to them. This session is geared towards Assistive Technology Professionals, Speech-Language Pathologists, Teachers, Teaching Assistants, Occupational/Physical Therapists, or anyone else looking to increase their knowledge of how to incorporate communication supports throughout the school day for students with complex communication needs.

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*Can be presented in your district

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Job-alike Networks

Job-Alike Network Meetings

Stay tuned for future Network meetings!

The purpose of Network Meetings is to allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role. Facilitators use a variety of approaches to engage participants in case sharing and discussion to learn from each other about current topics in their field.

Job-Alike Networks are available for the following groups:

- School Psychologists
- Social Workers
- Special Education Teachers
- Speech-Language Pathologists
- Social-Emotional Learning

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Leading Adult Learning

Coaching Cohort Program

Kick-off meeting Monday, September 13, 2021 1:00 – 3:00pm (Virtual)

TrueNorth Educational Cooperative 804/ NSED offers a professional learning program for coaches, whether instructional, technology, or other specialty. Our mission as coaches is to collaborate with educators to enhance student outcomes through a partnership approach. In order to accomplish this mission, the Coaching Cohort professional learning program provides a developmental approach to supporting both novice and experienced coaches interested in building and refining their craft and coaching identity. This multi-year program consists of two types of learning experiences: coaching skill-focused workshops and coaching cohort meetings. The workshops focus on communication and coaching processes: Thinking Collaborative's Cognitive Coaching, Thinking Collaborative's Adaptive Schools, and Diane Sweeney's Student Centered Coaching. (These workshops are described elsewhere in the professional learning catalogue.) The Coaching Cohort meetings are facilitated by coaches from TrueNorth with the goal of creating a professional network of coaches who share a common set of knowledge, skills, and processes across coaching "content." Within these meetings, participants will have opportunities to practice new skills, reflect on current practices and plan for application within their own settings, while collaborating with other participants.

Diane Sweeney: Student-Centered Coaching

Wednesday, September 22, 2021

Monday, December 13, 2021

Thursday, January 20, 2022

This series will take place virtually from 1:00 pm to 2:30 pm

Please join Diane Sweeney, author of Student-Centered Coaching: The Moves (Corwin, 2016) and Leading Student-Centered Coaching (Corwin, 2018) to learn how to implement an evidence-based instructional coaching model that shifts the focus from 'fixing' teachers to collaborating with them to increase student outcomes. Taking a data-driven approach increases the efficacy of teachers, coaches, and most importantly our students. To get there, we must not only create a culture for coaching, but we must also establish clarity around the principal and coach partnership. For this reason, we recommend that school leaders and coaches attend as a team. This series is recommended for K-12 instructional coaches (released to coach at least 50% of the time), school leaders, and district leaders. This webinar series will include three, 90 minute webinars led by Diane Sweeney.

Presentations Skills Book Study

Kick-off meeting will be scheduled for the fall of 2021

More to come in the Fall!

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Thinking Collaborative: Adaptive Schools

Tuesday, January 11, 2022

Wednesday, January 12, 2022

Wednesday, February 9, 2022

Thursday, February 10, 2022

This seminar will take place in person from 8:30 am to 3:30 pm

This will also be paired with the Coaching Cohort Program. The Adaptive Schools Foundation presents a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the “how” of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come as a team or with a partner. Participants are expected to attend all four days of the workshop, there is a prerequisite to attend Day 1 of the training.

Thinking Collaborative: Cognitive Coaching

Monday, October 4, 2021

Tuesday, October 5, 2021

Monday, November 15, 2021

Tuesday, November 16, 2021

This seminar will take place in person from 8:30 am to 3:30 pm
Days 5-8 will be scheduled for the following year

This will also be paired with the Coaching Cohort Program. The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes. Participants are expected to attend all eight days of this series, there is a prerequisite to attend day 1 of the training. All are welcome to attend. Those in supervisor or coaching roles will find the content immediately applicable.

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Nonviolent Crisis Intervention

CPI/ Nonviolent Crisis Intervention Initial Training*

Classes will take place in person from 8:30 to 4:00 pm.

Due to this being a certification training we are unable to accommodate anyone who is 20 minutes late or anyone who requests to leave early. If you are unable to be present for the entire session, please consider looking at a date that best suits your schedule.

Through participation in the *CPI Nonviolent Crisis Intervention* program, you will learn to identify different behavior levels that an agitated individual may experience from anxiety to a physically aggressive crisis situation. Through the CPI framework, you will learn proactive strategies for prevention, de-escalation strategies for low-level behaviors, safety intervention techniques for aggressive behavior, and steps to facilitate restorative conversations and team debrief sessions. Through participation in this program, you will learn to identify different behavior levels that an agitated individual may experience from anxiety to a physically aggressive crisis situation. Through the CPI framework, you will learn proactive strategies for prevention, de-escalating strategies for low-level behaviors, physical intervention techniques for aggressive behavior, and strategies to repair and problem solve.

CPI/ Nonviolent Crisis Intervention Refresher Training*

Classes will take place in person from 8:30 to 12:30 pm or 12:00 pm to 4:00 pm.

Due to this being a certification training we are unable to accommodate anyone who is 20 minutes late or anyone who requests to leave early. If you are unable to be present for the entire session, please consider looking at a date that best suits your schedule.

This training is a recertification of the initial training. **Only those who were certified in Nonviolent Crisis Intervention within the 2020-2021 school year may attend this session.**

In District Training

Initial: No more than 40 people with space to perform physical tests, requires a minimum of 7 hours for training

Refresher: No more than 40 people with space to perform physical tests, requires a minimum of 4 hours for training

De-Escalation*: Team training, no more than 60 people, requires a minimum of 3 hours for training.

De-Escalation with an option for CPI recertification for selected staff: No more than 40 people for the CPI certification, requires 3 hours for de-escalation and 1 hour for CPI recertification, with space for movement.

*De-escalation portion will not provide CPI certification and will not include physical training.

Cost Information: There is a fee for our trainer to lead this training at your school. Please contact professionallearning@nssed.org for more information.

Cancellations: There is no cancellation fee, though we ask for advanced notice for a training scheduled in your district.

Refunds: TrueNorth Educational Cooperative 804/ NSSED does not charge prior to the start of the training.

To Register go to nssed.midaseducation.com

*Can be presented in your district

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Positive Behavior Supports for MTSS

Behavior Intervention Series: Building your toolbox for the classroom*

Multi session series:

Tuesday, November 9, 2021
Wednesday, December 1, 2021
Monday, January 24, 2022
Monday, February 22, 2022

This series take place virtually from 1:30 pm to 3:00 pm

This training series provides participants with a systematic approach to understand behavior and explore classroom-based interventions for students exhibiting mild to moderate misbehaviors. Facilitators will introduce selected Tier 1 interventions from the book *Early-Stage Interventions: Behavior Strategies for Every Teacher* (Sprick et al, 2020). Presenters will also introduce the *Teacher's Encyclopedia of Behavior Management* and how to use a variety of interventions through an efficient problem-solving meeting process. Facilitators will provide numerous examples and modeling of critical skills and interventions. Participants will have opportunities to collaborate with each other in order to practice skills. In addition, time will be given for each participant to reflect and plan for implementation of the interventions within their own settings. The training content is meant for all pre-k through high school educators (general education teachers, special education teachers, support staff, and administrators).

CHAMPS: A Proactive and Positive Approach to Classroom Management*

Multi session Fall series:

Monday, September 27, 2021
Tuesday, September 28, 2021
Monday, October 18, 2021
Tuesday, October 19, 2021

This series take place virtually from 1:00 pm to 3:00 pm

Multi session Spring series:

Tuesday, January 25, 2022
Wednesday, January 26, 2022
Tuesday, February 15, 2022
Wednesday, February 16, 2022

This series take place virtually from 8:30 am to 10:30 am

CHAMPS, a framework developed by Safe and Civil Schools, offers a comprehensive classroom management plan that includes proactive, positive, and instructional strategies to address student behavior. Research has demonstrated that manipulating the following five key variables within a classroom management plan will improve student behavior in the classroom: Structure, Teach Behavior Expectations, Observe and Supervise, Interact Positively, and Correct Fluently (STOIC). When implemented, staff are more prepared to teach and effectively respond to student behavior. Within this training, participants will have opportunities to reflect on current practices,

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develop STOIC strategies for their setting, and collaborate with other participants. In addition, sessions include group discussion, videos, and work time to meet the learning objectives below. The training content is meant for all pre-k through high school educators (general education teachers, special education teachers, support staff, and administrators). It should be noted that the activities will be application-based, so those will be most meaningful to classroom teachers.

De-escalation: Identifying Emotional Escalation and Effective Strategies*

Fall: Thursday, September 30, 2021 8:30 – 11:30am (Virtual)

Spring: Thursday, February 24, 2022 8:30 – 11:30am (Virtual)

In this class we will discuss the different stages of emotional escalation of students, and ways to identify each stage, as well as de-escalation strategies for various stages of emotional escalation. This training will focus on prevention while providing participants with techniques to help diffuse student crises. We will also discuss how staff responses can effect student behavior, and in the moment strategies. Participants will engage in study and application of strategies throughout the session. The material is geared towards all educators (teaching assistants, teachers, SLP's, etc...) from K-12, and post high school aged classrooms.

Understanding and Responding to Students' Behavior: Supporting Students with Complex learning, communication, and/or social emotional needs*

Fall: Monday, October 25, 2021 8:30 – 11:30am (Virtual)

Spring: Monday, February 28, 2022 12:30 – 3:30pm (Virtual)

Participants will be introduced to the foundations of understanding and responding to student behavior. Through this course, participants will learn proactive behavior support strategies and discover low-tech and iPad app behavioral interventions. Participants will then apply strategies to student specific cases via a collaborative group problem solving model in order to decrease student behavior. Participants will learn foundations of understanding student behavior, and apply proactive strategies to decrease problem behavior. This course is appropriate for classroom staff members (teachers, teaching assistants, related service staff, etc.) who support students, kindergarten through transition, with complex learning, communication, and/or social emotional needs that require more intensive intervention. This course is appropriate for classroom staff members (teachers, teaching assistants, related service staff, etc.) who support student behavior or implement plans related to student behavior. The material is appropriate for kindergarten through transition levels.

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Teamwork and Collaboration

Coaching Cohort Program

Kick-off meeting Monday, September 13, 2021 1:00 – 3:00pm (Virtual)

TrueNorth Educational Cooperative 804/ NSED offers a professional learning program for coaches, whether instructional, technology, or other specialty. Our mission as coaches is to collaborate with educators to enhance student outcomes through a partnership approach. In order to accomplish this mission, the Coaching Cohort professional learning program provides a developmental approach to supporting both novice and experienced coaches interested in building and refining their craft and coaching identity. This multi-year program consists of two types of learning experiences: coaching skill-focused workshops and coaching cohort meetings. The workshops focus on communication and coaching processes: Thinking Collaborative's Cognitive Coaching, Thinking Collaborative's Adaptive Schools, and Diane Sweeney's Student Centered Coaching. (These workshops are described elsewhere in the professional learning catalogue.) The Coaching Cohort meetings are facilitated by coaches from TrueNorth with the goal of creating a professional network of coaches who share a common set of knowledge, skills, and processes across coaching "content." Within these meetings, participants will have opportunities to practice new skills, reflect on current practices and plan for application within their own settings, while collaborating with other participants.

Thinking Collaborative: Adaptive Schools

Tuesday, January 11, 2022

Wednesday, January 12, 2022

Wednesday, February 9, 2022

Thursday, February 10, 2022

This seminar will take place in person from 8:30 am to 3:30 pm

This will also be paired with the Coaching Cohort Program. The Adaptive Schools Foundation presents a productive, practical set of ideas and tools for developing collaborative groups in becoming effective and better equipped to resolve complex issues around student learning. The work of the Adaptive Schools Seminars is to develop the resources and capacities of the organization and of individuals to cohesively respond to the changing needs of students and society. The training not only explores what makes teams effective, but how to develop skills as facilitators and informed group members in informal and formal settings, in small and large groups. It takes participants beyond the idea of professional learning communities to the actual implementation, describing specific ways to weave the collaborative fabric of a faculty, develop group member skills, and acquire the principles and understandings to engage in a continuous cycle of team and individual improvement. Adaptive Schools is the "how" of professional learning communities: how to behave in groups, how to lead them, and how to facilitate them for improved leading, teaching, and learning. This training is intended for anyone who has to facilitate groups, run meetings, or desires to develop collaboration will benefit. Come with as a team or with a partner. Participants are expected to attend all four days of the workshop, there is a prerequisite to attend Day 1 of the training.

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Thinking Collaborative: Cognitive Coaching

Monday, October 4, 2021

Tuesday, October 5, 2021

Monday, November 15, 2021

Tuesday, November 16, 2021

This seminar will take place in person from 8:30 am to 3:30 pm

Days 5-8 will be scheduled for the following year

This will also be paired with the Coaching Cohort Program. The mission of Cognitive CoachingSM is to produce self-directed persons with the cognitive capacity for excellence both independently and as members of a community. Research indicates that teaching is a complex intellectual activity and that teachers who think at higher levels produce students who are higher achieving, more cooperative, and better problem solvers. It is the invisible skills of teaching, the thinking processes that underlie instructional decisions, which produce superior instruction. Cognitive CoachingSM is a research-based model that capitalizes upon and enhances teachers' cognitive processes. Participants are expected to attend all eight days of this series, there is a prerequisite to attend day 1 of the training. All are welcome to attend. Those in supervisor or coaching roles will find the content immediately applicable.

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Continuing Education for License Requirements

Administrative Academy #1888: History of Diverse Learning in Schools and Strategies for Improving Outcomes for All Learners

Date to be determined for the 2021-2022 year

This session is geared toward administrators, and general education teachers in combination with special education teachers and support staff. If you are a special education teacher or support staff do NOT come alone. This session will only be valuable if your general education partners are in collaboration with you in the learning. Our role in education is to prepare our students for success after their years in the educational system. The question arises what are the skills needed today to prepare them for their future? How do we foster those skills for all students in our educational community? In this session, Dr. Kurt Schneider will facilitate reflection on the history of American Schooling for all learners. Research will be provided to analyze how to evolve our classrooms and communities to embrace all students and improve the outcomes for all learners. *This workshop meets the ethic CEU requirements for Social Workers.

Enhancing LiterAACy Instruction for Students with Complex Communication Needs

Fall Day 1: Thursday, December 2, 2021 (Virtual, Time TBD)

Fall Day 2: Tuesday, December 7, 2021 (Virtual, Time TBD)

Spring Day 1: Tuesday, January 25, 2022 (Virtual, Time TBD)

Spring Day 2: Tuesday, February 1, 2022 (Virtual, Time TBD)

Research has shown that the majority of individuals who have complex communication needs (CCN), many who may require AAC, do not have functional literacy skills. Furthermore, most of these individuals have not had the opportunity to participate in appropriate evidence-based literacy instruction as part of their educational programming (The Pennsylvania State University, 2006). Therefore, it is vital for professionals who work with those who have CCN to ensure that they are engaging in robust literacy instruction. This training will provide participants with an overview of the key components of balanced literacy instruction as well as review best practices in literacy instruction for individuals with CCN. Participants will be introduced to resources and strategies to assist with planning for literacy instruction for their students. There will be time for exploration of resources, including creating materials for students, as well as time to practice suggested intervention strategies. This course is intended for individuals who plan for and work with students with Complex Communication Needs, ranging from early childhood through transition age. This includes assistive technology professionals, speech-language pathologists, teachers, instructional coaches, administrators, teaching assistants, occupational therapists, physical therapists and parents. This course is offered for .45 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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How to be a Most Valuable Partner! The Importance of Communication Partners

Fall: Thursday, October 21, 2021 (Virtual, Time TBD)

Spring: Wednesday, March 9, 2022 (Virtual, Time TBD)

Within the first 12 to 18 months of a child's life, he or she is bombarded with speech and language from their communication partners (e.g., parents, siblings, caregivers). It has been reported that by the time a typically developing child reaches 18 months of age, they have been exposed to 4,380 hours of oral language at the rate of 8 hours/day. Unfortunately, a child who uses augmentative and alternative communication (AAC) does not have the same experience and receives limited examples of how to communicate using their specific methods (e.g., voice output device, communication board/book, etc). Therefore, communication partners of students with Complex Communication Needs (CCN) who use AAC have a critical role in successful device implementation. During this training, we will discuss common barriers communication partners face when working with students who use AAC and identify strategies to use throughout the day to overcome these barriers. This course is intended for teachers, teaching assistants, speech-language pathologists, occupational therapists, physical therapists, parents, or anyone else who works with students who work with students with complex communication needs. This course is offered for .2 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Implementation Strategies for Taking the Next Steps with Complex Communicators

Fall: Monday, November 8, 2021 (Virtual, Time TBD)

Spring: Thursday, April 14, 2022 (Virtual, Time TBD)

Do you have a student who has received a brand new AAC device and are not sure how he/she is going to use the system throughout the day? Do you have a student that has a device that he/she doesn't use as much as they could? Or maybe you have a student who benefits from classroom-based communication support for specific activities, but you're looking for more? Supporting students using AAC can be an overwhelming task, but with careful consideration and planning, implementation of communication supports doesn't have to be so daunting. This workshop will review the primary goals of AAC and will provide participants with the helpful tools and strategies to successfully integrate AAC throughout a student's day. This session is geared towards Assistive Technology Professionals, Speech-Language Pathologists, Teachers, Teaching Assistants, Parents, Occupational/Physical Therapists, or anyone else who works with students who benefit from communication supports or have complex communication needs. This course is offered for .2 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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Strategies for Using Classroom Based AAC Tools and Resources

Fall: Wednesday, September 29, 2021 (Virtual, Time TBD))

Spring: Thursday, February 10, 2022 (Virtual, Time TBD)

Does your classroom, or a classroom you support, have a variety of AAC (Augmentative and Alternative Communication) tools collecting dust because you aren't quite sure how to use them with the students in your class? Do you want to establish a base of AAC tools to support the communication needs of ALL students in your classroom? Then join us for a hands-on make and take session. We will discuss the difference between classroom-based and dedicated AAC tools, and review a variety of these AAC tools you may find in your classroom. We will also review strategies to facilitate use of these tools across the day for students. Throughout the day participants will be guided by the AAC coaches in creating supports to use with the AAC tools in their classroom, as well as creating low-tech/no-tech communication supports to be immediately implemented with students. Participants should bring laptops with Boardmaker software/Boardmaker Online account information, if available to them. This session is geared towards Assistive Technology Professionals, Speech-Language Pathologists, Teachers, Teaching Assistants, Occupational/Physical Therapists, or anyone else looking to increase their knowledge of how to incorporate communication supports throughout the school day for students with complex communication needs.

Through the Social Justice Lens: The Intersection of Disability and Education

Date to be determined for the 2021-2022 year

This 4-hour (2 part) professional learning opportunity to inform educational professionals on social justice issues surrounding the students with disabilities they serve, and considerations for improving outcomes by addressing these systemic barriers in the educational system. Education professionals must lead thought around the intersection of education and disability justice to improve student's engagement in independent functioning and successful communication across all contexts and among all communication partners. Adults will apply these perspectives to foster inclusive and open minded educational communities that embrace students with disabilities. By engaging in this professional learning opportunity provided by an education professional engaged in social justice work around disability awareness, practitioners will learn the difference between the social and medical models of disability and will learn how to identify systemic barriers faced by students while shifting their practice to incorporate disability perspectives to improve outcomes for all students. This course is offered for .3 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

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