

Office of Special Education Services Professional Learning Plan

Special Education and General Education Teachers

Development Designed to Support
the Effective Implementation of the
Individualized Education Program

2021-2022

Office of Special Education Services



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Professional Learning Plan



Office of Special Education Services

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Acknowledgments

It is my distinct pleasure to support teachers, leaders, and related professionals in HISD with relevant learning that will make a dramatic impact on the level of academic success of all students, and most particularly students with disabilities. Through many reports and much feedback from various sources, highlighting areas that require improvement, I know that one of the major shifts we can make is ensuring that all teachers who serve students with disabilities have the necessary knowledge, development, and skills to provide effective instruction and monitoring of progress for students with disabilities. This professional learning plan outlines unique vital development that the respective teacher group needs to be able to support the effective implementation of the Individualized Education Program (IEP). I want to be certain that we clear barriers that impact teachers' ability to provide the best instruction for students and ensure that we remove barriers that impede students meeting the high expectations that we have for them. I am humbly honored to be a part of this work.

Best,

Shannon L. Verrett, Ph. D.

Executive Officer-Office of Special Education Services



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INTRODUCTION

Professional learning and development for an educator in the Houston Independent School District encompasses the scope of information and practices that are necessary to know and required to know, along with options that support the personal development interests of the educator. The targeted and prescriptive professional learning plans proposed by the Office of Special Education Services offers Special Education and General Education teachers and related professionals in the Houston Independent School District with a foundation of knowledge, tools, and resources to strengthen the effectiveness of instruction and delivery of services to students with disabilities.

Within HISD, there are numerous development opportunities for teachers, leaders, and staff. The development opportunities provided in this professional learning plan are intended to provide one facet of professional learning to strategically support an equitable framework for promoting the effective implementation of the Individualized Education Program (IEP) and the effective delivery of services to ensure students with disabilities receive a free and appropriate public education (FAPE).

This Special Education Professional Learning Plan specifically relates to what teachers should know and be able to do to support the effective implementation of the Individualized Education Program. All teachers are encouraged to use this plan as a vital tool for documenting required professional development and verifying compliance with the legal framework and policies that guide instruction, services, and programming for students with disabilities.

It is the District's expectation that teachers implement the training received, as indicated in their respective learning plan and integrate the knowledge and practices in their instructional planning and delivery for students -- especially students with Individualized Education Programs (IEPs), in the performance of their specific job duties.



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BOARD POLICY ONLINE RELATED TO SPECIAL EDUCATION

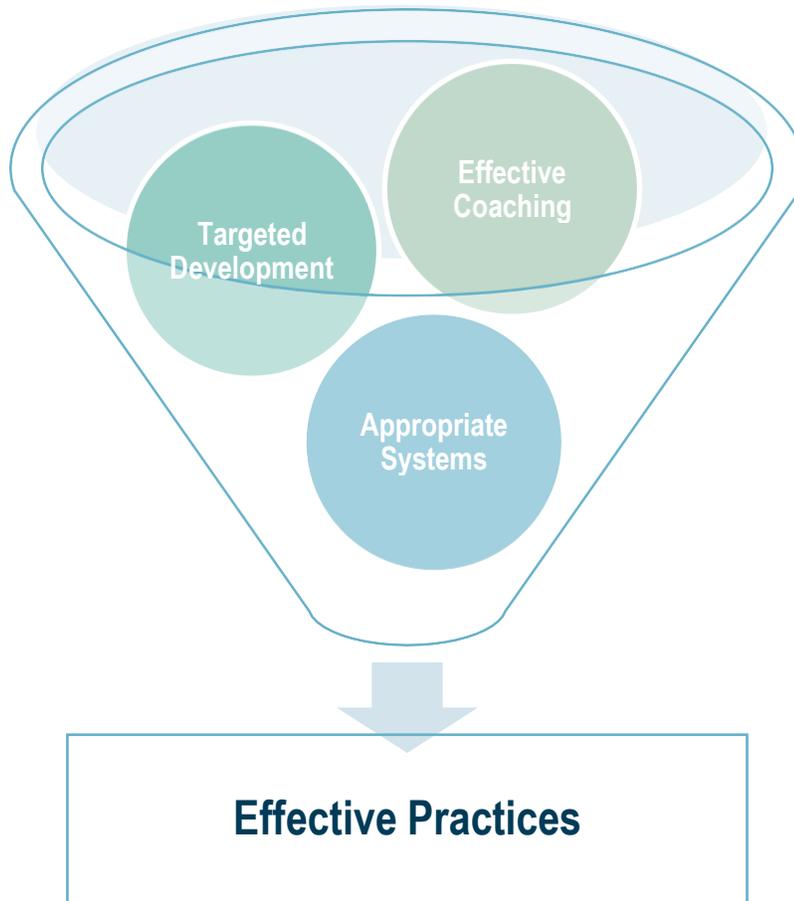
Regulation	Title	Regulation Description
CNA5(REG)		TRANSPORTATION MANAGEMENT - STUDENT TRANSPORTATION
CNA(LOCAL)		TRANSPORTATION MANAGEMENT - STUDENT TRANSPORTATION
EHBAA1(REG)		SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY
EHBAB(LEGAL)		SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM
EHBAB1(REG)		SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM
EHBAB2(REG)		SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM
EHBAB3(REG)		SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM
EHBAB4(REG)		SPECIAL EDUCATION - ARD COMMITTEE AND INDIVIDUALIZED EDUCATION PROGRAM
EHBAAE(LEGAL)		SPECIAL EDUCATION - PROCEDURAL REQUIREMENTS
EHBFB(LEGAL)		SPECIAL PROGRAMS - CAREER AND TECHNICAL EDUCATION
EKB(LEGAL)		TESTING PROGRAMS - STATE ASSESSMENT
FL1(REG)		STUDENT RECORDS
FOCA(LEGAL)		PLACEMENT IN A DISCIPLINARY ALTERNATIVE EDUCATION SETTING - DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM OPERATIONS
FOF(REG)		STUDENT DISCIPLINE - STUDENTS WITH DISABILITIES
FM(LEGAL)		STUDENT ACTIVITIES



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LEARNING PLAN FRAMEWORK



The Office of Special Education will provide guidance on targeted development, and appropriate systems of compliance, and also effective coaching by Teacher Development Specialists to support effective teacher practices to increase the academic performance of students with disabilities. In order to increase the academic achievement for students with disabilities, all teachers, including general and special education - need proficient levels of applicable knowledge and skills in the area of special education.



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Teacher Roles

The following chart provides a summarized description of the teacher/staff role as it relates to supporting students with disabilities. All teachers fall into one or more of the roles.

Teacher Role	Description of Role <i>The role of the...is:</i>
Special Education Inclusion/Co-Teacher	To pair with the general teacher in a classroom to share the responsibilities of planning, instructing, and assessing students. The Inclusion/Co-teacher is equally responsible and accountable for the classroom and works seamlessly with the general education teacher to create a more inclusive classroom.
Special Education EXPLORE Teachers	To provide services to students with disabilities between the ages of 3 through 5 in the general education pre-kindergarten setting.
Self-Contained Early Childhood Teachers (ECSE)	To provide services for students who are eligible for Special Education services in a self-contained PK-K classroom for students ages 3-6 with documented eligibility and District placement approval. Students attend ancillary with kindergarten classes for inclusion and may begin academic inclusion in a Kinder classroom when they are 5.
Self-Contained Skills for Learning and Living (SLL)	To provide services for students who are eligible for Special Education services under the disability category and have moderate to severe intellectual disabilities ranging in age from 6-22 years. The students require limited to extensive supports. This setting is focused on addressing social, emotional, and basic functional skills. The students require an alternate curriculum that allows them to access the general curriculum through prerequisite skills.
Self-Contained Structured Learning Classroom (SLC-TREK/Standard)	To provide services to students who are eligible for Special Education services under the disability category of Autism on the standard curriculum, that require a highly structured environment. The student displays an inability through documentation to demonstrate success in a highly stimulating environment. The student's documented extreme behavior impedes the ability to access instruction. This is a time-limited placement, paired with the inclusion setting. Documented mastery of his/her ability to demonstrate success in an inclusion setting. This setting is focused on addressing social, sensory integration, and emotional needs, as well as teaching positive replacement behaviors to enable students' success.
Self-Contained Structured Learning Classroom (SLC-ALT)	To provide services to students who are eligible for Special Education services under the disability category of Intellectual disability and Autism. They require a highly structured environment and displays an inability through documentation to demonstrate success in a highly stimulating environment. The student's documented extreme behavior impedes their ability to access instruction. This setting is focused on addressing social, sensory integration, and emotional needs, as well as teaching positive replacement behaviors to enable students' success. Documented success will allow the student to be fully integrated into the (SLL)Skills for Learning and Living setting. The students require an alternate curriculum that allows them to access the general curriculum through prerequisite skills.



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<p>Self-Contained Preparing Students for Independence (PSI)</p>	<p>To provide services to students who are eligible for Special Education services under the disability category of Multiple Disabilities from the age of 6-22 years old. They require pervasive supports: High level of support for all activities of daily living, possibly including extensive nursing care. This setting is focused on addressing social, emotional, and basic functional skills. The students require an alternate curriculum that allows them to access the general curriculum through prerequisite skills.</p>
<p>Self-Contained Behavior Support Classroom (BSC)</p>	<p>To provide students who are eligible for Special Education services under the disability category emotional, behavioral, and/or social deficits directly related to a mental or emotional disability. This is a time-limited setting, determined by a student's mastery on his/her behavior goals and is focused on addressing social-emotional needs, as well as teaching positive replacement behaviors to enable students' success on the standard curriculum.</p>
<p>Teachers of Transition/18+</p>	<p>To provide services to students with disabilities, to support their transition throughout their school careers from grade to grade (from early childhood programs to elementary school, elementary to middle school, middle to high school, or high school to college and employment). Transition is a coordinated set of activities that includes instruction, related services, community experiences, development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.</p>
<p>Intensive Intervention Team (IIT) Co-Teachers</p>	<p>To observe, model and coach campus personnel on specific techniques, models and systems needed to support students' behavioral needs; To plan lessons that reflect accommodations and modifications for individual differences; Implements positive behavioral interventions and supports with discipline management procedures; To employ a variety of instructional techniques incorporating current technology tools applying the principles of Universal Design for Learning to facilitate individual student learning.</p>
<p>Teachers of the Deaf and Hard of Hearing</p>	<p>To provide specially designed instruction, accommodations and technology supports such as assistive devices to access the standard curriculum for students with significant hearing impairments including deafness.</p>
<p>Teachers of the Visually Impaired, Orientation and Mobility Specialist</p>	<p>To provide specially designed instruction, accommodations and assistive technology supports such as assistive devices to access the standard curriculum for students with significant visual impairments.</p>
<p>Teachers of Student Opportunities for Alternative Redirection (SOAR)</p>	<p>To provide services in a non-public school continuum of placement options for students with disabilities for whom the Admission, Review, and Dismissal (ARD) committee determines that individual instructional and related services for the student cannot be provided within the district.</p>
<p>Teachers of Successfully Aiming for Excellence (SAFE)</p>	<p>To provide specially designed instruction to students with emotional, behavioral and social deficits directly related to a disability that addresses skill deficits in the areas of social/emotional in the general education setting.</p>



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Sped Teaching Assistants/ Paraprofessionals/ Behavior Technicians	To provide strategic assistance to a classroom teacher, by performing tasks related to the physical and instructional needs of students in a classroom setting; To assist in the implementation of instructional programs, including socio-emotional support, behavior management, and classroom organization.
General Education Teachers	To provide instruction for all students including students with disabilities who access the general curriculum. The general education teacher plans, instructs, and assesses all students, and pairs with a SPED co-teacher to share the responsibility of ensuring an effective inclusive setting for students with disabilities.



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ALL SPECIAL EDUCATION TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	From Intervention Through the Child Find Process	The session is intended to engage participants on the process from Interventions through Child Find. The Participants will engage in learning regarding Intervention and Child Find, which refers to the federal requirement under the Individuals with Disabilities Education Act (IDEA) that all children in need of special education services are identified, located and evaluated.	1453022 90 Mins	Online Self-paced OSes Monthly PD
<input type="radio"/>	Specially Designed Instruction (SDI)	The session will explore how Specially Designed Instruction addresses skill deficits while accessing the general curriculum. Participants will 1) explore Specially Designed Instruction (SDI) and how it can be used to address the unique needs of the student that result from the child's disability and 2) determine ways to address skills deficits while teaching grade level standards build strategies to ensure access to the general curriculum.	1453014 90 Mins	District Mandatory Online Learning (DMOL)
<input type="radio"/>	EasyleP New User Online Training Part 1	Participants will learn how to navigate EasyIEP, the online Data Management System, as they are guided through the ARD/IEP process. Participants will gain knowledge of the fundamentals of the ARD/IEP process in accordance with federal and state guidelines.	1454085 3 hours	Online Self-paced OSes Monthly PD
<input type="radio"/>	EasyleP New User Online Training Part 2	Participants will navigate EasyIEP, the online Data Management System, as they are guided through Part 2 of the ARD/IEP process. Participants will gain knowledge of the fundamentals of the ARD/IEP process in accordance with federal and state guidelines. <i>(Launching August 2021)</i>	1454120 3 hours	Online Self-paced OSes Monthly PD
<input type="radio"/>	Goalbook	This session is an overview to GoalBook and how to utilize the features that support the development of measurable goals. Participants will understand how to utilize its features to help write a PLAAFP, standards-based IEP goals, and implement UDL instructional strategies.	1453023 90 Mins	Online Self-paced OSes Monthly PD



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○	Data Driven Progress Monitoring of IEP Annual Goals and Objectives	This session provides an overview and considerations for implementing effective progress monitoring of IEP Annual Goals, for students receiving Special Education Services. Participants will focus on the steps needed to gather and effectively utilize progress monitoring data, to compare the expected rate of learning or goal mastery with the actual rate. They will understand how to analyze and use the data to inform next steps and instructional decisions necessary to ensure student success.	1453024 90 Mins	Online Self-paced OSES Monthly PD
○	Understanding the Components of the IEP	Participants will explore the purpose of the FIE, eligibility determination, and possible academic, behavioral, and social ramifications of educational deficits to develop a student-centered individualized education plan (IEP).	1443208 3 hrs.	District Mandatory Online Learning (DMOL)
○	Effective IEP Content Development, and Implementation (K-5th)	This session is an overview of how-to development and implement an effective Individualized Education Program (IEP). Participants will identify components of a measurable goal, analyze IEP goals, and determine mastery, examine progress monitoring tools, and model effective implementation of the IEP.	1453026 90 Mins	Online Self-paced OSES Monthly PD Job-Alike
○	Effective IEP Content Development, and Implementation (6th-12th)	This session is an overview of how-to development and implement an effective Individualized Education Program (IEP). Participants will identify components of a measurable goal, analyze IEP goals, and determine mastery, examine progress monitoring tools, and model effective implementation of the IEP.	1454086 90 Mins	Online Self-paced OSES Monthly PD Job-Alike
○	Building a Foundations for Supporting Students with Disabilities	In this session, participants will gain an understanding the Special Education eligibility process, from identification to services, and understand their role in the ARD-IEP process; and understand their role in providing Specially Designed Instruction; and develop an understanding of Progress Monitoring and data collection for ensuring IEP implementation and mastery of student goals.	1453013 2 hrs.	District Mandatory Online Learning (DMOL)
○	Accelerated Instruction Plans & Intensive Programs of Instruction	Participants will engage in targeted professional development focused on creating specially designed Accelerated Instruction Plans and Intensive Programs of Instruction, to address student deficits and disability impacts for students with disabilities. Participants will: <ul style="list-style-type: none"> • Understand the process for creating Accelerated Instruction Plans (AIPs) and Intensive Programs of Instruction (IPs) • Know the implications of third through eighth grade state assessment data and end-of-course (EOC) assessment data for students with disabilities • Explore targeted reading and writing interventions and resources • Develop a clear understanding of how to monitor student progress on AIPs/IPs 	1453027 90 Mins	Online Self-paced OSES Monthly PD <i>*SPECIAL NOTE*</i> <i>This course is under construction. Per new House Bill 4545 mandates and guidelines that have necessitated a course update, to ensure the most current information is shared, course launch date TBD. To access the most current information, click on the links that follows.</i> TEA: Accelerated Learning Resources lead4ward: supplemental instruction and HB 4545



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SPECIAL EDUCATION INCLUSION / CO-TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

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	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Accommodations and Designated Supports	The session is intended to explore how to appropriately use accommodations and designated supports to increase independence of students with disabilities. Participants will increase their understanding of accommodations (Accessibility Features and Designated Supports) and how their use gives access to the the Texas Essential Knowledge and Skills (TEKS).	1453029 90 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Inclusive Teaching Practices that Increase Outcomes for SWD in the Inclusion Classroom (K-5th)	This session is an overview of inclusive teaching practices for the Inclusion classroom with strategies on how to build and sustain an effective classroom partnership in an Inclusive School.	1453030 90 Mins	OSES Monthly PD Job-Alike Online Self-paced
<input type="radio"/>	Inclusive Teaching Practices that Increase Outcomes for SWD in the Co-Teach Classroom (6th-12th)	This session is an overview of inclusive teaching practices for the Co-Teach classroom with strategies on how to build and sustain an effective classroom partnership in an Inclusive School.	1454088 90 Mins	OSES Monthly PD Job-Alike Online Self-paced
<input type="radio"/>	Kurzweil	This session is intended to provide the teacher an overview of Kurzweil online and how it can be to improve student literacy skills. Participants will 1) find and use features in Kurzweil; 2) access content via the universal library; 3) access content via the google drive; 4) receive file management tips; and 5) learn how to customize text to speech audio options.	1454091 90 Mins	New Teacher Academy Online Self-paced OSES Monthly PD
<input type="radio"/>	<i>Additional Courses</i>			



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SPECIAL EDUCATION EXPLORE TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

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	Title	Description/Objectives	OneSource Code	Offered
○	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
○	High Leverage Instructional Strategies in Special Education	The session is intended to help teachers identify how high-level strategies inform instruction when supporting students with disabilities.	TBD 90 Mins	OSES Monthly PD <small><i>*SPECIAL NOTE*</i> Due to current Central Office staffing assignments to support the district-wide launch of both Temporary Online Learning and the Virtual Learning Academy, course launch date is TBD. Thank you for your flexibility, patience, and understanding. For immediate access to information, click on the link that follows. High-Leverage Practices for Students with Disabilities</small>
○	Crisis Prevention Institute (CPI) Overview	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniques and alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	1460091 Online Modules + 6 Hrs. Face-to-face	OSES Monthly PD Face to Face South Field Office
○	Crisis Prevention Institute (CPI) Refresher	Participants will receive Nonviolent Crisis Intervention (NCI) training to maintain current certification. Participants will demonstrate ability and confidence in applying prevention and de-escalation. The course is also referred to as CPI. This course is limited to persons who have completed at least eight hours of initial training in the Nonviolent Crisis Intervention training program in the last 12 months.	1439191 Online Modules + 3 Hrs. Face-to-face	OSES Monthly PD Face to Face South Field Office
○	Inclusive Teaching Practices that Increase Outcomes for SWD in the Inclusion Classroom (K-5th)	This session is an overview of inclusive teaching practices for the Inclusion classroom with strategies on how to build and sustain an effective classroom partnership in an Inclusive School.	1453030 90 Mins	OSES Monthly PD Job-Alike Online Self-paced
○	Inclusive Teaching Practices that Increase Outcomes for SWD in the Co-Teach Classroom (6th-12th)	This session is an overview of inclusive teaching practices for the Co-Teach classroom with strategies on how to build and sustain an effective classroom partnership in an Inclusive School.	1454088 90 Mins	OSES Monthly PD Job-Alike Online Self-paced
○	Autism Supplement	Participants will learn how to effectively complete the AU supplement and drive the discussion during the ARD process to address all areas of the supplement.	1454092 90 Mins	OSES Monthly PD Online Self-paced
○	<i>Additional Courses</i>			



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SELF-CONTAINED EARLY CHILDHOOD SPED (ECSC) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
○	Child Outcome Summary Form	Participants will learn how to report student outcomes in the areas of: (1) Positive social-emotional skills, including social relationships, (2) Acquisition and use of knowledge and skills, including early language/communication and early literacy and (3) Use of appropriate behaviors to meet students' needs.	1453051 90 Mins	OSES Monthly PD Online Self-paced
○	Observable Indicators and Structure of the Early Childhood Special Education (ECSE) Classroom	This session is intended to (1) define structured teaching strategies and name the five components (2) Make a connection between Specially Designed Instruction and the implementation of the five Structured Teaching Strategies.	1453058 90 Mins	New Teacher Academy Online Self-paced OSES Monthly PD
○	Transition from Early Childhood to Pre-kindergarten	Participants will develop and implement well-directed, efficient transition strategies to use within the early childhood setting to prepare students for entering Pre-K.	1454094 90 Mins	OSES Monthly PD Online Self-paced
○	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
○	<i>Additional Courses</i>			



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SELF-CONTAINED SKILLS for LEARNING AND LIVING ALTERNATE CURRICULUM (SLL-AIt) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
○	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
○	Unique Learning System Initial (New Users)	Participants will receive an overview of the alternate curriculum system and its individual, classroom, and campus benefits: will navigate the system; and build their toolkit for implementing instructional support strategies designed specifically to give students with complex learning needs meaningful access to the general education curriculum. <i>*SPECIAL NOTE*</i> <i>This course is currently under construction. Per new updates to the Unique Learning System platform that have necessitated a course update, to ensure the most current information is shared, course launch date TBD.</i>	Refer to the OSES Monthly PD Calendar 3 Hrs.	New Teacher Academy OSES Monthly PD <i>*SPECIAL NOTE*</i> <i>To access the most current "How to" guidance for using the Unique Learning System, click on the links that follow.</i> Where to find help document YouTube Channel - When checking out videos, make sure they fall within SY 2021-2022. How to Share Students How to Seat Students in the n2y GPS Step by Step Implementation Guides
○	Unique Learning System Refresher (Returning Users)	Participants will receive new information including updates of the alternate curriculum that directly impact instruction at the campus level. Participants will receive research-based strategies designed specifically to best assist self-contained classroom teachers.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD <i>*SPECIAL NOTE*</i> <i>This course is currently under construction. Per new updates to the Unique Learning System platform that have necessitated a course update, to ensure the most current information is shared, course launch date TBD.</i>
○	Kurzweil	This session is intended to provide the teacher an overview of Kurzweil online and how it can improve student literacy skills. Participants will 1) find and use features in Kurzweil; 2) access content via the universal library; 3) access content via the google drive; 4) receive file management tips; and 5) learn how to customize text to speech audio options.	1454091 90 Mins	New Teacher Academy OSES Monthly PD Online Self-paced
○	Universal Design for Learning Workstations	Participants will learn about Universal Design for Learning principles and how to implement UDL workstations effectively in a self-contained classroom to support student achievement.	1454098 90 Mins	OSES Monthly PD Online Self-paced
○	Positive Behavior Interventions and Supports	Participants will receive a high-level overview of Positive Behavior Supports and Intervention (PBIS); learn to differentiate between Antecedents, Behaviors and Consequences; and Identify how to apply the correct response to a behavior based on the function assessed as part of the Functional Behavior Assessment (FBA), as well as demonstration on how to manipulate the environment.	1450010 60 Mins	OSES Monthly PD Online Self-paced



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SELF-CONTAINED STRUCTURED LEARNING CLASSROOM ALTERNATE(SLC-Alt) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Structured Teaching (SLC Alt)	Participants will make a connection between Specially Designed Instruction and the implementation of the five Structured Teaching Strategies, including physical structure, individual visual schedules, work systems, visual supports for routines and expectations, and visual structure of materials, when providing services to students in an SLC ALT.	1454102 90 Mins	New Teacher Academy OSES Monthly PD Online Self-paced
<input type="radio"/>	Autism Supplement	Participants will learn how to effectively complete the AU supplement and drive the discussion during the ARD process to address all areas of the supplement.	1454092 90 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	TeachTown Basics (New Teachers Only)	Participants will learn and understand how to implement the social skills curriculum used for elementary students with autism to help build their skills deficits when interacting with peers and adults.	Refer to the OSES Monthly PD Calendar 6 Hrs.	OSES Monthly PD
<input type="radio"/>	TeachTown Basics Refresher (Returning Teachers)	Participants will be refreshed on the social skills curriculum used for elementary students with autism to help build skill deficits when interacting with peers and adults.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
<input type="radio"/>	Applied Behavior Analysis (ABA) Strategies	Participants will learn how to effectively analyze student behaviors and implement ABA strategies to address social behaviors for students with ASD.	Refer to the OSES Monthly PD Calendar 3Hrs.	OSES Monthly PD
<input type="radio"/>	Crisis Prevention Institution (CPI)	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniques and alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD Face to Face



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SELF-CONTAINED STRUCTURED LEARNING CLASSROOM STANDARD/TREK (SLC-STANDARD/TREK) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Structured Teaching (SLC Standard/TREK)	Participants will make a connection between Specially Designed Instruction and the implementation of the five Structured Teaching Strategies, including physical structure, individual visual schedules, work systems, visual supports for routines and expectations, and visual structure of materials, when providing services to students in an SLC Standard/TREK.	1454102 90 Mins	OSES Monthly PD New Teacher Academy Online Self-paced
<input type="radio"/>	Autism Supplement	Participants will learn how to effectively complete the AU supplement and drive the discussion during the ARD process to address all areas of the supplement.	1454092 90 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	TeachTown Social Skills	Participants will be introduced to the online social skills curriculum and assessment, which utilizes character-based video-modeling for elementary and middle school students.	Refer to the OSES Monthly PD Calendar 4 Hrs.	OSES Monthly PD
<input type="radio"/>	TeachTown Basics (New Teachers Only)	Participants will learn and understand how to implement the social skills curriculum used for elementary students with autism to help build their skills deficits when interacting with peers and adults	Refer to the OSES Monthly PD Calendar 6 Hrs.	OSES Monthly PD
<input type="radio"/>	TeachTown Basics Refresher (Returning Teachers)	Participants will be refreshed on the social skills curriculum used for elementary students with autism to help build skill deficits when interacting with peers and adults	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
<input type="radio"/>	Applied Behavior Analysis (ABA) Strategies	Participants will learn how to effectively analyze student behaviors and implement ABA strategies to address social behaviors for students with ASD.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
<input type="radio"/>	Crisis Prevention Institution (CPI)	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniques and alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD Face to Face
<input type="radio"/>	<i>Additional Courses</i>			



Office of Special Education Services

Professional Learning Plan

SELF-CONTAINED PREPARING STUDENTS FOR INDEPENDENCE (PSI) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

Title	Description/Objectives	OneSource Code	Offered
○	<p>Unique Learning System Initial (New Teachers)</p> <p>Participants will receive an overview of the alternate curriculum system and its individual, classroom, and campus benefits: will navigate the system; and build their toolkit for implementing instructional support strategies designed specifically to give students with complex learning needs meaningful access to the general education curriculum.</p> <p><i>*SPECIAL NOTE*</i> This course is currently under construction. Per new updates to the Unique Learning System platform that have necessitated a course update, to ensure the most current information is shared, course launch date TBD.</p>	<p>Refer to the OSES Monthly PD Calendar 90 Mins</p>	<p>New Teacher Academy OSES Monthly PD</p> <p><i>*SPECIAL NOTE*</i> To access the most current "How to" guidance for using the Unique Learning System, click on the links that follow. Where to find help document YouTube Channel - When checking out videos, make sure they fall within SY 2021-2022. How to Share Students How to Seat Students in the n2y GPS Step by Step Implementation Guides</p>
○	<p>Unique Learning System Refresher (Returning Teachers)</p> <p>Participants will receive new information including updates of the alternate curriculum that directly impact instruction at the campus level. Participants will receive research-based strategies designed specifically to best assist self-contained classroom teachers.</p>	<p>Refer to the OSES Monthly PD Calendar 90 Mins</p>	<p>OSES Monthly PD</p> <p><i>*SPECIAL NOTE*</i> This course is currently under construction. Per new updates to the Unique Learning System platform that have necessitated a course update, to ensure the most current information is shared, course launch date TBD.</p>
○	<p>Universal Design for Learning Workstations</p> <p>Participants will learn about Universal Design for Learning principles and how to implement UDL workstations effectively in a self-contained classroom to support student achievement.</p>	<p>1454098 90 Mins</p>	<p>OSES Monthly PD Online Self-paced</p>
○	<p><i>Additional Courses</i></p>		



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SELF-CONTAINED BEHAVIOR SUPPORT CLASSROOM (BSC) TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Review 360	Participants will gain new knowledge in using the behavior data management system used to document daily student behavior and track behavior incidents warranting a discipline referral or physical restraint.	1443816 3Hrs.	OSES Monthly PD Refer to the OSES Monthly PD Calendar
<input type="radio"/>	Review 360 Refresher	Participants will be refreshed in using the behavior data management system used to document daily student behavior and track behavior incidents warranting a discipline referral or physical restraint.	1443817 3Hrs.	OSES Monthly PD Refer to the OSES Monthly PD Calendar
<input type="radio"/>	Restorative Discipline	Participants will learn the restorative practices framework and how to implement the restorative circle in the behavior support classroom to help build student-teacher relationships.	3 Hrs.	OSES Monthly PD Refer to the OSES Monthly PD Calendar
<input type="radio"/>	Crisis Prevention Institute (CPI)	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniques and alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD Face to Face
<input type="radio"/>	Toolkit for Managing Problem Behaviors	The session will explore how to identify problem behaviors. Participants will learn how to identify and address problem behaviors within the learning environment.	1449046 60 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Behavior Intervention Plans	This course will provide an in-depth overview of the Behavior Intervention Plan; discuss its development, functionality/use, and location. Teachers, teacher assistants, &/or any other caregivers providing service to students will learn how to set up the environment, use research-based and data-driven strategies to decrease problematic behaviors and increase socially-appropriate behaviors in the classroom.	Refer to the OSES Monthly PD Calendar 90 Mins.	OSES Monthly PD
<input type="radio"/>	<i>Additional Courses</i>			



Office of Special Education Services

Professional Learning Plan

SELF-CONTAINED TRANSITION / 18+ TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/> <input type="radio"/>	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Transition: Post-Secondary- Beginning and Beyond	Participants will gain a greater understanding of the scope Transition Services from elementary to post-secondary. Participants will be introduced to agencies such as Texas Workforce Solution and The Harris Center for Mental Health and IDD and the services they provide to students with disabilities. They will examine efficient transition strategies that apply to promoting self-advocacy for their students.	Refer to the OSES Monthly PD Calendar 60 Mins	OSES Monthly PD
	Transition Compliance Training: State Performance Plan Indicator 13 and Beyond	Participants will gain a greater understanding of transition services, obtain a closer look at what to include in the IEP for compliance with Indicator 13 requirements, and resources to assist in transition planning.	1447423 60 Mins	OSES Monthly PD Online Self-Paced
<input type="radio"/>	BoardMaker	This session is intended to provide an overview of BoardMaker online and how the teacher can create and use visual supports in the classroom to increase student achievement. Participants will learn to create visual supports for instruction and behavior in the classroom setting.	1454105 90 Mins	OSES Monthly PD Online Self-Paced
<input type="radio"/>	<i>Additional Courses</i>			



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INTENSIVE INTERVENTION TEAM CO-TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	High Leverage Instructional Strategies in Special Education	The session is intended to help teachers identify how high-level strategies inform instruction when supporting students with disabilities.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD <i>*SPECIAL NOTE*</i> <i>Due to current Central Office staffing assignments to support the district-wide launch of both Temporary Online Learning and the Virtual Learning Academy, course launch date is TBD. Thank you for your flexibility, patience, and understanding. For immediate access to information, click on the link that follows.</i> High-Leverage Practices for Students with Disabilities
<input type="radio"/>	Behavior Intervention Plan	This course will provide an in-depth overview of the Behavior Intervention Plan; discuss its development, functionality/use, and location. Teachers, teacher assistants, &/or any other caregivers providing service to students will learn how to set up the environment, use research-based and data-driven strategies to decrease problematic behaviors and increase socially-appropriate behaviors in the classroom.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD
<input type="radio"/>	Review 360	Participants will gain new knowledge in using the behavior data management system used to document daily student behavior and track behavior incidents warranting a disciplinereferral or physical restraint.	Refer to the OSES Monthly PD Calendar 3Hrs.	OSES Monthly PD
<input type="radio"/>	Toolkit for Managing Problem Behaviors	The session will explore how to identify problem behaviors. Participants will learn how to identify and address problem behaviors within the learning environment.	1449046 60 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Positive Behavior Interventions and Supports	Participants will receive a high-level overview of Positive Behavior Supports and Intervention (PBIS); learn to differentiate between Antecedents, Behaviors and Consequences; and Identify how to apply the correct response to a behavior based on the function assessed as part of the Functional Behavior Assessment (FBA), as well asdemonstration on how to manipulate the environment.	1450010 60 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Crisis Prevention Institute (CPI)	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniquesand alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD Face to Face
<input type="radio"/>	Restorative Discipline Practices	Participants will learn the restorative practices framework andhow to implement the restorative circle in the behavior support classroom to help build student-teacher relationships.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
<input type="radio"/>	<i>Additional Courses</i>			



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Professional Learning Plan

TEACHERS OF THE DEAF AND HARD OF HEARING

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Visual Phonics (Region 4)	This hands-on two-day workshop explores the multi-sensory Visual Phonics program and its benefits in reinforcing oral language, speech, literacy, and writing skills for students who are deaf/hard of hearing, bilingual, or possess diverse learning needs. This workshop develops the skills necessary to implement Visual Phonics in therapeutic and instructional settings and explores research-based strategies to support beginning spelling and reading instruction with the support of Visual Phonics.	Refer to the OSES Monthly PD Calendar 12 Hrs.	Region 4 Regional Day School Program for the Deaf
<input type="radio"/>	Signing Exact English Skills Workshop	This week-long workshop for adult learners is designed to meet the needs of beginning as well as advanced users of Signing Exact English. Participants will improve their expressive and receptive signing skills, sign vocabulary, visual features of sign language, and song and storytelling techniques. All skill levels will be addressed through intensive work in level-matched small groups.	Refer to the OSES Monthly PD Calendar 40 Hrs. (Full Week)	Region 4 Regional Day School Program for the Deaf
<input type="radio"/>	<i>Additional Courses</i>			



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TEACHERS of the VISUALLY IMPAIRED and ORIENTATION AND MOBILITY SPECIALISTS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

Title	Description/Objectives	OneSource Code	Offered	
○	High Leverage Instructional Strategies in Special Education	The session is intended to help teachers identify how high-level strategies inform instruction when supporting students with disabilities.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD <i>*SPECIAL NOTE*</i> <i>Due to current Central Office staffing assignments to support the district-wide launch of both Temporary Online Learning and the Virtual Learning Academy, course launch date is TBD. Thank you for your flexibility, patience, and understanding. For immediate access to information, click on the link that follows. High-Leverage Practices for Students with Disabilities</i>
○	Cortical Visual Impairment (CVI)	This session is intended to support Teachers of the Visually Impaired in identifying, evaluating, and supporting students with Cortical Visual Impairment.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
○	<i>Additional Courses</i>			



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SPED TEACHING ASSISTANTS / PARAPROFESSIONALS / BEHAVIOR TECHNICIANS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
<input type="radio"/>	Behavior Intervention Plan	This course will provide an in-depth overview of the Behavior Intervention Plan; discuss its development, functionality/use, and location. Teachers, teacher assistants, &/or any other caregivers providing service to students will learn how to set up the environment, use research-based and data-driven strategies to decrease problematic behaviors and increase socially-appropriate behaviors in the classroom.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD
<input type="radio"/>	Toolkit for Managing Problem Behaviors	The session will explore how to identify problem behaviors. Participants will learn how to identify and address problem behaviors within the learning environment.	1449046 60 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Crisis Prevention Institute (CPI)	Participants will receive Nonviolent Crisis Intervention (NCI) training to develop prevention and de-escalation techniques and alternatives to restraint. This course is for crisis team members and special education campus staff who have or may have to implement the restraining procedures for students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD Face to Face
<input type="radio"/>	Positive Behavior Interventions and Supports	Participants will receive a high-level overview of Positive Behavior Supports and Intervention (PBIS); learn to differentiate between Antecedents, Behaviors and Consequences; and Identify how to apply the correct response to a behavior based on the function assessed as part of the Functional Behavior Assessment (FBA), as well as demonstration on how to manipulate the environment.	1450010 60 Mins	OSES Monthly PD Online Self-paced
<input type="radio"/>	Restorative Practices	Participants will learn the restorative practices framework and how to implement the restorative circle in the behavior support classroom to help build student-teacher relationships.	Refer to the OSES Monthly PD Calendar 3 Hrs.	OSES Monthly PD
<input type="radio"/>	<i>Additional Courses</i>			



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GENERAL EDUCATION TEACHERS

REQUIRED COURSES

(Must be completed during SY 2021-2022)

*** Special Note***

The required/suggested courses have been highlighted as relevant to support teachers in their specific roles, based on the basal level of knowledge/strategies needed to impact or provide appropriate instruction for students as early as possible. Please refer to the OSES monthly PD calendar for an up-to-date listing of courses offered during the current month.

	Title	Description/Objectives	OneSource Code	Offered
○	Building a Foundation for Supporting Students with Disabilities	In this session, participants will gain an understanding the Special Education eligibility process, from identification to services, and understand their role in the ARD-IEP process;and understand their role in providing Specially Designed Instruction, and develop an understanding of Progress Monitoring and data collection for ensuring IEP implementation and mastery of student goals.	1453013 2 Hrs.	On-Demand Online Self-paced
○	Universal Design for Learning (UDL)	The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offers flexibility in the ways students access material, engage and application of skill.	1453028 90 Mins	OSES Monthly PD Online Self-paced
○	High Leverage Instructional Strategies for Special Education	The session is intended to help teachers identify how high-level strategies inform instruction when supporting students with disabilities.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD <small><i>*SPECIAL NOTE*</i> Due to current Central Office staffing assignments to support the district-wide launch of both Temporary Online Learning and the Virtual Learning Academy, course launch date is TBD. Thank you for your flexibility, patience, and understanding. For immediate access to information, click on the link that follows. High-Leverage Practices for Students with Disabilities</small>
○	ELA Model Lesson – Elementary (K-5th)	Participants will observe a model lesson in the area of English Language Arts for elementary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD
○	ELA Model Lesson – Secondary (6th-12th)	Participants will observe a model lesson in the area of English Language Arts for Secondary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD
○	Math Model Lesson Secondary (6th-12th)	Participants will observe a model lesson in the area of Mathematics for secondary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	OSES Monthly PD
○	Data Driven Progress Monitoring of IEP Annual Goals and Objectives	This session provides an overview and considerations for implementing effective progress monitoring of IEP Annual Goals for students receiving Special Education Services. Participants will focus on the steps needed to gather and effectively utilize progress monitoring data, to compare the expected rate of learning or goal mastery with the actual rate. They will understand how to analyze and use the data to inform next steps and instructional decisions necessary to ensure student success.	1453024 90 Mins	Online Self-paced OSES Monthly PD



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	Accelerated Instruction Plans & Intensive Programs of Instruction	<p>Participants will engage in targeted professional development focused on creating specially designed Accelerated Instruction Plans and Intensive Programs of Instruction, to address student deficits and disability impacts for students with disabilities.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the process for creating Accelerated Instruction Plans (AIPs) and Intensive Programs of Instruction (IPs) • Know the implications of third through eighth grade state assessment data and end-of-course (EOC) assessment data for students with disabilities • Explore targeted reading and writing interventions and resources • Develop a clear understanding of how to monitor student progress on AIPs/IPs 	1453027 90 Mins	<p>OSES Monthly PD Online Self-paced</p> <p><i>*SPECIAL NOTE*</i> This course is under construction. Per new House Bill 4545 mandates and guidelines that have necessitated a course update, to ensure the most current information is shared, course launch date TBD. To access the most current information, click on the links that follows.</p> <p>TEA: Accelerated Learning Resources</p> <p>lead4ward: supplemental instruction and HB 4545</p>
	Specially Designed Instruction (SDI)	The session will explore how Specially Designed Instruction addresses skill deficits while accessing the general curriculum. Participants will 1) explore Specially Designed Instruction (SDI) and how it can be used to address the unique needs of the student that result from the child's disability and 2) determine ways to address skills deficits while teaching grade level standards to ensure access to the general curriculum.	1453014 90 Mins	District Mandatory Online Learning (DMOL)
	<i>Additional Courses</i>			



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Recommended Courses to Supplement Learning

(Choose a minimum of two. Must be completed prior to December 17, 2021)

Title	Description/Objectives	OneSource Code	Audience
Goalbook	This session is an overview to Goalbook and how to utilize the features that support the development of measurable goals. Participants will understand how to utilize its features to help write a PLAAFP, standards-based IEP goals, and implement UDL instructional strategies.	1453023 90 Mins	ALL Teachers and Staff
Understanding Components of the IEP	Participants will explore the purpose of the FIE, eligibility determination, and possible academic, behavioral, and social ramifications of educational deficits to develop a student-centered individualized education plan (IEP).	1443208 3 hrs.	ALL Teachers
Universal Design for Learning Workstations	Participants will learn about Universal Design for Learning principles and how to implement UDL workstations effectively in a self-contained classroom to support student achievement.	1454098 90 Mins	Self-Contained Teachers
Kurzweil	This session is intended to provide the teacher an overview of Kurzweil online and how it can be used in the classroom to improve student literacy skills. Participants will 1) find and use features in Kurzweil; 2) access content via the universal library; 3) access content via the google drive; 4) receive file management tips; and 5) learn how to customize text to speech audio options.	1454091 90 Mins	ALL Teachers
Placement is an ARD Committee Decision	Participants will understand that placement is an ARD Committee decision, the importance of parent participation in the decision-making process, become knowledgeable on how the ARD Committee makes the placement decision and understand the legal tenets guiding ARD placement decisions.	Refer to the OSES Monthly PD Calendar 3 Hrs.	ALL Teachers
Behavior Intervention Plans	This course will provide an in-depth overview of the Behavior Intervention Plan; discuss its development, functionality/use, and location. Teachers, teacher assistants, &/or any other caregivers providing service to students will learn how to set up the environment, use research-based and data-driven strategies to decrease problematic behaviors and increase socially-appropriate behaviors in the classroom.	Refer to the OSES Monthly PD Calendar 90 Mins.	Special Education Teachers
Toolkit for Managing Problem Behaviors	The session will explore how to identify problem behaviors. Participants will learn how to identify and address problem behaviors within the learning environment.	1449046 60 Mins.	ALL Teachers
Positive Behavior Interventions and Supports	Participants will receive a high-level overview of Positive Behavior Supports and Intervention (PBIS); learn to differentiate between Antecedents, Behaviors and Consequences; and Identify how to apply the correct response to a behavior based on the function assessed as part of the Functional Behavior Assessment (FBA), as well as demonstration on how to manipulate the environment.	1450010 60 Mins.	ALL Teachers



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AAC Snap Core First Device Support	<p>Snap™ Core First® is a symbol-supported app that helps people with speech and language disabilities communicate. This course is designed to support teachers in using the device and gaining tips for increasing a child's engagement. Participants will learn to use snap + core to facilitate communication in the educational setting.</p>	<p>Refer to the OSES Monthly PD Calendar 60 Mins.</p>	<p>ALL Teachers</p>
Accelerated Instruction Plans & Intensive Programs of Instruction	<p>Participants will engage in targeted professional development focused on creating specially designed Accelerated Instruction Plans and Intensive Programs of Instruction, to address student deficits and disability impacts for students with disabilities.</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Understand the process for creating Accelerated Instruction Plans (AIPs) and Intensive Programs of Instruction (IPs) • Know the implications of third through eighth grade state assessment data and end-of-course (EOC) assessment data for students with disabilities • Explore targeted reading and writing interventions and resources • Develop a clear understanding of how to monitor student progress on AIPs/IPs 	<p>1453027 90 Mins</p>	<p>ALL Teachers</p> <p><i>*SPECIAL NOTE*</i> <i>This course is under construction. Per new House Bill 4545 mandates and guidelines that have necessitated a course update, to ensure the most current information is shared, course launch date TBD. To access the most current information, click on the links that follows.</i></p> <p>TEA: Accelerated Learning Resources</p> <p>lead4ward: supplemental instruction and HB 4545</p>
BoardMaker	<p>This session is intended to provide an overview of BoardMaker online and how the teacher can create and use visual supports in the classroom to support student achievement. Participants will learn to create visual supports for instruction and behavior in the educational setting</p>	<p>1454105 90 Mins</p>	<p>Special Education Teachers</p>
From Intervention Through the Child Find Process	<p>The session is intended to engage participants on the process from Interventions through Child Find. The Participants will engage in learning regarding Intervention and Child Find, which refers to the federal requirement under the Individuals with Disabilities Education Act (IDEA) that all children in need of special education services are identified, located and evaluated.</p>	<p>1453022 90 Mins</p>	<p>ALL Teachers</p>
Universal Design for Learning (UDL)	<p>The session is intended to explore Universal Design for Learning (UDL) research-based strategies that give all students an equal opportunity to succeed. Teachers will explore UDL strategies that support learning and offer flexibility in the ways students access material, engage and apply knowledge of skill.</p>	<p>1453028 90 Mins</p>	<p>ALL Teachers</p>
Effective IEP Content, Development, and Implementation (K-5th)	<p>This session is an overview of how to development and implement an effective Individualized Education Program (IEP). Participants will identify components of a measurable goal, analyze IEP goals, and determine mastery, examine progress monitoring tools, and model effective implementation of the IEP.</p>	<p>1453026 90 Mins</p>	<p>Special Education Teachers</p>



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Effective IEP Content, Development, and Implementation (6th-12th)	This session is an overview of how to development and implement an effective Individualized Education Program (IEP). Participants will identify components of a measurable goal, analyze IEP goals, and determine mastery, examine progress monitoring tools, and model effective implementation of the IEP.	1454086 90 Mins	Special Education Teachers
ELA Model Lesson – Elementary (K-5th)	Participants will observe a model lesson in the area of English Language Arts for elementary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	ALL Teachers
ELA Model Lesson – Secondary (6th-12th)	Participants will observe a model lesson in the area of English Language Arts for Secondary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	ALL Teachers
Math Model Lesson Secondary (6th-12th)	Participants will observe a model lesson in the area of Mathematics for secondary curriculum. Teachers will observe within each lesson embedded best practices, accommodations, differentiation and high leverage questioning.	Refer to the OSES Monthly PD Calendar 90 Mins	ALL Teachers
Structured Teaching (SLC Alt)	Participants will make a connection between Specially Designed Instruction and the implementation of the five Structured Teaching Strategies, including physical structure, individual visual schedules, work systems, visual supports for routines and expectations, and visual structure of materials, when providing services to students in an SLC ALT.	1454102 90 Mins	Self-Contained SLC-Alt Teachers
Structured Teaching (SLC Standard/TREK)	Participants will make a connection between Specially Designed Instruction and the implementation of the five Structured Teaching Strategies, including physical structure, individual visual schedules, work systems, visual supports for routines and expectations, and visual structure of materials, when providing services to students in an SLC Standard/TREK.	1454102 90 Mins	Self-Contained SLC-Standard/TREK Teachers
AAC Language Acquisition Through Motor Planning (LAMP)	This course is designed to support teachers in using the device and gaining tips for increasing a child's engagement. Participants will learn to use LAMP to facilitate communication in the educational setting.	Refer to the OSES Monthly PD Calendar 60 Mins.	ALL Teachers
MetaPlay Overview for the ECSE Classroom	This session is an overview of MetaPlay. Participants will learn how to embed MetaPlay into the ECSE Classroom with fidelity to support students with disabilities.	Refer to the OSES Monthly PD Calendar 3 Hrs.	ALL Teachers Offered by an External Source
AAC Touch Chat Device Support	The lab is intended to provide individualized support to teachers related to use of the device. Participants will learn to use Touch chat to facilitate communication in the educational setting.	Refer to the OSES Monthly PD Calendar 60 Mins.	ALL Teachers



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Data Collection for Supporting Students Success in the Classroom	The session is an overview of how to effectively collect data for supporting student success in the various classroom settings. This session is for Paraprofessionals, Behavior Technicians and Mental Health Specialist and titled Data Collection for Supporting Students Success in the Classroom.	Refer to the OSES Monthly PD Calendar 90 Mins	Paraprofessionals, Behavior Technicians and Mental Health Specialist
Advanced Goalbook Toolkit Overview Houston ISD (Online)	Participants will learn how to log on and use Goalbook Toolkit, to assist not only with writing learning goals, but also designing effective instruction to provide greater access to grade level content and meet the needs of each student. All features of Goalbook will be covered, including using the Goal Wizard and Browse features, personalizing content and saving to My Library, and utilizing the Instructional Strategy Wizard to find research-based strategies to address specific learning barriers. At the session's end, an activity is provided for educators to use the Toolkit on their own and search for content for their own students.	1463004 Online 90 min	PreK-12 Special Education Teachers
Goalbook Toolkit Supporting Behavior and SEL (Level 1)	In this introductory session focused on Behavior and Social and Emotional Learning, educators will build their knowledge of the vast amount of resources and tools Goalbook Toolkit provides to support behavior. Participants will use Goalbook Toolkit to build positive and personalized behavior goals for students and select strategies aligned to Universal Design for Learning framework to support behavioral needs.	1463009 Online 90 min	PreK-12 Special Education Teachers
Level 2 Goalbook Toolkit Planning Instruction That Supports Social and Emotional Learning	In this session, participants will apply research and evidence-based SEL strategies to make informed decisions as educators on how to best support the students with whom they work. Participants will take a deeper dive into the core competencies of the CASEL framework and Goalbook Toolkit and apply those tools to support common behavior trends and create student specific instruction.	1463010 Online 90 min	PreK-12 Special Education Teachers
Series One of Five - Self-Awareness: Reaching Culturally Responsive Actions by Building Cultural Proficiency	Participants will walk away with strategies/activities to further build awareness regarding individual bias and learned skills not only to enhance student learning, but also student self-efficacy to decrease discipline infractions. The Culturally Proficient Practice Chart will be utilized throughout these culturally proficiency awareness courses, as participants work to build cultural competence.	1454193 Online 120 min	PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers
Series Two of Five - My Personal Reality: Cultural Proficiency Awareness	Participants will walk away with tools and strategies to decrease ones' own biases and stereotypes regarding cultural and linguistic differences amongst a diverse group of students.	1459155 Online 120 min	PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers
Series Three of Five - Building Equity with Data Diving	Participants will utilize data to determine next steps of creating and building equity within their perspective campuses.	1459156 Online 120 min	PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers



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<p>Series Four of Five - Culturally Responsive Practices Begins with Me!</p>	<p>Participants will utilize the Ready for Rigor Framework to facilitate culturally responsive teaching practices. This framework aids in building educator's awareness of students' cultural differences by building a social-emotional connection with students, which will ultimately aid in decreasing discipline infractions for all students. Participants will utilize knowledge gained of the Ready for Rigor Framework to further enhance knowledge of working with diverse learners.</p>	<p>1459208</p> <p>Online 120 min</p>	<p>PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers</p>
<p>Series Five of Five - Putting Actions to work as a Culturally Responsive Professional</p>	<p>Participants are required to incorporate the tools and information learned over the course of these trainings to build a culturally proficient professional that understands culturally and linguistically diverse differences and its' importance to decrease discipline infractions amongst diverse groups.</p>	<p>1459210</p> <p>Online 120 min</p>	<p>PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers</p>
<p>Cluster One: Deep into Result Driven Accountability (RDA) and Significant Disproportionality</p>	<p>Participants will expand knowledge regarding the Results Driven Accountability (RDA) performance level and how campuses directly affect the Significant Disproportionality (SD) rating. The session will explore student groups who are At-Risk for discipline infraction that may lead to out-of-school suspensions and expulsion.</p>	<p>1443982</p> <p>Online 120 min</p>	<p>PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers</p>
<p>Online Cluster Two: Connecting the Pieces: Trauma, Behavior, Classroom Management, Student Code</p>	<p>Participants will engage in learning regarding trauma, classroom management, student code of conduct, and its' impact on the whole child, academically, behaviorally and socially. The session will explore trauma informed practices and how to access the HISD's Crisis/Threat Assessment Protocols. In addition, participants will explore supports for decreasing student discipline related issues, key monitoring and early warning resources for decreasing suspensions and/or expulsions of African American students, and more specifically African American students with disabilities.</p>	<p>1443990</p> <p>Online 120 min</p>	<p>PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers</p>
<p>Online Cluster Three: Integrating Research-Based Best Practices and Action Planning</p>	<p>Participants will explore the Restorative Discipline Model and identify strategies that will reduce discipline infraction that lead to suspensions and/or expulsions. The session will explore proactive, preventive, and schoolwide culture frameworks which promote the teaching, modeling, and acknowledgment of desired behaviors. In addition, participants will assess their bias and decision making to determine the impact on student discipline processes. Lastly, identify keys to assist in developing an action plan and next steps for decreasing suspension and/or expulsions for African American students, and more specifically African American students with disabilities.</p>	<p>1443992</p> <p>Online 120 min</p>	<p>PreK-12 District Leaders, Campus Leaders, Social and Emotional Learning (SEL) team members, Intervention Assistive Team (IAT) members and General and Special Education Teachers</p>



Office of Special Education Services

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Professional Development Learning Plan PLANNING SHEET

Use this sheet to plan out your required and optional courses.

Required	Content Specific	Optional
<ul style="list-style-type: none">• _____• _____• _____• _____• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____• _____• _____	<ul style="list-style-type: none">• _____• _____• _____

After you have determined your required and recommended courses please print out and complete the Attestation form provided on the next page, sign and upload to this link, <https://bit.ly/OSES-Learning-Plan-Attestation-Form>. Prior to upload save the document as shown below:

(Last name. First name. MMDDYY Example: Gerdes.Lynn-06.21.21)



Office of Special Education Services

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HOUSTON INDEPENDENT SCHOOL DISTRICT
 HATTIE MAE WHITE EDUCATIONAL SUPPORT CENTER
 4400 WEST 18th STREET • HOUSTON, TEXAS 77092-8501

PROFESSIONAL LEARNING AND DEVELOPMENT PLAN ATTESTATION FORM

SECTION I: PROFESSIONAL LEARNING AND DEVELOPMENT COMPLETION REQUIREMENT

Based upon an HISD Internal Audit of Special Education Professional Development, the District has identified Special Education focused professional development courses that should be completed by all categories of teachers during the 2021-2022 academic school year to increase the academic performance of students with disabilities. Additionally, Special Education teachers will be required to complete additional courses based on their instructional role in a services placement area. Teachers should be knowledgeable of information and instructional practices that support all students, especially those with disabilities, whether instruction is provided in the general setting or a restrictive setting. Required and optional courses must be completed as indicated in the respective **Professional Development Learning Plan**.

Completion of required and/or recommended learning and development and the appropriate application of the knowledge and strategies have implications for the quality of instruction provided to support the academic success of students.

Required Courses as indicated on the Professional Development Plan that aligns to your role (All required courses must be completed.)	Option Courses as recommended/selected related to support your role (Choose a minimum of two.)

SECTION II: SIGNATURE

Teacher Name (Printed):	Campus Name
Signature	Date

By submitting my signature, I attest that I have completed the courses listed above in Section I: Professional Learning and Completion Requirement. I also acknowledge I was informed of the District's expectation that I implement training I receive in the performance of my specific job duties, indicated on page 4 of the Office of Special Education Professional Learning Plan 2021-2022 booklet. Please sign this completed form and upload a copy here: <http://bit.ly/OSES-PDLP-AttestationForm>, after completion of your designated professional learning plan.

