HISD | Office of Special Education Services
REMOVING BARRIERS. RAISING EXPECTATIONS.

OSES March 2023 PD Calendar

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. Within HISD, there are numerous development opportunities for teachers, leaders, and staff. The development opportunities provided the Office of Special Education Services (OSES) are intended to provide one facet of professional learning to strategically support an equitable framework for supporting 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).

OSES professional development offerings specifically relate to what teachers should know and be able to do to support the effective implementation of the Individualized Education Program (IEP). It is the District's expectation that teachers implement the training received and apply 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.

> Did you know public school students receiving special education services in the United States increased from 6.5 million (13%) in 2009-2010 to 7.2 million (15%) in 2020- 2021?

If you have professional development questions, please reach out to Andrea MooreBailey Lathan at Andrea.MooreBailey@houstonisd.org
(Finalized on 2/23/2023)

OSES March 2023 PD Calendar

March OSES Required Online PD _ Registration in OneSource required

Professional Development Online (Self-Pace)	Professional Development Description	Presenter	Special Information	OneSource Number	Date	Location/Time	Audience
Code of Code Conduct and Out of School Suspensions	Participants will receive an overview of the district code of conduct and how it should be used when determining punitive consequences for students with special needs, as well as alternatives to suspension and expulsion.	Luis Gavito	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1448179	Self-paced Course (Ongoing)	Online 60 min	PRINCIPALS AND ASSISTANT PRINCIPALS
Documenting Accommodations in Power Schools	Participants will learn how to document accommodation in Power Schools.	Ryan Wheeler	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1487038	Self-paced Course (Ongoing)	Online 30 min	PreK -12 Principals

Professional Development Online (Self-Pace)	Professional Development Description	Presenter	Special Information	OneSource Number	Date	Location/Time	Audience
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.	Andrea MooreBailey Lathan	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1463004	Self-paced Course (Ongoing)	Online 90 min	PreK-12 Special Education Teachers, Program Specialists

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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 number 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.	Andrea MooreBailey Lathan	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1463009	Self-paced Course (Ongoing)	Online 90 min	PreK-12 Special Education Teachers, Program Specialists
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.	Andrea MooreBailey Lathan	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1463010	Self-paced Course (Ongoing)	Online 90 min	PreK-12 Special Education Teachers, Program Specialists
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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1454193	Self-paced Course (Ongoing)	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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1459155	Self-paced Course (Ongoing)	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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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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1459156	Self-paced Course (Ongoing)	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 Four of Five - Culturally Responsive Practices Begins with Me!	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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1459208	Self-paced Course (Ongoing)	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 Five of Five - Putting Actions to work as a Culturally Responsive Professional	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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1459210	Self-paced Course (Ongoing)	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.
Cluster One - Deep into Result Driven Accountability (RDA) and Significant Disproportionality	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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1443982	Self-paced Course (Ongoing)	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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Online Cluster Two: Connecting the Pieces: Trauma, Behavior, Classroom Management, Student Code	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	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1443990	Self-paced Course (Ongoing)	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
Online Cluster Three: Integrating Research-Based Best Practices and Action Planning	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.	Dr. Charlotte Fontenot	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course# 1443992	Self-paced Course (Ongoing)	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
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.	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course # 1453013	Self-paced Course (Ongoing)	Online 2.0 hrs.	PreK-12 Teachers, Campus Leaders, Campus Principals

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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.	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course # 1453014	Self-paced Course (Ongoing)	Online 1.5 hrs.	PreK-12 Teachers, Campus Leaders, Campus Principals
Understanding the Components of theIEP	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).	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course # 1443208	Self-paced Course (Ongoing)	Online 3.0 hrs.	PreK-12 Teachers, Campus Leaders, Campus Principals
EasyIEP 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.	Questions? Contact BJOHNSO5@houstonisd.org	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course # 1478060	Self-paced Course (Ongoing)	Online 3.0 hrs.	PreK-12 Special Education Teachers, SPED Department Chairpersons, Campus Leaders, Campus Principals
EasyIEP 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.	Questions? Contact BJOHNSO5@houstonisd.org	**Registration in OneSource is required.** **This is a recorded video in OneSource.**	Course # 1468062	Self-paced Course (Ongoing)	Online 3.0 hrs.	PreK-12 Special Education Teachers, SPED Department Chairpersons, Campus Leaders, Campus Principals

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SE_ Region 4: Admission, Review, and Dismissal (ARD) Committee Manager Training for **Special Education Chairpersons and Special Education Teachers**	Participants will explore best practices for ARD committee managers. This **6-module professional development session is a self-paced on-line course** that will be completed within TEALearn. **Special Instructions**: Click START COURSE to access the link to register at **TEALearn.**	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Requirement:** Please do not register directly through Region 4 or TEALearn. Registration through OneSource is required..	ONLINE Course # 1474041	Self-paced Course (Ongoing	TEALearn Online 12 credit hrs.	Special Education Department Chairpersons and Special Education Teachers
SE_ Region 4: Admission, Review, and Dismissal (ARD) Committee Manager Training for **ProgSpec, TDS, and CurSpec**	Participants will explore best practices for ARD committee managers. This **6-module professional development session is a self-paced on-line course** that will be completed within TEALearn. **Special Instructions**: Click START COURSE to access the link to register at **TEALearn**	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Requirement:** Please do not register directly through Region 4 or TEALearn. Registration through OneSource is required.	ONLINE Course # 1474042	Self-paced Course (Ongoing	TEALearn Online 12 credit hrs.	OSES Program Specialists, Curriculum Specialists & Teacher Development Specialists

March OSES PD Course Offering for Senior Leaders, Campus Leaders, & Tier II Leaders _ Registration in OneSource required

Professional Development	Professional Development Description	Presenter	Special Information	OneSource Number	Date	Location/Time	Audience
SE_ Region 4: Admission, Review, and Dismissal (ARD) Committee Manager Training for **Senior Leaders, Campus Leaders, & Tier II Leaders**	Participants will explore best practices for ARD committee managers. This **6-module professional development session is a self-paced on-line course** that will be completed within TEALearn. **Special Instructions**: Click START COURSE to access the link to register at **TEALearn**	Questions? Contact Andrea.MooreBailey@houstonisd.org	**Requirement:** Please do not register directly through Region 4 or TEALearn. Registration through OneSource is required.	**ONLINE** Course #1474043	**Self-paced Course** (Ongoing)	**TEALearn Online** 12 credit hrs.	OSES Directors, Senior Managers & Managers, PreK-12 Campus Leaders, PreK-12 Tier II Leaders

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Region 4 ARD Committee Manager Training for Tier II Leaders **Companion Course #1**	Course description for each: Tier II Leaders will learn more about the ARD committee process, with the primary focus of reviewing the role of the administrator (or LEA representative) in an ARD committee. Additionally, the session will review the procedures and processes that occur before and after the meeting carried out by the ARD committee manager and special education staff to ensure compliance for their campus.	Region 4 Zoom Session	Click on one of the live links to register for either the **AM** session **or** the **PM** session. Each Region 4 session # is a live link that will take you to the Region 4 registration page for that session.	8:30AM – 10:30AM 1746555 1:00PM – 3:00PM 1746556	March 2	Virtual 8:30 – 10:30	PreK – 12 Tier II Leaders
Legal Services: ARD Committee Manager Training for Tier II Leaders Follow-Up Session **Companion Course #2 (AM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course # 1489075 Session # 1856346	March 2	Virtual 10:40 – 11:40	PreK – 12 Tier II Leaders
Legal Services: ARD Committee Manager Training for Tier II Leaders Follow-Up Session **Companion Course #2 (PM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course # 1489075 Session # 1856347	March 2	Virtual 10:40 – 11:40	PreK – 12 Tier II Leaders
Region 4 ARD Committee Manager Training for Principals **Companion Course #1**	Campus Leaders will learn more about the ARD committee process, with the primary focus of reviewing the role of the administrator (or LEA representative) in an ARD committee. Additionally, the session will review the procedures and processes that occur before and after the meeting carried out by the ARD committee manager and special education staff to ensure compliance for their campus.	Region 4	Click on one of the live links to register for either the **AM** session or the **PM** session. Each Region 4 session # is a live link that will take you to the Region 4 registration page for that session	8:30AM – 10:30AM 1746553 1:00PM – 3:00PM 1746554	March 9	Virtual 8:30 – 10:30	PreK – 12 Principals

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Legal Services: ARD Committee Manager Training for Principals Follow-Up Session **Companion Course #2 (AM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	**Course # 1489079** **Session # 1856373**	March 9	Virtual 10:40 – 11:40	PreK – 12 Principals
Legal Services: ARD Committee Manager Training for Principals Follow-Up Session **Companion Course #2 (AM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	**Course # 1489079** **Session # 1856374**	March 9	Virtual 10:40 – 11:40	PreK – 12 Principals
Region 4 ARD Committee Manager Training for Tier II Leaders **Companion Course #1**	Course description for each: Tier II Leaders will learn more about the ARD committee process, with the primary focus of reviewing the role of the administrator (or LEA representative) in an ARD committee. Additionally, the session will review the procedures and processes that occur before and after the meeting carried out by the ARD committee manager and special education staff to ensure compliance for their campus.	Region 4	Click on one of the live links to register for either the **AM** session **or** the **PM** session. Each Region 4 session # is a live link that will take you to the Region 4 registration page for that session.	8:30AM – 10:30AM 1746557 1:00PM – 3:00PM 1746558	March 23	Virtual 8:30 – 10:30	PreK – 12 Tier II Leaders
Legal Services: ARD Committee Manager Training for Tier II Leaders Follow-Up Session **Companion Course #2 (AM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course # 1489096 Session # 1856417	March 23	Virtual 10:40 – 11:40	PreK – 12 Tier II Leaders

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Legal Services: ARD Committee Manager Training for Tier II Leaders Follow-Up Session **Companion Course #2 (PM)**	Participants, under the guidance of the HISD Legal Team, will review most recent and important judicial decisions from federal courts and state hearing officers interpreting IDEA and state law. Topics covered include child find, duly constituted ARD committees, developing and implementing IEPs and goals, IEE requests, compensatory services and more.	HISD Legal	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course # 1489096 Session # 1856418	March 23	Virtual 10:40 – 11:40	PreK – 12 Tier II Leaders

March OSES PD Course Offerings _ Registration in OneSource required

Professional Development	Professional Development Description	Presenter	Special Information	OneSource Number	Date	Location/Time	Audience
EasyIEP New Users Training	Participants will learn how to navigate Easy IEP, the on-line 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.	Bertha Johnson & Antoinette Joe Eagle	Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link	Course #1443744 Session # 1856160	March 1	Virtual 8:30-3:00	PreK - 12_New Special Education Teachers, Self-Contained Teachers, Co-Teachers, Support Facilitators, Program Specialist
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	Anthony Jones	**South Field Office Room 204**	Course # 1439191 Session# 1854055	March 2	Face to Face 8:30 – 11:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants

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	initial training in the Nonviolent Crisis Intervention training program in the last 12 months. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.			****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**			
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. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.	Anthony Jones	**South Field Office Room 204** ****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**	Course # 1439191 Session# 1854056	March 2	Face to Face 12:30 – 3:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants
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.	Dr. Tyronne Singleton and Dr. Charlotte Fontenot	**South Field Office Room 204** ****NOTE***	Course # 1469099 Session# 1854016	March 7	Face to Face 8:30 – 11:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants

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	REQUIREMENTS: This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.		**For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**				
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. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.	Dr. Tyronne Singleton and Dr. Charlotte Fontenot	**South Field Office Room 204** ****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**	Course # 1469099 Session# 1854017	March 7	Face to Face 12:30 – 3:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants
EasyIEP Progress Track New User	Participants will learn how to monitor student progress and generate progress reports in EasyIEP using the Progress Track feature. Progress Track will allow participants to streamline their data input process and transform the data into analytical insights to monitor progress and ensure improved educational outcomes for students with disabilities. "Please have fully charged HISD issued laptop.	Bertha Johnson & Antoinette Joe Eagle	**Registration OneSource is required.** After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course# 1483035 Session# 1856428	March 7	Virtual 8:30-11:30	PreK-12 new Special Education Teachers and Service Providers.

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EasyIEP Training for Clerks and Teacher Assistant	Participants will learn how to navigate Easy IEP, on-line Data Management System, specific to their role on campus.	Bertha Johnson	**Registration OneSource is required.** After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.	Course #1454083 Session # 1856429	March 7	Virtual 1:00-2:00	PreK - 12_Clerks and Special Education Teacher Assistants
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. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.	Anthony Jones	**South Field Office Room 204** ****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**	Course # 1439191 Session# 1854057	March 9	Face to Face 8:30 – 11:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants
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	Anthony Jones	**South Field Office Room 204**	Course # 1439191 Session# 1854058	March 9	Face to Face 12:30 – 3:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants

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	initial training in the Nonviolent Crisis Intervention training program in the last 12 months. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.		****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**				
Special Education Elementary (K-5) Department Chair Meeting	Participants will meet monthly to engage in Special Education topics pertaining to local and state guidelines for the provision of special education services, updates, expectation of ARD/IEP meetings and addressing communication with parents to improve customer service.	Deitra Ford-Robinson	**HELC** **10725 Mesa Dr. Houston, TX 77078** **Room Assignment** **Cafeteria** ES01, RISE & ES02 Atherton ES – Elmore ES ES03 and ES02 Field ES – West University ES	Course # 1484216 Session# 1851573	March 9	Face to Face 8:30 – 11:30	K-5 Special Education Department Chairpersons, Managers, Senior Managers, Program Specialists, Teacher Development Specialists, All Campuses Support Staff
Special Education Secondary (6-12) Department Chair Meeting	Participants will meet monthly to engage in Special Education topics pertaining to local and state guidelines for the provision of special education services, updates, expectation of ARD/IEP meetings and addressing communication with parents to improve customer service.	Deitra Ford-Robinson	**HELC** **10725 Mesa Dr. Houston, TX 77078** **Room Assignment** **Cafeteria** MSO and RISE MS HSO and RISE HS	Course # 1484217 Session# 1851578	March 9	Face to Face 12:30 – 3:30	Grades 6-12 Special Education Department Chairpersons, Managers, Senior Managers, Program Specialists, Teacher Development Specialists, All Campuses Support Staff

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(Finalized on 2/23/2023)

HISD | Office of Special Education Services
REMOVING BARRIERS. RAISING EXPECTATIONS.

OSES March 2023 PD Calendar

Houston ISD Spring Break: March 13 – 17, 2023						
Goalbook Toolkit Overview	In this 45-minute webinar, participants will have the opportunity to explore new features in Goalbook Toolkit and use Goalbook to write data-driven present level statements, find and adapt learning goals, and browse our UDL-aligned strategies to create specially designed instruction.	Goalbook **Must Register through Goalbook**	**Free Webinar** **Click link to Register** https://goalbookapp.zoom.us/webinar/register/WN_m3vQn667S8izrAIR2WUNjA	**This is NOT a OneSource course**	March 20	Virtual Webinar 3:30 – 4:15	PreK - 12_General Education Teachers & Special Education Teachers, Self-Contained Teachers, Co-Teachers, Support Facilitators, Program Specialist
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. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.	Dr. Tyronne Singleton and Dr. Charlotte Fontenot	**South Field Office Room 204** ****NOTE*** For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.	Course # 1469099 Session# 1854018	March 28	Face to Face 8:30 – 11:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants
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.	Dr. Tyronne Singleton and Dr. Charlotte Fontenot	**South Field Office Room 204** ****NOTE****	Course # 1469099 Session# 1854021	March 28	Face to Face 12:30 – 3:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants

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	REQUIREMENTS: This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.		**For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**				
EasyIEP Progress Track Refresher	Participants will enhance their knowledge of monitoring student progress, document progress, and generate progress reports in EasyIEP using the Progress Track feature. Any updates added to Progress Track will also be provided. *Please have a fully charged HISD issued laptop.	LaShunda Johnson & Antoinette Joe Eagle	**Registration OneSource is required. After registering in OneSource, participants will receive a confirmation email containing the MS Teams session link.**	Course# 1483037 Session# 1856430	March 29	Virtual 8:30-11:30	PreK-12 Special Education Teachers, Service Providers
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. REQUIREMENTS: This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has	Anthony Jones	**South Field Office Room 204** ****NOTE*** For course credit bring a charged laptop to complete the combined Attendance Tracker	Course # 1439191 Session# 1854059	March 30	Face to Face 8:30 – 11:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants

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	been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.		& OSES Feedback Survey.				
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. **REQUIREMENTS:** This class consist of **TWO REQUIRED** components: online modules required by the Crisis Prevention Institute (CPI) and the physical modeling/practice of crisis prevention techniques. You **MUST** complete the online module prior to attending the face-to-face session. Once a seat for the online module has been reserved, we cannot reassign to another participant. Please ensure your schedule permits time for completion of both portions prior to registering.	Anthony Jones	**South Field Office Room 204** ****NOTE*** **For course credit bring a charged laptop to complete the combined Attendance Tracker & OSES Feedback Survey.**	Course # 1439191 Session# 1854060	March 30	Face to Face 12:30 – 3:30	PreK - 12 Campus Crisis Teams, Special Education Teachers, Teacher Assistants
Goalbook Toolkit Mini-Series: Building Equity through Transformative SEL (Part 2)	In part two of this two-part series, we will learn how Goalbook's resources can support creating a learning environment that maximizes the experiences of the most vulnerable and marginalized student populations. Using Goalbook's social and emotional learning strategies, we will explore how to develop learning spaces that foster collaboration and curiosity. Specifically, we will utilize the CASEL framework, transformative Social and Emotional Learning theory, and Goalbook strategies to create spaces where all students have equal opportunities to succeed.	Goalbook **Must Register through Goalbook**	**Free Webinar** **Click link to Register** https://goalbookapp.zoom.us/webinar/register/WN_XZwj79RDSzqciosudxS5jw	**This is NOT a OneSource course**	March 30	Virtual Webinar 2:00 – 2:45	PreK - 12_General Education Teachers & Special Education Teachers, Self-Contained Teachers, Co-Teachers, Support Facilitators, Program Specialist

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Free TEA Special Education Webinars

Foster Care and Student Success Guide Training Series The Highly Mobile & At-Risk Student Programs Division is hosting webinars for the newly released Foster Care & Student Success Guide.	Join the webinars to learn more about the **new** Foster Care & Student Success Guide. This training series began in 2021-22 and will continue in 2022-23. The previous recordings are available on TEA's website. The upcoming training schedule for 2022-23 is listed below: • **Foster Care & Student Success Guide: Chapter 12** February 23, 2023 – 10:00 a.m. – 11:30 a.m. CST – Register • **Foster Care & Student Success Guide: Chapter 13** March 30, 2023 – 10:00 a.m. – 11:30 a.m. CST – Register If you are unable to attend a training, webinar recordings are available here.

Free TEALearn Professional Development Opportunities

Welcome to TEALearn	To access TEALearn professional development opportunities, you must have a TEALearn Canvas account. Use this course to complete your TEALearn enrollment. New to Canvas? Explore the Getting Started in Canvas page. **https://register.tealearn.com/courses/9151/enrollment/new**
Building a Foundation Self-paced 18 credits	The purpose of this training, developed by the Texas Education Agency's Texas Complex Access Network, or TX CAN, is to create a standard of high-quality instruction for students with significant cognitive disabilities across the state of Texas. Delivering high-quality instruction means educators use instructional materials, teaching practices, and learning environments that lead to learner success. The needs of students with a significant cognitive disability require specialized adaptations and modifications to traditional educational strategies. This training series will explore five Quality Indicators of Effective Practices for working with students with significant cognitive disabilities. The modules and supporting rubric serve as on-going support for teams of educators working with students with significant cognitive disabilities. This training will: 1. Introduce the five Quality Indicators of Effective Practices for students with significant cognitive disabilities. 2. Describe and provide tools to support a range of components and strategies that are encompassed in the Quality Indicators of Effective Practices for students with significant cognitive disabilities. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14352/enrollment/new

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A Step Toward IEP Quality and Rigor Self-paced 6 credits	*A Step Toward IEP Quality And Rigor: A Rubric to Guide Development of Present Levels of Academic Achievement and Functional Performance (PLAAFPs), Goals/Objectives, and Progress Monitoring Methods of the Individualized Education Program (IEP) for Students with Significant Cognitive Disabilities.* This training was developed by the Texas Education Agency's Texas Complex Access Network, or TX CAN. As part of this training, a Quality and Rigor Rubric has been created to guide you in the development process. Educators will: • Understand critical components of the IEP including: PLAAFP, Goals/Objectives and Progress Monitoring Methods. • Apply the Quality & Rigor Rubric to the IEP's PLAAFP, Goals/Objectives, and Progress Monitoring sections. • Create PLAAFPs, Goals/Objectives, and Progress Monitoring Methods that are rigorous and of the highest quality. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14342/enrollment/new
Building an Authentic Academic Response Self-paced 4 credits	This training was developed by the Texas Education Agency's Texas Complex Access Network, or TX CAN. A very small population of students with Significant Cognitive Disabilities may not yet exhibit an authentic academic response. The purpose of this training is to give educators the information and tools to work towards building an authentic academic response with those students. The educator will: • be able to create a thorough PLAAFP for students with No Authentic Academic Response • be able to write Standards-Based IEP goals and implement data collection methods for students with No Authentic Academic Response • be able to shape an intentional response for students with No Authentic Academic Response • be able to identify best practices for working with students with No Authentic Academic Response • be able to recognize Authentic Academic Responses Click on the following link to sign up for this course. https://register.tealearn.com/courses/14342/enrollment/new

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Conducting Necessary Transition Assessments Self-paced 2 credits	The purpose of this training is to give educators the information and tools needed to conduct meaningful transition assessments. This training was created by the Student-Centered Transitions Network (SCTN). SCTN is a special education technical assistance network of the Texas Education Agency (TEA). Conducting age-appropriate transition assessments is the foundation for building quality transition services for students with disabilities. In this course, you will learn more about: • The role of transition assessments within the transition process • The federal and state requirements for transition assessments • The difference between formal and informal assessments for transitions • How to choose appropriate transition assessments based on individual student needs • How to use the results of transition assessments within the Individualized Education Program (IEP) As you work through this self-paced course, you will complete a pre-test, reflect on the transition assessment practices in your own school, and complete a post-test that assesses your learning. You will complete one module at a time before you can move to the next module. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14414/enrollment/new
Literacy for All Self-paced 6 credits	*Literacy for All! Designing Inclusive Literacy Learning Environments* is designed to help educators understand the importance of teaching students who struggle to read on grade level in grades 4-12 foundational reading skills. You will learn about the science of teaching reading, including an overview of what skills need to be mastered to become a proficient reader, how the brain learns to read, the characteristics of dyslexia and dysgraphia, how a student's learning abilities associated with reading can impact a student's ability to learn how to read, and **what instruction and accommodations can remove barriers to learning**. This session was developed by the Inclusion in Texas Network in collaboration with the Texas Education Agency (TEA). Click on the following link to sign up for this course. https://register.tealearn.com/courses/14418/enrollment/new
Math for All Self-paced 6 credits	*Math for All! Designing Inclusive Mathematics Learning Environments—Whole Number Addition and Subtraction, Kindergarten-Grade 3* was developed by the Inclusion in Texas Network in collaboration with the Texas Education Agency. This course is designed to help educators build capacity in **understanding how specific disabilities impact students' learning of mathematics**. Click on the following link to sign up for this course. https://register.tealearn.com/courses/7988/enrollment/new

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STAAR Alternate 2: Before, During, and After the Assessment Self-paced 3 credits	This training is designed for STAAR Alternate 2 test administrators. This course is helpful for those new to the test administration process and may also serve as a refresher to experienced test administrators. **This training is not intended to cover or replace the District Test Security and Oath training nor the review of the STAAR Alternate 2 Test Administrator Manual prior to test administration.** As a result of this training: • Educators will instruct and prepare their students appropriately prior to the administration of the assessment. • Educators will implement the assessment with fidelity. • Educators will review test results and use the data to inform future instruction of the student. This training was developed by the Texas Education Agency's Texas Complex Access Network, or TX CAN. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14367/enrollment/new
Student-Centered Approaches Self-paced 2 credits	This course provides an overview of student-centered approaches supported by research, including explicit instruction, universal design for learning (UDL), and the interconnected systems framework (ISF). Further, the course explores how these practices fit within a multi-tiered system of supports (MTSS). This course is designed for teachers, staff, and administrators of PK-12 schools, as well as ESC staff; however, all learners are welcome. After engaging in this course, learners should be able to do the following: • Define and describe explicit instruction • Define UDL and explain how it relates to MTSS • Describe ISF and explain how it relates to MTSS Click on the following link to sign up for this course. https://register.tealearn.com/courses/10569/enrollment/new Assessments of learner achievement of the objectives will include reflection/application activities, knowledge checks, and wrap-up questions.
Students Served by Special Education Who are Experiencing Homelessness or in Foster Care: Strategies to Support Highly Mobile Students Self-paced 4 credits	Brought to you by the Texas Education Agency (TEA) in conjunction with the Multiple Exceptionalities Multiple Needs Network. this course contains information designed to help Texas educators know about and meet the needs of students who are served by Special Education and come from highly mobile situations such as students who are experiencing homelessness or in foster care. The objective for this course is for the participant to... • Review factors to consider when making decisions, obtain awareness of resources and strategies to meet affective and instructional needs of students served by Special Education and who are highly mobile, such as those who are experiencing homelessness or in foster care. • Increase awareness of resources and strategies to meet the affective and instructional needs of students served by Special Education and who are highly mobile, such as those who are experiencing homelessness or in foster care. Click on the following link to sign up for this course. https://register.tealearn.com/courses/16305/enrollment/new

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Students Served by Special Education and Identified as Gifted and Talented Self-paced 2 credits	Developed by the Multiple Exceptionalities and Multiple Needs (MEMN) Network in collaboration with the Texas Education Agency (TEA) from 2019-2022, this course contains information designed to help Texas educators know about and meet the needs of students who are served by Special Education and are identified as Gifted and Talented, commonly referred to as **twice-exceptional students**. Participants will be able to: • Review factors to consider for strategic decision-making • Obtain awareness of available resources • Leverage best practices in order to meet the needs of students served by special education and identified as Gifted and Talented. Click on the following link to sign up for this course. https://register.tealearn.com/courses/16294/enrollment/new
Three C's of Behavior Management: Connection, Communication & Choices Self-paced 3 credits	Developed by the Texas Education Agency's Texas Complex Access Network, or TX CAN, this course is dedicated to ensuring a high quality and evidence-based education for students with the most significant cognitive disabilities. This training will examine behavior management through the lenses of connection/relationship, communication, and choices. Educators will provide appropriate and effective behavioral supports for students with complex access needs. The following concepts will be established and reinforced: • All students have a sense of belonging and connectedness. • All students have an effective way to communicate. • All students experience control over their circumstances through choice-making opportunities. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14365/enrollment/new
Writing Appropriate Measurable Postsecondary Goals Self-paced 4 credits	The Student-Centered Transitions Network created this course to give Texas educators the information and tools to write appropriate measurable postsecondary goals for students with disabilities. Upon course completion, you will: • Know how to write appropriate measurable postsecondary goals. • Understand the role appropriate measurable postsecondary goals play in transition planning. • Identify strategies students can use to demonstrate self-determination skills in developing appropriate measurable postsecondary goals for their individualized education programs (IEP). • Understand the federal and state requirements related to the development of appropriate measurable postsecondary goals. • Understand State Performance Plan Indicator (SPPI) 13 data collection guidance for appropriate measurable postsecondary goals. Throughout the modules in this self-paced online course, you will demonstrate mastery of the Course Learning Objectives with a pre-test, reflection/application activities, knowledge checks, wrap-up questions, and a post-test. You will complete one module at a time. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14416/enrollment/new **After completion of this course, you will be eligible to receive 1 on 1 coaching from your ESC transition specialist upon your request!** Coaching will consist of a minimum of 4 individualized sessions based on your needs identified through the course. If you are interested in this FREE coaching opportunity reach out to your ESC Transition Specialists upon completion of your post-test! Locate your ESC Specialist HERE.

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Universal Design for Learning (UDL) Self-paced 3 credits	The learning objectives for this training are: • Define the three principles of UDL. • Give examples of how these principles are operationalized. • Utilize a self-assessment tool to analyze a lesson or unit for its fidelity to the principles of UDL. • Create a universally designed lesson or unit using a UDL template. • State your professional view about whether UDL can meet the needs of all students, including those with complex access needs. Click on the following link to sign up for this course. https://register.tealearn.com/courses/14382/enrollment/new

Other FREE Professional Development Opportunities

The Vanderbilt IRIS Center (Behavior Management)	**Supporting the preparation of effective educators to improve outcomes for all students, especially struggling learners, and those with disabilities.** Click on the following link for information regarding professional learning opportunities about behavior and the classroom: https://iris.peabody.vanderbilt.edu/wp-content/uploads/misc_media/brochures/IRIS_Behavior_Management_rsrc_brochure.pdf
The Vanderbilt IRIS Center *Inclusion of Students with Significant Cognitive Disabilities: Supports in the General Education Classroom*	This module, developed in collaboration with the TIES Center, describes the benefits of including students with significant cognitive disabilities in general education classrooms. It also offers information on how teachers can plan for and teach these students in inclusive classrooms (est. completion time: 2 hours). TIES Center is supported primarily through a Cooperative Agreement (#H326Y170004) with the Research to Practice Division, Office of Special Education Programs, U.S. Department of Education. **https://iris.peabody.vanderbilt.edu/module/scd/#content**
The Vanderbilt IRIS Center *Addressing Challenging Behaviors (Part 1, Elementary):Understanding the Acting-Out Cycle*	The first in a two-part series, this module discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase (est. completion time: 2.5 hours). This resource was developed in collaboration with the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) Strategic Leadership Team and Vanderbilt University's Applied Behavior Analysis program (Department of Special Education). **https://iris.peabody.vanderbilt.edu/module/bi1-elem/**

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The Vanderbilt IRIS Center *Addressing Challenging Behaviors (Part 2, Elementary):Behavioral Strategies*	The second in a two-part series, this module describes strategies that teachers can implement to prevent or address challenging behaviors (est. completion time: 2 hours). This resource was developed in collaboration with the Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) Strategic Leadership Team. * Note: Before you proceed, it is highly recommended that you first work through the first module: Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-out Cycle **https://iris.peabody.vanderbilt.edu/module/bi2-elem/#content**
The Vanderbilt IRIS Center *Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices*	This module overviews the effects of disruptive behaviors as well as important key concepts and foundational practices related to effective classroom behavior management, including cultural influences on behavior, the creation of positive climates and structured classrooms, and much more (est. completion time: 2 hours). **https://iris.peabody.vanderbilt.edu/product/beh1_2021/**
The Vanderbilt IRIS Center *Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan*	This module reviews the major components of a classroom behavior management plan (including a statement of purpose, rules, procedures, consequences, a crisis plan, and an action plan) and guides users through the steps of creating their own classroom behavior management plan (est. completion time: 2 hours). The module is a companion to Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices. **https://iris.peabody.vanderbilt.edu/product/beh2_elem/**
The Vanderbilt IRIS Center *Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan*	Developed specifically with middle and high school teachers in mind (e.g., 6th-12th grade), this module reviews the major components of a classroom behavior management plan (including rules, procedures, and consequences) and guides users through the steps of creating their own classroom behavior management plan (est. completion time: 2 hours). The module is a companion to Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices. **https://iris.peabody.vanderbilt.edu/product/beh2_sec/**
The Vanderbilt IRIS Center *Early Childhood Behavior Management: Developing and Teaching Rules*	This module includes information on how to create developmentally appropriate behavior rules for early childhood classrooms so that they link to a given school's behavior expectations. The importance of communication with families about rules and expected behaviors is also stressed (est. completion time: 1.5 hours). **https://iris.peabody.vanderbilt.edu/product/ecbm/**
The Vanderbilt IRIS Center *Early Childhood Environments: Designing Effective Classrooms*	This module offers information on how to set up effective inclusive early childhood classroom environments for young children. It also provides details about the interrelated physical, social, and temporal components of those environment, as well as adaptations to help teachers meet the needs of children with disabilities (est. completion time: 1 hour). **https://iris.peabody.vanderbilt.edu/product/env/**

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The Vanderbilt IRIS Center *Accommodations: Instructional and Testing Supports for Students with Disabilities*	This module overviews instructional and testing accommodations for students with disabilities, explains how accommodations differ from other kinds of instructional adaptations, defines the four categories of accommodations, and describes how to implement accommodations and evaluate their effectiveness for individual students (est. completion time: 2 hours). Objectives - By completing this module and reviewing its accompanying activities, you will be able to: • Distinguish accommodations from modifications and instructional strategies/interventions • Describe how instructional and testing accommodations help students with disabilities gain access to the general education curriculum and to assessments • Understand the responsibilities of the IEP team, including the role of teachers, for making accommodation decisions for students with disabilities • Select appropriate accommodations that address barriers presented by a student's disabilities and take into account her or his learning goals • Identify how teachers can ensure that students receive the greatest (maximum) benefit from accommodations • Use objective data to determine an accommodation's effectiveness To register, click on the link that follows. **https://iris.peabody.vanderbilt.edu/product/acc-2/**
**Training and Technical Assistance Center (TTAC) – George Mason University** **Asynchronous Professional Learning Series on High Leverage Practices (HLPs)**
Collaboration 101 (HLP 1)	**By the end of this session, you will:** ▪ Identify education professionals with whom you collaborate. ▪ Understand effective communication skills. ▪ Learn the importance of identifying roles and responsibilities with co-teachers and paraprofessionals. ▪ Understand co-planning models and ways to plan with co-teachers and paraprofessionals. ▪ Have resources strategies that engage paraprofessionals. ▪ Gain access to resources that will facilitate planning and collaboration. ▪ Observe exemplar teachers engage in collaboration. ▪ Earn a certificate for 5 hours of professional learning. To register, click on the link that follows. **https://virginialearning.catalog.instructure.com/courses/109358/enrollment/new**
Setting the Stage for Learning: Consistent, Organized, and Respectful Learning Environments (HLP 7)	**By the end of this course, you will:** ▪ Increase resources to establish an organized, structured, and inclusive learning environment. ▪ Learn about pre-created spreadsheets that help organize student information. ▪ Observe how to develop class rules and expectations, engaging students in the process. ▪ Identify and task analyze class routines. ▪ Observe exemplar teachers explicitly teaching class routines and expectations. ▪ Increase resources to create class incentive programs that motivate students. ▪ Learn teacher questioning strategies that engage students in the learning process, providing students with opportunities to respond (OTR). ▪ Earn a certificate for 5 hours of professional learning. To register, click on the link that follows. **https://virginialearning.catalog.instructure.com/courses/108442/enrollment/new**

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Explicit Instruction and Positive Constructive Feedback that Motivates (HLP 16 and HLP 8 & 22)	**By the end of this course, you will:** ▪ Learn about pre-created VDOE resources that can be used to strategically plan units and lessons. ▪ Observe exemplar videos that demonstrate how to instruct students with explicit instruction. ▪ Increase access to resources that support guided practice. ▪ Understand ways to engage students in the learning process through teacher questions and self-monitoring. ▪ Learn ways to make teacher feedback more impactful and effective. ▪ Earn a certificate for 5 hours of professional learning. To register, click on the link that follows. **https://virginialearning.catalog.instructure.com/courses/110641/enrollment/new**
Differentiate with Flexible Grouping (HLP 17)	**By the end of this session, you will:** ▪ Understand the benefits and types of flexible groups. ▪ Use best practices to structure and organize flexible groups. ▪ Differentiate with scaffolds and grouping strategies. ▪ Earn a certificate for 5 hours of professional learning. To register, click on the link that follows. **https://virginialearning.catalog.instructure.com/courses/110007/enrollment/new**
Active Engagement Strategies (HLP 18)	**By the end of this session, you will:** ▪ Understand the importance of teacher-student relationships and how to develop them. ▪ Learn how to create self-monitoring checklists of academic performance and ways to use them to build teacher-student relationships and self-determination. ▪ Identify instructional technologies that enhance engagement. ▪ Have questioning strategies that actively engage students in the learning process (Opportunities to Respond - OTR). ▪ Understand ways teacher feedback promotes engagement. ▪ Earn a certificate for 5 hours of professional learning. To register, click on the link that follows. **https://virginialearning.catalog.instructure.com/courses/108699/enrollment/new**

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OSES March 2023 PD Calendar

Asynchronous/Online Self-Paced Courses (Must Register through the Specified Regional ESC)	
Region 20 - 91114_ *Confidentiality in Special Education: FERPA and IDEA*	This course familiarizes participants with the two basic education laws regarding confidentiality, the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Improvement Act (IDEA). The course focuses on confidentiality for students who receive special education services and includes information on when and with whom educational information can and cannot be shared, as well as which situations do and do not require parental consent for sharing of educational information. https://txr20.escworks.net/catalog/session.aspx?session_id=91114
Region 20 - 91120_ *Texas Autism Supplement*	In this course, participants will explore the Commissioner's Rules regarding the Texas Autism Supplement to the IEP that must be considered for all children eligible for special education services with an Autism Spectrum Disorder (ASD). https://txr20.escworks.net/catalog/session.aspx?session_id=91120
Region 13 - SP1737108 _ *Understanding the Autism Supplement*	This recorded webinar explains the history behind the Commissioner's Rule Related to Autism TAC 89.1055(e) Content of the Individualized Education Program (IEP), sometimes referred to as the Autism Supplement. Each of the eleven strategies identified in the Autism Supplement will be discussed with regards to identifying student need, documenting pertinent information in the FIE, and meeting compliance requirements. https://ecampus.esc13.net/show_class_info.html?classid=37108
Region 13 - FA1942830 _ *Strategies for General Educators Working with Students with Autism Spectrum Disorder (ASD)*	This is the complete course that combines twelve individual strategies segmented in previous courses. Learners will view and answer questions for the following strategies: 1. Understanding Students with Autism Spectrum Disorders 2. Get to Know the Individual Student 3. Create Predictability 4. Establish Clear Expectations (Social and Behavioral) 5. Establish Clear Expectations (Academic) 6. Create a Positive Learning Community 7. Promote Positive Peer Interaction 8. Use Instructional Strategies That Promote Successful Learning 9. Use Behavioral Strategies That Promote Successful Learning 10. Develop a Plan to Address Challenging Behavior 11. Borrow from the Special Educator's Toolbox 12. Respect Each Student's Dignity and Need for Autonomy https://www.txautism.net/series/strategies-for-working-with-students-with-autism-in-the-general-education-setting

If you have professional development questions, please reach out to Andrea MooreBailey Lathan at Andrea.MooreBailey@houstonisd.org
(Finalized on 2/23/2023)

HISD | Office of Special Education Services
REMOVING BARRIERS. RAISING EXPECTATIONS.

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> "The obstacle to inclusion is not disability. The real obstacle is mindset."
>
> -Lee Ann Jung, PhD

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