

Office of the Superintendent of Schools
MONTGOMERY COUNTY PUBLIC SCHOOLS
Rockville, Maryland

June 5, 2019

MEMORANDUM

To: Members of the Board of Education
From: Jack R. Smith, Superintendent of Schools
Subject: Special Education Training (04-29-19-05)

Question

During Board member comments, Ms. Silvestre requested information regarding the special education training that teachers and staff receive.

Response

The attached chart, *Department of Special Education Services, Professional Development Plan*, contains a list of all special education trainings offered for teachers and staff members. This year's focus has been on our three primary strategic priorities:

- Concentrating on the academic achievement for our students with disabilities;
- Increasing services for students in the least restrictive environment; and
- Supporting students with self-regulation of their social/emotional behavior with the goal of reducing the rate of suspension.

If you have any questions, please contact Mr. Kevin E. Lowndes, associate superintendent for special education, Office of the Chief Academic Officer, at 240-740-3041.

JRS:MVN:KEL

Attachment

Copy to:
Executive Staff
Ms. Webb

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
Counselors	Section 504 Basics: Determination of Eligibility and Development of Appropriate Accommodations	504 basics
Elementary special educators	Analyzing Data to Determine Student Needs in Math	Analyze data
Elementary special educators	Analyzing Data to Determine Student Needs in Reading	Analyze data
Math intervention teachers	Academic Interventions: Secondary math intervention: Math 180	Math intervention
Math intervention teachers	Academic Interventions: iReady	Math intervention
Prekindergarten (pre-K) Special Educators	Coteaching Practices for pre-K Inclusive Settings	Improve inclusive practices
pre-K Special Educators	pre-K: Building the Capacity of Teachers to Differentiate Instruction in Inclusive Settings	Improve inclusive practices
pre-K Special Educators	pre-K: Maryland's Child Outcomes Summary Process	Early Childhood assessment
pre-K Special Educators	pre-K: Maryland's Early Learning Assessment	Early Childhood assessment
pre-K Special Educators	pre-K: <i>The Social and Emotional Foundations of Early Learning</i>	Early Childhood special educator training
pre-K Special Educators	pre-K: Developing Standards-based, High-quality IEPs	Early Childhood special educator training
pre-K Special Educators	pre-K: Early Literacy: Foundational Skills for School Readiness	Early Childhood special educator training
pre-K Special Educators	pre-K: Performance Matters/Data Collection in the pre-K Classroom	Early Childhood special educator training
Reading intervention teachers	Academic Interventions: Really Great Reading	Reading intervention
Reading intervention teachers	Academic Interventions: Systems 44	Reading intervention
Special Educators	Alternate Learning Curriculum Resource—Unique Learning Systems	Support students with significant cognitive disabilities

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
Special Educators	Evidence Based Practices for Maximizing Literacy for Students with Significant Cognitive Disabilities	Support students with significant cognitive disabilities
Special Educators	Unique Learning Systems and alignment to MCPS curriculum	Support students with significant cognitive disabilities
Special Educators	Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP) Development and Implementation	Address behavior needs
Special Educators	Professional Development: Multi-State Alternate Assessment (MSAA)	Support students with significant cognitive disabilities
Special Educators	Lead Elementary Special Education Teachers—Specially Designed Instruction	Special Educator training
Special Educators	First Year Teacher Training	Special Educator training
Special Educators	Functional Communication: Using Picture Exchange Strategies	AAC
Special Educators	High Incidence Accessible Technology (HIAT): Assistive Technology in the Chrome Browser	Technology
Special Educators	HIAT: Assistive Technology Consideration	Technology
Special Educators	HIAT: Assistive Technology Implementation and Documentation	Technology
Special Educators	HIAT: Assistive Technology in School and on the Individualized Education Program (IEP)	Technology
Special Educators	HIAT: Introduction to <i>Bookshare</i>	Technology
Special Educators	HIAT: Introduction to <i>Snap & Read</i>	Technology
Special Educators	HIAT: Leveling the Playing Field—Technology Tools to Support Access to Complex Text	Technology
Special Educators	HIAT: Leveling the Playing Field –Accessible Curriculum Materials and Tools	Technology

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
Special Educators	HIAT: Occupational Therapists (OT)/Physical Therapists (PT) Professional Learning Community Sessions	Technology
Special Educators	HIAT: Perspectives on Practice for OTs and PTs	Technology
Special Educators	HIAT: Perspectives on Practice Workshops and Webinars	Technology
Special Educators	HIAT: Speech Recognition—Decision Making and Overview	Technology
Special Educators	HIAT: Speech Recognition—Using Speech Recognition in the Classroom	Technology
Special Educators	HIAT: Technology—Supporting Writers with Clicker Software	Technology
Special Educators	HIAT: Universal Design for Learning (UDL)—Everyday UDL Webinar Series	Technology
Special Educators	HIAT: UDL—Introduction to UDL	Technology
Special Educators	Home School Model: Behavioral Management Strategies	Address behavior needs
Special Educators	Medical Assistance: Certification Training	Medical safety
Special Educators	Resource Teacher in Special Education secondary meetings	Special Educator training
Special Educators	Special Education Skill Building Workshop: From Present Levels to Progress Monitoring	Special Educator training
Special Educators	Social Emotional Special Education: Secondary program-wide training	Special Educator training
Special Educators	Standards-based Math Instruction for Students with Significant Cognitive Disabilities	Special Educator training
Special Educators	Transition Services: Principals of UDL for Select Career and Technology Education Teachers	Transition services training
Special Educators	Transition Services: Transition Services' Awareness for Middle and High School	Transition services training

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
Special Educators	Transition Services: Transition Support Teachers' Summit and Professional Learning Communities	Transition services training
Special Educators	Twice Exceptional Students: Recognizing and Serving Elementary Students	Special Educator training
Special Educators	Twice Exceptional Students: Differentiating Elementary Instruction	Special Educator training
Special Educators	Twice Exceptional Students: Recognizing Characteristics and Differentiating Instruction for Secondary Students	Special Educator training
Special Educators	Vision Services: Building the Capacity of Vision Staff in Addressing the Needs of Students with Cortical Visual Impairment	Vision training
Special Educators	Vision Services: Building the Capacity of Vision Staff in Assessing and Selecting Appropriate Technology for Accessing Curriculum Materials	Vision training
Special Educators	Vision Services: Building the Capacity of Staff Members in the Use of Technology: <i>Scientific Notebook</i> and <i>Duxbury</i>	Vision training
Special Educators	Vision Services: Building a Systematic Approach to Orientation and Mobility Assessment and Services	Vision training
Special Educators	Workshop on Writing Speech-Language Assessment Reports for Bilingual Students	Special Educator training
Speech/Language (S/L) therapists	Best practices in bilingual S/L assessment	Improve test results for bilingual students being tested for S/L disabilities
S/L therapists	S/L Services: Measurable IEP Goals and Data Collection Tools: A Refresher	S/L training
S/L therapists	S/L Services: Technology Tools for Students that Support Oral Communication Skills	S/L training

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
S/L therapists	S/L Services: Best Practices in Assessment and Intervention for English Language Learners with Disabilities	S/L training
Teachers	Multi-Sensory Foundational Reading Strategies	Reading intervention
Teachers	New Teacher Orientation	Special Educator training
Teachers	Nonviolent Crisis Intervention: Initial and Refresher Courses	Crisis training
Teachers	Orton-Gillingham Methodologies	Reading intervention
Teachers and Paraeducators	Crisis Prevention Institute: Nonviolent Crisis Intervention Training without physical interventions	Crisis training
Teachers of students with Autism	Autism: Supporting Students with Autism Spectrum Disorders in Comprehensive Elementary Schools	Improve inclusive practices
Teachers of students with Autism	Autism: Best Practices for Teaching Elementary Students with Autism	Improve inclusive practices
Teachers of students with Autism	Autism: Serving Students with Autism Spectrum Disorders in the Least-restrictive Environment	Improve inclusive practices
Teachers of students with Autism	Autism: Best Practices for Teaching Secondary Students with Autism	Improve inclusive practices
Teachers of students with communication devices	Augmentative and Alternative Communication (AAC): Strategies to Encourage Functional Communication	AAC
Teachers of students with communication devices	AAC: Strategies and Operation of Specific Devices	AAC
Teachers of students with communication devices	Augmentative Communication and Assistive Technology: Strategies to Support Early Language Learners	AAC
Teachers of students with communication devices	Augmentative Communication and Assistive Technology: <i>Boardmaker Studio</i>	AAC

Professional Development Plan

Audience	Title of Professional Learning	Focus of Training
Teachers of D/HOH students	D/HOH: Building the Capacity of D/HOH Teachers to Address the Needs of Students with Significant Cognitive Disabilities	Support students with significant cognitive disabilities
Teachers of D/HOH students	D/HOH: Instructional and Behavioral Strategies to Address the Needs of Students who are D/HOH with Little/No Prior Schooling or Formal Language	Address behavior needs
Teachers of D/HOH students	Deafness and Cultural Diversity	Address diversity