

Inclusion Professional Learning Opportunities

(For availability and schedule, please visit [Course Registration](#) and/or ESE Staff Development Calendars at <http://www.palmbeachschools.org/ese/Curriculum.asp>)

Accommodations/Modifications (Dealing with Differences)

This session will enhance the teacher's ability to identify, develop and provide appropriate accommodations/modifications to meet the diverse learning needs of students with disabilities. Participants will receive information on the updated.

“Accommodations: Assisting Students with Disabilities” and “Guide to FCAT and FCAT 2.0 Accommodations for Students with Disabilities” handbooks will be used.

Target Audience: All Teachers/Administrators

BoardMaker Software

BoardMaker is an easy to learn and easy to use symbol based software which combines a drawing program with a graphics database featuring more than 4,500 Picture Communication Symbols. In this workshop participants will learn how to apply the various features of BoardMaker to: create boards, customize symbols and text, and create materials that will provide the tools necessary to address different learning styles and motivate students to participate in the classroom curriculum. This full-day workshop is an active session. Participants will learn about the basic and advanced features within BoardMaker 6.0 by working directly on computers, learning how to use the various toolbar features. There will be time during the session for participants to practice the skills they have learned.

Target Audience: By invitation only

Communities of Practice: A Study Group Guide for Differentiated Instruction

Communities of Practice is a step-by-step guide that leads teacher teams through seven sessions of job-embedded study, application, and discussion on the topic of differentiated instruction. The *Guide* is designed for teacher-led study groups that can be comprised of teachers from any grade level or content area. A FIN Facilitator conducts the first and last study group sessions to familiarize each group with the contents and procedures for completing each professional learning session. The *Guide* also includes a book titled “*Differentiating Instruction in Mixed-Ability Classrooms*”, by Carol Ann Tomlinson. Documentation and follow-up activities are included to support classroom implementation and ongoing collegial learning, enabling participants to share effective practices and create classrooms that are responsive to all learners.

Flexible Scheduling:

The rationale and procedures for scheduling students with disabilities into general education environments and the provision of necessary supports will be presented. Participants will begin the scheduling process for their school. This training is designed to build the capacity of schools to build flexible inclusive settings into their master schedule. This hands-on workshop will show Elementary, Middle and High School scheduling teams how to schedule SWD's for inclusion classroom settings. Participants are encouraged to bring alpha reports, EDW reports, teacher projection lists, etc.

Target Audience: Principals, Assistant Principal, and all instructional leaders that build the school master schedule

Foundations of Differentiated Instruction, Part One: Differentiated Instruction in the Diverse Classroom

Differentiated Instruction in the Diverse Classroom is a **two-day, face-to-face** workshop designed to engage school teams as they learn how to apply the basic principles of differentiated instruction. The workshop is appropriate for all grade level and content area teachers and provides opportunities for immediate application of differentiated instruction in mixed-ability classrooms.

Day I: The focus of **Day I** training will be on the key principles that guide planning and implementing differentiated instruction. Participants will explore how to use backward planning and differentiation in classrooms with learners from diverse backgrounds to promote engagement, comprehension, and academic success. Participants will use the book, *How to Differentiate Instruction in the Mixed Ability Classroom* by **Carol Ann Tomlinson**.

Day II: The focus of **Day II** session is designed to deepen the understanding of how, when, and why to differentiate instruction. This interactive session will provide participants with the strategies and lesson planning models that promote student achievement in all classrooms kindergarten through 12th grade. Participants will be able to tier lessons based on students' readiness, interest, and learning profile in order to achieve targeted learning goals.

Follow-up activities are included to support classroom implementation and ongoing professional learning, enabling participants to develop classrooms that are responsive to all learners.

PLEASE NOTE: Participants in this session must have participated in **Day I of Differentiated Instruction in the Diverse Classroom** before they can attend Day II

Target Audience: All Teachers/Administrators

Foundations of Differentiated Instruction, Part Two: Assessment and Grading in the Differentiated Classroom

Assessment and Grading in the Differentiated Classroom is a two-day, face-to-face workshop designed to engage school teams as they learn how to use the student assessment process to inform instruction and drive student learning. This workshop is appropriate for all grade level and content area teachers and provides opportunities for immediate application of ongoing student assessment in mixed-ability classrooms. Follow-up activities are included to support classroom implementation and ongoing professional learning, enabling participants to develop classrooms that are responsive to all learners

Target Audience: All Teachers/Administrators

From Label to Able: Inclusive Education for Students with Significant Disabilities Leadership Series

From Label to Able is a leadership development series to build awareness and knowledge of research-based, inclusive practices for students with significant disabilities in general education contexts. It is a three-part series, offered as either a face-to-face or web-based (webinar) format, for a total of six in-service hours. Each of the three sessions is 60-90 minutes in duration.

Target audience: School and district level administrators and other school and district level leaders (e.g., facilitators, coaches, specialists, teacher leaders)

Foundations & Wilson Reading

The Wilson Reading Program works with challenged readers by providing intensive instruction in small groups or individually. It is appropriate for students in grades 3-12 and adults who are not making sufficient progress in intervention or who may require more intensive instruction due to a language based learning disability. The primary focus of this program is on decoding and spelling although comprehension strategies are addressed in Block 3 of the lesson plan. This one-day informational seminar will introduce participants to the basics of the Wilson Reading Program., esp. in inclusive settings

Target Audience: All Teachers/Administrators

Instructional Leadership: Building Capacity of Differentiated Instruction in the Diverse Classroom

This professional learning opportunity is designed to enable school leaders build the capacity of instructional staff to successfully engage and instruct ALL students in diverse classroom settings. The session will provide school leaders with a continuum of implementation on differentiating instruction in mixed ability classrooms (grades K-12). The session will also provide interactive and effective differentiated instruction strategies and lesson planning models that promote student achievement in all classrooms kindergarten through 12th grade.

Target Audience: Principals, Assistant Principals, and other Instructional Leaders

Math Strategies for Struggling Learners: Algebra Success Key and Keys of Problem Solving

Learn how to bring the language and world of math to your students through a full continuum of differentiated instruction strategies. This demonstration workshop is designed to help teachers match differentiated instruction strategies to national math standards and to use brain-based teaching strategies to make sure that the lessons "stick. This workshop is definitely for everyone who wants to learn "special" tools that can make any math class more successful!

Target Audience: All Math Teachers and Coaches

Navigating Through the Florida Alternate Assessment and the NGSSS Access Point

Participants will learn how to administer and navigate through the NGSSS Access Points.

Target Audience: ESE Teachers grades 3-11; new to administering the FAA

Meeting the Needs of Diverse Learners/Pathways to Inclusion: Effective Teaching Strategies for ALL Students

This professional learning opportunity is designed to help teachers build capacity and instructional skills in recognizing, respecting, and responding to the needs of the wide range of diverse students in their classrooms. Discussion will focus on what schools and classrooms look like when they are organized around the commitment to high achievement for all students. Participants will learn new research-based strategies to scaffold and extend the learning pathways for students. They will learn how to utilize their data to inform instructional and formative assessment decisions. The book, *Meeting the Needs of Diverse Learners*, by Paula Rutherford, **will be used as a guide.**

Target Audience: All Teachers

Number Worlds

Number Worlds focuses on a prevention and intervention approach to math. Instruction includes a 4 part lesson of warm-up, engage, reflect, and assess. A Florida Teacher Resource Book develops a plan for meeting grade level standards using multiple levels of the program. Access Point Standards connections are also included. This session will focus on placement testing, lesson practice, game-activity practice, and ongoing assessment.

Target Audience: Teachers of students following the Next Generation Sunshine State Standards Access Points (Elementary/Middle/High)

PCI Reading

The PCI Reading Program is a research-based curriculum created specifically to teach students with autism and significant learning disabilities to read. PCI's reading program incorporates high-frequency words and real-world words within a comprehensive program of instruction, practice and assessment. Non-readers become readers through a system of repetition, hands-on practice, errorless discrimination, controlled reading and high-interest activities. The program materials use repetition and review along with frequent praise to guarantee successful learning and to increase students' self-confidence.

Target Audience: Teachers of students following the Next Generation Sunshine State Standards Access Points (Elementary/Middle/High-At school site as requested)

Read & Write Gold: <http://www.palmbeachschools.org/ese/fdlrstraining.asp>

Read & Write Gold software is available on ALL District Computers! It is a toolbar that sits on top of any program on your computer desktop. It provides "text-to-speech" which means it will "read" any document that you have open on your computer. It will also "read" the internet. It highlights words and sentences as it reads which assists students with tracking and keeping their place as it reads. *Read & Write Gold* provides writing supports as it features a phonemic spell checker, word prediction and a dictionary. Study skills tools are also available; highlighters, graphic organizers and folders in which to store collected information.

Target Audience: All Teachers

Strategic Instruction Model (SIM)

Strategic Instruction Model promotes effective teaching and learning through two kinds of interventions to address the performance gap between what students are expected to do and what students are able to do. *Content Enhancement Routines* are teacher focused interventions directed at how teachers think about, adapt, and present their critical content in learner-friendly fashion. The *Learning Strategies Curriculum* contains student-focused interventions designed to provide the skills and Individuals with Disabilities Education Act (IDEA) 2004, in direct alignment with the No Child Left Behind (NCLB) Act and referring to the practice of providing high quality instruction matched to students needs promotes effective teaching and learning through two kinds of strategies students need to learn the content.

Target Audience: All Teachers/Administrators

Station Teaching: Differentiated Instruction Approach

“Make and Take” workshops that give teachers the time and diverse techniques to create specialized instructional materials that is effective for students with and without disabilities in inclusive classrooms. The session will also address how to set up a co-teach setting in an inclusive classroom for Literacy and Math Support, utilizing two teachers (Reg Ed & Spec Ed) to instruct skill groups on a rotational model with accompanying learning centers.

Target audience: All Teachers

Support Facilitation

This is one-day professional development training for Inclusion teams, K-12. Teachers should attend as co-teaching teams, Gen Ed and Sp Ed. teachers together. The session is designed to enable teams to understand the rationale, the approaches and the planning process for implementing an effective inclusive environment, both academic and social/emotional, for diverse learners. The session will build the capacity of teachers to implement a collaborative teaching model in their diverse classrooms.

Target audience: All Teachers in inclusion classes

TIP – Tips for Inclusionary Practices: <http://www.palmbeachschools.org/ese/fdlrstraining.asp>

This is one-day professional development training for Inclusion teams. Participants will explore and learn about technology/computer based activities to facilitate inclusion of students with disabilities into the general education classroom. The session will provides Unique Learning material for teachers whose course codes are not 77, 78, or 79 but have students working on the NGSSS Access Points curriculum in their diverse classrooms.

Target audience: All Teachers in inclusion classes

Unique Learning System: <http://www.palmbeachschools.org/ese/fdlrstraining.asp>

Unique Learning Systems is an online curriculum that utilizes a standards-based approach to learning for students with significant cognitive disabilities. Instructional targets are aligned with the Florida Sunshine Standard Access Points for Students with Significant Cognitive Disabilities and state content standards for reading, writing, mathematics, science and social studies. Unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant cognitive disabilities. Each monthly lesson includes: •Comprehension Activities • Life Skills Activities • Vocabulary Development • Writing Activities • Mathematics Activities

Target Audience: Teachers of students following the Next Generation Sunshine State Standards Access Points (Elementary/Middle/High)

Uniquely Science: <http://www.palmbeachschools.org/ese/fdlrstraining.asp>

Uniquely Science workshop addresses how to correlate Unique Learning to Science Access Points on which students are assessed on the Alternative Assessment measure and the annual Very Special Science Fair. Participants will have opportunities to review science fair project protocol and submission requirements

Target Audience: Teachers of supported and participatory students

Using Math Writing Strategies that Work

This session will provide secondary educators with strategies to help struggling students express math concepts in written language. The strategies will help your students understand how to work with word problems, graphs, and how to take effective notes. Educators will leave with materials to implement the strategies in their classroom this fall.

Target Audience: All Middle/High School Teachers

Other Targeted Professional Development Opportunities

Please consult with the *ESE Staff Development Calendar* located on the ESE Department website, <http://www.palmbeachschools.org/ese/>, for further targeted PD opportunities and/or site based trainings for teachers, other instructional staff, related service providers, and non instructional staff.

Online Learning Opportunities

- + PDA: *Differentiating Reading Instruction for All Students***
- + PDA: *Differentiating Science Instruction for All Students***
- + PDA: *Differentiating Mathematics Instruction for All Students***
- + PDA: *Introduction to Differentiated Instruction***
- + PDA: *The Formative Assessment Process for Differentiating Instruction***

References/Resources provided to Teachers Implementing Inclusive Practices

- Tilton, L. (2001). *Inclusion-A Fresh Look* (5th ed.). Minnesota: Covington Cove Publication.
- Tilton, L. (2003). *The Teacher's Toolbox for Differentiating Instruction*. Minnesota: Covington Cove Publications.
- Rutherford, P. (1998). *Instruction for All Students*. Virginia: Just ASK Publication.
- Cluster, S., McKean, K., Meyers, C., Murphy, D., & Olesen, S. (1994). *Exceptions-A Handbook of Inclusive Activities for Teachers of Students at Grades 6-12 with Mild Disabilities*. Colorado: Sopris West.
- Agran, M., Copeland, S., King-Sears, M., & Wehmeyer, M. (2003). *Student-Directed Learning-Teachers' Guides to Inclusive Practices*. Maryland: Brookes Publishing.
- Sapon-Shevin, M. (1999). *Because We Can Change the World*. Massachusetts: Allyn & Bacon.
- Hammeken, P. (2000). *Inclusion-450 Strategies for Success*. Minnesota: Peytral Publications.
- Fisher, D., Frey, N., & Sax, C. (2002). *Inclusive Elementary Schools: Recipes for Success* (2nd ed.). Colorado: PEAK Parent Center.
- Castagnera, E., Fisher, D., Frey, N., Rodifer, K., & Sax, C. (2003) *Deciding What to Teach and How to Teach It: Connecting Students through Curriculum & Instruction* (2nd ed.). Colorado, PEAK Parent Center.
- Deboer, A. & Fister, S. (1995). *Working Together-Tools for Collaborative Teaching*. Colorado: Sopris West.
- Halvorsen, A. & Neary, T. (2001). *Building Inclusive Schools-Tools and Strategies for Success*. Massachusetts: Allyn & Bacon.
- Gartner, A. & Lipsky, D. (2002). *Inclusion: A Service, Not A Place-A Whole School Approach*. New York: Dude Publishing.
- Wagner, S. (1999). *Inclusive Programming for Elementary Students with Autism*. Texas: Future Horizons.
- Wagner, S. (2002). *Inclusive Programming for Middle School Students with Autism/Asperger's Syndrome*. Texas: Future Horizons.
- Murphy, F. (2003). *Making Inclusion Work: A Practical Guide for Teachers*. Massachusetts: Christopher-Gordon Publishers.
- Downing, J. (2002). *Including Students with Multiple Disabilities in Typical Classrooms-Practical Strategies for Teachers*. Maryland: Brookes Publishing.

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