

# Alabama Special Education Professional Development Summer 2023








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## Introduction

The Alabama State Department of Education (ALSDE) Special Education Services (SES) has partnered with Public Consulting Group (PCG) to provide professional development opportunities for teachers and leaders across the state. This catalog provides overview and registration information for all courses. *Educators will receive Continuing Education Units (CEUs) for completed course(s).*

-  English Language Arts (ELA)
-  Mathematics
-  Alternate Achievement Standards (AAS)
-  Inclusive Practices
-  Transition
-  High Leverage Practices (HLP)
-  Special Education Teacher Playbook



# English Language Arts (ELA)

In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) has developed a series of six asynchronous courses listed below are designed specifically for educators who support literacy in students with disabilities in grades 4-8. These are delivered in Schoology, and you may register for one or more of the following courses:

**Module 1: Understanding the Science of Reading** – Participants will be introduced to scientific reading research and research-based literacy development. Participants will become familiar with the science behind learning to read, spanning from children’s earliest alphabetic skills through fluent word recognition and skilled text comprehension characteristics of expert readers.

**Module 2A: Exploring the Foundations of Adolescent Literacy** – Participants examine adolescent literacy in grades 4 through 8 and explore the unique needs of the adolescent learner. Participants also make connections between the language components and literacy instruction and the relationship between early oral language skills, phonology, and reading success in later years.

**Module 2B: Building on the Foundations of Adolescent Literacy** – Participants explore what all teachers can do to increase word recognition knowledge as a means to improve students’ reading and spelling skills. The next section of this module provides an overview of the six syllable types, and how they relate to both reading and spelling. Participants also examine the teaching of multisyllabic words, along with an introduction to prefixes, suffixes, and root words and the fundamentals of morphology.

**Module 3: Creating Fluent Readers** – Module 3 begins with an introduction to fluency by first defining what fluency is and defining its components of accuracy, rate, and prosody, and then looking at what it is not, speed reading. Participants learn the progression of skills needed for students to become fluent readers and the importance of a large sight vocabulary on fluency.

**Module 4: Developing Vocabulary** – Participants start by exploring the research on how students develop vocabulary. Participants will look at vocabulary and its connection to the language components, syntax, and comprehension. Participants will also explore the language demands inherent in learning vocabulary and the challenges it poses. Participants will also explore the meaning of academic language and see how it differs from social language.

**Module 5: Increasing Reading Comprehension** – Participants will explore how to provide the type of instruction and practices needed for students to successfully become readers of complex text. Participants will continually make connections to the Simple View of Reading, the Scarborough Rope, and what was learned in the previous modules about oral language, phonological skills, phonics, spelling, accurate and automatic word recognition, text reading fluency, background knowledge, vocabulary, and lay a foundation for the work as to how they all contribute to reading comprehension.

## REGISTER TODAY!

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below. All times listed are in Central Time.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
Module 1: Understanding the Science of Reading	302876	On Demand	Virtual	On Demand	Online	Coming Soon
Module 2A: Exploring the Foundations of Adolescent Literacy	304019	On Demand	Virtual	On Demand	Online	Coming Soon
Module 2B: Building on the Foundations of Adolescent Literacy	304020	On Demand	Virtual	On Demand	Online	Coming Soon
Module 3: Creating Fluent Readers	304021	On Demand	Virtual	On Demand	Online	Coming Soon
Module 4: Developing Vocabulary	304024	On Demand	Virtual	On Demand	Online	Coming Soon
Module 5: Increasing Reading Comprehension	304025	On Demand	Virtual	On Demand	Online	Coming Soon

## Mathematics

### **Module 1: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) will offer an online course for all special education educators and general education mathematics teachers who serve students with disabilities across the state. Accessible through Schoology, this learning module can be completed in one hour. By the end of this module, participants will:

1. Reflect on their own math journeys and determine how it might impact their classroom practices.
2. Explore productive beliefs about the teaching and learning of mathematics.
3. Understand the purposes of setting clear goals for the mathematics students are learning.
4. Identify the prioritized mathematical skills and topics to use when writing Individualized Education Program (IEP) goals.
5. Practice analyzing and setting learning goals based on a student's specific area(s) of need and grade level standards.

### **Module 2: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 2, participants will implement tasks that promote reasoning and problem solving. They will learn that intentional task selection greatly impacts student engagement, motivation, and access to the curriculum. Participants will identify the characteristics of a high-quality task, practice selecting tasks based on prioritized grade band topics as well as students' Individualized Education Programs and utilize a variety of strategies to adapt tasks to meet long and short-term learning goals. Additionally, participants will examine methods to support students with specially designed instruction by scaffolding tasks to ensure access to grade level standards. By the end of this module, participants will:

1. Understand the characteristics of high-quality tasks in mathematics.

2. Identify possible strategies and scaffolds that increase accessibility to high quality math tasks.
3. Practice scaffolding math tasks based on a student's specific area(s) of need.

### **Module 3: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 3, participants will use and connect mathematical representations. They will learn about the variety of mathematical representations (visual, physical, contextual, verbal, and symbolic) and the interconnectedness between them. Participants will practice making connections among various representations when problem solving in order to support students' in making such connections and deepening their understanding of math concepts. Lastly, participants will identify ways mathematical representations can be used to ensure differentiation and equity of access in the math classroom. By the end of this module, participants will:

1. Understand the types of mathematical representations and the interconnectedness between them.
2. Analyze student's work samples, making connections between them and the learning goal.
3. Recognize that implementing tasks which allow for utilization of multiple representations promotes differentiation and access.

### **Module 4: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 4, participants will facilitate meaningful mathematical discourse. They will gain an understanding of the role discourse plays in student learning, identify the different formats for discourse within the math classroom, and learn five talk moves to promote engaging, equitable discussions. Participants will observe a teacher facilitating a meaningful mathematical discussion and analyze the teacher's talk moves. Finally, participants will identify how to provide scaffolded support when engaging students in mathematical discourse. By the end of this module, participants will:

1. Understand the benefits of engaging in meaningful mathematical discourse.
2. Identify the different formats for discourse within the math classroom.
3. Analyze five talk moves for promoting engaging, respectful discussions.
4. Develop scaffolds and supports to increase student engagement in mathematical discourse.

### **Module 5: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 5, participants will pose purposeful questions. They will learn that questioning can be used to gauge what students know and for adapting lessons to meet students' varying levels of understanding. Participants will explore a framework for the types of questions to ask during a mathematics lesson and understand how such questions can be utilized as scaffolded supports. Finally, participants will analyze patterns of questioning, distinguishing questions that support the teacher in assessing and advancing student thinking. By the end of this module, participants will:

1. Explore a framework for the types of questions used in mathematics teaching.
2. Understand two patterns of questioning (assessing and advancing).
3. Develop scaffolds and supports to increase student engagement in answering and asking questions.

**Module 6: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 6, participants will build procedural fluency from conceptual understanding. The session will begin by creating an awareness of the complexities of defining fluency in mathematics. Participants will solidify their understanding of procedural fluency and understand that it is built on the foundation of conceptual understanding, strategic reasoning, and problem solving. Fallacies about fluency will be explored as participants align them to related truths. Participants will explore different ways to engage students with disabilities in authentic practice of math skills and content in order to build fluency. By the end of this module, participants will:

1. Understand the different terms used to describe fluency in mathematics.
2. Unpack common fluency fallacies and their related truths.
3. Explore the characteristics of quality fluency practice.
4. Preview examples of classroom activities that build math fluency for students with disabilities.

**Module 7: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 7, participants will support productive struggle in learning mathematics. Participants will gain a clear understanding of the term productive struggle, learn strategies for establishing a classroom community that fosters productive struggle, and engage with tools for building such a classroom community. They will recognize that facing challenges, persevering, and learning from mistakes offer opportunities for all students to more deeply understand mathematical concepts and ideas. By the end of this module, participants will:

1. Define productive struggle and recognize its benefits in a math classroom.
2. Understand the teaching habits and components of a classroom culture that impact productive struggle in mathematics.
3. Learn strategies for establishing a classroom community that fosters productive struggle.

**Module 8: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities –**

In Module 8, participants will elicit and use evidence of student thinking. They will understand the purposes of collecting evidence of student thinking, which include assessing progress, adjusting instruction, and communicating with all stakeholders. Participants will examine beliefs that influence assessment practices in the math classroom. They will explore a toolbox of strategies for eliciting and using evidence to assess the mathematical understanding of students with disabilities. Finally, participants will understand how the eight effective teaching practices shared in Modules 1-8 all connect to create a comprehensive mathematics teaching framework. By the end of this module, participants will:

1. Understand the benefits of eliciting and using evidence of student learning.
2. Examine beliefs that influence classroom assessment practices.
3. Unpack a toolbox of strategies for eliciting and using evidence of student thinking for students with disabilities.
4. Make connections between the eight effective teaching practices from modules 1-8.

**SES-PCG Math Virtual Learning: Facilitating Discourse in the Math Classroom –** Discussions are an essential component to building students' deep conceptual understanding of mathematics. In the Virtual Sessions, participants will explore instructional practices for facilitating discourse in the

math classroom. Although challenges may exist, the benefits for building classrooms with a culture of discourse are far too important to ignore. The 5 Practices for Orchestrating Productive Mathematical Discussions (anticipate, monitor, select, sequence, connect) serve as a model for planning and engaging students in math discussions. Participants will explore each of the 5 Practices with practical resources to take back to their math classrooms. A lesson planning template will be provided, and participants will have an opportunity to practice planning based on math content aligned to the following grade bands: K-2: Number & Additive Reasoning; 3-5: Multiplicative Reasoning & Fraction Understanding; 6-8: Fraction Understanding & Ratio/Proportional Reasoning. By the end of this module, participants will:

1. Recognize the benefits and challenges of facilitating discourse in a math classroom.
2. Understand the five practices for orchestrating productive mathematics discussions and strategies for implementation.
3. Explore a lesson plan template that can be used for planning lessons that center around a cognitively demanding task and promote opportunities for math discussions.

**SES-PCG Math Onsite: Fluency- Going Beyond Memorization in the K-2 Classroom** - In partnership with ALSDE-SES, Public Consulting Group will facilitate onsite professional development for special education and general education math teachers supporting K-2 students with disabilities. Participants may select one session at the location of their choice: Huntsville (June 26), Auburn (June 27), Mobile (June 28). This training will explore the following ideas:

1. Basic fast recall is the premiere automaticity activity in K-2 mathematics.
2. Students reach automaticity through three phases: Counting, Deriving, and Mastery.
3. For students to have access to strategic competence, they must first learn to use strategies and then learn to choose strategies which require explicit instruction.
4. It is essential to model metacognitive processes for strategy selection for students with disabilities.
5. Games can be used by students to build fluency and by teachers for formative assessment.

**SES-PCG Math Onsite: Fluency- Going Beyond Memorization in the 3-5 Classroom** - In partnership with ALSDE-SES, Public Consulting Group will facilitate onsite professional development for special education and general education math teachers supporting 3-5 students with disabilities. Participants may select one session at the location of their choice: Huntsville (June 26), Auburn (June 27), Mobile (June 28).

1. Basic fast recall is the premiere automaticity activity in 3-5 mathematics.
2. Students reach automaticity through three phases: Counting, Deriving, and Mastery.
3. For students to have access to strategic competence, they must first learn to use strategies and then learn to choose strategies, which require explicit instruction.
4. It is essential to model metacognitive processes for strategy selection for students with disabilities.
5. Games can be used by students to build fluency and by teachers for formative assessment.



**SES-PCG Math Onsite: Fluency- Going Beyond Memorization in the 6-8 Classroom** – In partnership with ALSDE-SES, Public Consulting Group and Emerald Education will facilitate onsite professional development for special education and general education math teachers supporting grade 6-8 students with disabilities. Participants may select one session at the location of their choice: Huntsville (June 26), Auburn (June 27), Mobile (June 28). This training will explore the following ideas:

1. Basic fast recall is the premiere automaticity activity in 6-8 mathematics.
2. Students reach automaticity through three phases: Counting, Deriving, and Mastery.
3. For students to have access to strategic competence, they must first learn to use strategies and then learn to choose strategies, which require explicit instruction.
4. It is essential to model metacognitive processes for strategy selection for students with disabilities.
5. Games can be used by students to build fluency and by teachers for formative assessment.

**REGISTER TODAY!**

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below. All times listed are in Central Time.

<b>Course Title</b>	<b>Course Code</b>	<b>Dates</b>	<b>Location</b>	<b>Time</b>	<b>Delivery Method</b>	<b>Register</b>
Module 1: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	302937	On Demand	Virtual	On Demand	Online	Coming Soon
Module 2: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	303334	On Demand	Virtual	On Demand	Online	Coming Soon
Module 3: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	303588	On Demand	Virtual	On Demand	Online	Coming Soon
Module 4: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	303631	On Demand	Virtual	On Demand	Online	Coming Soon
Module 5: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	303633	On Demand	Virtual	On Demand	Online	Coming Soon
Module 6: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	304805	On Demand	Virtual	On Demand	Online	Coming Soon
Module 7: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	304806	On Demand	Virtual	On Demand	Online	Coming Soon
Module 8: SES-PCG Online Course for Mathematics Teachers Serving Students with Disabilities	304807	On Demand	Virtual	On Demand	Online	Coming Soon

SES-PCG Math Virtual Learning: Facilitating Discourse in the K-2 Math Classroom	473789	June 12	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>
SES-PCG Math Virtual Learning: Facilitating Discourse in the 3-5 Math Classroom	473792	June 14	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>
SES-PCG Math Virtual Learning: Facilitating Discourse in the 6-8 Math Classroom	473793	June 16	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization K-2 (Huntsville)	473748	June 26	Huntsville	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization K-2 (Auburn)	473749	June 27	Auburn	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization K-2 (Mobile)	473750	June 28	Mobile	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 3-5 (Huntsville)	473752	June 26	Huntsville	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 3-5 (Auburn)	473755	June 27	Auburn	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 3-5 (Mobile)	473759	June 28	Mobile	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 6-8 (Huntsville)	473760	June 26	Huntsville	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 6-8 (Auburn)	473762	June 27	Auburn	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>
SES-PCG Math Onsite: Fluency-Going Beyond Memorization 6-8 (Mobile)	473764	June 28	Mobile	8:30a.m.-11:30a.m.	Onsite	<a href="#">Register</a>

## Alternate Achievement Standards (AAS)

**SES-PCG AAS Onsite: Communication and Instructional Support of Students with Significant Disabilities** – In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) will facilitate onsite professional development for teachers of students with significant cognitive disabilities. Participants may select one session at the location of their choice. At this onsite session teachers will:

1. Describe the importance of teaching communication skills to students as a way of increasing independence and access to academics.
2. Describe the connection between behavior and communication.
3. Identify strategies and best practices for increasing student communication skills.
4. Identify key elements in implementing the evidence-based practice of explicit instruction.
5. Adapt curriculum tasks and materials for specific learning goals.
6. Consider levels of prompting and support to determine how to provide appropriate levels assistance while still encouraging independence.

**SES-PCG AAS Virtual Professional Learning: Summer Series for Teachers of Students with Significant Disabilities** - In partnership with ALSDE-SES, Public Consulting Group will facilitate virtual professional development for teachers supporting students with significant cognitive disabilities. This "Summer Series" features three engaging virtual learning events and covers classroom setup, behavior support, and instructional strategies for students with significant disabilities.

**Session 1: Classroom Set-Up for Students with Significant Disabilities**

1. Identify environmental factors of a universally designed classroom, including lighting options, flexible workspaces, and overall classroom accessibility.
2. Understand the benefits of using visual supports to create student schedules, staff schedules, and learner prompts.

**Session 2: Behavior Support Strategies for Students with Significant Cognitive Disabilities**

1. Understand and describe potential functions of student behavior.
2. Identify strategies to proactively support student behavior, and review methods for responding to challenging student behavior.
3. Identify effective methods and tools for collecting and analyzing data on student behavior.

**Session 3: Instructional Strategies for Students with Significant Cognitive Disabilities**

1. Adapt curriculum tasks and materials for specific learning goals.
2. Consider levels of prompting and support to determine how to provide appropriate levels of assistance while still encouraging independence.
3. Identify key elements in implementing the evidence-based practice of direct instruction.

REGISTER TODAY!

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below. All times listed are in Central Time.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG AAS Onsite: Communication and Instruction Support of Students with Significant Disabilities (Tuscaloosa)	473728	June 7	Tuscaloosa	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>

SES-PCG AAS Onsite: Communication and Instruction Support of Students with Significant Disabilities (Montgomery)	473731	June 8	Montgomery	8:30a.m.- 3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG AAS Onsite: Communication and Instructional Support of Students with Significant Disabilities (Birmingham)	473732	June 28	Birmingham	8:30a.m.- 3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG AAS Virtual Professional Learning: Classroom Set-Up for Students with Significant Disabilities	473810	June 13	Virtual	9:30a.m.- 11:30a.m.	Online	<a href="#">Register</a>
SES-PCG AAS Virtual Professional Learning: Behavior Support Strategies for Students with Significant Cognitive Disabilities	473812	June 20	Virtual	9:30a.m.- 11:30a.m.	Online	<a href="#">Register</a>
SES-PCG AAS Virtual Professional Learning: Instructional Strategies for Students with Significant Cognitive Disabilities	473814	June 27	Virtual	9:30a.m.- 11:30a.m.	Online	<a href="#">Register</a>

**SES-PCG AAS Virtual Professional Development: Alternate Achievement Standards Playbook and Webinars** – This comprehensive professional development program is for educators who teach students with significant cognitive disabilities. This program includes access to Playbook and webinar series designed for this population of teachers. Participants progress through Playbook on a biweekly, self-paced schedule, while webinars are synchronously completed within 60 minutes.

Playbook is a virtual learning platform that combines eight asynchronous sessions, called plays, with coaching, mentoring, and collaboration experiences. Playbook topics include:

1. Building a culture of inclusive practices.
2. Building communication using core vocabulary.
3. Unpacking standards.
4. Establish roles and responsibilities for paraprofessionals.
5. Supporting positive behavior support.
6. Universal design for learning.
7. Implementing assistive technology.

Live interactive webinars delivered via Zoom by a national expert are offered in conjunction with Playbook. These 60-minute sessions build a community of educators through connection and collaboration with one another while diving deeply into featured Playbook content. These four Playbook-based webinars occur every few weeks. Webinar topics include:

1. Supporting student communication.
2. Supporting student behavior.

3. Unpacking standards.
4. Universal Design for Learning.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG AAS Virtual Professional Development: Alternate Achievement Standards Playbook and Webinars	302432	Summer through Fall	Virtual	Self-paced	Online	Coming Soon

## Inclusive Practices

Educators and leaders know that a flourishing and healthy school environment is inclusive of all learners, and students with disabilities are no exception. However, cultivating the appropriate mindsets and refining the necessary practices to make inclusivity a fundamental component of a school is complex and multifaceted.

**SES-PCG Inclusive Practices: Implementing a Framework for Inclusion (Virtual)** - In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group has developed this three-part, team-based virtual training opportunity that will dig into the work of Inclusive Practices and equip participants with the tools necessary to make positive, lasting, and system-wide change. Through a deep analysis of the Inclusive Practices Framework, teams will assess their current state, develop a vision, and create an action plan for making Inclusive Practices a cornerstone of their school community!

**Session 1:** Setting the Stage for Inclusion participants will gain a foundational understanding of Inclusive Practices, with a focus on the critical objectives of:

1. Understanding the need for change in the approach to inclusion.
2. Identifying critical members of an inclusive team.
3. Engaging in the process for creating an inclusive vision.

**Session 2:** Take Action and Create a Plan, participants will expand their understanding of Inclusive Practices, with a focus on the critical objectives of:

1. Understanding the need for change in the approach to inclusion.
2. Identifying critical members of an inclusive team.
3. Engaging in the process for creating an inclusive vision.

**Session 3:** Reflecting, Adjusting, and Moving Forward, participants will expand their understanding of Inclusive Practices, with a focus on the critical objective of:

1. Understanding the importance of securing small wins while implementing action plans.
2. Defining critical elements of the reflection process.
3. Identifying methods for ensuring inclusive practices become the norm.

REGISTER TODAY!

Each Local Education Agency (LEA) must register a minimum of four participants per school for all three sessions. Please register for all three sessions and join in partnership with your district/school team. All times listed are in Central Time.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG Inclusive Practices: Setting the Stage for Inclusion (Virtual)	473906	June 14	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>
SES-PCG Inclusive Practices: Take Action and Create a Plan (Virtual)	473908	June 21	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>
SES-PCG Inclusive Practices: Reflecting, Adjusting, and Moving Forward (Virtual)	473909	June 29	Virtual	9:00a.m.-11:00a.m.	Online	<a href="#">Register</a>

## Transition

**SES-PCG: Implement an Effective Transition Framework, Onsite Professional Development** – In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) has will facilitate a session on creating and implementing effective secondary transition plans. In this full-day, onsite session, we will explore a framework that supports systematic structure and interagency collaboration to implement comprehensive transition programs effectively. Participants may select one session at the location of their choice: Huntsville (June 5), Cullman (June 6), Trussville (June 7 and 8), Alabaster (June 20), Clanton (June 21), Linden (June 22), Opelika (June 26) and Troy (June 27).

REGISTER TODAY!

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below. All times listed are in Central Time.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG Transition Onsite (Huntsville)	473303	June 5	Huntsville	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Cullman)	473310	June 6	Cullman	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Trussville)	473330	June 7	Trussville	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Trussville)	473341	June 8	Trussville	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Alabaster)	473339	June 20	Alabaster	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>

SES-PCG Transition Onsite (Clanton)	473346	June 21	Clanton	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Linden)	473351	June 22	Linden	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Opelika)	473364	June 26	Opelika	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG Transition Onsite (Troy)	473365	June 27	Troy	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>

## High Leverage Practices (HLP)

**SES-PCG High Leverage Practices for Special Educators: Individualized Education Programs (IEP) Procedural and Substantive Requirements** - This is the second of three in-person trainings in the professional development series High Leverage Practices for Special Educators, developed in partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) and the American Institutes for Research (AIR). High Leverage Practices (HLP) is a widely recognized and celebrated paradigm for maximizing instructional impact for exceptional learners. These highly regarded strategies are intended to optimize educators' impact to drive student growth for children with disabilities.

REGISTER TODAY!

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below. All times listed are in Central Time.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG High Leverage Practices for Special Educators: IEP Procedural and Substantive Requirements (Birmingham)	473901	June 6	Birmingham	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG High Leverage Practices for Special Educators: IEP Procedural and Substantive Requirements (Montgomery)	473902	June 7	Montgomery	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>
SES-PCG High Leverage Practices for Special Educators: IEP Procedural and Substantive Requirements (Tuscaloosa)	473903	June 8	Tuscaloosa	8:30a.m.-3:30p.m.	Onsite	<a href="#">Register</a>

**High Leverage Practices (HLP) Playbook** - This professional development opportunity builds teacher capacity to implement HLP in their practice by providing tools, resources, and professional learning and coaching designed specifically for special education teachers. Playbook is a virtual learning platform that combines 21 asynchronous sessions, called Plays, with coaching, mentoring, and collaboration experiences. Playbook topics span the entirety of the High Leverage Practices

paradigm, emphasizing assessment and progress monitoring practices, supporting students in the social, emotional, and behavioral domain, improving instructional strategies, and developing Individualized Education Programs.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG HLP Playbook	302504	On Demand	Virtual	On Demand	Online	Coming Soon

## Special Education Teacher Playbook

### SES-PCG Special Education Teacher Playbook

In partnership with Alabama State Department of Education (ALSDE) Special Education Services (SES), Public Consulting Group (PCG) will facilitate a novel, ongoing virtual professional development experience for special educators. This professional development opportunity builds teacher capacity to implement research based, high-impact, and practical strategies for improving their craft through tools, resources, and professional learning and coaching designed specifically for special education teachers.

Playbook is a virtual learning platform that combines 12 asynchronous sessions, called Plays, with coaching, mentoring, and collaboration experiences. Playbook topics span an array of best-practices for special education teachers, including: using progress monitoring to assess Individualized Education Program goals, conducting a Functional Behavior Assessment, applying Universal Design for Learning strategies, using positive behavioral strategies, and more!

REGISTER TODAY!

This professional development opportunity is available at the following times and locations, and you may register in PowerSchool using the links below.

Course Title	Course Code	Dates	Location	Time	Delivery Method	Register
SES-PCG Special Education Teacher Playbook	302505	On Demand	Virtual	On Demand	Online	Coming Soon



