

Mid Valley Special Education Cooperative

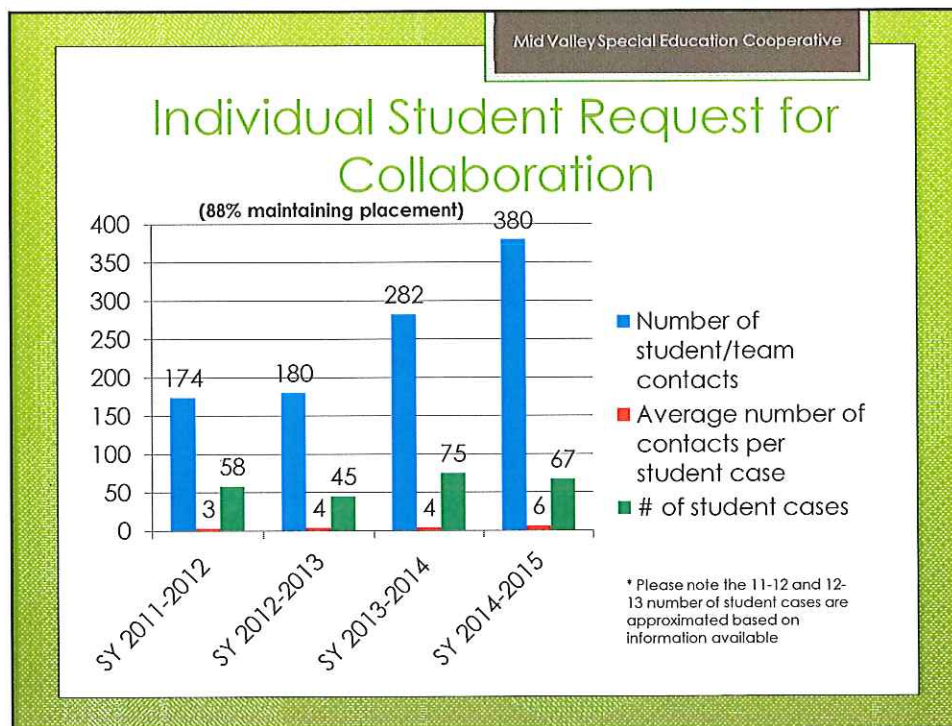
Year to Date Professional Learning (Shared and Individual District)

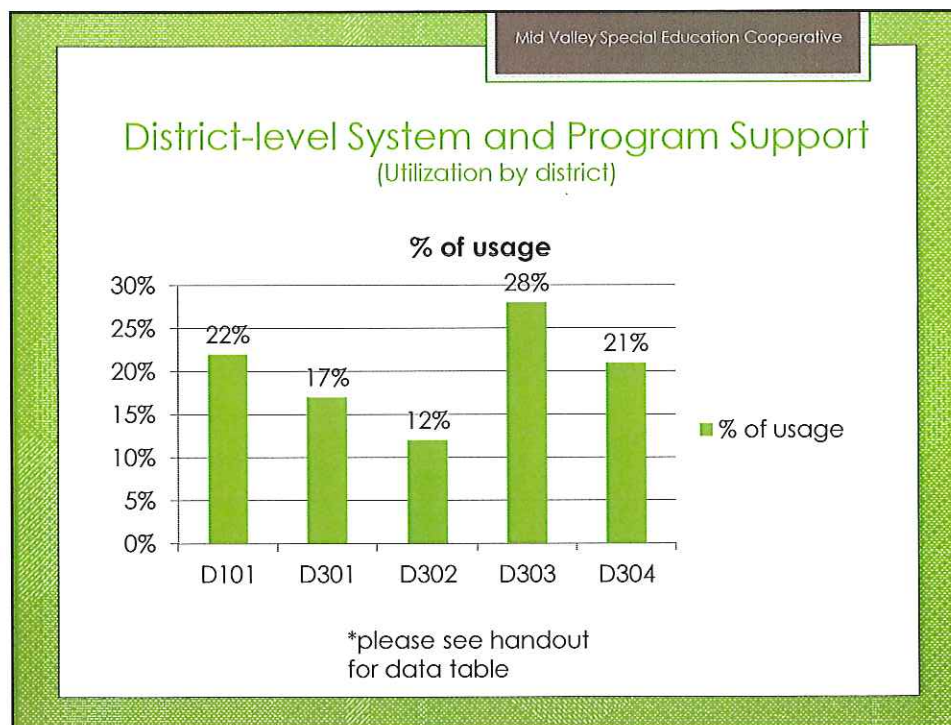
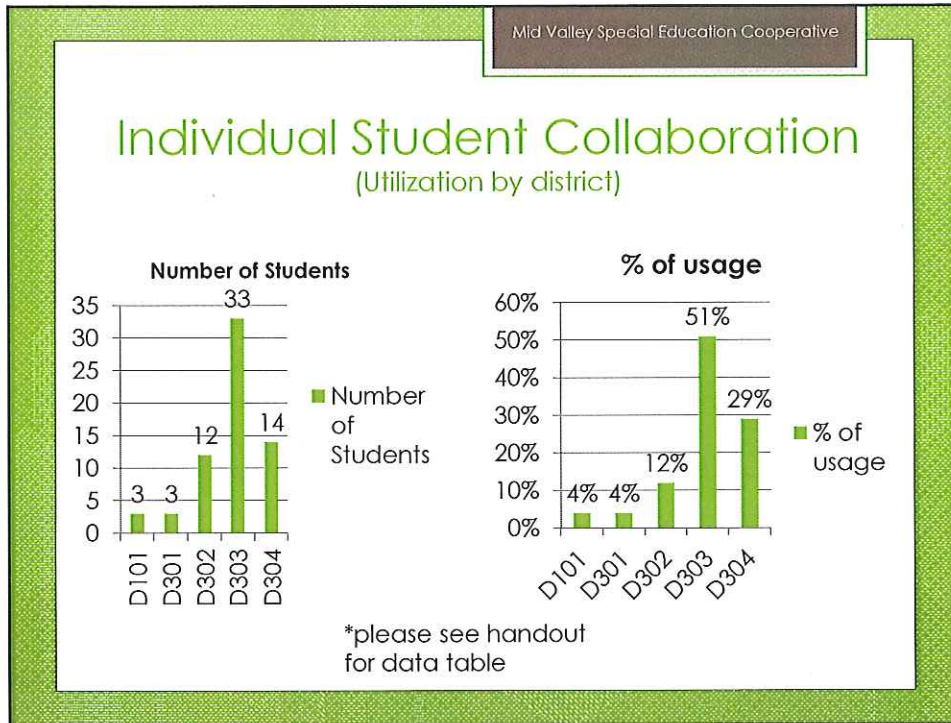
SY 2014-15

- 48 Days of Training Provided **for the 14-15** by Behavioral/Instructional Coach:
 - FBA/BIP (11)
 - Supporting Students on the Autism Spectrum- (9)
 - CHAMPS Classroom Management (9)
 - Behavior/ Social Emotional Learning (3)
 - CPI (10)
 - Progress Monitoring (3)
 - Student Growth and Measurement (1)

SY 2013-2014


- 29 Days of Training Provided **for the 13-14 School Year** by Behavioral/Instructional Coach:
 - Behavioral Training – Champs (3)
 - Progress Monitoring
 - Goal Writing using the CCSS
 - Domain 2 – Creating Tiered support for Social Emotional
 - FBA/BIP Guidance Committee (3)
 - Supporting Students on the Autism Spectrum- (3 trainings and 3 days for follow up)
 - Student Growth and Measurement
 - Booster Training for ADOS-2
 - CPI
 - Parent Network (3)
 - Autism Series Mades (3)





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Which brings me to...



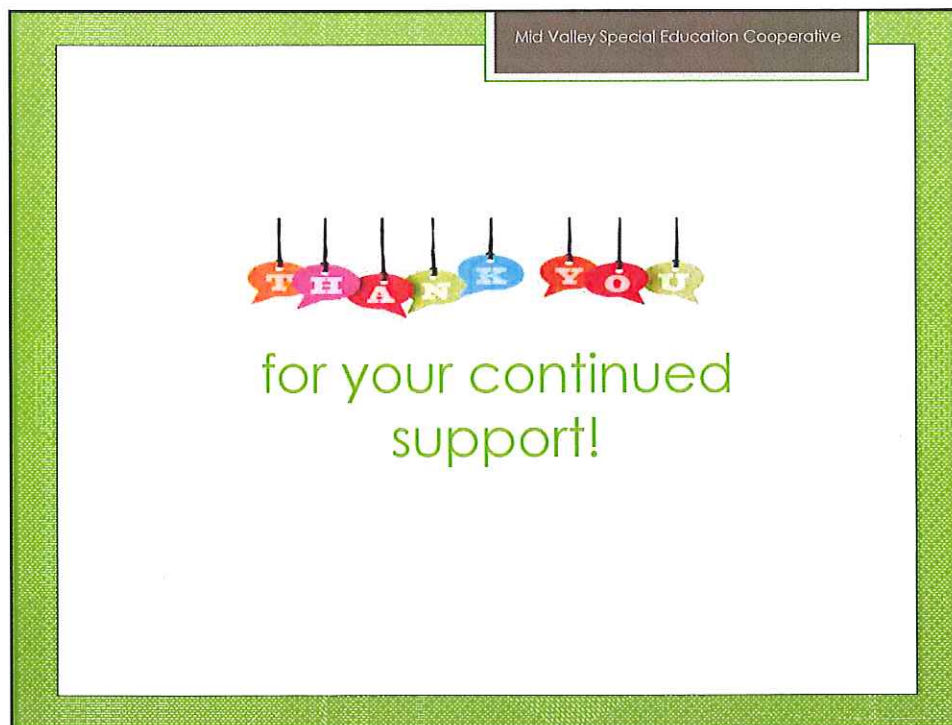
How do we:

- build internal building capacity to support students with behavioral/SEL needs
- coach teams to support students preventatively
- utilize data to assess impact on teacher/team skill and/or change in practice
- best meet the needs of each individual district...

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2015-16

- Menu of Options
 - Options determine from needs assessment
 - Pre-determined number of days based on cooperative percent
 - District determines use based on needs
- Student support provided preventively within the coaching model linked to training (I do, We do, you do)
 - Current projection: 80 students (4/5 districts accounted for)
- Assessments tied to training and utilized to determine goals and assess impact



Mid-Valley Special Education Cooperative

2015-2016 Professional Development and Behavioral/Instructional Coaching Annual Report

Professional Development Trends

Number of Professional Development Offerings

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
32	52	14	43	47	59	80

Professional Development Offerings by Topic

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Physical	5	22	6	5	2	8	10
Literacy	13	12	0	0	0	0	0
Assessment	0	0	0	6	12	4	4
Behavior	0	0	0	8	10	13	32
Technology	0	0	0	6	8	9	3

Number of Attendees

2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
484	780	183	961	1136	1448	1890

Attendance by District

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
D101	0	0	0	76	64	112	154
D301	0	0	0	69	46	85	152
D302	5	0	0	83	112	236	208
D303	16	0	0	265	138	145	169
D304	1	0	0	85	173	169	222
MV	460	713	110	266	558	550	754
Other	0	0	0	30	1	24	176
Unknown	2	67	73	87	44	127	55

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2015-2016 Professional Development and Behavioral/Instructional Coaching Annual Report

Behavioral/Instructional Coaching

Support Capacity: Individual Student Collaboration (# of students)

2014-15	
D101	3
D301	3
D302	12
D303	33
D304	14

Support Capacity: Individual Student Collaboration (% of usage)

2014-15	
D101	4%
D301	4%
D302	12%
D303	51%
D304	29%

Support Capacity: District-Level System and Program Support (% of usage)

2014-15	
D101	22%
D301	17%
D302	12%
D303	28%
D304	21%

Professional Development and Behavioral/Instructional Coaching

Menu of Options

<p>Autism Training and Coaching</p> <p>Target Audience: Internal, building-level autism coach</p> <ul style="list-style-type: none">● Training: (1 full day and 3 half day)● Whole staff presentation per building● Coaching: 3 Students per building (onsite) <p>*Coaching includes:</p> <ul style="list-style-type: none">○ Data Collection/Walk-thru (assessment to target needed supports)○ Analyze assessment results with the team○ Participation in student team meetings○ Establish implementation goal○ Observations○ Reflections/feedback○ Modeling (if requested) <p>Needs Assessment Connection: Continuation from 12-13, 13-14 results and Behavior/SEL supports</p>	<p>MTSS: Tier 1 CHAMPS or ACHEIVE Training and Coaching</p> <p>Target Audience: Classroom Teachers/ Administration</p> <ul style="list-style-type: none">● Training (2 day initial, 2 ½ day booster sessions)● Coaching: onsite with teachers <p>*Coaching includes:</p> <ul style="list-style-type: none">○ Data Collection/Walk-thru (assessment to target needed supports)○ Analyze assessment results with the admin/teachers○ Participation in individual teacher meetings○ Establish implementation goal○ Observations○ Reflections/feedback○ Modeling (if requested) <p>Needs Assessment Connection: Behavior/SEL Supports and MTSS</p>
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MTSS Tier 2: Individual Problem Solving Training/Coaching

Target Audience: Building-level Problem Solving Team (administrator, gen. ed. representation, special education representation, related services)

- Training (4 half day training or 2-3 full days)
 - Building-level Coaching: 3-5 students per building
- *Coaching includes:
- Data Collection (assessment to target needed processes/data/practices)
 - Analyze assessment results with the team
 - Participation in student team meetings
 - Establish implementation goal
 - Observations
 - Reflections/feedback
 - Modeling (if requested)

Needs Assessment Connection: Behavior/SEL supports, Best Practices for Instructional Strategies, Assessment and Data, MTSS

MTSS Tier 3: FBA/BIP and Crisis BIP Training and Coaching (Special Education)

Target Audience: Psychologist, Social Workers, Special Education Staff

- Training (2 ½ days)
 - Building-level Coaching: 3-5 students per building
- *Coaching includes:
- Data Collection (assessment to target needed processes/data/practices)
 - Analyze assessment results with the team
 - Participation in student team meetings
 - Establish implementation goal
 - Observations
 - Reflections/feedback
 - Modeling (if requested)

Needs Assessment Connection: Behavior/SEL supports, Best Practices for Instructional Strategies, Assessment and Data, MTSS, IEP Compliance

MTSS: PBIS Coaching/Training (Batavia)

Target Audience: District Level PBIS Coach

- Coaching support to District's External Coach
- Training as needed

Needs Assessment Connection: MTSS, Behavior/SEL Supports

Individual Student Collaboration

- Accessed by a request for collaboration (approved by building administrator and special education administrator)
- Utilization determined by needs of the team

Needs Assessment Connection: Behavior/SEL supports and Assessment/Data

District Program Support

- Participation in program team meetings
- Data Collection (assessment to target needed processes/data/practices)
- Analyze assessment results with the team
- Establish implementation goal
- Topic specific training
- On-site modeling/coaching
- Observations
- Reflections/feedback
- Modeling (if requested)

Needs as requested by district and approved by MVSEC

- Example: Autism/Behavior training to paraprofessionals
- Example: Executive Function Presentation to all staff
- Example: School-wide behavior support planning
- Example: CPI Training