Topic / Title	Description	Lawrence County ESC 740-532-4223	Ross-Pike ESD 740-702-3120	South Central Ohio ESC 740-354-7761
Content Areas				
Hands-on Equations for Early Algebraic Concept Development	This training reinforces the use of hands-on equations programs. Teachers are given valuable information about the importance of the Algebra Standards in the elementary grades. Teachers learn that using hands-on equations programs can make the study of algebraic concepts easier for elementary students.	■		
Mastering Math Facts	This is a structured program for sequential practice of math facts developed by the Otter Creek Institute which features a simple daily routine for helping students memorize addition, subtraction, multiplication and division facts. Otter Creek Institute materials ($69.00) must be purchased for participants. Teachers use this supplemental math program in tandem with the traditionally math curriculum to increase math fact mastery through structured, self-paced practice in 10 minutes a day. This workshop is for math teachers grades 1-5 and special education teachers grades 1-8.	■		
Math manipulatives K-5	K-5 teachers discover proven and practical ideas and strategies for using best practices to teach basic math concepts such as number sense, spatial relationships, fractions, geometry, measurement, and problem solving through the use of manipulatives.	■		
6+1 Traits of Writing	Training can consist of a short overview of the six traits or a full day of training on implementation strategies. The process can also be taught through a study team approach. This model was developed by teachers and the Northwest Regional Educational Laboratory and is based on the book, 6+1 Traits of Writing by Ruth Culham.	■	■	
Teaching Math through Literacy	Participants explore the effective use of strategies to integrate reading and writing into the math classroom at the elementary level. Using engaging children's books and online resources, teachers learn methods to reinforce math concept development through reading and writing. Participants develop activities to try in their own classroom and report success to the group.	■		
Data Analysis & Tools				
Accessing and Utilizing Data and Resources to Improve Student Achievement	Participants take a look at Ohio Online Assessment Reporting System (OOARS), Statewide Testing Website (Success Website), Instructional Management System (IMS), Interactive Local Report Card (iLRC) and various websites. Participants will be equipped with various tools to access and analyze their student data and resources to improve instructional practices	■	■	■
D3A2	This web based computer application training is designed to put the use of item analysis and classroom testing results at our fingertips. This data warehouse of information uses the clean data from EMIS and provides teacher resources linked electronically to providers.	■	■	■
Data Analysis For Ohio Achievement / Graduation Test Results	Using a school's Item Analysis Report as well as other state assessment data and reports, this training focuses on developing teacher/administrator understanding of the information presented in the report(s) and providing a systematic approach to analyzing and comparing the data for trends and patterns that may lead to instructional changes.	■	■	■
Data-Driven Instruction (Progress Monitoring)	Progress monitoring refers to testing lower achieving students at least once a month, in some cases more often, to assess a student's progress toward a goal. Progress monitoring can be linked to Early Literacy Assessment. It is designed for teachers, grades preschool through six.	■	■	■

K-3 Diagnostic Assessments	ESC personnel can assist with the facilitation of the state diagnostic assessment. Opportunities for learning include how to administer the diagnostics, how to interpret scoring results, what to do with the data, and how data can drive instruction.			
Understanding Accountability for School Leaders	Learn how to utilize the accountability measures and data to facilitate and implement effective strategies and practices to improve student achievement at the district and building level. Participants will leave with a greater understanding of Ohio's Accountability System along with district, building and classroom strategies to improve their district and school rating.			
Understanding Accountability for Teachers	Learn how to utilize the accountability measures and data to facilitate and implement effective strategies and practices to improve student achievement at the building and classroom level. Participants will leave with a greater understanding of Ohio's Accountability System and building and classroom strategies to improve their school's rating.			
Value Added	This professional development series is designed to teach participants the rationale of using value added analysis in Ohio, and the ins and outs of how to read the reports and interpret the data.			
Entry Year				
Entry Year / Mentor Program	The program has grown, developed and been modified over the past decade to enhance the growth of mentors and entry year teachers and to comply with state requirements and recommendations. Sessions on this topic would include program overview and guidelines, professional development activities for mentors and entry year teachers, and several levels of programming designed to meet the needs of beginning educators who hold a variety of state teaching credentials and are in various stages of their early professional careers.			
Pathwise Training for Mentors	This three-day training is required for any educator who wishes to serve as a mentor in the Entry Year Program. The first two days of training introduce participants to the four domains and nineteen criteria which comprise the Pathwise/Praxis Framework used in Ohio to assess the performance of beginning teachers. The third day focuses on the roles and responsibilities of the mentor and develops skills needed to be successful in providing support, assistance, and coaching for an entry year teacher.			
Safety and Violence Prevention Training	This training is designed to fulfill requirements of ORC 3319.073 for K-6 school personnel. Participants will learn how to identify child abuse as well as student behavioral health issues such as depression, suicidal thinking, substance abuse and bullying. This training also provides information on seeking appropriate community referrals when necessary. This four-hour training must be provided every 5 years for all K-6 personnel in your districts and will be offered through Entry Year Programs for new staff.			
Leadership & Professionalism				
Administrative Leadership Series	Participants can select from training designed around current research in improving leadership skills from a variety of sources, which include *Good to Great, What Great Teachers Do Differently, What Great Principals Do Differently, The Power of a Positive No, Our Iceberg is Melting,* and *The Fred Factor. Participants will leave with an understanding of the leadership skills and concepts on which the selected book is based and will have the opportunity to use activities and discussions to build in-depth knowledge and comprehension.*			
Collaboration & Team Building	Participants will work in building teams to develop a plan for collaboration and team building that will help the school better meet the academic and social needs of all students.			
Developing a Performance-Based Teacher (Administrator) Evaluation System	Training on this topic would provide guidance to schools or districts who wish to revise their current evaluation system to a system based on specific criteria and a performance rubric designed to promote growth and improvement.			

Licensure / LPDC / IPDP	Although the concept of the Local Professional Development Committee varies widely from district to district, this session can help educators develop a better understanding of the state licensure system, the roles, responsibilities, and operations of a local professional development committee, and the objectives and components of a successful Individual Professional Development Plan.	🟦	🟥	🟩
Principal Walk-through Development	This session will help building principals develop a simple walk-through tool which meets the needs for a particular building with its unique characteristics. The training can be for an individual principal or all principals in a district. The focus of the development of this tool is on best practices which could be observed and documented using a three to five minute classroom walk-through.	🟦	🟥	🟩
Quality Systems Training	Training participants can include administrators, teachers, and support staff. Traits and practical implementation strategies will be discussed for systems change. Classroom and building wide decision making using the PDSA Cycle will integrated for easy implementation into both of these settings. An overview of the Baldrige System will be included in the training, with the focus of the training being on implementation of quality tools in the classroom and building setting.	🟦	🟥	🟩
Strength Based Teaching and Leading	This workshop enables participants to see how success in any organization is based on an individual's strengths and the opportunity to work within the parameters of those strengths. Administrators will be provided with information about how to use strengths identification to select personnel who will best fill the needs of the district, building, grade level teams, and students. Participants will also be shown how to identify their own strengths and ways to succeed based on these strengths.			🟩
Student-Led Conferences	This training is designed to assist teachers with the planning, preparation, and implementation of student led conferences which directly involve students in conferencing about their learning. The research of Richard Stiggins provides the foundation for this process which can revolutionize the traditional parent-teacher conference process that takes place in most schools.		🟥	

Literacy & Learning

Adolescent Literacy-Reading in the Content Areas	This workshop is designed for middle school and/or high school educators who are working with struggling readers. It provides an overview of content area reading instruction and engages participants in applying strategies for vocabulary development, reading strategies for narrative text and informational text as well as reflective strategies.	🟦	🟥	🟩
Early Literacy Assessment	Early Literacy Assessment are a set of standardized, individually administered measures of early literacy skills based on the research of Dr. Roland Good. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading, early reading skills, and reading skills through sixth grade.		🟥	
KRA-L	The Kindergarten Readiness Assessment-Literacy assesses a child's ability to fluently name letters, identify and create rhyming words, identifying initial sounds or words, repeat sentences and answer questions. Elementary Supervisors can assist with the facilitation of the KRA-L. Training can be given in how to administer the KRA-L. In addition, assistance can be given in the administration of the assessment, how to interpret scores, what to do with the data, and how the data can drive instruction.	🟦	🟥	🟩
Learning with the Brain in Mind	Learn the latest research on how the brain learns. Learn how moving with your kids can increase reading achievement.		🟥	
Literacy Study Teams	A literacy study team consists of 6 to 20 teachers within a district or building. These teams meet during a specific time period for an in-depth study of the research relating to the five essential components of good literacy instruction. Teams will use research-based text. Training will include development of a literacy plan.	🟦	🟥	🟩

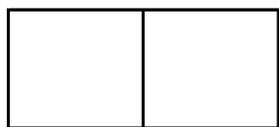|				
Putting the Pieces Together	This professional development is a series of four workshops with nationally recognized speakers. Beginning with Session I, participants learn the functions of the brain and how they affect learning, as well as classroom strategies. Session II involves the use of movement and learning, where participants will get up and move. Participants learn techniques of physical activity as they relate to the brain and academic achievement. Session III teaches how physical activity impacts student achievement and attention deficit disorder. Participants learn interactive tools and strategies easily implemented in the classroom for improved student learning. Session IV ties all of the sessions together. Our final session puts the work from the prior three sessions with literacy and how the connections are made for improved student achievement.		🟥	
Readwell	Readwell is a research-based primary reading program that is intended for first grade students and second and third grade remedial students. It can be used as an intervention for students who are experiencing difficulty with phonemic awareness and the alphabetic principle. The program contains systematic phonics in a fully decodable text. The program has rich thematic content with multiple genres.		🟥	
Strategies for Struggling Readers	This professional development will address the how early literacy assessment can act as the starting point for designing intervention for struggling readers. Training will focus on a variety of activities and strategies that can be used when working with struggling readers. Find out what works, what doesn't and what every student needs to become a proficient, more fluent reader.	🟦	🟥	
Wilson Language Training	This training offers a tiered approach to prevention and intervention in an intensive program model that puts research into practice. It is a multi-sensory structured reading and spelling program that can be used for regular education students, for students who are unresponsive to traditional teaching techniques or for individuals who have difficulty with written language in the areas of decoding and spelling.		🟥	
Special Needs / At-Risk				
Alternative Assessment	This training is usually offered by the SST in cooperation with the Ross-Pike ESD. It is intended for Administrators, Special Ed. Directors, and Special Ed. Teachers. The training outlines the procedures for conducting an Alternative Assessment with students who have the most severe disabilities (primarily Multiple Disability) and guides participants through the paperwork that must be submitted to the Ohio Department of Education.		🟥	🟩
Developing Special Education Through a Continuum of Services	Inclusion training is designed for administrators, special ed. and regular ed. teachers. The training focuses on the necessary elements to make Special education work for all students. Participants learn strategies and differences from the resource room to full inclusion.	🟦	🟥	🟩
Framework for Understanding Poverty	This researched-based program focuses on the work of Dr. Ruby Payne and helps educators develop an understanding of the culture of poverty and how it impacts our students in their daily lives and their learning experience. The training can be provided in several levels of complexity from a brief two-hour overview to a full two-day seminar and can include small-group follow-up work with educators who wish to implement strategies.		🟥	
Gifted: The Student, The Standards, The Services	Particular emphasis will be given to the new Operating Standards (approved March, 2008). Understanding the gifted student will be explained and discussed, and some of the myths about gifted student will be dispelled. Also covered will be the options for effective services, and understanding how to match services to students' needs.	🟦	🟥	🟩

Improving Access to the General Curriculum for Students with Disabilities Through Collaborative Teaching	During this presentation participants—general educators and intervention specialists—are introduced to many opportunities to create a collaborative classroom setting. Discussion about the differences between co-teaching and inclusion will allow all educators to become familiar with strategies and approaches being utilized in many districts. Throughout the illustrations of the different model approaches the presentation will include the various stages, from beginning to collaborative, that happen with each and assessments that could be integrated into the classroom setting. The outcome of this presentation will enhance the knowledge of co-teaching and create a starting point for teachers that want to create a collaborative classroom.			GREEN
Intervention Assistance Team / Response to Intervention	This training is designed to lead building principals, special education coordinators, and building teams through a process of building effective intervention assistance teams and how to build a delivery system to identify to responses to interventions.	BLUE	RED	GREEN
Inclusion, Grading and Interventions: How to Align your Building for Services	This session is designed to broaden an administrator's understanding of inclusion, grading and interventions available to at-risk and special education students. This session is based on the work of Margaret Searle, Dr. Lyn Canady, and Dr. Edward Lentz.	BLUE	RED	GREEN
Non-Violent Crisis Intervention	This training focuses on the management of disruptive, assaultive or out of control behavior in youth. The training is usually offered during the summer for any interested teacher or administrator.		RED	GREEN
Progress Book Special Services Module (SSEM)	This training is designed to teach participants how to use this technology to write IEP's, ETR's, and all the required special education forms. In addition this training may be modified and designed for EMIS Coordinators for how to use the data collection and date event code pages for EMIS extraction to benefit districts.		RED	
Standards Based IEP Training	Intended for special ed. teachers and others who write IEP's, this training is designed to help participants write compliant and quality IEP's. Participants learn the necessary components of writing in present level of performance, determining the needs of the students, and writing measurable goals and objectives.		RED	
Supporting the Under-Resourced Learner	Learn how to build mental, language and relationship and other resources in your teaching. Training is designed around the work of Dr. Ruby Payne, *Under-Resourced Learners: 8 Strategies to Boost Student Achievement.*	BLUE	RED	
Standards Based Instruction &				
AIMSweb	AIMSweb is a formative assessment system that informs the teaching and learning process by providing continuous student performance data and reporting improvement to parents, teachers, administrators to enable evidence-based evaluation and data-driven instruction. ESD personnel can insist in the development, implementation and training of this progress monitoring tool.		RED	
Cooperative Learning – Making it Work in Today's Classrooms	Participants will review the research behind cooperative learning and why it is "best practice." Kegan's strategies for cooperative learning will be reviewed with an emphasis on those focused on higher-level thinking, communication, and social skills. Sessions can be designed to fit any K-12 building's needs.	BLUE	RED	
Developing a Classroom Grading System	Participants in this session will have an opportunity to reflect upon how they are "grading" student learning, what the grade represents, and consider some "outside the box" ideas that motivate and engage students in the process of measuring their own learning. The research of Richard Stiggins and Jay McTigh is the foundation for this process which may lead teachers to rethink student evaluation.	BLUE	RED	GREEN

Training	Description			
Developing Quarterly Assessments to Improve Student Achievement	. This presentation provides information on: • Background and getting started, • Beginning the work, • Professional development needs addressed by the project, • Where we are headed with the project, • The role of the ESD staff. This presentation can be shared in as little as one hour up to a half day.	(blue)	(red)	(green)
Differentiating Instruction	Participants will learn how to pretest, appropriately group students, and provide effective instruction so that every student is continuously progressing toward the grade level standards or moving beyond grade level requirements into accelerated curricula. Training for teachers and principals can be provided through a short orientation and a follow-up day with those planning to implement the strategies; however, the nature of the topic lends itself very well to a study group / action research approach where participants are involved in a continuous learn – apply – report cycle.	(blue)	(red)	(green)
Marzano's 9	Based on the research of Robert Marzano, *Classroom Instruction that* Works is the foundations for this training. It is designed to help teacher incorporate the nine instructional strategies that have the greatest payoff for student learning.	(blue)	(red)	(green)
Ohio Achievement / Graduation Test Prep & Scoring Training	Training includes some general information and test-taking strategies that are helpful for administrators, teachers, and students preparing to give or take the Ohio Graduation Test. The training also involves a detailed look at short-answer and extended response test items from the perspective of how they are scored so that teachers can assist students to be successful with the constructed response portion of the test.	(blue)	(red)	(green)
Power Standards	Identification of "Power Standards" is a process that will assist teachers in vertically aligning curriculum, writing standards-based IEP's, and differentiating instruction. Teachers work with a subject area, first by grade level, then by grade level band, to prioritize and cluster their grade level indicators.	(blue)	(red)	(green)
Standards Based Teaching and Assessment	General or subject specific sessions can be provided that will focus on understanding the standards framework, planning and implementing standards-based instruction and assessment. Participants learn to construct quality classroom assessments that mirror Ohio's Achievement Tests and techniques to help prepare students for success on these high-stakes assessments.	(blue)	(red)	(green)
Student Involved Classroom Assessment	The work of Richard Stiggins is the focus for this professional development which is best implemented through a "learning team" of educators who agree to study the book, Student Involved Classroom Assessment, to experiment with the implementation of the ideas presented in the classroom with students, then to discuss and share their experiences. The objective of the study is to change the focus of classroom assessment from assessment OF learning to assessment FOR learning.	(blue)	(red)	(green)
Written, Taught, and Tested Curriculum: A Blueprint for Classroom Excellence	A building or district standards-based assessment map results from this training series. Teachers begin with a review of existing curriculum maps or pacing guides and cluster indicators into reasonably sequenced sections. They establish clear criteria for performance and interpret standards to coincide with the district's unique community and resources. Teacher focus on pre-assessment, formative assessment, and summative assessment to ensure alignment with identified grade level indicators.	(blue)		(green)

School Improvement

School Improvement Process	This training is designed for teams of teachers and building administrators who are faced with the School Improvement designation. The training will include basic premises for improvement and researched based strategies that have worked for others. A portion of the training will be the reflection on current instructional strategies and systemic building processes, the school improvement plan and data analysis of current performance data (Local Report Card Indicators, Performance Index, Adequate Yearly Progress). Teams will be required to bring building performance data to the training.	BLUE	RED	GREEN
South Regional Curriculum Audit Process	Developed by the curriculum specialists of the South Region, this curriculum audit process uses a variety of data collection tools to analyze the alignment between the delivery of instruction and standards, curriculum, instructional materials, and student assessment measures used within specific subject areas and grade levels.	BLUE	RED	GREEN
Surveys of Enacted Curriculum	This three-part program utilizes online resources and includes: - Introduction: Overview of SEC. Learn how to participate and begin planning your project. - Survey: Register and complete survey. - Data Workshop: Learn how to use SEC data.		RED	
Textbook / Resource Alignment process	This process assists districts to insure textbooks and other resources are aligned with grade level indicators. The process can be used with a team of teachers prior to textbook or resource selection or to allow teachers to identify gaps in current texts and resources so that appropriate materials can be supplemented to insure seamless alignment with pacing guides and/or power standard.	BLUE		
Technology				
Blackboard			RED	
Blogs, Wikis, and Social Bookmarking	Learn how to incorporate these exciting and engaging technology tools into your lessons to move learning in your classroom to the 21st Century.		RED	
First Class Email			RED	
Google Docs	WP, spreadsheet, presentation		RED	
Google Pages	Web		RED	
Internet Search Strategies and Resources		BLUE	RED	GREEN
Microsoft Office			RED	
Technology for Learning	This engaging event will address the impact technology can have in the classroom, with the latest educational technology information and resources. Resources will include the Ohio Department of Education's (ODE), Instructional Management System (IMS), INFOhio, and Ohio Resource Center (ORC).		RED	
Web 2.0 Tools			RED	
World Is Flat	This training is designed in cooperation with Battelle For Kids and The Ohio Department of Education for building leaders, and teachers. Participants learn how the flattening of our world, based on the work of Thomas Friedman is effecting or can effect our current education system and classroom instruction.		RED	