
NSSSED

Professional Learning

Catalog

2020 - 2021

March Edition



To Register go to nssed.midaseducation.com

Table of Contents

<u>Professional Learning Vision, Definition, & Beliefs</u>	3
<u>Instructional Strategies For All Learners</u>	4
<u>Job-alike Networks</u>	7
<u>Nonviolent Crisis Intervention</u>	8
<u>Positive Behavior Supports</u>	9
<u>Satisfactory Completion for Live and Virtual Courses</u>	10



To Register go to nssed.midaseducation.com

Vision

Empower diverse learners* to collaborate in order to develop equitable and inclusive learning environments, which leads to actions that impact student growth and potential.

**A Learner is everyone/anyone*

Definition

Professional learning is designed to refine and expand knowledge, skills, attitudes, and practices in order to impact student growth through intentional, continuous, and collaborative engagement.

Beliefs

High Expectations: *Ambitious goals* lead to powerful actions & remarkable results.

Diversity: *Diversity and inclusivity* strengthen an organization and improve its decisions and *outcomes*.

Impact: Evaluation and reflection strengthen performance & results.

Collaboration: Any organization's culture and climate builds shared responsibility for learning that produces student growth.

Shared Leadership/ Expertise: As a cooperative wide community we can solve our most complex problems by tapping internal expertise and knowing when to utilize outside resources.

Empowerment: Learners develop personalized plans that are relevant and meaningful to support their continuous improvement.



To Register go to nssed.midaseducation.com

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Instructional Strategies For All Learners

Valuing All Students by Integrating Cultural Competency into Education

Thursday, March 11, 2021 12:30 – 3:30pm

LIVE Zoom Session

This workshop will provide attendees with the awareness, knowledge, and skills to become “Culturally Competent” educators. First attendees will examine the rationale and benefits of cultural competency and the barriers to cultural competency. Second, attendees will learn about the components of student diversity, including race, economic status, ethnicity, religion, language, and sexual orientation. Third, attendees will explore how their values, norms, and traditions affect how they perceive, think, interact and make judgements about their world. Finally, attendees will learn how to integrate cultural competency principles into education to impact students’ inner wealth and academic achievement positively. This workshop meets the cultural competency requirements for social workers (LSW or LCSW).

Best Practices in Literacy Instruction and Program Implementation*

Thursday, March 18, 2021 12:00 – 3:00pm

LIVE Zoom Session

The course will provide an overview of the NSSED Essential Skills Literacy Curriculum and best practices for well rounded literacy instruction across the school year. The group will review and generate instructional strategies for approaching instruction with comprehension, concepts of print, phonemic awareness, phonics, word reading, fluency, writing composition, writing skills and process, and language and vocabulary. A variety of literacy focused instructional programs will be reviewed (survey will be sent out to participants in advance to determine programs of interest). Participants will identify strategies to incorporate into their literacy instruction. Participants will become familiar with literacy focused instructional programs to help them make well informed decisions when trying out new programs with students in hybrid, remote, or in-person instructional settings.. The material is appropriate for Teachers, Teaching Assistants, Intervention Specialists, and SLPs teaching literacy skills to students with Developmental Delays, Intellectual Disabilities, Autism and Multiple Disabilities.

Introduction to TouchChat and Editing

Wednesday, April 7, 2021 1:00 – 3:30pm

LIVE Zoom Session

TouchChat is a robust, full-featured communication application for individuals who have difficulty using their natural voice alone to communicate. TouchChat is designed for individuals with Apraxia, Autism Spectrum Disorders, Down Syndrome, or other conditions that affect a person's ability to use natural speech to communicate effectively. During this course you will receive an overview of



To Register go to nssed.midaseducation.com

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

the TouchChat application and learn how to complete basic editing functions within the program. This course is offered for .2 ASHA CEUs (Introductory Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.

Best Practices in Math Instruction and Program Implementation*

Thursday, April 8, 2021 12:00 – 3:00pm

LIVE Zoom Session

The course will provide an overview of the Math Curriculum and best practices for well rounded math instruction across the school year. The group will review and generate instructional strategies for approaching instruction with number sense, operations, shapes and attributes, algebra, measurement with tools, measurement: time, measurement: money, and data analysis. A variety of math instructional programs will be reviewed. This training is intended for teachers, teaching assistants, any school staff member implementing math instruction for students with developmental delays, intellectual disabilities, autism, and multiple disabilities. Participants will learn how to implement best practices in well rounded math programming for students in hybrid, remote, or in-person settings. This training is intended for teachers, teaching assistants, any school staff member implementing math instruction for students with developmental delays, intellectual disabilities, autism, and multiple disabilities.

How to be a Most Valuable Partner! The Importance of Communication Partners

Wednesday, April 21, 2021 1:00 – 3:00pm

LIVE Zoom Session

Within the first 12 to 18 months of a child's life, he or she is bombarded with speech and language from their communication partners (e.g., parents, siblings, caregivers). It has been reported that by the time a typically developing child reaches 18 months of age, they have been exposed to 4,380 hours of oral language at the rate of 8 hours/day. Unfortunately, a child who uses augmentative and alternative communication (AAC) does not have the same experience and receives limited examples of how to communicate using their specific methods (e.g., voice output device, communication board/book, etc). In fact, if a child using a communication device only receives models of how to use their tool to communicate during twice weekly, 20-30 minute isolated speech therapy sessions, it would take the student 84 YEARS to experience the same level of input their typically developing peer receives within the first 18 months of their life (Jane Korsten, 2011 QIAT Listserv 4th April)! Therefore, communication partners of students with Complex Communication Needs (CCN) who use AAC have a critical role in successful device implementation. During this training, we will discuss common barriers communication partners face when working with students who use AAC. We will also identify strategies to overcome these barriers and discuss how to use and implement communication supports throughout the day to have a positive impact on student device use and language learning. This course is offered for .2 ASHA CEUs (Intermediate Level, Professional Area). ASHA CEUs are only awarded to those persons who are valid members of the ASHA Registry.



To Register go to nssed.midaseducation.com

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Get Your Google Drive and Gmail Organized. Yes, You Can!*

Thursday, May 13, 2021 8:30 – 11:30am

LIVE Zoom Session

Have you been promising yourself that you are going to take the time to organize your Google Drive files and folders? How is that going for you? Is your Gmail out of control? Are you having a difficult time locating the email messages you need to find? Have you been promising yourself that you will get your Gmail organized? Here is your opportunity to keep your promises. This webinar will share strategies and tips for safely organizing your Google Drive and Gmail. Learn about handling shared Drive files and folders, organizational tips such as using color coding and stars to quickly identify and locate needed files and more. Gmail tips include the use of setting options, color coding, stars and labels.



To Register go to nssed.midaseducation.com

***Can be presented in your district**

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Job-alike Networks

Job-Alike Network Meetings

Stay tuned for future Network meetings!

The purpose of Network Meetings is to allow groups of professionals with similar roles and responsibilities from different districts to come together to further their professional learning that is specific to their role. Facilitators use a variety of approaches to engage participants in case sharing and discussion to learn from each other about current topics in their field.

Job-Alike Networks are available for the following groups:

- School Psychologists
- Social Workers
- Special Education Teachers
- Speech-Language Pathologists
- Social-Emotional Learning

Social Work Network Meeting

Monday, March 15, 2021 1:30 – 3:30pm

LIVE Zoom Session

The purpose of the Network meetings is to bring together social workers throughout NSSED to connect and collaborate around topics of interest to our profession. As your facilitators, we will coordinate topics and facilitate a collaborative dialogue. The goal is for us to learn from each other. This session will focus on Social-Emotional Learning through a Digital Platform.

School Psychologist Network Meeting

Wednesday, March 17, 2021 9:15 – 10:15am

LIVE Zoom Session

Join the school psychologist network to explore together. As many of our schools are moving in and out of remote learning, our evaluation process and timelines are still legally required. The School Psychologist Network is a collaborative opportunity among school psychologists from within NSSED and it's member districts to share and discuss what providing services, conducting evaluations, and meeting other needs within their schools looks like. The Network will Kick Off with a formal presentation by Mandi Croft-Petoskey, Ed.D., NCSP, ABSNP. While there may not be formal presentations in the ongoing sessions, instead they are times for School Psychologists to meet and explore what they are doing with their work.



To Register go to nssed.midaseducation.com

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Nonviolent Crisis Intervention

CPI/ Nonviolent Crisis Intervention Training: 2nd Edition*

Log on to Midas to see sessions held throughout the 2020-2021 school year

The *CPI Nonviolent Crisis Intervention* Initial and Refresher Classes will be the same class for the 2020-2021 school year only. Since it is an updated course, all CPI classes will be 6 hours. The training will consist of 4 hours of virtual training for CPI Verbal De-escalation, and 2 hours of in-person training for the CPI Physical Interventions and holds for those that need the hands on certification. We ask that you bring the blue card from the booklet that you will receive before the virtual training session to the in-person physical session. The instructor will then validate your certification once you have completed the Physical portion. If your administrator requires you to be certified in the physical portion of this training you must first complete a virtual session and have your administrator contact professionallearning@nssed.org to schedule the 1 hour Physical Training in your district.

Through participation in this program, you will learn to identify different behavior levels that an agitated individual may experience from anxiety to a physically aggressive crisis situation. Through the CPI framework, you will learn proactive strategies for prevention, de-escalating strategies for low-level behaviors, physical intervention techniques for aggressive behavior, and strategies to repair and problem solve.

Virtual Training Logistics:

- Amount of Time in Zoom: **4 hours**
- Number of People in Zoom Session: **25 max**
- Amount of time for physical in person: **1 hour.**

For those who require the physical portion of the training, in order to minimize contact between your staff and other course participants, our trainer will come to your location.

We would need to find a location for this which allows social distance space. At NSSED we are hoping to use the outdoor space as much as possible.

We can also train on the other modules and not the physical portion. The participants can still get "certified" for the other modules of training they complete.

The virtual and physical training can be scheduled on different days.



To Register go to nssed.midaseducation.com

***Can be presented in your district**

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Positive Behavior Supports

Understanding and Responding to Students' Behavior: Supporting Students with Complex learning, communication, and/or social emotional needs*

Wednesday, March 10, 2021 8:30 – 11:30am

LIVE Zoom Session

Participants will be introduced to the foundations of understanding and responding to student behavior. Through this course, participants will learn proactive behavior support strategies and discover low-tech and iPad app behavioral interventions. Participants will then apply strategies to student specific cases via a collaborative group problem solving model in order to decrease student behavior. Participants will learn foundations of understanding student behavior, and apply proactive strategies to decrease problem behavior in remote, hybrid, and in-person instructional settings. This course is appropriate for classroom staff members (teachers, teaching assistants, related service staff, etc.) who support students kindergarten through transition with complex learning, communication, and/or social emotional needs that require more intensive intervention. The material is appropriate for kindergarten through transition levels.



To Register go to nssed.midaseducation.com

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)

Satisfactory Completion for Live and Virtual Courses:

- Attendance is based on your signature in and out of the Zoom Chat in the session. Failure to provide a virtual signature in and out will result in no credit.
- Participants are expected to attend the entire session to earn credit.
- Participants must complete an electronic course evaluation within two weeks of the session date to be sent a certificate. Individual courses may specify additional requirements for satisfactory completion, please check the course description for additional requirements.
- Accommodations, questions and complaints can be directed to:
ProfessionalLearning@nssed.org

COST INFORMATION: Workshop fees will be stated in the description of each course. For individuals who are not NSSED Member District Employees*, participation in a course or learning series will have a fee.

All Registration or material fees will be billed directly to the school district that employs the participant after the session is complete or the first session in a series is complete. Individuals are asked to not bring payment to the session.

Cancellations: There is no cancellation fee, though we ask for advanced notice to open the spot for another person. Please contact our Professional Learning Department, professionallearning@nssed.org to be removed from the class. NSSED reserves the right to cancel any workshop due to low enrollment.

Refunds: NSSED does not charge prior to the start of the course. A replacement can be requested if a person is unable to complete the learning series they started. Please note, for some courses a replacement is not recommended.

*Member Districts include: Northbrook 27, Northbrook 28, Sunset Ridge 29, Glenview/Northbrook 30, West Northfield 31, Glenview 34, Glencoe 35, Winnetka 36, Kenilworth 38, Lake Bluff 65, Lake Forest 67, Bannockburn 106, Deerfield 109, North Shore 112, Township HS 113, Lake Forest 115, New Trier 203, Glenbrook 225.

Accommodations, questions and complaints can be directed to: ProfessionalLearning@nssed.org or on our website Professional Learning FAQs: <https://www.nssed.org/domain/115>



To Register go to [nssed.midaseducation.com](https://www.nssed.org/domain/115)

*Can be presented in your district

Have a question? Visit our [FAQ Page](#)

[Back to the table of contents](#)