

Riverview



Intermediate Unit 6

Directory of Programs & Services

270 Mayfield Road
Clarion, PA 16214

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www.riu6.org

Revised September 2023

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Statement of Nondiscrimination

The Riverview Intermediate Unit will not discriminate in educational programs, activities or employment practices based on race, color, national origin, gender, disability, age, religion, sexual orientation, ancestry, union membership or any other legally protected classifications. Announcement of this policy is in accord with the Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Inquiries or complaints of harassment or discrimination, or requests for accommodations for disabilities, should contact: the Assistant Executive Director, RIU, 270 Mayfield Road, Clarion, PA 16214.

DISTRICTS IN RIVERVIEW INTERMEDIATE UNIT



School District / Technical School	
Allegheny-Clarion Valley	724-659-5820
Brockway Area	814-265-8411
Brookville Area	814-849-1100
Clarion	814-226-6110
Clarion-Limestone	814-764-5111
Cranberry School District	814-676-5628
DuBois Area	814-371-2700
Forest Area	814-755-4491
Franklin Area	814-432-8917
Keystone	814-797-5921
North Clarion County	814-744-8536
Oil City Area	814-676-1867
Punxsutawney Area	814-938-5151
Redbank Valley	814-275-2426
Titusville	814-827-2715
Union	814-473-6311
Valley Grove	814-432-4919
Clarion County Career Center	814-226-4391
Jeff Tech Career Center	814-653-8265
Venango Technology Center	814-677-3097

RIU6 – "A QUICK LOOK"

What is an Intermediate Unit?

Intermediate Units are non-profit, highly skilled, technology rich, and agile providers of cost effective, instructional, and operational services to school districts, charter schools, and over 2,400 non-public and private schools in Pennsylvania. Additionally, intermediate units are the direct providers of education services to over 50,000 Pennsylvania students. Pennsylvania's 29 intermediate units were established in 1971 by the General Assembly to operate as regional education service agencies to provide cost effective and management efficient programs to Pennsylvania school districts. Over the years, intermediate units have responded to a wide array of needs as they developed in schools and communities throughout the state. Today, intermediate units continue to fulfill their mission of service by addressing traditional and emerging needs, serving as essential links for learning in Pennsylvania, and as a liaison between local schools and the Pennsylvania Department of Education

Riverview Intermediate Unit #6 (RIU6) is a regional educational service agency supporting the needs of the public and nonpublic schools in nearly all of Clarion, Jefferson, Forest and Venango counties and parts of Armstrong, Butler, Clearfield, Crawford, Elk, Indiana, and Warren counties, encompassing nearly 3,200 square miles in rural western Pennsylvania. In addition, RIU6 has established close working partnerships with MIU IV in Grove City, Tri-County IU5 in Edinboro and ARIN IU28 in Indiana for shared services. These partnerships have set the foundation for expanding services to all school districts in each service territory while managing resources in a responsible manner.

RIU6 is governed by a seventeen-member Board of Directors, representing each of our school districts, and the Executive Director, with feedback from an Advisory Council consisting of all seventeen Superintendents in the RIU region. RIU is committed to responding to community, school, and student needs, assisting districts in meeting state and federally mandated programs, and developing and coordinating regional programs to increase the capacity of our region in education.

RIU6 Mission & Vision

- **Mission:** *“To provide distinctive educational services that are responsive to the needs of our member districts and support the growth and success of the students we serve.”*
- **Vision:** *“To be the regional leader in creating and providing distinctive educational services to member districts and students.”*

RIVERVIEW INTERMEDIATE UNIT

HEADQUARTER PHONE LIST

MAIN CONTACT INFORMATION	814-226-7103
FAX:	814-226-4850

EXECUTIVE DIRECTOR'S OFFICE	814-226-5102
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DIVISIONS

BUSINESS OPERATIONS

BUSINESS OFFICE	814-297-5120
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HUMAN RESOURCES	814-297-5102
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TECHNOLOGY	814-297-5106
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EDUCATIONAL PROGRAMS	814-297-5107
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SPECIAL EDUCATION	814-297-5105
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SCHOOL AGE	814-297-5228
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EARLY INTERVENTION	814-297-5104
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RIVERVIEW INTERMEDIATE UNIT

ORGANIZATIONAL CHART

ADMINISTRATIVE SERVICES

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- Financial, System, and Program Research
- Superintendent Searches
- Leadership Forums and Educational Research
- Legislative Liaison
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- Safety & Security
- School Law

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 - Achieving Skills for Life
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 - Brain Steps
 - Compliance Monitoring
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New Teacher Academy / Induction Support
Non-Public Schools
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Principals' Organizations
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Safe Schools and School Climate
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Special Projects
Staff Development
State System of Support & Initiatives from PDE
Strategic Planning
Subject Specific CIA (ELA, Math, Science, etc.)
Summer Workshops
STEM

ADMINISTRATIVE SERVICES

The Division of Administrative Services leads and directs the administrative functions of Riverview Intermediate Unit, as well as program development and coordination, state and federal liaison, and consultative services to school districts in the service area. Information regarding functions of the Administrative Services Division can be obtained by contacting Dr. Michael Stahlman, Executive Director; Mr. Shawn Algoe, Assistant Executive Director; or executive secretary, Teresa Baker.

Dr. Michael Stahlman
mstahlman@riu6.org
ext. 5101

Mr. Shawn Algoe
salgoe@riu6.org
ext. 5103

Teresa Baker
tbaker@riu6.org
ext. 5102

Administrator Meetings

Regularly scheduled meetings for superintendents and principals to disseminate up-to-date information on state and federal initiatives and provide a forum for the discussion of local issues and concerns.

Administrator Mentoring

Mentoring for new superintendents and principals is available using experienced RIU and district administrators.

Board Activities

Management Services provides information to local Boards, coordinates training activities, and assists with evaluations of Board and superintendent duties.

Customized Services

A primary function of RIU6 is to provide customized services to school districts. Project teams are developed to address specific district needs. In addition, coordination of services from regional educational partners is provided.

Financial Systems and Program Analysis

RIU administrators work with district personnel in the performance of local needs assessments, self-studies, and internal audits directed toward the analysis of financial, personnel, programmatic, and facilities operations or functions.

Leadership Forums and Educational Research

RIU serves as a clearinghouse for best practices in instruction, leadership, management and technology and organizes administrative forums and retreats.

Legislative Liaison

RIU serves as a two-way conduit for information between local districts and state and federal legislators and officials.

Management and Statistical Studies

Statistical studies related to collective bargaining agreements, employee salaries and benefits, and district financial data are compiled and distributed.

School Law

Management Services sponsors programs for administrators and Board members on relevant topics in school law.

Strategic Planning

RIU provides support and technical assistance to districts in completing the strategic planning process.

Building Usage Scheduling

Headquarters meeting rooms are utilized for RIU programs and are also available for use by area school districts and community partners.

Safety Coordination

The safety and security of the building and staff are part of the facility management division. The safety committee meets once per month to coordinate emergency preparedness activities, drills, and coordination with local law enforcement.

Regional Leadership Meetings

All the meetings listed below are held periodically at the IU for Leadership groups to get updates from PDE and changes in law and regulations, while having the opportunity to have open dialogue with colleagues on resources, processes, and solutions to difficulties.

**Meetings are all centered on continuous improvement and professional growth.*

There is no charge associated with attending.

- **Curriculum Council Network Meetings**
- **Data Quality Network Meetings**
- **Facilities Management / Supervisor of Buildings & Grounds Meetings**
- **Federal Programs Network Meetings**
- **Gifted Network Meetings**
- **School Counselor (Guidance) Network Meetings**
- **Librarian Network Meetings**
- **Principal Network Meetings**
- **School Psychologist Network Meetings**
- **Special Education Directors Network Meetings**
- **Superintendent Advisory Council Meetings**
- **Technology Consortium Network Meetings**
Technical side of technology is the focus of these meetings with RWAN, hardware, software, plugs, and wires.
- **Tech Integrators Network Meetings**
Instructional technology is the focus of these meetings where attendees to network, learn, and explore resources in order to promote professional growth through tech trainings/workshops and initiatives (AUP and BYOD policies, Computer Science for All, Google Apps for Education, iPad Apps, Makerspaces, Robotics, STE(A)M, Virtual Reality, etc.).
- **Transition Coordinator Network Meetings**
- **Pennsylvania Inspired Leadership Program (PIL) (Act 45 awarded)**
RIU6 participates in the Pennsylvania Inspired Leadership Program hosting trainings and connecting participants to opportunities in Region 8 (IUs 4, 5, 6, & 28). Examples of courses include the National Institute of School Leaders Executive Development Program and PDE courses in leadership, data, equity, and early childhood.

BUSINESS OPERATIONS

The Division of Business Operations at Riverview Intermediate Unit 6 is responsible for a variety of services including the fiscal operations of the intermediate unit, human resources, and community services. Further information may be obtained by contacting the following:

Lori Hargenrader
lhargenrader@riu6.org
ext. 5114

Accounts Payable

This office processes payments to vendors, local educational agencies, employees and consultants for goods and services necessary to provide RIU6 programs.

Accounts Receivable

This office processes invoices to member school districts, local educational agencies and outside agencies for services rendered. Cash receipts and monitoring of outstanding invoices are also performed.

Inventory

RIU maintains a computerized inventory of all fixed assets purchased for all service locations where RIU staff provides services for audit and insurance purposes.

General Operating Budget

The General Operating Budget encompasses basic services such as administration, business office services, communication, curriculum development, instructional materials, technology services, building operations, and management services to the member school districts.

General Procurement

This office advertises for competitive bids for goods and services necessary for RIU operation of programs and services to member districts. This office also participates in various purchasing consortiums to take advantage of purchasing discounts. State contracts are also monitored and accessed to achieve the best value for the dollars spent. Purchase orders are also generated and transmitted to vendors.

Insurance

RIU is an active member of Northwest School Health Consortium with a goal to reduce employer paid insurance costs. This area also secures appropriate liability and property coverage for RIU buildings, vehicles classrooms, and employees.

Special Education Budgets

This area of Operations assists in the preparation and submission of multiple budgets for funding received from federal, state and local sources to operate RIU programs and services. Compliance with program guidelines and budgetary limitations are audited constantly as expenditure requests are processed.

WAN Financial Management

Management of fiscal operations related to the E-Fund grant Wide Area Network (WAN) project.

Guest Teacher

RIU provides emergency substitutes for school districts and IU classrooms. RIU is responsible for the recruitment, training and certification of emergency substitutes.

TECHNOLOGY SERVICES

The Division of Technology and Auxiliary Services at Riverview Intermediate Unit 6 provides a broad array of services to the region. Services include the coordination of special events, professional development, connections to resources, and implementing emerging educational technologies. Further information may be obtained by contacting the following.

Technology Services
tech@riu6.org

Julie McElroy
jmcelroy@riu6.org

Jason Williams
jwilliams@riu6.org

E-Rate

RIU6 provides assistance to districts for guidelines and application procedures to qualify for educational discounts for allowable expenses through the -Rate program (phone, internet, and communication services).

Filtering and Security

RIU follows the CIPA regulations by implementing a filter policy which includes filtering software. RIU has a consortium for buying filtering software as a bulk purchase. Security is in place to prevent intrusion and unwanted access to the network.

Hardware/Software Purchases

RIU participates in the appropriate state bidding contracts for hardware/software purchases. When possible, bulk purchasing is utilized to reduce costs.

IT Outsourcing

RIU contracts with outside vendors for assistance in IT. This helps create a better support system.

Internet

An interconnected system of networks that connects computers to computers to share or send information.

Network Administration

Administration of the network occurs within the RIU headquarters. RIU currently guides the RWAN consortium.

Software Licensing

RIU maintains a current list of software for RIU. This includes updating license before expiration.

Technology Consortium

RIU operates a consortium of technology representative from each participating district and technical center. The consortium addresses current and emerging issues in the application of technology in education, as well as utilizes bulk purchasing, when possible, to reduce technology costs.

Technology Inventory

A listing of technology available upon request.

Technology Planning and Consultation

RIU works within itself and its districts to provide assistance.

Transportation Training

RIU provides school bus driver training and certification through the Department of Transportation.

WAN/RWAN Project Management

Oversight of the Regional Wide Area Network project, funded in part by the E-Rate program.

Website

The RIU website, www.riu6.org, is maintained and developed to ensure the most accurate and timely information for IU staff, district personnel, parents, students and anyone interested.

SPECIAL EDUCATION DEPARTMENT

The Division of Special Education at RIU6 provides high-quality instructional programs and services to support local school districts in fulfilling their obligation to meet the needs of students with disabilities. RIU6 operates highly special education programs for students with disabilities and provides support to districts that request services from the Intermediate Unit. Further information may be obtained by contacting Mary Anne Jordan, Director of Special Education, Dr. Deanna Sintobin, Assistant Director of Special Education, or their secretary, Tammy Starcher.

Tammy Starcher
starcher@riu6.org
ext. 5105

Dr. Deanna Sintobin
dsintobin@riu6.org
ext. 5116

Mary Anne Jordan
mjordan@riu6.org
ext. 5104

ACCESS

The ACCESS program is an avenue to earn federal dollars to be used by school districts, intermediate units, state-owned schools, approved private schools, or charter schools. Local education agencies can receive partial reimbursement for health-related services that are currently being provided to students receiving special education services as part of the Individualized Education Plan.

Achieving Skills for Life

The Achieving Skills for Life Program provides services for transition-age students ranging from ages 14 to 21. Districts have access to both the **Independent-Living Lab** apartment and the **PAES Lab**. It also provides supported employment services to adults upon graduation. Achieving Skills for Life programming focuses on the skills needed for students to live as independently as possible. Our program includes community-based classroom instruction, skills for everyday living, supported paid employment through a partnership with OVR, and community-based work assessments. This program aims to expose the participants to real-world scenarios to allow them to live independently and enhance their skill set throughout their lives.

Autistic Support

This program is designed for students with a severe neurological disorder characterized by qualitative distortions in the development of cognitive, language, social, or motor skills. Determination of autism/pervasive development disorder shall include a full assessment and comprehensive report of diagnosis by a physician qualified to render a diagnosis and by a school psychologist specifying the nature and degree of the disorder.

Compliance Monitoring

The IU is available to provide monitoring of compliance issues relevant to special students. The current standards and regulations will be interpreted in reference to individual school districts. District needs will be identified along with the procedure to meet those needs. Participation in IEP meetings will be done as needed to oversee compliance in written documentation.

Deaf and Hard of Hearing Services

Teachers of the Deaf and Hard of Hearing focus on auditory skills, self-advocacy, and receptive and expressive language. All interventions are designed specifically to address the individual needs of students that stem from diagnosed hearing loss. Teachers assess the full range of communication and language (spoken and signed languages) to ensure equal access to academic environments. They provide teacher training on the implications of hearing loss, assistive listening technology, and the educational needs of students with hearing loss. IEP team consultation is available to ensure the needs of the student are being met. Teachers determine eligibility for hearing support services to increase and strengthen student abilities and independence.

Early Intervention (EI)

Early Intervention is a state and federal-mandated program for children with developmental delays between the ages of three and public school entry age. Any child with a vision, hearing, speech/language, social problem-solving, and physical or emotional delay may be eligible for services. Eligibility will be determined by the results of a developmental screen and/or educational evaluation, which is performed at no cost to parents. The EI Program is available to any qualifying child residing in one of the seventeen districts served by the Intermediate Unit.

Emotional Support

This program is for students who need services to address emotional needs that interfere with the instructional process. Eligibility may be characterized by aggressive, self-abusive, and withdrawal behaviors. The goal of this program is to provide access to quality education with the first emphasis on behavior management.

Gifted

These services are for students in need of academic acceleration and/or enrichment to challenge their ability to learn. Students are eligible for this program if they possess outstanding intellectual and academic ability, which requires special services and programs not ordinarily provided in the regular education program. Determination of giftedness must include a full assessment and comprehensive report by a school psychologist specifying the nature and degree of the ability. Gifted Bootcamp will soon be made available on a virtual platform.

Individualized Education Plan (IEP) Development / 504 Plan Development

RIU provides training and assistance in developing an IEP format or a 504 plan format that is in compliance with state standards and regulations, as well as one that meets the individual needs of the student.

Individuals with Disabilities Education Act (IDEA)

RIU6 staff is available to provide technical assistance and professional development in the presentation, interpretation, and implementation of all phases of the federal law. Emphasis is placed on improving educational results for all students and ensuring the effectiveness of special education services.

Interagency Coordination

RIU assists in the development and implementation of programs and services in which communities may invest in and commit to students with disabilities who are about to leave school. The Individuals with Disabilities Act stipulates the establishment of interagency responsibilities or linkages or both before the student leaves school. RIU assists districts with the initial planning and ongoing consultation for the establishment of local interagency council organizations and related activities.

Life Skills Support

This program provides intensive academic support to students while supplementing the curriculum with social and community living skills. As the student approaches graduation, this program provides students the opportunity to participate in paid work experiences under the supervision of a job coach.

Multi-Disabled Support

This program provides intensive academic support for students whose intellectual ability falls significantly below average. Students attending this program might also have complex disabilities that adversely affect educational, social, and physical performance.

Occupational Therapy

Occupational therapy is a health profession that provides services that focus on improving an individual student's success in the school setting. OT services in the school setting address educational needs not medical services. A child's occupation as a student encompasses play skills, adaptive behavior, sensory motor skills, fine motor skills, visual perceptual skills, postural control, self-help skills, and emotional development. Occupational therapy in the school setting may address a variety of needs that impact the child's ability to function as a student. Occupational therapy in the school setting is a related service that assists students in meaningful participation and success with their educational goals.

Penn Data / PIMS

These two data management systems communicate and are part of Pennsylvania's statewide system for collecting data on the public education system. RIU6 provides training and technical support to districts for data management and collection in both systems. Penn Data is a Special Education Reporting System of the Pennsylvania Department of Education collecting data from preschool to grade 12. Meanwhile, PIMS is the statewide, longitudinal data system for all schools to aid in the management, analysis, and disaggregation of data for school improvement purposes.

Physical Therapy

Physical therapy (PT) is one of the related services under Part B of the Individuals with Disabilities Education Act (IDEA) and is provided to support the Individualized Education Program (IEP) for students ages 3-21, who have a disability that

interferes with their educational performance and ability to benefit from their education program. When the student's IEP identifies PT as a needed resource, physical therapists will be integrated as members of a multidisciplinary school team. Using their unique expertise in movement and function, PTs ensure a free and appropriate education for students with disabilities to prepare them for further education, employment, and independent living. The school-based PT promotes motor development and the student's participation every day.

routines and activities that are a part of his or her program. The PT designs and performs therapeutic interventions, including compensation, remediation, and prevention strategies and adaptations, focusing on functional mobility and safe, efficient access and participation in educational activities and routines in natural learning environments.

Private Treatment Centers

RIU acts as a liaison between local school districts and private treatment centers.

Psychological Services

RIU provides psychological testing and evaluation services for students. The psychologists gather appropriate information, administer tests, and develop reports based on their findings. RIU psychologists have experience with all student populations.

Social Work

Social workers act as a link between school, home, and community resources. In addition, social workers specialize in educational group work with students on topics such as grief, social skills, anger management, and problem-solving.

Speech and Language Support

Speech and language support, therapists are available from the IU with an emphasis on language development. Consulting time is available to school personnel for team meetings regarding individual students or group involvement with individual teachers. Classroom observations will yield necessary assessments and procedures to increase language development and comprehension for students. The severity of deficiencies assessed in students may warrant the availability of the speech and language therapist for individual or small group sessions in addition to the classroom intervention.

Summer Services Program (Extended School Year)

Summer services are available to support districts seeking to provide services for identified students who qualify for Extended School Year (ESY).

Supervision

Supervision is provided for IU-operated and district-operated special education classes and programs.

Training and Consulting Team (TaC)

The Training and Consultation Team (TaC) provides professional development to all educators in the school districts of RIU6. TaC's purpose is to build local capacity within schools so that students can receive a Free and Appropriate Public Education. Services are customized to each audience and based on effective practice. A list of services can be found in the professional development section.

Transition

RIU assists districts and Vocational Technical Schools (AVTS) with the implementation of practices and processes that, prior to graduation, link a student with disabilities to the following opportunities: employment, post-secondary training, residential/recreational supports and services in the adult community, coordination with agencies, (i.e., Office of Vocational Rehabilitation and Bureau of Blindness and Visual Services), linkages with community service agencies/local transition councils, community-based programming and job coaching.

Transportation

This service provides scheduling and coordination of transportation for RIU students, including preschoolers. Responsibilities include the following: contacting school districts to arrange transportation on IU or district vehicles, arranging transportation for new or transfer students, rearranging current routes with transporters to accommodate difficult situations, arranging transportation for student activities, coordinating early dismissals when necessary, and maintaining accurate records of all routes.

Vision Support

These programs are for students who need services to address their blindness or visual impairment which interferes with the instructional process. Consideration of eligibility for vision support services includes a comprehensive evaluation report by the district/RIU team of qualified individuals, which must include the findings of an ophthalmologist or optometrist. Students are eligible if the IEP team determines that visual impairment adversely affects the educational performance of the student. Vision support services provided by RIU include functional literacy and visual assessment, Braille or assistive device training, the provision of low vision aids specific to the individual student, and mobility training.

SPECIAL EDUCATION SERVICES

Training and Consultation (TaC)

The Training and Consultation Services (TaC) for Special Education is a Pennsylvania state-mandated program supported through IDEA funding to improve special education programming. The TaC team provides professional development and consultation services free of charge (unless otherwise noted) to educators and administrators in the RIU6 catchment area. Trainings may be held at the IU6 headquarters or in district buildings. **Most trainings can be adapted to meet virtual training needs.**

A Professional Development/Consultation Form must be submitted for each request at least **30 days in advance** of the requested date. The Assistant Director of Special Education will assign requests based on criteria and staff availability. The TaC member assigned to a training will contact the LEA directly to confirm details. Consultations will be scheduled by mutual agreement between the LEA and the consultant.

Assistive Technology

- **AAC and Aided Language Input (Part Day)**

Now you're speaking MY language! An overview of AAC and modeling language with students who use AAC. Includes hands-on opportunities to practice. Designed for teachers, paraprofessionals and speech-language pathologists who support students with complex communication needs.

- **Accessibility Options (Part Day)**

This training is developed specifically to meet the needs of the audience. Accessibility options for students who struggle with reading, writing, speaking and/or executive functioning skills will be discussed for the following platforms, as requested: Chrome, Windows, MacOS and iOS. Please allow at least 60 days notice for this training, as it is developed to meet each audience's request.

- **Assistive Technology for Communication (or Reading / Writing) (Part or Full Day)**

A specifically developed training to meet the needs of the audience. We will review options, implementation, progress monitoring, etc for tools used for a specific purpose such as communication.

- **AT and the IEP (Part Day)**

This training will review what assistive technology options a team could and should consider when developing an IEP and the legal specifications for documenting AT in IEP development. Available upon request.

-  **AT Day - Your Way!**

This customizable training/consultation option allows you to build an ideal day for your staff. Consultants are able to provide targeted training to small or large groups, plus meet individually with teams for targeted discussion and AT problem-solving.

- **Core Vocabulary (Part Day)**

Say more with Core! This session emphasizes the value of using Core Vocabulary on AAC systems, as well as examples of Aided Language Input. Designed for teachers, paraprofessionals and speech-language pathologists who support students with complex communication needs.

Autism

- **Autism Spectrum Disorder: Updates, Characteristics & Strategies (½ day)**

This training will provide an overview of Autism Spectrum Disorder. Attendees will be given information about the characteristics of ASD, the theories underlying the diagnosis, and current updates on research related to autism. The training will also provide evidence based strategies that can be used to support students with ASD.



- **Creating a Positive Journey for You & Your Students (½ or full day)**

Effective instruction begins with engagement and communication. A classroom lacking these essential elements will struggle. This training will help teachers and/or paraeducators to demonstrate best practices in both.

- **Social Skills Training: Building a Classroom of Interactions (½ day)**

Participation in school and community can be enhanced through improvement in the social skills for students with autism. This training provides participants with information on how to assess and teach social skills to students with autism.

- **Schedules of Reinforcement (1-3 hours):**

This training will provide information on tips and tricks on how to find reinforcers or types of reinforcement and the 4 different schedules utilized in classrooms.

- **Thinking Outside the Box: The Itinerant World (½ day)**

This training will specifically focus on how PE, Art, and Music teachers can make modifications and adaptations within their lessons. Specific adaptations by disability, modifications by limitations and modifications by sport will be shared.

- **It's All Sensory to Me (½ day)**

This training will provide information about sensory processing and help participants to understand their role in dealing with sensory-related behaviors. Participants will also be provided with ways to help students with autism replace inappropriate sensory-related behavior with appropriate activities. Available upon request.

- **Mand Training: Promoting Students to Meet Their Needs (½ day)**

Mands are an essential part of verbal behavior and are manipulated through motivation. This training will discuss types of mands and how to effectively teach them.

- **Verbal Behavior and ABA: Promoting Positive Changes in our Classrooms (½ day)**




Applied Behavior Analysis and the Analysis of Verbal Behavior are evidenced based procedures to effectively teach students with autism. The training will focus on reinforcement strategies and how to assess verbal behavior using the VB-Mapp.





- **Creating a World of Social Acceptance Through Social Stories (½ day)**

A Social Story can be a written or visual guide describing various social interactions, situations, behaviors, skills or concepts. This training will focus on how to write and effectively use social stories in the learning environment. Participants will be given the opportunity to practice writing and creating social stories.


- **Supporting Students with Autism Spectrum Disorder: A Paraeducator's Role (½ day)**
The purpose of this training is to give paraeducators an opportunity to understand the diagnosis of Autism Spectrum Disorder and how it affects the students with whom they work. Participants will be presented with an overview of the characteristics and identify how the deficits can impact the student's behavior. Common strategies to help prevent behaviors will be shared.

Behavior

-  **Child and Adolescent Brain Development & Its Response to Injury and Trauma (2-3 hours):**
Learn about typical brain development and how the brain responds to injury. Learn to identify behaviors and characteristics of students who are experiencing deficits due to brain injury and trauma.
-  **Behavior Minors and Majors: What's the Difference?**
Come prepared to have a lively discussion about whether a specific behavior can be handled in the classroom or does it rise to the level of an office discipline referral.
-  **Motivating Defiant and Disruptive Students**
Participants will: -Identify ways to promote motivation in student learners and identify strategies that promote student attentiveness in classes. In addition, participants will analyze the paraeducator's role in prompting motivation, attentiveness to tasks, and how to provide reinforcement.
- **Transform Your Classroom (3-5 day series)**
Wondering why students are driving you crazy? This interactive training provides you with 5 evidence-based strategies that impact behavior in your classroom. Participants will assess 5 areas of classroom management as they pertain to their context and create an action plan.
- **Strategies for Diffusing Behaviors of Concern (½ or full day)**
How to respond to questions, refusal, venting and other behaviors of concern will be included during this training so come with specific examples you have experienced. Available upon request.
- **Perception, De-Escalation and Self-Care: Regulating Yourself and Students (3 hours)**
Through 3 mini sessions, this training will discuss awareness of our own perspective and that of others and examine how reactions and interactions impact our relationships. Participants will explore how their responses to behavior are influenced by previous experiences. They will also be given strategies to assist themselves, as well as students, with managing emotions.
- **Nonviolent Crisis Intervention (CPI) (2-day initial or half-day recertification)**
CPI's Nonviolent Crisis Intervention training is a 10-unit formal verbal and physical intervention training. After completing 12 hours of training, including a written post-test and demonstration of physical competencies, participants will be certified for one school year. Recertification training is then required each school year to maintain certification. 2 Day Initial training and 1 Day Recertification training are offered multiple times throughout the school year, both on-site and at RIU6 headquarters, and are available upon request. **Cost: \$30 for book, processing and S & H**
- **Prevent Teach Reinforce (PTR) (Full day)**
The Prevent-Teach-Reinforce (PTR) model of behavior support is a team-based, systematic, structured process for supporting students with challenging behaviors. PTR utilizes scientifically validated practices of functional behavior assessment, reinforcement, and teaching new behaviors. This training will focus on the five steps of the PTR process: teaming, goal setting and data collection, assessment, intervention and evaluation.

- **Behavior Basics : A,B,C's (1-3 hours)**
Giving teachers the building blocks of Antecedent-Behavior-Consequence. What are the advantages and disadvantages of the ABC Chart? Go beyond the collection of data and use the information to guide your behavior-making decisions.
- **Getting on the Same Page: Setting Behavior Expectations (1-3 hours)**
Making sure you are speaking a common language with your students is important for the understanding of expected behaviors and getting positive learning outcomes. We will review ideas of how to involve students in setting classroom and behavioral expectations.
- **Reinforcement Strategies (1-3 hours)**
What is your reinforcement? Reinforcement strategies can be used to teach new behaviors. Come and learn fresh ideas and strategies that you can use tomorrow.
- **Documentation of Behavior Incidents (1-3 hours)**
Learn how to document events using observable, measurable terms that will effectively describe any situation.
- **Beyond Good Job: Providing Specific Praise (1-3 hours)**
Participants will learn about the research-based practice of providing context-specific praise. Examples and role play opportunities will be provided.
- **Behavior 101 (1-3 hours)**
Why do people do what they do? Come find out how to figure it out. Collect some general information about behavior that will help you in all aspects of your life.
-  **Check and Connect (1-2 days)**
This training will prepare a core team as well as mentors to connect with students who are at-risk, form relationships, and provide support to students. Check and Connect is a nationally recognized intervention program. The program involves relationship building, problem-solving, capacity building, and persistence toward school completion with academic and social competence.
- **Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (1-6 hours)**
This training is provided to districts to understand how a Functional Behavior Assessment is a process that identifies specific target behaviors, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress. The training walks through the development, management, data collection, and evaluation of the Behavior Improvement Plan.
-  **RENEW (Resilience, Empowerment, and Natural supports for Education and Work)**
RENEW Readiness and Implementation Team Training (6 hours), RENEW Facilitator Training (2 ½ days). RENEW is a Tier 3 intensive intervention. It is a structured school-to-career transition planning and is an individualized process that supports students who are struggling at school, home, and/or in the community. RENEW trains staff to facilitate this process.
-  **Zones of Regulation**
This is a series of mini trainings that will assist teachers with implementation of the Zones of Regulation - a curriculum designed to foster self-regulation and emotional control.
-  **The First Weeks of School**
Participants will learn how to set up a supportive classroom environment and design accompanying lesson plans for routines and expectations.

IEP Development

-  **Writing High Quality IEPs (½ or Full day)**
This training walks educators through each section of the IEP to ensure they are meeting the mark in all areas of IEP writing.
- **Academic and Functional Skills Assessments (1-6 hours)**
Learn about types of assessments; identify which ones are currently being utilized and determine what kinds of assessment data are missing.
- **Writing Meaningful Present Levels (1-6 hours)**
Struggling with writing good IEPs? A good IEP starts with good present levels. Participants will learn how to “tell the story” of a student through data collection and interpretation and how to put it all together in the present levels section of an IEP.
- **Measurable Annual Goals (1-3 hours)**
After receiving training, participants will write measurable annual goals with 100% accuracy on each consecutive IEP for 35 years as measured annually at IEP meetings. Available upon request.
- **Designing Specially Designed Instruction that is Actually Special (1-3 hours)**
Avoid the dreaded “cookie-cutter IEP” by learning how to determine and document Specially Designed Instruction (SDI) that is appropriate, useful, and child-specific.
- **Progress Monitoring is Not Just Monitoring Progress (1-3 hours)**
Progress monitoring was never intended to be a moment in time or an event apart from instruction. This training will assist teachers in gathering data from multiple sources and provide ways in which they can embed progress monitoring throughout their teaching and assessment.
- **EBR (½ day training)**
What is it and what do I need to do to prepare? In this training, the attendees will walk through the EBR process and learn how to use the EBR process materials.

Least Restrictive Environment/Inclusive Practices

- **Co-Teaching (½ or full day)**
Join us in the fun-filled training which supports teachers in a happy co-teaching relationship! We will look at best practices in co-teaching strategies and implementation.
- **Best Practices for Inclusive Practices (½ or full day)**
In the world of standards-aligned instruction for ALL students, allow us to support your teachers in the best practices for various types of learners including those with the most complex needs. (This will include some of the highlights from Project MAX.)
- **Supporting Students with Brain Injury (½ or full day)**
This training will provide information on the types of brain injuries, their causes, and ways educators can support students’ educational needs.
- **All Concussions Are Serious - Signs, Symptoms, and Supports (½ or full day)**
This training is geared toward all educators, paraprofessionals, and administrators. It will provide information on the seriousness of concussions, recognizing symptoms, and supporting students suffering from the lasting educational effects of a concussion. This training is great for full-staff professional development days!

UPDATED

- **Universal Design for Learning (UDL) (½ day or full day)**
Good educators plan. GREAT educators plan with access for all in mind. UDL provides educators with a mindset for anticipating student learning struggles and offers multiple modes of representation, expression, and engagement to meet the needs of all learners.
- **Differentiating Instruction in the Classroom (DI) - Fair Is Not Always Equal! (1-3 hours)**
Differentiation is one of the most powerful but one of the most complicated tools educators can use to meet the needs of all students. During this training, we will discuss the ways educators can differentiate the content, process, and/or products provided in their classroom. Available upon request.
- **Engaging All Students in the Learning Environment (1-3 hours)**
Move from a “sage on the stage” to the “sage who can engage”! Participants will learn strategies to engage all students in the learning process. Discover how to get students to not just participate, but to actively engage in their own learning.
- **Providing a Hierarchy of Prompts within the Classroom (1-3 hours)**
Gestural prompt? Partial Model prompt? Physical prompt? Come learn the difference and discuss how to provide prompts from a “least restrictive” perspective.

Mathematics





- **Concrete-Representational-Abstract (CRA) Math Intervention Strategy for K-2 (½ or full day)**
During this training, participants will be provided with an overview of the Concrete-Representational-Abstract instructional strategy and have hands-on practice. Participants will also examine how CRA can facilitate student understanding of early numeracy, addition, subtraction, multiplication and division of whole numbers.
- **Early Math Skills in K-2 (1-3 days)**
This training will address strategies for teaching math skills in grades K-2. This includes strategies for quantity and computation, algebraic concepts, and word problems.

Multi-Tiered Systems of Support (MTSS)




- **MTSS Overview (½ or full day)**
This workshop will provide an overview of MTSS. Participants will be able to:
 - Describe the conceptual underpinnings/tenets of MTSS
 - Determine the current level of fidelity of MTSS implementation in your school/district
 - Explain the impact of the roles that leadership, competency and organization play within the continuous school improvement process
 - Identify critical areas of focus that will result in improved outcomes and sustainable practices

Reading


- **Acadience Reading Workshop (formerly DIBELS Next)**
This workshop is designed for new users of Acadience Reading or those who want an in-depth refresher. Participants will understand the conceptual and research foundations of Acadience Reading, learn how to administer and score Acadience Reading assessments, practice scoring each of the measures, and prepare for benchmark and progress monitoring assessment. Must purchase the book via trainer.

-  **Acadience Diagnostic CFOL (Comprehension, Fluency, and Oral Language)**
This workshop is designed for new users of Acadience Diagnostic CFOL or those who want an in-depth refresher. Participants will understand the conceptual and research foundations of Acadience Diagnostic CFOL, learn how to administer and score the assessment, and learn how to use this diagnostic to plan instruction. Must purchase the CFOL Kit and book via trainer.
- **Advanced Phonemic Awareness**
This training will focus on the research evidence related to phonemic awareness to advanced levels for primary students in grades Kindergarten through Second Grade. Participants will be instructed on how to successfully implement direct, explicit, and systematic phonemic awareness instruction into daily classroom practice. Specifically, instructional practices shared will support students' consistent engagement with manipulating sounds at the word, syllable, onset-rime, and phoneme level. Language awareness skills will focus on classic nursery rhymes. Assessments related to phonemic awareness will also be offered.
- **Hit the Bullseye- Reading Strategies for Content Areas from Anita Archer (½ day)**
So they read what you assigned, but do they understand it? Reading comprehension and vocabulary development in content areas is complex. In this training, participants will receive a number of strategies taken from the work of Dr. Anita Archer.
- **LETRS (Language Essentials for Teachers of Reading and Spelling) 3rd Edition, Volumes 1 & 2 (1-4 year program)**
This comprehensive blended learning opportunity provides teachers with the skills they need to master the fundamentals of reading instruction - phonological awareness, phonics, fluency, vocabulary, comprehension, writing and language. Must purchase textbooks and online modules to accompany the face-to-face portion. (Cost of Materials- Vol 1: \$349, Vol 2: \$318, Bundle: \$627)
- **Sound Walls (½ day)**
Beginning readers need to learn that letters represent the speech sounds of our language. One instructional tool to facilitate this understanding is a sound wall. A sound wall organizes words by place and manner of articulation of speech sounds. Organizing words by speech sounds helps early readers connect phonology and orthography. This training provides the foundational knowledge and skills necessary to move from a word wall to a sound wall, grounding the learning in a seminal theoretical framework.
-  **Structured Literacy Training Options**
Options for Structured Literacy Training to fulfill Chapter 49 updates are being developed for the 2023-2024 school year.
-  **Teaching Literacy to Students with Complex Needs Series**
This 6-part training series will characterize students with complex needs, provide background, research, and many strategies for teaching reading and writing skills to emergent and conventional literacy learners. This training is based partly on the book *Comprehensive Literacy for All* by Dr. Karen Erickson and Dr. David Koppenhaver.
-  **The Road to Successful Vocabulary Instruction**
Participants will learn how to successfully implement explicit vocabulary instructional routines and embed indirect vocabulary instruction in daily oral language. Ways to assess vocabulary will also be shared.


Secondary Transition

-  **Career Ready Transition Workshop**
This training will provide an overview of Career Readiness standards and requirements as well as an overview of Secondary Transition Planning in IEPs (compliance, updates, and more). Following the overviews, the participants will determine what they are doing well in their programs, what is working, and What is needed for their programs.
-  **Student-Led IEPs**
Participants will learn how to increase active participation of students in their own IEPs. Participants will learn why this is important for students and IEP teams, how it can be accomplished, and the positive and lasting outcomes for the students.
-  **Indicator 13 Overview (1-3 days)**
Participants will dive into the exciting world of secondary transition. This is an opportunity to learn about IEP compliance as well as best practices for meeting the needs of our students with disabilities who are 14 and older.
- **Exploring Transition Assessments (1-3 hours)**
How do we know what a student’s future plans include? The only way to find out is through assessment. This training will explore transition assessments and guide participants through conducting assessments, analyzing and reporting the results, and determining when more assessment is needed. Available upon request.
- **The Grid Drives the IEP (1-3 hours)**
Learn the meaning behind the phrase “the grid drives the IEP”. Participants will learn how to use assessment data to build a transition plan for a student and identify a coordinated set of activities and services designed to help that student reach his or her future goals.


School-wide Positive Behavior Support

-  **4 -Day Universal Level Training**
This training series is provided to districts that have committed to developing a school-wide positive behavior support system in some or all district buildings. Core team members will develop school-wide expectations, lesson plans to teach expectations, and plan for acknowledging expectations and data analysis.

Parent Engagement

- **School and Family Communication (1-6 hours)**
Teachers strive to establish partnerships with parents to support student learning. Strong communication is fundamental to this partnership and to building a sense of community between home and school. Teachers will learn new and engaging ways to break down the barriers to effective communication.
-  **Surrogate Parent Training**
This training is a comprehensive Surrogate Parent training that can be adjusted and modified to suit your training needs. All resources are contained within a Google Classroom for ease of access.

Other

- **(Dis)Abilities Awareness (½ day)**
The survey says... This interactive game show style training gives faculty and staff an understanding of the disability categories, how students qualify for services and provides information on how to support students with disabilities in their classroom.
-  **Executive Functioning (½ or full day)**
Are your learners struggling with initiating and completing tasks? Is time management getting the better of you? Our training will introduce educators to the brain's executive functions and provide strategies when students are struggling with them.
- **Helping Teachers Find Their Why (Part or ½ day)**
A great training provided to spark teacher enthusiasm and set the tone for positive attitudes toward a new school year. Can be adapted to suit your audience's needs.
- **International Phonetic Alphabet (IPA) Review**
The International Phonetic Alphabet (IPA) is a notation system for the sounds of oral language. The correct use of the IPA system is required in assessing students with speech sound disorders with formalized assessment tools. The system also involves the transfer of sound descriptions between providers and use in the analysis of the student's sound system. We will also discuss the phonemes in the American English Standard and Spanish dialects. This course is intended to be a refresher only. Intended audience: Speech Pathologists, Teacher of the Deaf and Hard of Hearing. ASHA CEUs provided via PaTTAN.
- **It's All Confidential! A training in confidentiality. (½ day)**
This training will cover both the HIPAA and FERPA laws and how they apply to all educators. Scenarios and role plays will be used to solidify participants' knowledge and understanding. This training can be adapted for paraprofessional training.
- **Leadership Compass (½ day or full day)**
Are you a North, a South, an East or a West? Come find out what that means! Participants will discover a deeper understanding of the way people respond to various situations and learn how to deal with someone who is not like them. Learn team building through understanding different approaches.
- **Self-Advocacy (½ day)**
This training covers what self-advocacy is; strategies to teach, build, and support students; and its importance and benefits along with examples across environments and contexts. Opportunities for problem solving are included as well as resources.
- **Conversation Skills (½ day)**
This training will address strategies to teach students conversation skills on the job and in the community. Skills: introductions, asking questions, expanding on questions, manners, and more.
- **Overcoming Resistance to Change (1-3 hours)**
For things to change, somebody somewhere has to start acting differently. Maybe it's you, maybe it's your team. Based on Dan and Chip Heath's book *Switch* this training identifies the basic psychological conflicts that can lead to poor choices or derail the strongest of teams. This is an excellent starting point to discuss change and makes the process of change easier. Available upon request.

- **Cultural Difference: Creating a Positive Climate (1-3 hours)**

Come explore various cultural differences in our region and the impact these differences in the classroom. Participants will then create an action plan that addresses how to create a positive climate given these differences.



- **It Starts with Us (2-3 hours)**

This training is a great way to start the year! Have your staff reflect on how relationships and modeling are a proactive way to partner with students to build a positive classroom environment.



- **Engagement Strategies (1-3 hours)**

Every classroom has students who are eager to learn and anxious to answer questions. Move beyond asking questions and calling on the student whose hand is raised. Learn strategies that will engage all students in the learning process!

Asynchronous Online Google Classrooms for Paraeducators

Title/Topic	Creator(s)	Hours	Format
Equity Course	Joni & Bethany	10	Google Classroom
Breaking Down Barriers	Deena & Bethany	3	Google Classroom
Trauma Informed Classrooms	Joni	4	Google Classroom
Restorative Discipline	Joni	2	Google Classroom

Consultation Services

- **Assistive Technology**

- AT consultants are available to support in data collection, review of data, and decision making.
- A consultation may include SETT framework, observation, team interviews, assistance acquiring device trials/loans, assistance with funding applications, and implementation support.

- **Autism**

- Consultants conduct classroom observations and provide recommendations for ways to best support students with ASD.

- **BrainSTEPS (students with concussions or more severe brain injuries)**

- Consults follow the BrainSTEPS Return to Learn protocol and can include observations, accommodation planning, 504 writing, etc.

- **Classroom Management or Classroom Behavior**

- Consultants conduct classroom observations and provide recommendations for utilizing evidence-based classroom management strategies or specific behavior management strategies.

- **Developing an Intervention Process**

- Consultants will meet with stakeholders and help create, revise or adjust a district's intervention plan to ensure an efficient process is in place that will assist teachers in meeting the needs of all students.

- **Inclusive Practices**
 - Consultants will provide recommendations for best practice for maintaining the least restrictive environment and improving inclusion.
- **Secondary Transition**
 - Consultants will work with school teams to create strong secondary transition programs for students.
- **IEP Evaluation**
 - Consultants will evaluate IEPs for quality and compliance.
- **Secondary Transition**
 - Consultants will work with school teams to create strong secondary transition programs for students.
- **Special Education Monitoring & Corrective Action Planning**
 - Consultants will work with school teams to navigate the Compliance Monitoring Process and create strong Corrective Action Plans.

RIU6 TaC Team Members

Joan Sharrow	jsharrow@riu6.org	Bethany Wilson	bwilson@riu6.org
Deena Croyle	dcroyle@riu6.org	Amy Smith	asmith@riu6.org

**Some of our specialists below function in TaC.*

Behavior Specialists

Katelyn Brown	kbrown@riu6.org
Benjamin Milliron	bmilliron@riu6.org
Amberli Lipinski	alipinski@riu6.org

Autism Specialists

Kayla Simpson	ksimpson@riu6.org
Alyssa Smith	alyssa.smith@riu6.org

TRAINING and CONSULTATION (TaC), BEHAVIORAL & CLM SPECIALISTS (Autism), OT/PT, and SOCIAL WORKER SERVICES

Professional Development Services for Special Education

The Training and Consultation Services for Special Education is a Pennsylvania state mandated program supported through IDEA funding in order to improve special education programming for students with special needs. The TaC team provides professional development, consultation services, and interagency coordination in areas of behavior, inclusive practices, transition and assistive technology to educators and administrators in the school districts of RIU6. RIU6 also has consultative services and trainings available from our Behavioral Specialists and Autism Specialists. While TaC is a state mandated and funded program, the behavioral specialists and Autism Specialists are not. Below are the rates charged for those services.

Trainings may be held at the IU6 offices, or in district buildings, and a *Training Launch Form* must be submitted for each request at least **30 days in advance** of the requested date. Return completed forms to the Secretary to the Director of Special Education, Tammy Starcher (tstarcher@riu6.org). The Director of Special Education will assign requests based on criteria and staff availability. The TaC member assigned to a training will contact the LEA directly to confirm details. Consultations will be scheduled by mutual agreement between the LEA and Consultant.

Basic Fee Structure for TaC Services

**RIU6 Consortium Member Districts receive TaC services at no cost through IDEA funding; the funding structure below also covers private, non-public, rehabilitative, and charter schools.*

SERVICE AREA (Full Day = 6 hr, Half Day = 3 hr)	Full Day	Half Day	Per Hr
RIU6 Region Member District Services	No Charge	No Charge	No Charge
IN-RIU6 Region, Non-Member School Services	\$600	\$300	\$125
OUT-OF-RIU6 Region Services	\$800	\$400	\$175

*All virtual trainings are treated as IN-RIU6 Region for cost structure.

Basic Fee Structure for Behavioral Specialists

**RIU6 Consortium Member Districts receive the Behavior Services at a reduced rate. The funding structure below also covers private, non-public, rehabilitative, and charter schools.*

SERVICE AREA	Per Hr
RIU6 Region Member District Services	\$85
IN-RIU6 Region, Non-Member School Services	\$170
OUT-OF-RIU6 Region Services	\$200+T

T = Travel Expenses

Basic Fee Structure for Autism Specialists

**RIU6 Consortium Member Districts receive the Autism Services at a reduced rate. The funding structure below also covers private, non-public, rehabilitative, and charter schools.*

SERVICE AREA	Per Hr
RIU6 Region Member District Services	\$95
IN-RIU6 Region, Non-Member School Services	\$190
OUT-OF-RIU6 Region Services	\$225+T

Basic Fee Structure for OT, PT, & Social Worker Services

**RIU6 Consortium Member Districts receive the OT, PT, & Social Worker Services at a reduced rate. The funding structure below also covers private, non-public, rehabilitative, and charter schools as well.*

SERVICES	Full Day	Half Day	Per Hr
RIU6 Region Member – Occupational Therapy Services	NA	NA	\$75+T
RIU6 Region Member – Physical Therapy Services	NA	NA	\$85+T
RIU6 Region Member – Social Worker Services	NA	NA	\$85
IN-RIU6 Region, Non-Member Services	NA	NA	\$170
OUT-OF-RIU6 Region Services	\$900+T	\$500+T	NA

T = Travel Expenses

Note: OT and PT service rates are based on RIU6 billing for ACCESS to keep those rates lower.

EDUCATIONAL PROGRAMS

The Division of Educational Programs at Riverview Intermediate Unit 6 provides professional education and curriculum support services dedicated to enabling school districts to maintain high standards in their design and delivery of a Free and Appropriate Public Education to all students. The function is to provide training activities and resources which result in equitable access to high quality education aimed at increasing standards for all students.

Riverview Intermediate Unit 6 offers a variety of programs which require a high degree of specialization and serves our region's students, administrators, and teachers, as well as provides support to districts that request customized services from the Intermediate Unit. The department is led by Dr. Robin Fillman. Further information may be obtained by contacting Robin Fillman, Director of Educational Programs or Susan Wolbert, the department assistant.

Dr. Robin Fillman
rfillman@riu6.org
814.226.7103, Ext. 5115

Susan Wolbert
swolbert@riu6.org
814.226.7103, Ext. 5107

Support Services Include:

Academic Competitions

There are academic competitions hosted regionally at RIU6 including STEELERS STEM: Powering Pittsburgh, STEM Design Challenge, Media and Design Competition, Governor's STEM competition, and PA Invention Convention. We support PA PBS WQED Design Lives Here and PA Rural Robotics Initiatives, VEX Robotics.

Act 48 / Act 45 (PIL)

Act 48 of 1999 requires all Pennsylvania educators holding PA public school certification including Intern, Instructional I and II, Educational Specialist I and II, Administrative, Supervisory, Letters of Eligibility and all vocational certificates to participate in ongoing professional education. Act 45 of 2007 further refined leadership development and ongoing professional education for school leaders. RIU6 offers workshops to help educators meet Pennsylvania requirements.

Alignment to Academic Standards

RIU6 staff is available to assist districts and communities with technical assistance and information about state and national academic standards in content areas and how the standards fit with curriculum, planned instruction development, and assessment.

Assessment

RIU6 provides support through training, data analysis, and resource information in the curricular area of assessment. There are a variety of options available for consideration for types of assessment, training methods, and using data to inform instruction, RIU6 can consult on the interpretation of results as well as aid with understanding different tools that can help you interpret data. Topics may include CDTs, PSSA, Keystones, formative, summative, benchmark, diagnostic, performance-based and rubric development.

Comprehensive Planning / Strategic Plan

The PA Department of Education (PDE) has developed a comprehensive planning framework and RIU6 can provide technical assistance so that districts can strategically plan for the future. It involves a process guided by district and school leaders coordinating strategic planning teams using a web-based tool for the creation, submission, review, and approval of plans for continuous improvement.

Curriculum Services

The Educational Programs staff can provide technical assistance for curriculum renewal at all grade levels and subject areas. Assistance includes meeting the requirements of Chapter 4 and the update and revision of planned instruction, graduation requirements and design of local assessment systems.

Data Analysis

RIU6 personnel support district interpretation and analysis of the myriad of school data to focus evolving needs and direction of their educational programs. RIU6 can interpret results based on the state data management tools with eMetric and PVAAS to dig further into both achievement and growth.

District Certification

RIU6 supports districts by interpreting guidelines used for teacher certification (CSPG) and supports training necessary to maintain the “highly qualified” status of teachers.

Every Student Succeeds Act (ESSA)

ESSA was designed to change the culture of America's schools by closing the achievement gap, providing accountability to results, and allowing for equitable access for all students. RIU6 personnel can offer guidance and assistance regarding ESSA and guidelines.

In-Service Programs

RIU6 provides consultation and direct support to districts as they plan for local staff development needs.

Instruction – Effective Practices

RIU6 offers technical support and a range of professional development opportunities to districts as they evaluate curriculum and related instructional practices designed to enhance the proficiency of students.

Instructional Technology

RIU6 provides instruction and technical advice to districts and individual teachers, including both the technical and instructional aspects of utilizing technology in schools.

Leadership Meetings / Organizations

RIU6 facilitates regular meetings of elementary and secondary principals, as well as superintendents and curriculum directors. Current educational issues and concerns are discussed during these networking meetings.

Professional Learning Communities (PLC Groups)

Our curriculum department can lead a professional development series for educators with a book study or another topic like STEM, Literacy, SEL, etc.

Safe Schools and School Climate

RIU6 coordinates safety training and school climate initiatives based on state-wide initiatives and the needs of the districts through the MTSS program and our School Climate Regional Coordinator.

Special Projects & Consultations

RIU6 employs Instructional Specialists with a wide range of knowledge and technical expertise that may be useful to districts as they analyze current needs or strategically plan for their future. Teams of RIU6 employees may be quickly convened to support specific requests from districts.

Staff Development

RIU6 personnel work with districts to develop and provide professional development programs in areas of current need.

State Initiatives & State System of Support

The personnel in the Division of Educational Programs are frequently trained and updated on the future trends of education. This information will be shared in job-alike meetings and through professional development opportunities. Some of the topics/initiatives are listed below:

CDT Focus & Support	Equity	STEELS
Computer Science Initiatives	PA Cycle of Continuous Improvement	STEM Education
Continuity of Education	PVAAS	Targeted School Improvement
Educator Effectiveness	Safe Schools	(A-TSI & TSI)

Subject Specific – Reading/ELA, Math & Science CIA Improvement

RIU6 offers staff development opportunities in reading/ELA, mathematics, and science designed to support teachers’ understanding of performance expectations for state academic standards and assessment as listed in Chapter 4. Curriculum, Instruction, and Assessment (CIA) alignment is the focus.

EDUCATIONAL PROGRAMS PROFESSIONAL DEVELOPMENT OFFERINGS

Services for a Standards Aligned System with a focus on Curriculum, Instruction & Assessment

The Educational Programs Department provides professional development and consultation services in creating a Standards Aligned System with a focus on curriculum, instruction, and assessment. The Educational Programs Department places a heavy emphasis on data, technology, school safety and culture, and social-emotional learning in leading all professional development activities. Some of the professional development activities are free of charge and some activities come with fees (see general breakdown below). The trainings are open to all educators and administrators in the school districts of RIU6, as well as educators outside of RIU6 who wish to find professional development. Training may be delivered face-to-face or in an asynchronous, self-paced format.

Any training requests can be submitted to the Assistant of the Educational Programs Department, Susan Wolbert (swolbert@riu6.org) and a 30-day notice is requested but not required. The Director of Educational Programs, Robin Fillman, will assign requests based on criteria and staff availability. The Educational Programs member assigned a training will contact the LEA directly to confirm details. Specialists will be scheduled by mutual agreement between the LEA and Consultant.

The Pennsylvania Department of Education provides funding annually to RIU6 through the Statewide System of Support. The funding is specific to defined areas of support by PDE through sets of deliverables related to current priority initiatives.

Basic Fee Structure for Educational Programs Services

Face-to-Face Trainings	Full Day	Half Day	Per Hour
Meetings for Job-Alike Groups & State System of Support Consults	No Charge	No Charge	No Charge
RIU6 Training & Coaching	Member Districts \$600 Non-Member Districts \$800	Member Districts \$300 Non-Member Districts \$400	Member Districts \$125 Non-Member Districts \$175
OUT-OF-RIU6 Region TRAININGS	\$800 + Travel	\$400 + Travel	NA
Trainings hosted at IU6 (Lunch/refreshments provided)	\$50 per person	\$30 per person	NA

Virtual Trainings	
Self-Paced, Full Day	Member Districts \$20 per person
	Non-Member Districts \$30 per person
Self-Paced, Mini-Sessions	Member Districts \$10 per person
	Non-Member Districts \$15 per person

Assessment

- **Classroom Diagnostic Tools (CDTs)**

- **Classroom Diagnostic Tools**

This training is developed specifically to meet the needs of the audience. This training is designed to help districts in understanding the PVAAS model and how they can navigate the system for efficiently analyzing growth of students in order to aid in continuous school improvement planning.

- **CDT Data Analysis and Instructional Planning**

In this training, participants will analyze CDT data to make instructional decisions intended to raise student achievement. Using the CDT Group Map, Individual Report and Learning Progressions, participants will determine the areas of strength and areas of need for groups of students as well as individual students. Learning activities will be planned and goals for growth will be set. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **CDT Overview: Classroom Diagnostic Tool**

In this training, participants will be guided through an overview of the CDT. Participants will access and explore CDT tools, reports, and resources to assist students in test preparation. Participants will also create a plan for CDT administration, data analysis, and post conferences with students. Additional resources include technology set-up, test blueprint, and remote at-home testing administration. 2.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Data Boot Camp**

This data-based workout includes a vertical look at district wide data across grade levels and content areas. The guided action planning process will use strengths and weaknesses identified in data to set a course for continued improvement.

- **eMetric**

This training is developed specifically to meet the needs of the audience. This training is designed to help districts in understanding the eMetric platform and how they can navigate the system to efficiently access student achievement data in order to aid in continuous school improvement planning.

- **Formative Assessment at It's BEST**

When developing engaging lessons, educators incorporate formative assessments to determine where students are in the learning process and what supports can be provided to move the learning forward. In this training participants will learn how to effectively develop, administer, and assess formative assessments in a virtual, blended, or face to face classroom environment. Objectives: Participants will be able to: ● determine how they may use the four attributes of formative assessment: clarify intended learning, elicit evidence, and interpret evidence in their lessons. ● plan their own learning intention by using the information learned. ● reflect on their current practices and make a plan to guide learning using formative assessments. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Formative Assessments: Math Classroom (micro-session)**

In this micro-training, participants will learn the importance of using formative assessment in the math classroom along with strategies for assessing students. Two (2) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Future Ready PA Index**

This training is an information session to help educators better understand the Future Ready PA Index through the lenses of their *Indicators of Success*. Resources are provided to help attendees better understand the measures, indicators, and calculations are determined. This training can be developed specifically to meet the needs of the audience.

- **PVAAS**

This training is developed specifically to meet the needs of the audience. This training is designed to help districts in understanding the PVAAS model and how they can navigate the system for efficiently analyzing growth of students in order to aid in continuous school improvement planning.

- **PVAAS “GO TO” Reports in 2020**

In this training participants will access and interpret three PVAAS reports- Projection Summary, Custom Student, and Child Success Summary. Using data from these reports, participants will interpret the PVAAS Projection Summary Report as well as the Child Success Summary Report. Participants will also create a PVAAS Custom Student Report. These reports will help educators make educated decisions for their instruction. 2.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

College & Career Readiness

- **Beyond the Pencil & Paper, Putting Career Skills to Work Everfi**

Counselors, teachers, & administrators will review lessons from EVERFI’s library of resources related to Financial Literacy and Entrepreneurship which are aligned to CEW standards and qualify as artifacts for career readiness portfolios for elementary, middle, and high school students.

- **Career Readiness State Training Plan – Train the Trainer Bootcamp**

These trainings are developed by PDE specifically to train school staff in meeting the statewide postsecondary attainment *2025 goal of 60 percent of Pennsylvanians with a postsecondary credential, certificate, or degree*. The training will cover Career Readiness and Workforce in PA, Career Education and Work Standards, Industry-Based Learning, Stakeholder and Workforce Partnerships, classroom alignment, and related resources. Representatives from the Apprenticeship & Training Office (ATO) share resources about pre-apprenticeships and apprenticeships. The goal of this training is to introduce new staff and reacquaint existing staff with new developments, trainings, and initiatives that utilize stakeholder and workforce partnerships to expand the classroom to career connections and build schoolwide momentum for career readiness.

- **College Board Virtual Trainings**

These trainings are developed specifically to meet the needs of the audience (Principals, Curriculum Leadership, or School Counselors). These trainings are for those schools looking to connect to the College Board for testing and resources in Advanced Placement Courses and PSAT/SAT Preparation.

- **School Counselor Institute**

In this full-day session, topics will include Financial Literacy Partnerships, Career Preparation Readiness, Junior Achievement, and Mindfulness for Educators. Note: Participants will receive \$150 for attending this session. Completion of a W9 provided on the day of the event is required.

Curriculum

- **Curriculum Design**

- **#1: Know Thy Standards!**

In this training participants explore a variety of topics including organization of the standards, depth of knowledge (DOK), shifts required by PA Core, and unpacking the standards. The process of unpacking the standards helps participants recognize the importance of higher-level DOK and how the shifts frame rigorous instruction. Ultimately, participants evaluate the vertical alignment of the curriculum to ensure that their instruction is aligned to the standards. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **#2: The Written Curriculum**

In this training, participants examine the multitude of resources available to guide them through the curriculum writing process including learning progressions, vertical viewer, and standard appendices. Myths of the Common Core are also addressed, and participants take a deep dive into RIGOR. To conclude the learning session, participants evaluate curriculum and instruction for rigor to ensure that students can progress towards mastery of the skills they need for career and college readiness. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **#3: The Tested Curriculum**

In this training, participants examine how to use the knowledge and resources they have to deconstruct the standards and determine learning targets. Once the learning targets are established, participants design and deliver opportunities for deep thinking and learning and are ready to measure the effectiveness of the instruction. Participants probe the "how" and "why" of formative assessments, create authentic performance tasks, and design rubrics to assess for high levels of learning. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **#4: The TAUGHT Curriculum**

In this training participants create units of study based on "Curriculum Mapping with Units" by Wiggins and McTighe. The training begins with creating an overarching Essential Question that guides a series of lessons, resulting in more rigor and opportunities for critical thinking. Hinge Questions are introduced and developed to gauge students' levels of understanding, depth of thinking, and determine the next steps in the lesson. These units are made up of a sequence of lessons, problems, projects, presentations, assignments, and assessments that result in students achieving the academic goals of the training. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Learning Progressions**

Educational experts identify learning progressions as an impactful tool to help teachers plan and monitor their instruction and, as a result, enhance their students' learning. A learning progression is a carefully sequenced set of building blocks that students must master on their way to a more distant curricular target. In this training, participants will be introduced to Learning Progressions and how they can help teachers plan and provide effective, appropriately designed instruction. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **PA Core ELA: Oh, SHIFT!**

In this training participants will view the vertical alignment of an ELA standard (K-12) to determine where the shifts occur and what changes or instructional enhancements are necessary to meet the high cognitive demands of the PA Core Standards. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **PA Core MATH: Oh, SHIFT!**

In this training participants follow the vertical alignment of a math standard (K-12) to determine where the shifts occur and what changes or instructional enhancements are necessary to meet the high cognitive demands of the PA Core Math Standards. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Unpacking the Standards**

In this training, participants will UNPACK grade-level standards to determine the potential IMPACT of individual, content-specific learning standards. Learn how to sort and prioritize high-impact learning outcomes and determine how much time should be spent teaching each concept and skill. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

Instruction

- **Book Study**

- **Part I: *Teaching for Deeper Learning – Meaning Making I***

In Meaning Making I, participants will learn tools and strategies to empower students to be active meaning-makers and design lessons using these tools to help students achieve deep and lasting learning. The thinking skills include Conceptualizing, Note Making and Summarizing, and Comparing. These skills cut across content areas and grade levels and are deeply embedded in the standards. The content of this training was taken from the seven thinking skills to help student achieved deep and lasting learning, identified by researchers Jay McTighe and Harvey Silver (2020). Participants will learn how to incorporate fifteen different tools and strategies into their lessons. Participants will create three lesson plans that incorporate tools and strategies to make the shift from providing students information to empowering students to make meaning for themselves. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Part II: *Teaching for Deeper Learning - Meaning Making II***

In Meaning Making II, participants will learn tools and strategies to empower students to be active meaning-makers and design lessons using these tools to help students achieve deep and lasting learning. The thinking skills include Reading for Understanding, Predicting and Hypothesizing, Visualizing and Graphic Representation, Perspective-taking, and Empathizing. These skills cut across content areas and grade levels and are deeply embedded in the standards. The content of this training was taken from the seven thinking skills to help student achieved deep and lasting learning, identified by researchers Jay McTighe and Harvey Silver (2020). Participants will learn how to incorporate fourteen different tools and strategies into their lessons. Participants will create three lesson plans that incorporate tools and strategies to make the shift from providing students information to empowering students to make meaning for themselves. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Part III: *Teaching for Deeper Learning - Curriculum Mapping Through Unit Design***

In Curriculum Mapping Through Unit Design, participants will learn how to map the curriculum by developing thoughtful instructional units that incorporate specific thinking skills and tools that engage students in meaning-making of the content. The content of this training was taken from the work of Jay McTighe and Harvey Silver (2020). Participants will learn about the approaches that will help them frame curriculum and instruction around important ideas: A Study In..., Concept Word Wall, and Essential Questions. Participants will create a plan to teach an instructional tool to students. Participants will create a unit of study, incorporating thinking skills and tools. Participants will design a draft template of a curriculum map. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- ***Teaching for Deeper Learning, McTighe and Silver, 2020***

This three-part book study is designed to support teachers in making the shift from providing students information to empowering students to make meaning for themselves. Participants will design thoughtful units of study made up of engaging lessons that incorporate specific thinking skills and tools. Units of study will be developed to create a content specific curriculum map that outlines a year of learning. When you sign-up for this event it includes all three (3) parts of the book study. 21 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Content Area Reading Strategies**

In this training, participants will become familiar with the shared literacy standards in the content areas. Participants will also become confident in implementing before, during, and after reading strategies to scaffold reading comprehension for your students to access content area text. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Depth of Knowledge (DOK)**

In this training, participants investigate the implications of DOK on classroom instruction and assessment. The learning intentions and targets demand rigor, not only in the design of learning opportunities but also in the delivery. All students can successfully engage in all four DOK levels. Find out how to structure cognitively, challenging lessons that invite students into significant, yet appropriate, learning experiences. 1.5 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Desmos Calculator & Activity Builder**

This training is intended to introduce secondary math educators to the Desmos graphing calculator and interactive activity builder. The training is designed to assist educators with effective implementation of these instructional tools and to teach educators how to create their own lessons and activities within the activity builder.

- **Developing Student Initiative (micro-session)**

In this micro-training, participants will learn what drives and motivates students in school. Participants will also learn strategies to help students develop initiative. Two (2) Act 48 Hours will be upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Differentiated Instruction**

Differentiation is a "hot topic" in education right now. As instruction moves from face to face to virtual learning, teachers are faced with the daunting task of how to engage the high learner while scaffolding curriculum to support lower-level learners in a new platform. In this training participants will read articles, view videos, and collaborate with other educators to learn how to modify and adapt instruction, content, students' projects/products, and assessments to meet the learning needs of all students. Objective(s): Participants will be able to: ● identify evidence of a Culture of Learning. ● determine what is and is not differentiation. ● explain how the research on "How People Learn" supports differentiated instruction. ● modify and adapt the content, process, and products, and assess the learning of individual students. ● review strategies and scaffold for differentiation ● document their next steps towards differentiated instruction. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Filling the Gaps in Math Through Meaningful Instruction**

This 2-day training will focus on our struggling math learners in grades 6-9. Both days are designed to be a self-paced, digital training available through Google Classroom. This training will focus on the learning gaps of our math students, underlying causes, and ways we can help them overcome a variety of barriers to close their learning gaps. Participants will look at their current curriculum pacing, formative assessments that can be used in the classroom and online to drive instruction, best practices to deliver content, and more. Although the training is focused on struggling learners, many of the strategies and techniques can be used with all learners to provide meaningful math instruction. 12 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the 2-day training and feedback/evaluation form.

- **Gradual Release of Responsibility**

As instruction moves from face-to-face to blended or virtual, educators are evaluating instructional methods to effectively deliver lessons that engage students in the learning process. The Gradual Release of Responsibility is an instructional framework that shifts the cognitive load from the teacher as a model, to the joint responsibility of teacher and learner, to independent practice and application by the student. In this training participants will learn about and incorporate the components of the Gradual Release model into a lesson plan that checks for monitoring of learning. Objectives: Participants will be able to: ● describe the characteristics of the components of the Gradual Release of Responsibility Model. ● create a lesson plan that incorporates the Gradual Release of Responsibility components and check for understanding. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Hacking Literacy**

This training provides strategies to develop a strong, positive culture of reading in the classroom. By exploring ways to support and encourage independent reading in social, choice-driven activities, teachers learn how to help students develop literacy skills which last a lifetime. Participants complete several job-embedded tasks to jumpstart a premier culture of reading. 15 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **iSearch Research**

This training provides an in-depth look at how to guide students through the process of selecting research topics, creating research questions, and keeping track of research notes, for both shorter and longer research tasks in the classroom. This choice-driven approach to student research yields many benefits in the classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Making the Most of Synchronous Learning**

In this training, we will learn how to design student-centered, synchronous lessons using a "Learn, Collaborate, and Apply" model for instruction. We will also see examples of the models in practice while exploring tech tools and applications that can be used for student collaboration including Google Meet, Jamboard, Flipgrid. 4 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Methods of Engagement**

This training encourages participants to examine both frameworks and strategies for increasing engagement in their classrooms. Through learning about the Effective Model of Engagement and Four Lenses of Learning frameworks, participants will engage in tasks that require them to reflect on and adjust lesson planning processes to allow for more student-centered opportunities in their classrooms. Participants will complete several job-embedded tasks to help them get started with implementing these frameworks and using other strategies discussed throughout the training. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Notice and Note: Nonfiction**

In this dynamic training, participants will explore an interconnected framework of strategies that every student can use to get beyond a superficial reading. The framework consists of: *Three big questions that set students up for attentive readings of nonfiction texts. *Five clues that cue students to apply the skills and processes used by sophisticated readers. *Seven proven strategies readers can use to clear up confusion when the text gets tough. Teachers learn to leverage complex, nonfiction texts to help students challenge the claims of nonfiction authors, be challenged by them, and skillfully make up their own minds. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Screencasting and Digital Lesson Design**

This training will introduce participants to a simple, three-step model for digital lesson design. They will see an example of the model in use, then recreate and apply the model in their own classrooms. Participants will learn about using various screencasting tools to capture and enhance content from the computer screen for their students. 4 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Tapping Into the Four Lenses of Learning**

This training will Look through the Human, Language, Meaning-Centered, and Social Lens of learning will help increase student engagement in our online classrooms. In this training, we will learn strategies and tech tools to activate prior knowledge, incorporate vocabulary discussion, and provide opportunities for collaboration in a virtual learning environment. Strategies and Tools include but are not limited to: Hyperdocs, Choice Boards, Wakelet, Agreement Circles, Inside Out, Brain Dump. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Text-Dependent Analysis (TDA)**

- **Building Blocks for TDA K-2**

This training requires participants to dig deep into the ELA standards at grades K-2 and examine how the reading elements evident in these standards lay the groundwork for writing tasks in the upper elementary grades. The session also takes participants through discussion of best literacy practices at this grade span and asks participants to develop their own close reading/close text thinking lesson for their classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **TDA Cadre of Experts**

This is an on-going training over time that is developed specifically to meet the needs of the audience with prerequisite knowledge of TDA in place. Our Educational Programs department will lead the process for working with district leadership to dig deeper into the process for instruction and assessment in TDA for school improvement in English and Language Arts.

- **TDA K-2: Deconstructing the Standards**

What does preparing for the skills needed to write a TDA look like in grades K-2? How can we start preparing young learners for the demands of the TDA? This interactive session walks participants through the process of deconstructing the K-2 reading and writing standards in efforts to engage in conversation about what TDA preparation can look like in the early grades.

- **TDA Leveled Trainings**

- **TDA Level I**

This full-day introductory training introduces the underlying components and purpose of a TDA to new teachers in the ELA classroom. Teachers will work with complex texts and dive into resources available for guiding TDA instruction in their classrooms.

- **TDA Level II**

TDA Level II Training is designed to refocus and remind teachers who have been working with rigorous instruction of text dependent analysis that preparation for the state assessment occurs daily in our instruction. Participants revisit the three components of TDA instruction and carefully consider the development of TDA prompts in correlation with the reading elements of the ELA standards. Participants engage in selecting appropriate texts based on reading elements, designing their own TDA prompt, and finally designing a full, carefully articulated lesson to elicit a proficient student response on the essay component. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **TDA Level III**

This session is tailored to fit the needs of veteran ELA teachers in grades 4-8 as they dive deeper into the analysis and writing components of TDA instruction and assessment.

Social-Emotional Learning, School Climate & Safety

- **40 Developmental Assets**

This training is meant to guide staff members in teaching and supporting the whole child through the 40 Developmental Assets from the Search Institute. The 8 categories of Assets include the four external categories of *Support, Empowerment, Boundaries & Expectations*, and *Constructive Use of Time* and the four internal categories of *Commitment to Learning, Positive Values, Social Competencies, and Positive Identity*.

- **Basics of Trauma Informed Care**

Trauma Informed Care covers the basics of Trauma through courses and information offered by our social workers, Lakeside Global, and PDE recommendations in Trauma.

- **Basics of Youth Mental Health First Aid**

Youth Mental Health First (YMHFA) covers the abridged basics of the 8-hour course offered by the National Council of Behavioral Health (a certificated program). The basics presentation does not have all the activities and

workbook, just the information and statistics about Mental Health and the ALGEE (Assess, Listen, Give, Encourage, Encourage) method for triaging situations.

- **Chronic Absenteeism**

In this training, we will review the problems and negative effects chronic absenteeism has on the students, classroom, school, family, and community as well as the research findings. We will evaluate what works and does not work ultimately creating an outline of a multi-system of support plan for absenteeism. Participants will obtain a wide range of resources to support their plan including possible approaches, motivations, and parent/community supports. 4 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **School Safety Trainings**

Training opportunities in school safety will be scheduled periodically, if anyone has a desire for particular training, please let us know and we will accommodate the request if possible.

- **SEL and Trauma: Trauma Deep Dive (micro-session)**

In this micro-training, participants will learn how trauma affects students and how to incorporate trauma informed SEL into instruction. Two (2) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Social Emotional Learning Practices**

Social-Emotional Learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. This course will give you knowledge in each area of social emotional learning and how to implement best practices of SEL within your classroom. Seven (7) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **The Achievement Mindset**

When we think about reaching and teaching students in poverty, what are the greatest factors in their success? Where does individual teacher expectations of their students' success fall in the ranking of factors? Through this four-hour training, teachers will assess their understanding of how poverty impacts student learning and learn how to set gutsy goals for ALL of the students in their classroom. Participants will also learn key strategies for how to set micro-goals for their students and how to ultimately help students self-manage these goals on the path to reaching high expectations. 4 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

STEAM & Computer Science

- **Breakout EDU**

This is an Escape Room for the Classroom. Looking for a way to bring gamification into the classroom? Want to engage students in critical thinking skills and teamwork? Available for all ages and content areas.

- **Carnegie STEM Pathway**

An initiative built on the belief that school systems can improve STEM education practices through a positive, collaborative approach. The Pathway includes a tool and process for evaluating current STEM programming and creating a practical plan for improvement, while supporting teacher professional development and district-to-district mentoring.

- **CMU CS Academy**

This workshop provides a deep dive into the CMU CS Academy curriculum and covers topics CS pedagogy, empowering student creativity, collaborating in a CS classroom, differentiating CS instruction for students with disabilities, etc.

- **Collaboration: Efficient and Effective Use of Tech Tools (micro-session)**

In this micro-training, participants will learn about tech tools like BreakoutEDU, Explain Everything and Yammer to foster better collaboration amongst students. Two (2) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Common Sense Education**

A free K-12 Digital Citizenship Curriculum to help students learn to communicate and collaborate safely and responsibly online. In addition, it's a great resource for teachers to use to effectively implement technology in the classroom.

- **Communication: Efficient and Effective Use of Tech Tools (micro-session)**

In this micro-training, participants will learn to use tech tools like Bloomz, ParentSquare, Seesaw, Classtag, ClassDojo, TalkingPoints, and Remind to better communicate class progress with parents and students. Two (2) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Computer Science in PA K-8 Pathway (48 Hour Cohort Series)**

The Pathway supports K-8 educators involved with Computer Science instruction, whether as stand-alone classes or by integrating Computer Science concepts and practices into other content-area instruction.

- **Creating a Classroom Website**

Communicate with students and parents outside the four walls of the classroom through the use of a Smore newsletter, Weebly, Google Classroom, or Google Sites.

- **Creating VR Content for the Classroom**

Using a 360-degree camera and newly released (Fall 2018) Google Expeditions Tour Creator, students can tell a story or share their learning in a unique and exciting way- by creating a virtual reality tour. We'll explore what apps and content are currently available and how teachers (and students) can "get in the driver's seat" and start creating their own VR content.

- **CS Fundamentals K5 Code.org**

Introduction to computer science, pedagogy, overview of the online curriculum, teacher dashboard, and strategies for teaching "unplugged" classroom activities.

- **CS Script**

The Strategic CSforALL Resource & Implementation Planning Tool — is a framework to guide teams of district administrators, school leaders, and educators through a series of collaborative visioning, self-assessment and goal-setting exercises to create or expand upon a computer science education implementation plan for ALL students.

- **Differentiation: Efficient and Effective Use of Tech Tools (micro-session)**

In this micro-training, participants will learn about tech tools like Actively Learn, Newsela and Bada Boom to assist with differentiating instructions for learners. Two (2) Act 48 Hours will be awarded upon completion of tasks embedded throughout the training and feedback/evaluation form.

- **Educational Technology Tools**

- **Learn EdTech I**

This training takes participants through 30-minute instructional videos about various Edtech tools and resources: Flipgrid, Voxer, Kaizena, Microsoft Teams, Padlet Quizlet, and Educreations. Participants learn, brainstorm, and apply their new knowledge by creating lesson plans that integrate these innovative tools and resources. They will be asked to brainstorm and identify application of these tools in their classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Learn EdTech II**

This training engages participants in a variety of learning opportunities through 30-minute instructional videos about various Edtech tools and resources: Zoom, CK-12, Popplet, Hyperdocs, Screencastify,

Discovery Education, StartSole, and OER Commons. They will be asked to brainstorm and identify application of these tools in their classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Engineering by Design**

A comprehensive K-12 solution for integrating Science, Technology, Engineering, and Mathematics. Aligned to Next Generation Science Standards & Standards for Technology Literacy.

- **Google**

- **Google Basics 1**

This training teaches participants the basics of using Google Drive, Docs, Slides, and Forms. Participants listen to instructional videos, complete a skills challenge for each Google Application, and reflect on each skills challenge. By the end of the training, participants will have a Google Doc, Google Slide and Google Form ready to use in their classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Google Basics 2**

In this asynchronous training participants will learn how to operate the tools and features in Google Sheets to create spreadsheets, sort and analyze data collection, share the spreadsheet for collaboration purposes, and consider how to use this application in their classroom. Learners will also create a Google Site, learn how to navigate the features in a Site, and embed materials into a Site. The Gmail/Calendar portion of the learning experience will expose participants to organizational features in these applications to enhance workflow and collaboration. An introduction to Google Meet and some practical suggestions for successful synchronous lessons and meetings are included in this training, followed and concluded by a useful section on creating channels, playlists, and using YouTube in a classroom. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Google Certified Educator Level 1 Bootcamp**

Part 1 of this bootcamp teaches participants the basics of using Google Drive, Docs, Slides, and Forms. Participants will listen to instructional videos, complete a skills challenge for each Google Application and reflect on each skills challenge. By the end of Part 1, participants will have a Google Doc, Google Slide, and Google Form ready to use in their classroom. In moving on to Part 2, participants will learn how to operate the tools and features in Google Sheets to create spreadsheets, sort and analyze data collection, share the spreadsheet for collaboration purposes, and consider how to use this application in their classroom. Learners will also create a Google Site, learn how to navigate the features in a Site, and embed materials into a Site. The Gmail/Calendar portion of the learning experience will expose participants to organizational features in these applications to enhance workflow and collaboration. An introduction to Google Meet and some practical suggestions for successful synchronous lessons and meetings are included in this training, followed and concluded by a useful section on creating channels, playlists, and using YouTube in a classroom. Part 3 of this bootcamp concludes with learning on Google Classroom and how to set up a classroom, create and assign interactive assignments, differentiate assignments, and more. 18 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Google Classroom 1**

This training teaches participants the basics of setting up a Google Classroom and assigning interactive work to their students. Participants complete assignments in Classroom using Docs, Slides, and Forms, then they listen to instructional videos explaining how the creation and distribution of the assignments. Ultimately, participants create their own Google Classrooms and submit evidence of their created class. 4 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Google Classroom 2**

This training expands on the basics taught in the first Google Classroom session. Participants review a variety of engaging instructional tech tools that can be integrated into Google Classroom, learn how to use the grading features in Classroom, and incorporate interesting add-ons to make your Google

Classroom an effective and highly engaging learning space. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Hyperdocs**

In this training participants will learn about what hyperdocs are, their purpose, their multiple design structures, and the tech tools that help meet instructional objectives in a hyperdoc. They will also experience completing a hyperdoc from the perspective of a learner, and finally, have an opportunity to apply their learning through creation of their own hyperdoc, either from a template, or from scratch. 7 Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **iPad Apps: Transform the Classroom**

Apps for teachers to use for classroom management; curriculum supplements; flipped classroom experiences; formative assessment; or for students to create with technology instead of always consuming. Examples include Class Dojo, iTunesU, Nearpod, Plickers, Educreations, Book Creator, Sock Puppets, iMovie.

- **Makey Invention Literacy Workshop**

A hands-on learning experience where participants will learn how to teach Invention Literacy, Making, and Design Thinking using the award winning Makey invention kit.

- **Nearpod Bootcamp**

Interactive Presentation and Assessment Tool. Create a presentation which includes quizzes, polls, videos, drawing boards, web content, etc. A great way to engage and give a voice to ALL students!

- **PA Rural Robotics Initiative**

An educational consortium of Western PA schools based out of Franklin, PA. With a goal of collaboratively working across the region to create sustainable, world-class STEM education experiences to prepare students for 21st-century careers.

- **Screencasting: Efficient and Effective Use of Tech Tools (micro-session)**

In this micro-training, participants will learn how to incorporate screencasting into instruction along with the best practices of effective screencasting. Two (2) Act 48 Hours will be awarded upon successful completion of tasks embedded throughout the training and feedback/evaluation form.

- **Start Sole (Self Organized Learning Environments)**

An instructional tool and platform to help draw on children's natural curiosity to create a dynamic space to learn, interact, and develop critical problem-solving skills.

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