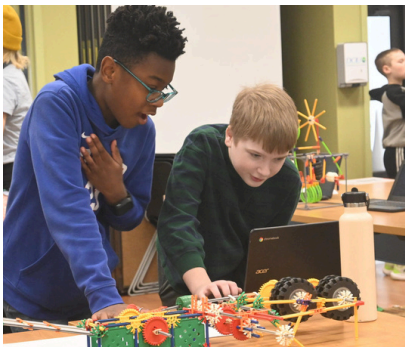










2026-2027

Teaching & Learning

PROFESSIONAL DEVELOPMENT PLANNING GUIDE

DCIU

Empowering Partnerships For Education

DCIU

Empowering Partnerships For Education

Teaching & Learning Leadership Team



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Request Services from DCIU Teaching & Learning

Districts who wish to request services can do so by completing the request for service form.

Our team is available to guide you through the process, ensuring that each district receives the appropriate support tailored to their unique needs.

Teaching and Learning Request Form

Register for Countywide DCIU PD Events on Frontline

Educators and administrators can register for upcoming workshops and networks through Frontline.

These open learning opportunities are designed to support professional growth and collaboration across districts. Our team curates sessions that respond to current needs in the field while creating space for participants to engage, reflect, and apply their learning in meaningful ways.

DCIU Frontline Registration

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NETWORKING DATES AND SCHEDULED WORKSHOPS



26-27 CURRICULUM DIRECTORS' MEETINGS

Colleagues across Delaware County who are responsible for curriculum and instruction in their districts are invited to join us at DCIU for monthly Curriculum Directors' Meetings to:

- Network with administrators in similar roles across the county
- Discuss current trends related to curriculum, instruction, and assessment
- Share problem-solving approaches
- Stay updated on PDE initiatives and requirements

Schedule of Meetings

Regular meetings are 8:30 a.m. - 10:30 a.m. Network meeting follows until 12:00 p.m.
**Joint Curriculum & Student Services Directors' Meeting, 9:00 a.m. - 11:30 a.m.*

September 16, 2026
Literacy Leaders Network

October 14, 2026
STEELS Leaders Network

November 18, 2026
Mathematics Leader Network

January 20, 2027
Literacy Leaders Network

February 17, 2027
Mathematics Leader Network

March 17, 2027*
STEELS Leaders Network

April 14, 2027
Literacy Leaders Network

May 19, 2027
Mathematics Leader Network

For More Information

Sara Christianson
schristianson@dciu.org
610-938-9000 ext. 2063

Meeting Location

DCIU Morton Campus
200 Yale Ave.
Morton, PA 19070
Room 150-151



26-27 SPECIAL EDUCATION AND PUPIL SERVICES DIRECTORS' MEETINGS

Colleagues across Delaware County who are responsible for special education and pupil services in their districts are invited to join us at DCIU for monthly Special Education and Pupil Services Directors' Meetings to:

- Network with leaders in similar roles from across the county
- Engage in supportive problem-solving on topics or experiences shared
- Stay updated with important information from PDE/Bureau of Special Education

Schedule of Meetings

Regular meetings are 9:30 a.m. - 11:30 a.m.
**Joint Curriculum & Student Services Directors' Meeting*

September 23, 2026	February 24, 2027
October 21, 2026	March 17, 2027*
November 19, 2026	April 21, 2027
January 27, 2027	May 26, 2027

Meeting Location

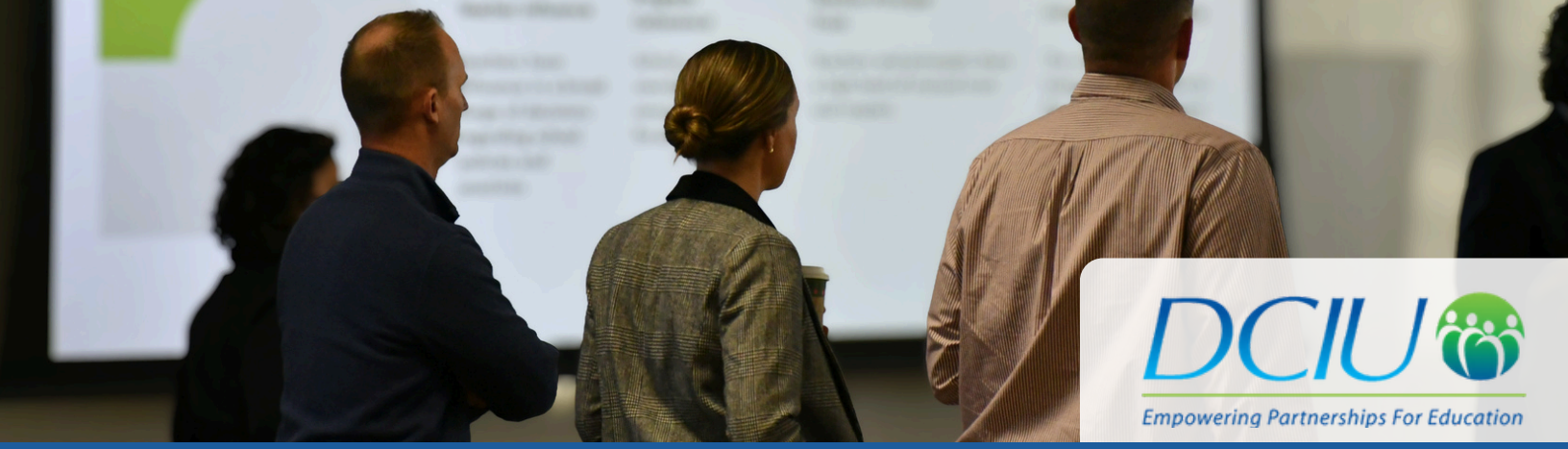
DCIU Morton Campus
200 Yale Ave.
Morton, PA 19070
Room 150-151

Register to Attend

For More Information

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kgallahan@dciu.org
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Heather Collins
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610-938-9000 ext. 2061



26-27 PRINCIPALS' MEETINGS

Principals and Assistant Principals across Delaware County are invited to join us at DCIU for monthly Principals' Meetings for the 2026-27 school year.

- Network with principals and assistant principals from across the county
- Discuss current trends and topics in education
- Share best practices and innovative strategies
- Stay updated on PDE initiatives and requirements

Schedule of Meetings

All meetings are 8:30 a.m. - 10:30 a.m.

September 17, 2026	February 18, 2027
October 15, 2026	March 18, 2027
November 19, 2026	April 15, 2027
January 21, 2027	May 20, 2027

Meeting Location

DCIU Morton Campus
200 Yale Ave.
Morton, PA 19070
Room 150-151

For More Information

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Advanced Learners

Gifted Administrators' Network

Information sharing and networking related to district gifted services offered for 30 minutes following Student Services Directors meetings in October and April.

- **October 21, 2026**
- **April 21, 2027**

Gifted Support Teachers' Network

This network connects gifted educators with their peers and PDE/county liaisons regarding compliance and best practice in supporting gifted students throughout their education.

- **October 1, 2026**
- **January 13, 2027**
- **May 11, 2027**

Supporting Twice-Exceptional Learners: Strategies for Academic, Social, and Emotional Success

This workshop is designed for K-12 educators supporting students dually identified under Pennsylvania's Chapters 14 (Special Education) and 16 (Gifted Education). Participants will gain practical strategies to meet the academic, social and emotional needs of twice-exceptional (2E) students through strengths based instruction and inclusive classroom environments.

- **November 3, 2026 (Part 1 of 2)**
- **February 12, 2027 (Part 2 of 2)**

Behavior

Behavior Bootcamp/Intensive

The 2-Day Behavior Intensive is designed to equip classroom teachers with Tier 1 evidence-based practices that support positive student behavior and engagement. This training will focus on enhancing the physical classroom environment, establishing clear expectations and routines, and implementing active supervision strategies. Participants will also learn practical techniques for encouraging appropriate behaviors, responding effectively to inappropriate behaviors, and increasing student engagement.

- **August 11-12, 2026**

Check & Connect Preparation and Implementation

Check & Connect Preparation and Implementation Training provides administrators and leadership teams with a step-by-step guide to developing a solid implementation plan. This training is not designed for mentors and should be completed before Mentor Training. During the training, administrators and leadership teams will learn how to lead Check & Connect implementation with confidence, administer a systematic and structured intervention that is both data-informed and evidence-based, make change and increase student engagement by connecting a caring mentor to students at-risk of dropping out, and apply the conceptual framework for moving students toward successful school completion along the continuum of Attend, Engage, and Invest.

- **July 15, 2026**

Check & Connect Mentor Training

Check & Connect Mentor Training is an in-depth, competency-based training designed to provide mentors with the information, competencies, and skills needed to effectively support students at their site. For successful implementation, it is highly recommended that site leadership complete Preparation & Implementation training prior to prospective mentors completing Mentor Training.

Participants will learn about and understand the core components and elements of Check & Connect, role and expectations of the Check & Connect mentor, how to best meet the needs of the population of students they are mentoring, implementation procedures with fidelity, and skillls needed to be an effective mentor.

- **July 22, 2026**

Classroom Management Essentials: Supporting Learners with Proactive Practices

This training supports new teachers in building a strong foundation for effective classroom management. Participants will learn how to establish clear expectations, create consistent routines, and design systems that promote a positive, supportive learning environment for all students. Through practical strategies and real-world examples, teachers will gain tools to prevent challenges, respond effectively, and foster student engagement and success.

- **September 25, 2026**
- **October 23, 2026**

County-Wide PBIS Administrators' and Coaches' Networking Meeting

These sessions for administrators and building coaches will allow those implementing PBIS around the county to network regarding PBIS best practices. Important information will be shared regarding the Pennsylvania PBIS Network and behavior initiative. Schools and administrators will present on key implementation topics. Participants will be able to ask questions and seek supports regarding PBIS. Sessions are conducted and coordinated by the DCIU PBIS facilitators.

- **October 7, 2026**
- **March 17, 2027**

County-Wide Secondary PBIS Networking Meeting

This session for district/building administrators and coaches will allow districts implementing PBIS around the county to network regarding PBIS best practices in secondary settings. Important information will be shared regarding the Pennsylvania PBIS Network and behavior initiative. Administrators will present on key implementation topics. Participants will be able to ask questions and seek supports regarding PBIS.

- **January 12, 2027**
- **Inclement weather date: January 26, 2027**

Neurodiversity Network

(Combining Emotional Support and Complex Learner Networks)

The Neurodiversity network is an opportunity for professionals who work with children with Emotional Disturbance and/or Autism to collaborate with one another and learn new resources and tools to help in their daily work. Each session will share information on Mental Health/Social Emotional Wellbeing activities, instructional practices, and behavioral strategies that can be implemented in their classrooms.

- **October 14, 2026**
- **January 13, 2027**
- **April 7, 2027**
- **Inclement weather date: January 27, 2027**

Tier 1 PBIS Behavior Series

Join this Tier 1 PBIS Behavior Series designed for new team members or those who have not yet participated in the full two-day training, offering essential foundations and practical strategies for successful implementation. Build your knowledge of PBIS systems, teaming, and data practices through focused sessions, with opportunities for support along the way.

- **October 20, 2026 (10:30 a.m. - 12:00 p.m.):** The Role of the PBIS Coach
- **November 17, 2026 (12:00 p.m. - 1:30 p.m.):** Overview of Tier 1
- **December 15, 2026 (9:00 a.m. - 10:30 a.m.):** Office Hours
- **January 19, 2027 (10:30 a.m. - 12:00 p.m.):** Collecting and Using Data to Drive Tier 1 PBIS Practices and Systems
- **February 16, 2027 (12:00 p.m. - 1:30 p.m.):** Running PBIS Team Meetings
- **March 16, 2027 (9:00 a.m. - 10:30 a.m.):** Best Practices for Action Planning
- **April 20, 2027 (10:30 a.m. - 12:00 p.m.):** Reinforcement Systems
- **May 18, 2027 (12:00 p.m. - 1:30 p.m.):** Office Hours

All sessions are virtual.

Complex Learners

Building a Positive Classroom Community with your Multi-Disciplinary Team

This training supports special education teachers in strengthening collaboration and building a positive culture within their multi-disciplinary teams. The session focuses on creating a unified classroom commuity—bringing together paraprofessionals, outside agency staff, related service providers, families, and others—where every adult understands their role, feels valued, and works collectively toward shared goals. Participants will learn strategies to build trust, establish consistent communication routines, and foster a team culture that enhances student support and contributes to a more harmonious, effective learning environment.

- **August 20, 2026**
- **November 3, 2026**

How to Incorporate Complex Learners into the General Education Classroom (For Teachers)

This training provides general education teachers with practical strategies to effectively include and support students with complex needs in the classroom. Participants will explore inclusive instructional practices, differentiation techniques, and collaboration methods that promote access, engagement, and meaningful participation. The course emphasizes creating supportive learning environments, using evidence-based interventions, and fostering positive outcomes for all students.

- **August 26, 2026**

Unique Learning System Training Series

New Teacher Support: Join us for a learning opportunity to get started with ULS. This training will walk you through setting up your account, roster, and using the Planner. Connections between the assessment tools and resources available in the program will be discussed.

Experienced ULS Users: This training helps teachers refresh and define their practice through a deeper look at instructional planning, assessment, and data use wihin the Unique Learning System. Participants will revisit key features such as unit pacing, differentiated instructional levels, student profiles, benchmarks, and monthly checkpoints while sharing strategies to improve efficiency, alignment to IEP goals, and instructional impact in real classrooms.

- **August 18, 2026**, 9:30 a.m. - 11:30 a.m. (virtual) - Returning Teachers
- **August 19, 2026**, 8:30 a.m. - 11:30 a.m. (virtual) - New Teachers
- **November 2, 2026**, 9:00 a.m. - 3:30 p.m. (in-person) - Returning Teachers
- **November 2, 2026,** 9:00 a.m. - 3:30 p.m. (in-person) - New Teachers

Unique Learning Systems Personalized Support

Do your teachers need personalized support with implementing the program within their classroom? Reach out to contract for individual or small group coaching on implementation.

Write On! A Network for Supporting Student Writing & Communication

Write On! is a quarterly professional learning community designed to bring together special education teachers, speech-language pathologists, occupational and physical therapists, and administrators committed to expanding meaningful writing opportunities for students with complex needs. This collaborative network focuses on practical strategies, shared expertise, and innovative tools—including AAC, adapted writing supports, and assistive technology—to help all students access authentic, purposeful writing experiences. Participants will engage in idea sharing, problem-solving, and cross-disciplinary planning to strengthen inclusive practices and empower every student’s voice.

- **October 14, 2026**
- **December 9, 2026**
- **February 10, 2027**
- **April 7, 2027**

All meetings are 1:30 p.m. - 3:30 p.m.

English Learners

Book Study for Teachers with Multilingual Learners

Participants will take a deep dive into *Why Do English Learners Struggle With Reading? Distinguishing Language Acquisition from Learning Disabilities* by John J. Hoover, Leonard M. Baca, and Janette Kettman Klinger. Meetings will engage educators in dialogue, reflection, and action planning at the classroom, building, or district level to promote professional growth and systemic change.

- **October 8, 2026**
- **December 10, 2026**
- **February 18, 2027**
- **May 6, 2027**

All sessions are from 4:00 p.m. - 5:30 p.m.

Networking for Districts Coordinators of Multilingual Learners Programs

DCIU facilitates quarterly opportunities for district coordinators of programs for multilingual learners across the county to engage in discussion, collaboration, and problem solving around issues, initiatives, and trends affecting the education of multilingual learners and immigrants.

- **September 8, 2026** (in-person)
- **November 4, 2026** (Zoom)
- **February 3, 2027** (Zoom)
- **May 5, 2027** (in-person)

All sessions are from 9:00 a.m. - 10:30 a.m.

Networking for Teachers of Multilingual Learners

This is a networking for teachers of English learners, by teachers of English learners. DCIU facilitates monthly meetings for teachers of English learners countywide to seek and share expertise and to engage in collegial discussion around current research, initiatives, and trends affecting the teaching and learning of English learners.

- **September 17, 2026**
- **October 15, 2026**
- **November 12, 2026**
- **January 14, 2027**
- **February 11, 2027**
- **March 18, 2027**
- **April 15, 2027**
- **May 13, 2027**

All meetings are 3:30 p.m. - 4:30 p.m. on Zoom.

Title III Meetings for DCIU Consortium (Virtual)

DCIU serves as the Title III Consortium lead for schools that receive Title III funds. As consortium fiscal lead and partner, DCIU coordinates the Title III activities for consortium members, ensuring that funds are spent on carrying out goals and benefiting all consortium members. Quarterly meetings are held to support collaboration and transparency. Participants will engage with member LEAs to identify consortium activities and facilitate planning. Federal and state updates and guidance related to Title III requirements will be shared.

- **September 9, 2026**
- **January 6, 2027**
- **April 21, 2027**

All meetings are 9:00 a.m. - 10:30 a.m. on Zoom.

Literacy

Literacy Leaders' Network

The Literacy Leaders' Network convenes three times per year to keep educators, administrators, and curriculum directors informed about state-level developments in literacy education. This collaborative platform facilitates the exchange of current information, research-based practices, and valuable resources to enhance literacy education in our communities.

- **September 16, 2026**
- **January 20, 2027**
- **April 14, 2027**

All sessions are from 10:30 a.m. - 12:00 p.m.

Reading Specialists' PLC

We will continue to grow this Professional Learning Community (PLC) centered around the Science of Reading and Structured Literacy. A Professional Learning Community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.

- **October 21, 2026**
- **December 16, 2026**
- **February 24, 2027**
- **May 12, 2027**

All sessions are from 1:30 p.m. - 3:30 p.m.

Math

Financial Literacy

This interactive 3-hour professional development session is designed to equip K-5 educators with the knowledge, tools, and confidence to teach essential financial literacy skills in the classroom. Participants will explore core concepts including budgeting, saving, credit, debt management, and financial decision-making, with an emphasis on real-world application for students.

- **November 3, 2026**
- **February 12, 2027**

Math Interventionist PLC

The Math Interventionist PLC is a collaborative, job-embedded work session, bringing together interventionists from across districts in the county. Participants engage in recurring cycles of collective inquiry and action research to improve student outcomes. The focus is on actively working together to plan, implement, and refine interventions. This cross-district collaboration strengthens instructional impact and supports more responsive, targeted math intervention.

- **October 2, 2026**
- **November 6, 2026**
- **December 4, 2026**
- **January 8, 2027**
- **February 5, 2027**
- **March 5, 2027**
- **April 2, 2027**
- **May 7, 2027**

All sessions are from 1:00 p.m. - 3:30 p.m.

Mathematics Leaders' Network

The Math Leaders' Network is designed for school leaders committed to enhancing mathematics teaching and learning in their schools or districts. This collaborative professional learning community focuses on sharing effective instructional strategies to improve math outcomes for all students.

Participants will engage in discussions on best practices and explore innovative approaches to math instruction. The network aims to support leaders in creating a culture of continuous improvement in mathematics education by providing opportunities for collaboration, reflection, and professional growth.

- **November 18, 2026**
- **February 17, 2027**
- **May 19, 2027**

Multi-Tiered Systems of Support (MTSS)

Integrated Academic/Social Emotional Behavior MTSS Leaders Workshop Series

This four-part MTSS professional learning series is designed to strengthen systems, practices, and outcomes across intervention planning, data-based decision making, progress monitoring, and scheduling/logistics. Each workshop builds on the next to provide a comprehensive approach to effective MTSS implementation; however, participants may choose to attend the full series or select individual sessions that best align with their specific roles and needs.

- Workshop 1: MTSS Intervention Plans that Work
- Workshop 2: MTSS Data Meetings Across the Tiers
- Workshop 3: MTSS Progress Monitoring and Goal Setting
- Workshop 4: MTSS Master Schedule and Intervention Logistics

Cohort 1 Dates:

- **October 26, 2026**
- **December 7, 2026**
- **February 8, 2027**
- **April 5, 2027**

Cohort 2 Dates:

- **March 15, 2027**
- **May 10, 2027**
- **July 26, 2027**
- **September 21, 2027**

MTSS Foundations: Seeing the Full Picture

This training builds shared understanding of the four essential elements of MTSS across the domains of literacy, math and behavior: screening, progress monitoring, the multi-level prevention system, and data-based decision making. Participants will explore the infrastructure and support needed to implement them with fidelity. The day closes with a needs assessment to help teams honestly identify where they are on the implementation journey.

- **August 6, 2026**
- **January 20, 2027**

8:30 a.m. - 3:30 p.m.

Southeastern PA Regional MTSS Network

Join leaders virtually from seven counties for a collaborative MTSS Regional Networking Opportunity designed for Superintendents, Assistant Superintendents, Curriculum and Pupil Services Directors, Supervisors, School Principals, MTSS Coordinators, and Intervention Specialists. Participants will share ideas, challenges, and best practices, engage in a panel discussion with districts implementing MTSS, and take part in breakout sessions to discuss successes, challenges, and strategies.

- **Dates TBA for the 2026-2027 school year**

School Improvement

A-TSI/TSI Requirements & Support Network

Immediately following the monthly principals' meetings, we invite schools designated by the state as A-TSI and TSI for a one-hour hybrid (Zoom and in-person) session. The A-TSI /TSI Requirements & Guidance Support is a monthly session designed to help schools understand and meet state and federal improvement planning expectations. Each meeting will provide guidance, state updates, and practical resources to support the development, refinement, and implementation of required improvement plans while offering time for clarification and questions.

- **September 17, 2026**
- **October 15, 2026**
- **November 19, 2026**
- **January 21, 2027**
- **February 18, 2027**
- **March 18, 2027**
- **April 15, 2027**
- **May 20, 2027**

All meetings are 10:30 a.m. - 11:30 a.m.

Continuous Improvement Series for K-12 Schools

The DCIU Continuous School Improvement team is hosting a series of sessions to support A-TSI and TSI schools through each step of the planning process. These sessions will offer school leaders valuable guidance, information, and support to successfully navigate and complete their improvement plans. Schools are encouraged to sign up for a session to meet either in person at the DCIU or virtually. We look forward to working with school leaders to foster continuous growth and success.

- **March 2, 2027:** Data Analysis for your Needs Assessment (PVAAS, CDT, Firefly, Your Local Data)
- **March 16, 2027:** Goal Setting, Benchmarks, and Evidence-based Strategies
- **May 11, 2027:** Professional Learning, Complete and Review for Alignment of Plan
- **May 26, 2027:** DCIU guided review of plan draft and support preparing for school board presentation

All meetings are 9:00 a.m. - 12:00 p.m.

Secondary Transition

Delaware County Secondary Transition Coordinator Meeting

A Professional Learning Community that meets quarterly to share expertise and work collaboratively to improve and increase secondary transition planning activities and services for students with disabilities.

- **October 21, 2026**
- **December 16, 2026**
- **February 17, 2027**
- **April 14, 2027**

Delaware County Transition Coordinating Council

The purpose of the Local transition Coordinating Council is to coordinate and enable communication between adult service providers, educators, parents and community business leaders in order to share information and develop collaborative working relationships to support the transition needs of high school students with disabilities and their families who are seeking post-secondary training or education, employment opportunities and independent access to community resources.

- **October 21, 2026**
- **December 16, 2026**
- **February 17, 2027**
- **April 14, 2027**

Social Emotional Wellness

5th Annual School-Based Mental Health Workers' In-Service Day

Annual Spring PD Day with a variety of topics and guest speakers on the latest mental health needs.

- **May 18, 2027**

Empowering Peers to Nurture Social Skills in Students with Complex Needs: A Related Services Collaborative Workshop

Join us for an informative and valuable professional development opportunity designed specifically for school counselors, school social workers, speech language professionals, and gifted support teachers. This workshop centers around fostering friendship and belonging among students with varying social, emotional, and physical needs. Participants will walk away with tools for enhancing social skills while concurrently fostering empathy and leadership skills among peers of differing levels of ability. This is a two-part training.

- **October 12, 2026 (9:00 a.m. - 12:00 p.m.) - Part 1**
- **November 3, 2026 (12:30 p.m. - 3:30 p.m.) - Part 2**

Restorative Practices (RP) Collaborative

Join a collaborative space for school teams at any stage of their Restorative Practices journey. Come ready to problem-solve, share what's working, and learn from colleagues across schools. Topics we will explore include: integrating Restorative Practices into school culture and daily routines, facilitation and adaptation of restorative circles, responding to conflict and harm restoratively, getting the school community on board, and sustaining momentum beyond initial implementation.

- **September 30, 2026**
- **January 7, 2027**
- **May 5, 2027**

School Counselors' Network – Virtual

This forum for school counselors provides the opportunity to discuss common issues, ask questions, determine best practices, and share program ideas among peers.

- **September 29, 2026**
- **December 8, 2026**
- **January 12, 2027**
- **March 9, 2027**
- **April 13, 2027**

STEELS Leaders' Network

The STEELS Leaders' Network convenes three times a year to keep educators, curriculum directors, and administrators informed about state-level developments in Science, Technology & Engineering, Environmental Literacy, and Sustainability (STEELS) education. This collaborative platform facilitates the exchange of current information, innovative practices, and valuable resources to enhance STEM education in our communities. The STEELS Leaders' Network will be offered both in-person and virtually via Zoom.

- **October 14, 2026** (10:30 a.m. - 12:00 p.m.)
- **March 17, 2027** (11:30 a.m. - 1:00 p.m.)

STEM Professional Learning Community (PLC)

Join our STEM Professional Learning Community (PLC), a dynamic monthly gathering for educators passionate about innovation in STEM education. This collaborative space is open to teachers, librarians, instructional coaches, and all educators interested in exploring cutting-edge practices across science, technology, engineering, and mathematics.

Each session will highlight emerging topics such as computer science, artificial intelligence, engineering design, robotics, drones, and more—while providing dedicated time for collaboration, discussion, and sharing of classroom strategies. Participants will have opportunities to exchange ideas, problem-solve together, and learn from one another's experiences in a supportive, collegial environment.

Whether you're just getting started or already implementing advanced STEM initiatives, this PLC offers a space to grow your practice, stay current with trends, and connect with like-minded professionals. Come ready to collaborate, experiment, and be inspired.

- **October 21, 2026**
- **November 18, 2026**
- **December 16, 2026**
- **January 20, 2027**
- **February 17, 2027**
- **March 17, 2027**
- **April 21, 2027**
- **May 19, 2027**

All sessions are held virtually from 3:00 p.m. - 4:00 p.m.

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TUNE-IN TUESDAY

Live Weekly

Stay Curious. Stay Inspired. Stay tuned in.

"Tune-In Tuesday" is a dynamic, before-school virtual professional learning series that provides educators with ongoing access to innovative ideas, emerging trends, and effective instructional practices throughout the school year.

Each session spotlights one content area or instructional focus, including:

- Math
- Science
- Literacy and writing
- Effective classroom strategies

With new topics every week and one registration for the full series, educators can tune in to the sessions most relevant to their work and interests throughout the year.



ACCESSIBLE BY DESIGN

A District Implementation Series for WCAG 2.1 AA Compliance

Ensuring digital accessibility will soon be a required part of how school districts communicate and teach. This series supports district teams in making managegable progress toward compliance in focused phases across the year.

THIS SERIES WORKS ACROSS THREE INTEGRATED COMPONENTS

Community of Practice

District teams are invited to think about accessibility concepts, apply them to local context, identify priorities, and learn from peers.

Accessible by Design Kickoff
October 1, 2026

Navigating High-Risk Digital Assets
November 5, 2026

Ensuring Accessible Instructional Materials
January 7, 2027

Building Sustainable Accessibility: What's Working and What Comes Next
April 1, 2027

Topic Aligned Trainings

Districts can identify who should participate in topic-aligned trainings based on the work done in Community of Practice sessions.

Improving Website Accessibility and Fixing High-Risk Web Content
December 3, 2026

Accessible Instructional Materials Implementation Lab
February 12, 2027

It's Not Just Us: Vetting Third-Party Providers for Accessibility
March 4, 2027

On Demand Skills Library

Participants will receive access to a series of short, pre-recorded video trainings released throughout the year to support just-in-time learning and application.

- Creating Accessible Web Content with Finalsite
- Creating Accessible Newsletters with Smore
- Captioning and Video Accessibility Basics
- Accessible Documents in Google Workspace
- Accessible Documents in Microsoft Word
- Accessible PDFs
- Accessible PowerPoint Slides
- Accessible Google Slides

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SAFETY-CARE™ TRAINING

Register Now

Initial Two-Day Training

This two-day course provides a broad set of methods and techniques for reducing the likelihood of behavioral crisis and improving staff safety. Staff will learn, practice, and demonstrate competency in differential reinforcement and basic preventative safety. They will learn how to safely cope with serious behavioral incidents that include: basic physical releases, leadership during behavioral crises, and procedures for safe holding. Trainees who successfully pass the course will receive a Safety-Care training certificate. Re-certification is required annually through a re-certification training.

August 19-20, 2026
September 21-22, 2026
October 19-20, 2026
December 10-11, 2026
February 25-26, 2027
April 8-9, 2027
June 2-3, 2027

8:00 a.m. - 3:30 p.m.

DCIU Morton

Re-Certification Training

This one day training provides a complete overview of the initial Safety-Care training curriculum. Participants must demonstrate competency in all areas of Safety-Care curriculum and will be tested for proficiency through the demonstrated competencies and a written test. Upon successful completion of the course, participants will maintain their certification for one full year. The one-day re-certification course is required annually.

September 17, 2026
October 22, 2026
November 18, 2026
December 11, 2026
February 4, 2027
March 12, 2027
May 12, 2027
June 3, 2027

8:00 a.m. - 4:00 p.m.

DCIU Morton



Mental Health FIRST AID
from NATIONAL COUNCIL FOR MENTAL WELLBEING

YOUTH MENTAL HEALTH FIRST AID TRAINING

Youth Mental Health First Aid is an early intervention public education program. It teaches adults how to recognize the signs and symptoms that suggest a potential mental health challenge, how to listen nonjudgementally and give reassurance to youth who may be experiencing a mental health challenge, and how to refer a person to appropriate professional support and services.

TRAINING DETAILS

July 16, 2026,
July 23, 2026,
August 18, 2026, or
August 26, 2026

8:30 a.m. - 3:30 p.m.

No cost to Delaware County schools and youth-serving organizations.

DCIU Morton

DCIU
Empowering Partnerships For Education

NOVEMBER 3RD COUNTYWIDE IN-SERVICE DAY

November 3rd Countywide In-Service Day

Literacy

Fundations Workshops

Full-day

Tailored workshops for grade levels provide essential training in the Wilson Fundations program. These workshops offer a deep dive into the structured literacy techniques that support the development of phonemic awareness, phonics, word study, and handwriting skills in young learners.

Structured Literacy: The Building Blocks of Literacy Instruction

8:30 a.m. - 11:30 a.m.

This professional learning experience explores all components of the five pillars of literacy and diving deep into Scarborough's Reading Rope, with attention to both word recognition (phonological awareness, decoding, and sight recognition) and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Participants will engage in hands-on, multi-modal activities that model effective instructional practices and student engagement strategies rooted in structured literacy practices. The session emphasizes practical, classroom-ready approaches educators can use to support students in developing strong, interconnected literacy skills.

Make Writing Work in Your Classroom

8:30 a.m. - 11:30 a.m.

Grades 6-12 teachers in all content areas will learn how to incorporate meaningful writing into their instruction without turning their classroom into an ELA class or requiring major shifts to their curriculum. Grounded in Collins Writing, this session focuses on simple, manageable strategies that support student thinking through writing across disciplines.

Participants will explore how to embed short, purposeful writing tasks into daily lessons to strengthen comprehension, deepen content understanding, and improve communication skills. This workshop emphasizes the natural connection between reading, writing, speaking, and listening in every classroom.

Teachers will leave with ready-to-use routines and strategies that can be implemented immediately—no extensive grading or additional workload required.

TDA in Action

12:30 p.m. - 3:30 p.m.

Grades 4-8 ELA teachers will strengthen their Text-Dependent Analysis (TDA) instruction by building a practical, classroom-ready toolkit. This session moves beyond simply “teaching the prompt” and instead focuses on developing strong, consistent writers through daily practice. Teachers will explore how to intentionally blend reading comprehension with structured writing techniques, using strategies grounded in Collins Writing.

Participants will engage in ready-to-use routines, scaffolds, and high-impact activities that support students in analyzing texts, developing clear aims, and writing with evidence. Teachers will leave with concrete strategies they can implement immediately to improve student writing outcomes.

The Evolving Science of Reading: Building a Continuum from Foundations to Fluent Thinking

12:30 p.m. - 3:30 p.m.

Educators will explore the key ideas from *The Evolving Science of Reading* by Anthony Fitzpatrick, Ed.D, and examine how a fragmented approach to literacy instruction can limit student growth. Participants will learn how to align foundational skills, language development, fluency, and comprehension into a cohesive K-12 continuum that supports all learners. The session will provide practical strategies and tools to strengthen instructional coherence, student understanding, and critical thinking.

Math

Financial Literacy

8:30 a.m. - 11:30 a.m.

This interactive three-hour professional development session is designed to equip K-5 educators with the knowledge, tools, and confidence to teach essential financial literacy skills in the classroom. Participants will explore core concepts including budgeting, saving, credit, debt management, and financial decision-making, with an emphasis on real-world application for students.

Collaborative Math Spaces

12:30 p.m. - 3:30 p.m.

Invites grades 6-12 educators to reimagine their classrooms as dynamic environments where mathematical thinking is built together. In this session, participants will explore structures, routines, and tools that foster student discourse, shared problem-solving, and a culture of mathematical curiosity—leaving with practical strategies ready to implement tomorrow.

Science

Make Your Science Local: Bringing Real-World Environmental Investigations into Your Classroom

8:30 a.m. - 11:30 a.m.

Looking for ways to make environmental science feel real and relevant to your students? This session focuses on simple, ready-to-use tools that help students explore their own community through data, maps, and storytelling—no technical background required. Participants will see how interactive maps and a ready-made Delaware County resource can spark authentic investigations tied to environmental literacy, sustainability, and science standards (including STEELS). Students can examine local issues, analyze real data, and tell the story of their community in a way that builds both scientific thinking and a strong sense of place.

Supports for Teaching Environmental Literacy and Sustainability

12:30 p.m. - 3:30 p.m.

Immerse yourself as a learner of environmental literacy and sustainability. Experience tools and resources that can be borrowed from the STEM Lending Library to enhance your EL&S lessons.

Technology and Engineering

STEM Mashup Challenge

8:30 a.m. - 3:30 p.m.

Join us for the STEM Mashup Challenge—a dynamic professional development experience designed to show educators how STEM belongs in every classroom, not just science and math. Teachers will tackle real-world community problems using the Engineering Design Process, Computational Thinking, and Computer Science frameworks—experiencing the learning exactly the way their students would. Through a hands-on design challenge, participants will prototype solutions, analyze data, and pitch their ideas in a collaborative, competition-style showcase. Every content area—from ELA and Social Studies to Arts and Math—has a seat at the table, making this training relevant for every teacher in your building. This immersive experience will have participants leave with practical tools, ready-to-learn lesson connections, and a concrete plan for bringing cross-curricular STEM experiences to their own students.

Social Emotional Wellness

Anxiety in the Classroom: Recognizing Barriers and Supporting Student Success

8:30 a.m. - 11:30 a.m.

This workshop will explore the complexity of anxiety, focusing on signs and symptoms, and how anxiety manifests in school settings. Educators and counselors will examine how anxiety is a social, emotional, and behavioral barrier to learning. Participants will leave with tools and techniques to address anxiety proactively and help students navigate mental health challenges.

Celebrating Differences: Understanding Neurodiversity in Schools

12:30 p.m. - 3:30 p.m.

Not all brains work the same, and that's something to celebrate. This workshop explores neurodiversity and the many ways students think, learn, and process information. Participants will gain insight into common neurodivergent profiles, including Autism Spectrum Disorder, ADHD, learning differences, and sensory processing differences. The session will also provide practical, classroom-ready strategies to help educators create inclusive, responsive learning environments that meet the needs of all students. By the end of the workshop, participants will have a deeper understanding of neurodiversity and leave with actionable tools to promote belonging, flexibility, and success for every learner.

Paraprofessionals

Prompt Hierarchy

8:30 a.m. - 11:30 a.m.

This training reviews the concept of the prompt hierarchy, helping participants understand different levels of prompts and when to use them. Through examples and hands-on activities, participants will practice applying prompts effectively and learn to recognize the impact of over-prompting or under-prompting on learning and independence. By the end, attendees will be able to select and implement prompts that support skill acquisition while prompting learner autonomy.

De-Escalation Strategies for Paraprofessionals

12:30 p.m. - 3:30 p.m.

De-escalation is a critical skill that helps maintain a safe, supportive learning environment and prevent situations from escalating into crisis. This training session will provide hands-on practice to defuse challenging behavior. Participants will engage in role play scenarios to apply strategies in real time and build confidence in supporting student regulation and safety at school.

Special Education

How to Incorporate Complex Learners into the General Education Classroom

(for teachers and paraprofessionals)

8:30 a.m. - 11:30 a.m.

This training provides special education teachers and paraprofessionals with practical strategies to effectively include and support students with complex needs in the classroom. Participants will explore inclusive instructional practices, differentiation techniques, and collaboration methods that promote access, engagement, and meaningful participation. The course emphasizes creating supportive learning environments, using evidence-based interventions, and fostering positive outcomes for all students.

Elevatus-Sexuality Education Training

(for teachers and paraprofessionals)

12:30 p.m. - 3:30 p.m.

This professional development session equips special educators with the knowledge and practical strategies to deliver developmentally appropriate, inclusive, and legally compliant sexuality education for students with disabilities. Participants will gain knowledge about sexuality and specific issues for people with developmental disabilities, explore their own values and attitudes regarding sexuality and people with developmental disabilities, and explore ways to communicate about sexuality with people with developmental disabilities and their parents/guardians.

Advanced Learners

Supporting Twice-Exceptional Learners: Strategies for Academic, Social, and Emotional Success

12:30 p.m. - 3:30 p.m.

This workshop is designed for K-12 educators supporting students dually identified under Pennsylvania's Chapters 14 (Special Education) and 16 (Gifted Education). Participants will gain practical strategies to meet the academic, social, and emotional needs of twice-exceptional (2E) students through strengths based instruction and inclusive classroom environments.
Part 2 of this workshop is February 12, 2027.

English Learners

Considerations for Multilingual Learners with Disabilities

8:30 a.m. - 3:30 p.m.

In this collaborative professional development session, we will address the legal precedent for the Dual Identification of English Learners who also have disabilities and may qualify for special education services. We will consider the distinction between language and disability concerns that can cause a barrier to learning content, the identification process for both sides, instruction and assessment of ELs with disabilities, and working with families and communities of ELs with disabilities.

Social Studies

Bringing History to Life: Leveraging Local Resources for Authentic Social Studies Instruction

8:30 a.m. - 3:30 p.m.

This full-day professional development session at the Colonial Plantation in Ridley Creek State Park, immerses 6-12 social studies teachers in hands-on, place-based learning experiences designed to deepen historical understanding and student engagement. Participants will explore how to leverage local historical sites, artifacts, and primary sources to create meaningful connections between past and present, bringing curriculum to life in authentic ways. Through guided tours, interactive demonstrations, and collaborative planning, educators will develop strategies for integrating regional resources into their instruction, fostering inquiry, critical thinking, and a stronger sense of historical relevance for their students.

Related Services

Empowering Peers to Nurture Social Skills in Students with Complex Needs: A Related Services Collaborative Workshop (Part 2)

12:30 p.m. - 3:30 p.m.

Join us for an informative and valuable professional development opportunity designed specifically for school counselors, school social workers, speech language professionals, and gifted support teachers. This workshop centers around fostering friendship and belonging among students with varying social, emotional, and physical needs. Participants will walk away with tools for enhancing social skills while concurrently fostering empathy and leadership skills among peers of differing levels of ability. This is a two-part training.

Part 1 of this workshop is October 12, 2026.

Art Teachers

DCIU is continuing its partnership with The Community Arts Center for a workshop designed exclusively for K-12 art teachers in Delaware County. Details are currently being finalized by the artist and will be available at dciu.org/register.

Health and Physical Education Teachers

DCIU is committed to having a workshop for K-12 Health and Physical Education (HPE teachers) and is working alongside the Health and Physical Education Advisor through PDE to bring a meaningful workshop to Delaware County. Details are currently being finalized by the artist and will be available at dciu.org/register.

School Nurses

A School Nurses' Job-Alike session will be offered as part of the November Countywide In-Service, providing an opportunity for nurses to collaborate, share practices, and engage in targeted professional learning. This session will focus on common dermatological conditions in school settings, with an emphasis on identifying when exclusion is necessary and when conditions are non-contagious. Participants will gain practical guidance to support student health decision-making and ensure consistency in practice. The session may include a guest expert and will be designed to support real-world application in school health offices.

SERVICES AND SUPPORT

Customized support for schools and districts, networking opportuntiies, and student events in each content area.

Customized Services Across Content Areas

Instructional Coaching

Instructional coaching services are designed to empower educators with the strategies, tools, and reflection they need to create effective learning environments. Our coaches partner with teachers and leaders to support instructional practices, classroom management, student engagement, and progress monitoring with a focus on improving student outcomes.

Grounded in research from Jim Knight, Elena Aguilar, and Joellen Killion, our coaching model includes an initial goal-setting meeting followed by a series of observation and feedback cycles.

Curriculum Development

DCIU partners with school and district teams to design, revise, and evaluate curriculum that is rigorous, standards-aligned, and inclusive of all learners. Our specialists support curriculum writing, facilitate professional learning, and guide implementation to ensure teachers have a clear and effective roadmap for student success.

Audits and Program Reviews

DCIU's Teaching & Learning audit services evaluate instructional systems and programs to strenthen alignment, coherence, and student outcomes. Services include:

- Review of curriculum and instructional programs across content areas
- Evaluation of assessment systems (screening, benchmarking, formative/summative)
- Analysis of early childhood literacy initiatives
- Review of secondary programming, including college and career readiness pathways
- Evaluation of English Language Development (ELD)/multilingual learner programming
- Assessment of gifted programming
- Review of Multi-Tiered Systems of Support (MTSS) frameworks
- Evaluation of special education systems and compliance practices
- Analysis of equity, access, and inclusive practices
- Review of student support services, including counseling and climate initiatives
- Assessment of leadership structures and decision-making systems
- Evaluation of professional learning systems and instructional coaching models
- Analysis of data systems and data-driven practices
- Review of innovative learning environments and insturctional models
- Recommendations to improve instructional effectiveness and alignment

Assistive Technology Supports and Services

Support Educators

- Training and support for district teams in selection, acquisition, and use of assistive technology to provide students access to their education
- Provide devices for trial to determine the assistive technology needs of students with disabilities in the school environment

Improve Student Outcomes

- Increase access for students with disabilities to be successful in the general education setting
- Increase ability to communicate effectively across environments

Professional Development and Consultation

- DCIU facilitation of Student Environment Task and Tool (SETT) Frameworks
- Assistive Technology (AT) Lending Library
  - Account set up and support
  - Maintain updated Assistive Technology hardware and software for district use
- Technical Assistance on the use of AT devices and supports in the classroom environment for individuals and/or IEP team members
- General Assistive Technology Implementation
- Adapted Device Fabrication (3D Printing and Laser Etching)
- AAC in Action: Let’s Talk About It
- AT on the Road
- Adapted Gaming Competition
- Specialized Supports Showcase: Visits to individual schools to showcase Low Incidence and AT supports available through DCIU

Professional Networks

- Write On! A Network for Supporting Student Writing and Communication

Student Events

- Annual Adapted ArT Show

Behavior Supports and Services

Support Educators

- Classroom Environment: Establish a respectful, orderly, and supportive classroom climate through effective behavior management strategies
- Instruction: Strengthens staff capacity to maintain student engagement and minimize disruptions, allowing for more focused and effective instruction

Improve Student Outcomes

- For improved classroom climate and student engagement
- Reduced discipline issues and greater equity

Professional Development and Consultation

- Safety-Care
- De-escalation
- Team Initiated Problem Solving (TIPS-II)
- Classroom Management Essentials **NEW**
- Positive Behavior Interventions and Supports (PBIS)
  - Training and coaching to ensure fidelity of PBIS implementation at Tiers 1, 2, and 3
  - PBIS Overview-Canvas Course
  - SWIS training
- Classroom Management Series
  - Recognizing and Responding to Behavior
  - Power Struggles
  - Active Student Engagement
  - Understanding the IEP and Behavior Plans for General Ed. Teachers
  - Effective Use of Prompting
- Advanced Tier Behavior Series (Tiers 2 and 3)
  - Prevent-Teach-Reinforce (PTR)
  - Functional Behavior Assessment (FBA) and Positive Behavior Support Plans (PBSPs)
  - Check In, Check out
  - Check & Connect

Professional Development and Consultation (cont.)

- Coaching and consultation for administrators and educators in evidence based instructional strategies
- Emotional Support program development and implementation

Professional Networks

- Neurodiversity Network
- PBIS Coaches Network
- PBIS Network for Secondary Schools

Complex Learners Support Services

Support Educators

- Providing educators with evidence based instructional strategies to increase active engagement in classrooms
- Networking with job alike teachers across Delaware County
- Low Incidence Road Show

Improve Student Outcomes

- Increase student engagement in meaningful learning opportunities
- Enhance skill acquisition through evidence-based teaching strategies
- Increase inclusive opportunities for all learners

Professional Development and Consultation

- Functional Behavior Plan and Positive Behavior Support Plan
- Coaching and Consultation to enhance teacher effectiveness and programming
  - IEP writing
  - Writing measurable annual goals
  - Data collection/progress monitoring
  - Instructional strategies
  - Classroom environment
  - Classroom management
  - Assessment Tools
- Unique Learning System (ULS) training and coaching
- Administrative support in developing comprehensive low incidence programming
- Paraprofessional and family trainings
- Inclusive Practices for Complex Learners

Professional Networks

- Write On! A Network for Supporting Student Writing and Communication

Please see our services provided in our Assistive Technology, Secondary Transition, and Behavior initiatives to learn about additional services offered to support Complex Learners.

Embedding Structured Literacy Practices

Professional Development and Consultation

- What's the Buzz in Literacy Instruction?: Explore the current research and best practices in literacy instruction
- Building Blocks of Literacy: Explore the five areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- You Have Literacy, Now What?
- Unlocking the Power of Reading
- Weaving the Strands of Reading: A Hands-On Approach to Scarborough's Reading Rope (intended audience is K-12 and special education teachers)
- TDA in Action: Unpacking reading and writing routines to make meaningful TDA experiences (intended for grades 4-8)
- Disciplinary Literacy: Embed reading, writing, speaking, and listening in a specific discipline (intended for grades 6-12)
- Writing Process: Learn to explicitly teach writing using the Writing Rope
- Considerations for Secondary Striving Readers: Explore strategies to enhance vocabulary, engagement, and reading comprehension (intended for grades 9-12)

Coaching

- Literacy Coaching for Teachers
- Reading Specialist and Instructional Coaches
- Enhanced Core Reading Instruction (ECRI)
    - Comprehensive coaching cycles for efficient and effective reading instruction in K-2
- Data-Driven Instruction in MTSS Frameworks

Program-Specific Training

- Acadience Reading: Learn how to administer and score literacy screener
- Fundations and Geodes: Phonics program with aligned decodable texts

Structured Literacy Audit Review

- Customized, in-depth examination of management systems, curriculum, or programs to identify exemplary practices and formulate recommendations for areas of potential improvement to embed structured literacy practices.

Professional Networks

- Literacy Leaders' Network
- Reading Specialists' Professional Learning Community (PLC)

DCIU Mobile Support Team (MST)

The DCIU has a mobile support team of educators with expertise in PDE's literacy requirements, structured literacy curriculum implementation, the science of reading, and the strands of Scarborough's Reading Rope that contribute to skilled reading for students.

These educators can work to build capacity in your school through coaching teachers in strengthening their practice or adopting new curriculum.

As PDE certified reading specialists and Wilson Reading System Credentialed Dyslexia Practitioners, they can also provide direct services when needed for Tier 2 or Tier 3 student intervention support.

Please call to discuss your district's needs and plan an appropriate contract for half- or full-day increments that support the growth of your students and staff.









DCIU
Empowering Partnerships For Education

WILSON® Accredited Partner

Wilson Professional Learning

Participating in Wilson Professional Learning equips educators with evidence-based strategies, hands-on experience, and specialized tools to effectively support students' reading and improve student outcomes through targeted instruction.



WRS Introductory Course

The WRS Introductory Course is designed for educators who are new to Wilson Reading System (WRS). This foundational course provides an in-depth overview of the principles and practices that underpin Wilson's literacy approach.

Wilson Reading System Level I Certification

This course provides educators with the skills and knowledge to effectively implement the Wilson Reading System Steps 1-6 with students who are reading and spelling below grade level, as well as those diagnosed with a language-based learning disability, such as dyslexia. It consists of both an online course and a practicum for WRS Steps 1-6.

WRS Advanced Strategies for MSL Group Instruction Course

The WRS Advanced Strategies for MSL Group Instruction Course is intended for educators who have completed the initial Wilson training and are seeking to deepen their expertise. This advanced course focuses on more complex decoding and encoding strategies and enhancing the effectiveness of the Wilson Reading System for diverse student populations.

Wilson Reading System (WRS) Level II Certification

These advanced courses are for individuals who have completed the Level I certification and are designed to deepen educators' expertise in delivering the WRS program, with a focus on further developing theoretical and practical understanding of WRS.

Fundations Grade Level Workshops

Tailored workshops for each level provide essential training in the Wilson Fundations program. These workshops offer a deep dive into the structured literacy techniques that support the development of phonemic awareness, phonics, word study, and handwriting skills in young learners.

Just Words Workshop

Focused on the delivery of the Just Words program, this workshop helps educators support students with mild to moderate gaps in their decoding and spelling skills.

Math Matters: Growing Together as Educators

Professional Development and Consultation

Workshops:

- Productive Struggle in Math
- Financial Literacy
- AI for Math Intervention
- Engagement Strategies to Enhance Math Instructions
- Math Spaces that Collaborate: Engagement Strategies for Student Led Problem Solving
- Differentiating Instruction in Math
- Flexible Grouping Strategies for Math
- Conceptual Understanding of Priority Math Content
- Vertical Alignment/Unpacking Math Standards
- Small Group Instruction

Coaching:

- Math Coaching for Teachers
- Math Interventionist and Instructional Coaches
- Data-driven Instruction
- Concrete-Representational-Abstract: Instructional Sequence for Mathematics

Program-Specific Training

- Acadience Math: Professional development on administering and scoring math screener

Student Competitions

- 24 Math Challenge

Professional Networks

- Math Leaders' Network
- Math Interventionists' Professional Learning Community (PLC)

Mathematics Prevention, Intervention, and Remediation

(MTSS Tier 2 and 3, Including Special Education)

Support Educators

- Equip teachers with evidence-based strategies to close achievement gaps in mathematics
- Build capacity for data-driven decision making in tiered mathematics instruction

Improve Student Outcomes

- Close achievement gaps for students below grade-level in mathematics
- Increase student engagement and confidence through targeted skill development

Professional Development and Consultation

- Assessment and Data-Driven Practices
- Developing and Monitoring a Meaningful Assessment Portfolio for Math District/Schoolwide
- Screening, Curriculum Based Assessments, and Progress Monitoring in Tiers 2 and 3
- Consultation and Coaching Using Common Data Tools (i.e.: Acadience, NWEA MAP)
- Data-based Individualization (Problem-solving Tier 3)
- Content-Specific Intervention and/or Teacher Development
- Instruction and Integration of Number Sense and Math Fact Fluency Beyond Grade 3
- Fractions, Decimals, and Percent's, oh my! Fundamentals for Elementary/Middle School Teachers
- Alternative Algebraic Strategies to Solve Problems (Secondary)
- Use Manipulatives to Master Integers through Quadratic Expressions (Secondary)
- High Impact Math Strategies as Part of Tier 1, 2, and 3 Instruction (K-12)
- Explicit Instruction in Mathematics
- Clear and Concise Math Language
- Techniques to Increase Retention
- Word-Problems: Metacognition, Schema-based Instruction, Accommodations
- The Instructional Hierarchy: The Right Strategy at the Right Time

Professional Development and Consultation (cont.)

- Intervening and Remediating Math Gaps in Tiers 2 and 3
- Peer-Assisted Learning Strategies (across all content areas and grades)
- Concrete-Representational-Abstract Sequence for Math Difficulties
- Partnering to Explore/Implement Evidence-based Programs and Practices
- Aligning Tier 1 with Tiers 2/3 Interventions in Mathematics

Program Training and Coaching Opportunities

- Acadience Math
- aimswebPlus Math

Secondary Transition in Delaware County

Support Educators

- Facilitate networking opportunities between all stakeholders in the transition process, including coordinators, teachers, administrators, parents, and state and local agencies
- Empower members of the educational community to enhance student outcomes upon exiting school age programming
- Ensure compliant documentation of IEPs

Improve Student Outcomes

- Increase post-school outcomes in the areas of post-secondary education and training, employment, and independent living
- Ensure implementation of meaningful services and activities for secondary transition
- Maximize the utilization of person-centered planning by IEP Teams
- Prepare students through mock interviews to successfully navigate real-world job interviews and meaningful employment opportunities

Professional Development and Consultation

- Indicator 13 Compliance Monitoring
  - Pre-Review and Post-Review Data Analysis
  - Staff Training
  - IEP Clinics
  - Writing Measurable Annual Goals
- Indicator 14 Support
- Elevatus Sexuality Education Training
- Youth Career Conference
- DCIU Secondary Transition Fair
- Mock Interviews
- Charting the LifeCourse Framework
  - Person-Centered Planning Tools
  - Family Perspective Tools
- Ensure LEAs receive information about statewide training opportunities.

Professional Development and Consultation (cont.)

- Program based coaching on topics related to secondary transition
  - Recreation and leisure
  - Employment
  - Education and training
  - Person-centered planning and student-led IEPs

Professional Networks

- Secondary Transition Coordinating Council Network
- Secondary Transition Coordinator Network









Supporting Advanced Learners

Support Educators

- Targeted training and resources to build educator capacity, meet Chapter 16 compliance, and enhance understanding of the academic and social-emotional needs of gifted learners
- Foster ongoing peer support, collaboration, and sharing of best practices among educators working with gifted students

Improve Student Outcomes

- Gifted students benefit from educators who are better equipped to address their academic and social-emotional needs across all settings, not just in the gifted classroom—ensuring consistent, whole-child support throughout the school day

Professional Development and Consultation

- Supporting the Social Emotional Needs of Gifted Learners
- Gifted 101 for Parents Workshop with PA Association for Gifted Education (PAGE)
- Culturally Responsive Strategies to Support Gifted Learners
- Gifted Bootcamp: for those new to Gifted education or in need of a refresher
- Annual Regional Day: mini-conference day with MCIU, CCIU, Berks IU, Bucks IU, Colonial IU
- Mock monitoring for districts identified for Gifted Compliance Monitoring
- Gifted Education Fundamentals for General Educators and Administrators: What do general education/specialists need to know about Gifted Education in PA? **Meets annual required PD per Chapter 16 guidelines.*
- JAVITS Grant trainings and deliverables as developed
- Supporting Twice Exceptional Learners: Strategies for Academic, Social, and Emotional Success (*NEW in 2026-2027*)

Professional Development and Consultation

- Gifted Support Teachers' Network
- Gifted Administrators' Network (*NEW in 2026-2027*)

Social Emotional Wellness Across Content Areas

Support Educators

- Prioritize educator well-being through comprehensive self-care practices and resources
- Empower teachers to enhance social emotional wellness in their classrooms

Improve Student Outcomes

- Increase attendance and punctuality, reduce class cuts, and foster a greater sense of belonging and buy-in to school community
- PAYS data and presence of one caring adult

Professional Development and Consultation

- Trauma Informed Practices: From awareness to implementation
- Building Meaningful Learning Communities: Relationship building and engagement strategies; engineering positive classroom environments, seeing and reaching all students
- Fostering Healthy Dialogue: Creating brave spaces for productive conversations
- Self-Care for Educators: Supporting staff wellness and resilience
- K-12 School Counseling Plan (339) reviews
- Mentorships for new School Counselors
- Annual PD Day on Spring Election Day
- Empowering Educators to Support Anxious Students
- Social Emotional Wellness Series: Including understanding student MH diagnoses for educators
- CASEL's 3 Signature Practices: Low-Prep, High-Yield SEW Practices!
- Support Using “The First 5” Resource from Ed Tomorrow
- PDE Initiatives and PAYS Data Support
- SBMH Worker Toolkit, Supporting Students with Anxiety
- Supporting Students Through Anxiety and Depression: Real Classroom Strategies

Professional Networks

- School Nurses Network
- School Psychologists Network
- School Social Worker/Home School Visitor Network
- School Counselors Network









English Language Development Instruction K-12

- DCIU hires part-time experienced ESL certified teachers, who are contracted in districts/schools to teach engaging, targeted English Language Development (ELD) instruction that highlights language proficiency growth within grade level appropriate academic content.
- Our team supports:
  - Identification of ELs
  - Parent notification
  - ELD instructional schedule
  - ACCESS testing
  - Reclassification
  - Monitor forms
  - Collaboration with classroom teachers

Administration of the ELD Program

- DCIU contracts with districts and schools supporting:
  - ELD team meetings including district-hired ELD teachers
  - Use of DCIU ELD curriculum
  - Identification of ELs
  - Parent notification
  - ELD instructional schedule
  - ACCESS testing, reclassification
  - Monitor forms
  - Collaboration with classroom teacher

Professional Development for ELD and Content Classroom Teachers and Administrators

- Effective strategies for English Learners, as well as in other topics related to English Learners
- Current PD sessions recently offered:
  - High-Impact Strategies for Multilingual Learners and for Newcomers
  - Cultural Proficiency and ELs
  - High-Impact Strategies and Reflection on ELD Practices for ELD teachers Understanding Future Ready/EL Indicator
  - New Evaluation Tools for ELD Program Evaluation
- ESL Program Specialist Add-on Certification

Coaching for Teachers

- Sheltered Instruction Observation Protocol (SIOP) to work with all teachers for effective strategies in teaching Content and/or ELD to English Learners

DCIU Title III Consortium Members Services

- EL Summer Camp
- Parent ESL literacy classes: Partnership with Delaware County Literacy Council to offer adult ESL courses (in-person and online)
- Online subscription resources for ELD teachers
- Professional Development: Participating districts can use consortium Title III funds for these opportunities

Professional Networks

- District Coordinators
- ELD Teachers
- Book Study for EL teaching & Learning

Supporting STEELS Implementation Across Delaware County

Professional Learning and Consultations

- Introduction to Science, Technology, Engineering, Environmental Literacy and Sustainability (STEELS) Standards
- Making Sense of Phenomena Using 3-Dimensional Standards
- Assessment in the 3-Dimensional Classroom
- STEELS for Administrators-Introduction to STEELS, Managing Change and Supporting Shifts in Instructional Practices
- Coaching Cycles to support standards implementation and 3D Teaching
- Choosing High-Quality Instructional Materials (HQIM) for STEELS
- Curriculum-Based Professional Learning
- Shared Waters: Curriculum for Environmental Literacy and Sustainability Standards in Grades 3-8
- Book Studies (1) *Ambitious Science Teaching*; (2) *STEM Teaching Tools*

STEELS Implementation Progress Monitoring

- Frameworks to assess the effectiveness of standards and curriculum implementation for teacher-leaders and school leaders

Professional Networks

- STEELS Leaders Network
- STEM PLC Network

Student Events

- Esports
- Keystone Competition
- K'Nex STEM Design Challenge

PARA-PROFESSIONAL TRAININGS

Paraprofessional Trainings

***Can be offered asynchronously.**

A Guide to Special Education for New Paraprofessionals*

New paraprofessionals will be given an overview of special education language and acronyms. Participants will learn general strategies that are effective for meeting the needs of all learners and about Intermediate Unit services. They will also learn a basic overview of the IEP process and how to support the teacher within the classroom setting.

Techniques and Strategies for Working Collaboratively with Your Teacher*

New paraprofessionals will be given an overview of special education language and acronyms. Participants will learn general strategies that are effective for meeting the needs of all learners and about Intermediate Unit services. They will also learn a basic overview of the IEP process and how to support the teacher within the classroom setting.

Proactive, Preventive, and Restorative Responses to Behavior*

This training will provide paraprofessionals with proactive, preventive, and restorative strategies to support positive student behavior. Participants will learn how to respond effectively to challenging behaviors, build strong relationships with students, and contribute to a supportive and inclusive classroom environment.

The Paraprofessional's Role in Implementing Behavior Plans*

Participants will learn the importance of consistency with implementation of the plan, how to develop a guiding checklist to ensure fidelity and have opportunities to practice strategies commonly seen in positive behavior support plans.

De-Escalation Strategies for Everyday Classroom Success

De-escalation is a critical skill that helps maintain a safe, supportive learning environment and prevent situations from escalating into crises. This training session will cover key behavior terms, an overview of the Zones of Regulation, and practical techniques to defuse challenging behaviors. Participants will engage in role-play scenarios to apply strategies in real-time and build confidence in supporting student regulation and safety at school.

Meeting Students Where They Are: Understanding and Supporting the Diverse Needs of Students

Today's students are often overwhelmed by demanding schedules, academic pressure, and the influence of social media. Schools are increasingly challenged to meet students' social and emotional needs while also supporting their academic growth. This workshop examines the difference between stress and anxiety, introduces key mental health classifications, and provides practical strategies to help all students thrive in the classroom.

Empowering Student Independence and Self-Advocacy

This training discusses methods for data collection that could be used by paraprofessionals to record student data, including academic progress and behavior. Participants will explore various data collection methods and ensure consistency in tracking and reporting. By the end of the session, paraprofessionals will have strategies to support collaborating with their teachers to collect data in the classroom.

Strategies for Small Group and 1:1 Instruction*

This training will provide paraprofessionals with proactive, preventive, and restorative strategies to support positive student behavior. Participants will learn how to respond effectively to challenging behaviors, build strong relationships with students, and contribute to a supportive and inclusive classroom environment.

Foundational Literacy Skills for Working with Students*

Participants will learn the importance of consistency with implementation of the plan, how to develop a guiding checklist to ensure fidelity, and have opportunities to practice strategies commonly seen in positive behavior support plans.

Foundational Math Skills when Working with Students*

This training will provide paraprofessionals with an understanding of foundational math skills, including number sense, basic operations, and mathematical reasoning. Participants will learn practical strategies to support student learning through hands-on activities, visual models, and engaging math routines. The session will empower paraprofessionals to confidently assist in reinforcing math concepts and promoting student success in the classroom.

Supporting Students who Struggle with Executive Function

Executive Function skills are the brain-based cognitive skills that help students with planning, organization of materials or ideas, memory, management of time, or flexible thinking. The focus of this workshop will be to develop a better understanding of these executive function skills and how they effect student learning. The training will also address some strategies that will help you support students that struggle with executive function skills.

Supporting Self-Advocacy in Secondary Transition Aged Students for Paraprofessionals (NEW)

This training equips paraprofessionals with the knowledge and strategies needed to help students with disabilities ages 14-22 build strong self advocacy and transition skills. Participants will learn practical ways to support students in identifying their strengths, communicating their needs, and taking an active role in planning for their futures. The session emphasizes how paraprofessionals can foster independence across postsecondary pathways—including education and training, employment, and independent living with meaningful community access—while promoting student voice, confidence, and autonomy.

Understanding the IEP (NEW)

This training helps paraprofessionals gain a clear understanding of the Individualized Education Program (IEP) and the sections most relevant to their role. Participants will learn how to access these parts of the IEP, understand the importance of goals and specially designed instruction (SDI), and explore how this information guides their daily support of students. Practical examples and strategies will be provided to ensure paraprofessionals can effectively contribute to student success.

STUDENT EVENTS

Student Events

24 Challenge Math Competition

The 24 Challenge Math Competition is a fast-paced event that strengthens students' mental math and problem-solving skills. Participants are given sets of numbers and must use addition, subtraction, multiplication, and division to reach the target number of 24. The competition emphasizes quick thinking, accuracy, and strategic use of operations. Students typically compete individually through timed rounds. Overall, the event builds confidence in mathematics while making learning engaging and fun.

- **June 2, 2027:** Middle school
- **June 3, 2027:** Elementary school

ArT Showcase

The 5th Annual ArT Showcase is an opportunity for students with complex learning needs to create artwork that showcases their artistic talents. Student artwork is featured in an art gallery format at DCIU's Morton building for students, teachers, families, and community members to view and admire.

- **November 12, 2026**

Coalition for Student Voice and Agency

The Coalition for Student Voice and Agency provides an opportunity for students to convene monthly with peers from Delaware County schools. For the 2026-2027 school year, there will be four student groups: Artificial Intelligence, Dignity and Belonging, Future Educators Academy, and Young Writers Collective (new). The meetings are held monthly from October to May. The Delco Coalition sessions give students a platform to share their research, findings, strategies, and action plans with an audience including school administrators, teachers, counselors, advisors, students, and families. Districts can send up to five students per group.

Delaware County Scripps Spelling Bee

The annual Delaware County Intermediate Unit Scripps Spelling Bee takes place in the early spring of each year. The champion of the Spelling Bee represents the Delaware County area in the Scripps National Spelling Bee. The Bee helps students improve their spelling, increase their vocabulary, learn language concepts, and develop correct English usage that will help them all their lives. In addition to the academic benefits, students also develop important life skills that will help them as they advance in school and eventually to successful careers. Students in grades K-8 are eligible to participate.

- **School enrollment opens: August 18, 2026**
- **Regional competition: Late February 2027**

Esports Student Network

The Esports Student Network is a vibrant hub designed to unite students with a shared interest in esports. This network offers a platform for students to collaborate, complete, and develop their skills in various esports titles. The network also emphasizes workshops on team building, social-emotional learning, and career exploration.

- **October 23, 2026**
- **December 18, 2026**
- **February 19, 2027**
- **April 16, 2027**

All sessions are 9:00 a.m. - 2:00 p.m.

Keystone Competition

A FREE one-day STEM challenge for students in grades 6-12! Nothing pre-required—just bring your creativity and problem-solving skills. Work in teams of up to five students to tackle real-world challenges, design innovative solutions, and showcase your ideas. It is a hands-on, fun experience with no barriers to participation—get ready to innovate and inspire! Teams of students compete in grade bands.

- **October 28, 2026:** Grades 9-12
- **October 29, 2026:** Grades 6-8

K’Nex STEM Design Challenge

The K’Nex STEM Design Challenge, supported by the Pennsylvania Department of Education, is a hands-on, team-based engineering competition. Students work collaboratively to design and build functional prototypes using K’Nex materials to solve real-world problems. The challenge emphasizes the engineering design process, creativity, and working within specific constraints. Teams present their designs and are evaluated on innovation, effectiveness, and communication. Overall the experience promotes critical thinking, collaboration, and real-world STEM application. Two grade bands: Grades 4-5 and Grades 6-8.

- **March 10, 2027:** Grades 4-5
- **March 11, 2027:** Grades 6-8

Reading Olympics

Reading Olympics is a year-long competition for students in grades 4-12. Students read 40 books throughout the year with a culmination game-show style event at the end of the year bringing together teams from across the county.

- **Spring 2027**

Secondary Transition Fair

The DCIU Secondary Transition Fair is an engaging open house event for students with disabilities and their families to learn more about what happens after high school. Students and families have opportunities to meet with agencies and community partners to discover ways to get a job, live independently, or continue in further education.

Who should attend: Students and their case managers, counselors, transition coordinators, and building level administrators.

- **April 6, 2027**
- **April 7, 2027**

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