

Monday, July 21, 2014

Time	Event	Location
7:00 a.m. – 8:30 a.m.	Registration/Pick Up Conference Materials	
7:15 a.m. – 7:45 a.m.	App Informational Session	Delaware A
7:45 a.m. – 8:15 a.m.	App Informational Session	Delaware A
7:45 a.m. – 8:15 a.m.	Interactive Small Breakout Session for First-Time Conference Attendees	Maryland A
8:30 a.m. – 9:00 a.m.	Welcome and Opening Remarks	Salon I & II
9:00 a.m. – 10:00 a.m.	Keynote Presentation Keynote Presenter: Ted Mitchell , Under Secretary, U.S. Department of Education	Salon I & II
10:00 a.m. – 10:15 a.m.	Conference Overview Renee Bradley, OSEP	Salon I & II
10:15 a.m. – 10:45 a.m.	Break	
10:45 a.m. – 11:45 a.m.	Project Officer Meetings (<i>See Project Officer Meeting Agenda for Room Assignments</i>)	
11:45 a.m. – 1:00 p.m.	Break for Lunch (<i>on your own</i>)	
1:00 p.m. – 2:00 p.m.	Poster Session A	Exhibit Hall A
1:00 p.m. – 2:00 p.m.	Discussion Session on Speech-Language Pathology Presenters: Mary Andrianopoulos , University of Massachusetts, Amherst; Linda Rosa-Lugo , University of Central Florida; Elizabeth Crais , University of North Carolina, Chapel Hill	Delaware A, B
2:00 p.m. – 2:15 p.m.	Break	

Time	Event	Location
2:15 p.m. – 3:45 p.m.	<p data-bbox="277 254 621 279">Large Group Panel Sessions</p> <p data-bbox="277 327 1154 352"><i>Getting to the Core: Implementing College and Career Ready Standards!</i></p> <p data-bbox="277 373 1338 457">Presenters: Sydnee Dickson, Utah State Office of Education Educator Quality and Licensing; Joey Hassell, Tennessee Department of Education; David Chard, Southern Methodist University; Lisa Dieker, University of Central Florida</p> <p data-bbox="277 478 667 504">Moderator: Bonnie Jones, OSEP</p> <p data-bbox="277 569 529 594">Session Description:</p> <p data-bbox="277 615 1362 957">Did you know that four of every 10 new college students, including half of those at two-year institutions, take remedial courses, and many employers comment on the inadequate preparation of high school graduates? Across the nation, States are currently adopting standards in English language arts and mathematics that build toward college and career readiness by the time of high school graduation, and are aligning these new standards with high-quality Statewide assessments. Mastery of these standards assures that students, including students with disabilities, will be ready for enrollment in postsecondary education such as technical training, community college, or a more traditional path at a four-year university. This session highlights how two States are implementing college and career readiness standards, and discusses how special education teacher preparation programs and teacher preparation programs in general are addressing the challenge of better preparing teachers for working in today's complex educational environments.</p> <p data-bbox="277 978 461 1003">Session Goals:</p> <p data-bbox="277 1024 675 1050">This session is designed to identify:</p> <ul data-bbox="326 1071 1338 1182" style="list-style-type: none"> <li data-bbox="326 1071 1300 1123">• The role of general and special education professionals in shaping the college- and career-readiness skills of students with disabilities, and <li data-bbox="326 1129 1338 1182">• The key components in current projects that need to be further enhanced to ensure the college and career success of students with disabilities. <p data-bbox="277 1203 857 1228">Audiences: SPDG; Personnel Development; TA&D</p>	Washington 1 & 2

Time	Event	Location
	<p><i>Beyond the Rubber Stamp: Authentic Involvement = Improved Programs</i></p> <p>Presenters: Debra Ahrens, Wisconsin Department of Public Instruction; Joann Cashman, IDEA Partnership; Jeanna Mullins, Mid-South Regional Resource Center; Courtney Salzer, Region 4 Parent Technical Assistance Center; Jan Serak, Region 4 Parent Technical Assistance Center</p> <p>Moderator: Carmen Sanchez, OSEP</p> <p>Session Description:</p> <p>Statutory and grant application requirements underscore the importance of involving parents and self-advocates in the design, implementation, and evaluation of early intervention and special education programs and projects. Yet States and projects have struggled with these requirements; parents and self-advocates either are involved only superficially to provide legitimacy to decisions made by States and programs, or parents and self-advocates have unrealistic expectations about their roles. Parents, self-advocates, and other stakeholders can be valuable champions for improving systems and sustaining change efforts if they are authentically engaged in clearly defined roles as advisors, decision-makers, critical friends or partners. Authentic engagement in turn requires sustained, systemic, and intentional focus and sometimes new skills.</p> <p>The session will focus on practical, easy-to-use web-based tools that can help States, early intervention programs, schools, districts, and technical assistance providers to systemically and intentionally create an environment that involves parents and self-advocates effectively, build skills in increasing the involvement of all stakeholders, and sustain authentic involvement.</p> <p>Session Goals:</p> <p>The goals of the session are to help participants:</p> <ul style="list-style-type: none"> • Build skills in increasing the involvement of all stakeholders and sustaining authentic involvement, and • Use that authentic involvement to improve outcomes by improving program design, implementation, and evaluation. <p>Audiences: SPDG, TA&D, PROMISE, PTI</p> <p>Presentation: PowerPoint (1,372 KB)</p>	Washington 5 & 6
	<p><i>What's Coming Down the Pike: A Policy, Funding, and Futures Discussion</i></p> <p>Presenters: Nancy Reder, National Association for State Directors of Special Education (NASDSE); Sharon Walsh, IDEA Infant and Toddler Coordinators Association; Jane West, American Association of Colleges for Teacher Education (AACTE); Deborah Ziegler, Council for Exceptional Children (CEC)</p> <p>Moderator: Renee Bradley, OSEP</p> <p>Session Description:</p> <p>This session features five of the most knowledgeable experts on special education policy. The panelists will share their organizations' and their own perspectives about the current policy decisions being debated and made on Capitol Hill that affect children with disabilities. They will also share their insights into future funding and reauthorization issues.</p> <p>Session Goal:</p> <p>Participants to this session will gain an understanding of current policy and funding issues impacting children with disabilities.</p> <p>Audiences: All</p> <p>Presentations: Reder (PowerPoint, 438 KB), Walsh (PowerPoint, 128 KB), West (PowerPoint, 606 KB), Zeigler (PowerPoint, 16,324 KB)</p>	Maryland A, B, C

Time	Event	Location
	<p><i>Bringing Evidence to Bear: Factors Facilitating Adoption of Research-based Evidence in Practice and Policymaking in Schools</i></p> <p>Presenters: Vivian Tseng, William T. Grant Foundation; Robert Kegan, Harvard University; Arun Kapur, Cornell University</p> <p>Moderator: David Guardino, OSEP</p> <p>Session Description:</p> <p>Delay in utilizing research-based information is costly to taxpayers and reduces relevance in an ever-changing society. Understanding and studying factors within the complex education system and adopting systems-thinking can accelerate this process of adoption and assimilation of new information into existing systems. This session will discuss organizational and program-level factors that facilitate take-up of new knowledge and integration of this information into contemporary educational practices and policymaking.</p> <p>Session Goals:</p> <p>Participants will:</p> <ul style="list-style-type: none"> • Learn about organizational factors that facilitate take-up of new knowledge and implementation of innovative programs and policies • Learn about program features that lend themselves to early adoption and uptake of programs in the school environment. • Learn how to adopt a systems perspective in intervention development for improved adoption <p>Audiences: Personnel Development, Research, TA&D</p>	Virginia A, B, C
	<p><i>Get Your "Party" Started: Establishing a Successful Third-Party Evaluation</i></p> <p>Presenters: Jill Lammert, Westat, Inc.; Martha Thurlow, National Center on Educational Outcomes (NCEO); Vitaliy Shyyan, NCEO; David Merves, Evergreen Evaluation and Consulting, Inc.</p> <p>Moderators: Pat Gonzalez, OSEP; Pat Mueller, Evergreen Evaluation and Consulting, Inc.</p> <p>Session Description:</p> <p>In general, a third-party evaluation employs an individual (or individuals) outside of the grantee's institution to conduct a program evaluation. This session will focus on what decisions need to be made about the evaluation prior to securing an external evaluator, methods for finding and hiring an external reviewer, establishing appropriate roles and responsibilities for project staff and evaluators, and establishing a strong working relationship among project staff and external evaluators as the evaluation progresses. Panel members, including a project director, an internal evaluator, and an external evaluator, will discuss these issues from various perspectives as participants in this process. An additional panelist from the Center to Improve Project Performance (CIPP2) will provide an overview of a new guidance document on the topic of third-party evaluation. Participants will be provided with an opportunity to pose questions to the panelists during the last 15 minutes of the session.</p> <p>Session Goals:</p> <p>Session attendees will learn:</p> <ul style="list-style-type: none"> • How to employ third-party evaluations to meet OSEP grant requirements. • How to become a third-party evaluator on an OSEP grant. <p>Audiences: All</p> <p>Presentation: PowerPoint (1,293 KB)</p>	Delaware A, B

Time	Event	Location
3:45 p.m. – 4:00 p.m.	Break	
4:00 p.m. – 6:00 p.m.	Program Area Meetings (<i>Please see Program Area Meeting Agendas for Room Assignments</i>)	
	Data Collection (373)	Park Tower 8228
	Educational Technology Media Materials	Virginia A, B, C
	General Supervision Enhancement Grants	Balcony A
	Parent Information Centers	Hoover
	PROMISE	Coolidge
	State Personnel Development Grants	Maryland A, B, C
	Technical Assistance and Dissemination	Delaware A, B
	Presentation: PowerPoint (364 KB)	
	Personnel Development Program Area Meeting	Salon I & II
	Presentation: PowerPoint (1,126 KB)	

Tuesday, July 22, 2014

Time	Event	Location
7:15 a.m. – 8:15 a.m.	<p>Early Bird Session - Evaluating Effective Partnerships: Early Childhood</p> <p>Presenters: Christina Kasprzak, Early Childhood Technical Assistance Center (ECTAC); Kathleen Hebbler, DaSy Center (Center for IDEA Early Childhood Data Systems); David Merves, Evergreen Evaluation and Consulting</p> <p>Session Description:</p> <p>Increasingly there is a need for OSEP-funded projects to work together effectively and to evaluate the benefits of those partnerships. Two national TA Centers invite participants to engage in conversation about defining the constructs of communication, coordination, cooperation, and collaboration, and evaluating the benefits of effective partnerships</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the critical questions for evaluating collaboration? 2. What would a 'collaboration map' look like for each center and across centers? 3. How can the evaluation embed the constructs of communication, coordination, cooperation, and collaboration as categorical data rather than scaled data? 4. What measures will help to focus on the benefits of collaboration to partners and beneficiaries? 	Maryland C

Time	Event	Location
8:30 a.m. – 9:00 a.m.	Welcome and Remarks From OSEP/OSERS Presenter: Melody Musgrove , Director, OSEP	Salon I & II
9:00 a.m. – 10:15 a.m.	Keynote Presentation: Thirty Years of Research Collaboration: What Have We Learned and What Remains to be Learned? Keynote Presenters: Margo Mastropieri and Tom Scruggs , George Mason University Presentation: PowerPoint (6,226 KB)	Salon I & II
10:15 a.m. – 10:30 a.m.	Break	
10:30 a.m. – 12:00 p.m.	Large Group Panel Sessions <i>Effective Teacher Preparation Starts with Effective Teaching: Strategies from Cognitive Psychology About Learning and Memory</i> Presenters: Carolyn Dufault , Washington University School of Medicine; Sheri Berkeley , George Mason University; Mary Brownell , Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center Moderator: Heather Hayes , Washington University at St. Louis Session Description: The primary goal of the session is to draw research-based knowledge from a related field (cognitive psychology) and apply it to teacher preparation. In other words, what tips and tricks can we, as university-level instructors, use to help our students (preservice teachers) best learn what we're teaching them in special education coursework? In this session, current research will be presented on the science of adult learning and memory. For example, how does the brain acquire and retain new information? Can learning and memory be improved, and if so, how? Explicit connections will be drawn between lab- and classroom-based experimental results and real-life scenarios in university teacher preparation programs. Attendees will learn practical, evidence-based strategies to improve preservice teachers' retention and application of information learned in their university coursework; barriers to strategy implementation will also be explored through collaborative, small-group brainstorming activities. Finally, the session will not only focus on research to practice, but also practice to research. Participants will be invited to contribute ideas and suggestions for how the field of special education can inform the field of cognitive psychology. Session Goals: This session will answer the following questions: <ul style="list-style-type: none">• What do we know about human learning and memory—how does the brain acquire and retain information?• How can we improve learning and memory? Audiences: Personnel Development Presentation: PowerPoint	Washington 1 & 2

Time	Event	Location
	<p><i>Technology and Rapid Change: How Do We Respond?</i></p> <p>Presenters: James Basham, University of Kansas; Dave Edyburn, University of Wisconsin–Milwaukee</p> <p>Moderator: Kelly Anderson, University of North Carolina at Charlotte</p> <p>Session Description:</p> <p>Experts and educational reform leaders increasingly acknowledge the impact technologies can have in the field of education. Examples include massive open online courses and assistive software like Proloquo2Go. The purpose of this session is to illustrate how rapid technological change has the potential to change the educational landscape and significantly impact the future of special education.</p> <p>Most personnel development program staff indicate that their programs adequately prepare future professionals because they have adopted the International Society for Technology in Education (ISTE) Standards for Teachers. While such standards are noteworthy and offer guidance concerning the use of technology in the classroom, they are out of date when it comes to addressing issues that emerge from social media, crowdsourcing, and educational applications for big data (e.g., learning algorithms, personalized learning).</p> <p>In this session, presenters will provide a series of text- and video-based scenarios that illustrate emerging technology tools and applications. The purpose is to engage participants in exploring alternate scenarios for a future that may look similar to today, or may be profoundly different due to adoption of disruptive technologies. The goal is to assist participants in learning how to anticipate and respond to rapid technological change.</p> <p>Session Goals:</p> <p>This session's goals are to:</p> <ul style="list-style-type: none"> • Raise awareness about the rapid pace of change in the technology marketplace and the implications for personnel development; • Present scenarios that illustrate the use of emerging technologies in the classroom, including assistive technologies that are built into mainstream products, universal design for learning, online learning, and personalized learning; and • Outline future directions, challenges, and opportunities that innovations in educational technology could present for special education and instruction for students with disabilities. <p>Audiences: All</p>	Washington 5 & 6
	<p><i>Can We Get There From Here? A Critical Look at the Provision of Intensive Interventions</i></p> <p>Presenters: George Sugai, University of Connecticut; Rod Teeple, Grand Haven Area Public Schools; Rebecca Zumeta, National Center on Intensive Intervention</p> <p>Moderator: Renee Bradley, OSEP</p> <p>Session Description:</p> <p>A small percentage of children need intensive—and often individualized—interventions in order to make expected progress in both academics and behavior. Although few dispute the need for intensive interventions, and despite a growing knowledge base of how to implement these interventions, the reality is that few schools and districts are able to implement this level of intervention with fidelity. This session will discuss the challenges associated with the provision of intensive interventions in academics and behavior. Implementation exemplars will be shared and presenters will explore the system and capacity issues that must be addressed in most schools, districts, and States to fully and effectively implement a continuum of supports that includes intensive services for those children with the greatest needs.</p>	Maryland A, B, & C

Time	Event	Location
	<p>Session Goals:</p> <p>Participants will learn about</p> <ul style="list-style-type: none"> • Systemic challenges associated with implementation of intensive intervention, • Implementation issues that are unique to academic and behavioral contexts, and • Potential remedies to address the challenges discussed <p>Audiences: All</p> <p>Presentations: PowerPoint (8,627 KB)</p> <p>Collaborations: Relationships, Responsibilities, and Results</p> <p>Presenters: Barbara Smith, University of Colorado Denver; Carol Ruddell, Utah State Office of Rehabilitation; Tiffany Wild, Ohio State University</p> <p>Moderator: Lisa Cushing, University of Illinois at Chicago</p> <p>Session Description:</p> <p>Establishing effective collaborative partnerships remains a critical factor of fidelity implementation and sustainability of programs. These partnerships may bring together stakeholders that traditionally do not work together, yet each partner has an interest in and is committed to exacting change on the specific topic or issue, that brought the group together. Identifying key partners and stakeholders is no longer bound by physical proximity. Through the use of new technologies and media, communication among today's collaborative partnerships is immediate, low cost, and easily accessed. Each member of these large partnerships contributes to the group by sharing resources, expertise and experiences. The outcomes of the partnership reflect the combined strengths of the members.</p> <p>This session brings together three OSEP project directors whose project outcomes are the results of strong collaborative partnerships. The projects include a multi-State, multi-agency project designed to improve outcomes for youth with disabilities as they transition from high school to post-secondary, and to careers; a collaborative partnership of projects funded by different Federal agencies working together to improve social and behavioral outcomes of young children; and a consortium of university programs that partnered to address the dire shortage of doctoral-level personnel with expertise in sensory disabilities.</p> <p>The presenters will share information on the origin of their collaborative partnerships, the highs and lows of implementation and the outcomes of the partnerships, and the components related to the partnerships' successes. Indicators and critical components related to effective implementation, sustainability and outcomes of collaborative partnerships will be presented. The session includes a facilitated discussion among attendees and presenters.</p> <p>Session Goals:</p> <p>Participants attending this session will:</p> <ul style="list-style-type: none"> • Gain a better understanding of effective collaborative models at the state and national levels, and • Learn about components essential to large- scale collaboration and component similarities and differences across the models presented. <p>Audiences: All</p> <p>Presentations: PowerPoint (2,143 KB)</p>	Delaware A, B

Time	Event	Location
	<p>Workshop: Leading by Convening: A Blueprint on Authentic Engagement</p> <p>Presenters: Bill East, National Association of State Directors of Special Education (NASDSE); Joanne Cashman, the IDEA Partnership; Patrice Linehan, IDEA Partnership; Diana Autin, State Parent Advocacy Network (SPAN)</p> <p>Session Description:</p> <p>Leaders, ask yourself, "Can you really implement a sustainable change without the active participation of your stakeholders? For 15 years the IDEA Partnership, an affiliation of 50+ national organizations and family groups, has been honing the skill of convening. To help your understand and practice this skill, we have put our learnings into a Blueprint that makes this deep collaboration explicit. In this session, we will explore the Blueprint and learn how convening can change your work and your outcomes.</p>	Virginia A, B, & C
	<p>Workshop: Building Capacity Through Implementation Science</p> <p>Presenters: Barbara Sims, State Implementation & Scaling-up of Evidence-based Practices Center (SISEP); Caryn Ward, SISEP; Jennifer Coffey, OSEP</p> <p>Session Description:</p> <p>This session will offer an introduction to Implementation Science. Special focus will be given to the use of Implementation Science to build capacity of State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) to select, implement and sustain evidence-based programs with fidelity. Information will be shared on each of the five Active Implementation Frameworks, highlighting planning tools and resources to guide and support the use of Implementation Science.</p>	Washington 3 & 4
12:00 p.m. – 1:00 p.m.	Break for Lunch (on your own)	
1:00 p.m. – 2:00 p.m.	Poster Session B	Exhibit Hall A
1:00 p.m. – 2:00 p.m.	Secondary Transition Meeting	Hoover
2:00 p.m. – 3:00 p.m.	<p>Small Breakout Sessions</p> <p><i>The Georgia State Personnel Development Grant College and Career Readiness Project: Ensuring Compliance and Improving Post-School Outcomes</i></p> <p>Presenters: Julia Causey, Georgia Department of Education; Lu Nations-Miller, Georgia Department of Education; Elise James, Georgia Department of Education</p> <p>Session Description:</p> <p>Georgia's Career and College Readiness (CCaR) Project provided districts with professional development and differentiated technical assistance (TA) to achieve 100 percent compliance with IDEA Part B, Indicator 13, and to improve the quality and effectiveness of districts' special education transition initiatives for improved postsecondary outcomes (IDEA Part B, Indicator 14).</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What TA or interventions used in the CCaR initiative could your State or project use to improve transition programming or compliance? 2. How would the use of this model enhance current initiatives in your State or project? <p>Audiences: Personnel Development, SPDG</p>	Balcony A

Time	Event	Location
	<p><i>Cultural Considerations When Working with Native American Families</i></p> <p>Presenter: Judy Wiley, Native American Parent Technical Assistance Center</p> <p>Session Description:</p> <p>This session will provide participants with an orientation on the general cultural understanding and considerations that should be taken into account when working with Native American families who have children or youth with disabilities. The discussion will include information on cultural perceptions of disability, how these perceptions vary from tribe to tribe, and how to appropriately establish relationships for effective outreach and supports that parent centers can provide to Native American families.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What is the difference between being culturally competent and culturally aware? 2. What are the common cultural perceptions of development and disability? 3. How can long-term and effective relationships be established? <p>Audiences: TA&D, SPDG</p> <p>Presentation: PowerPoint (186 KB)</p>	Balcony B
	<p><i>Transforming Stakeholders' Roles: Universal Design for Learning and the Process of Research in Development</i></p> <p>Presenters: Samantha Daley, Center for Applied Special Technology (CAST); Gabrielle Rappolt-Schlichtmann, CAST; David Rose, CAST</p> <p>Session Description:</p> <p>This session will describe the purposeful involvement of students with disabilities and teachers during the design and development process of the Center on the Use of Emerging Technologies to Improve Adolescent Literacy Achievement for Students With Disabilities in Middle School. Discussion will focus on design-based research and agile development methods.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What approaches have you successfully used to involve stakeholders during your design process? 2. What challenges have you faced during this process? What potential pitfalls can we share? 3. How do you see the design-based, formative research approach fitting with traditional models of piloting? <p>Audiences: Technology & Media, TA&D</p> <p>Presentation: PowerPoint (6,901 KB)</p>	Coolidge
	<p><i>Division of Early Childhood Recommended Practices: Building the Evidence Base for our Practice</i></p> <p>Presenters: Mary McLean, University of Wisconsin-Milwaukee; Rashida Banerjee, University of Northern Colorado</p> <p>Session Description:</p> <p>The recently updated Division for Early Childhood (DEC) Recommended Practices will be presented. These evidence-based practices are practitioner-friendly and aimed at bridging the gap between research and practice. The practices are designed for a variety of settings where services are provided to infants and young children who have or at risk of developmental delays or disabilities. Participants will review and discuss the updated practices and ideas for implementing and sustaining the practices.</p>	Delaware A

Time	Event	Location
	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What comments or questions do you have about the process that was used to update the DEC Recommended Practices? 2. What ideas do you have for facilitating the use of the updated practices? 3. What ideas or suggestions do you have for developing an ongoing system for updating and sustaining the DEC Recommended Practices? <p>Audiences: Early Childhood, Personnel Development</p> <p>Presentation: PowerPoint (888 KB)</p>	
	<p><i>Planning for Success: Using Implementation Data to Action Plan for Full and Sustained Implementation of Evidence-Based Practices</i></p> <p>Presenters: Barbara Sims, State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) Center ; Caryn Ward, SISEP Center; Kimberly Bunch-Crump, University of North Carolina at Charlotte; Kyena Cornelius, SISEP Center</p> <p>Session Description:</p> <p>This session will be relevant for all projects seeking to measure the progress that has been made in implementing their programs and technical assistance. The SISEP Center uses three key measurement tools: the State Capacity Assessment, the District Capacity Assessment, and the Teacher Instruction Fidelity Assessment. These tools identify strengths and needs in the implementation process to guide action planning and increase the likelihood of effective implementation that can be sustained over time.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the key indicators of systemic implementation supports? 2. What are the risks and opportunities associated with measuring implementation capacity? <p>Audiences: Personnel Development, TA&D</p> <p>Presentation: PowerPoint (5,166 KB)</p>	Delaware B
	<p><i>Alternate Assessment Data in Support of Local Decision Making</i></p> <p>Presenters: Neal Kingston, University of Kansas; Meagan Karvonen, University of Kansas; Emily Thatcher, Iowa Department of Education</p> <p>Session Description:</p> <p>This session will describe how the Dynamic Learning Maps (DLM) Alternate Assessment System is designed to support local decision making in order to improve outcomes for students with significant cognitive disabilities. The session will describe various score reports, secondary data that can be used for program improvement, and models for supporting educators' data use.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What local practices and systems must be in place to support the effective use of alternate assessment data for instructional and program improvement? 2. What are some potential barriers to teachers' use of DLM assessment data, and how might these be overcome? 3. Are there other potential uses for the data? <p>Audiences: Personnel Development, TA&D</p> <p>Presentations: PowerPoint (3,476 KB)</p>	Hoover
	<p><i>Building Statewide Comprehensive and Integrated Early Childhood Systems of Personnel Development</i></p> <p>Presenters: Mary Beth Bruder, University of Connecticut; George Sugai, University of Connecticut; Ching-I Chen, University of Connecticut</p>	Maryland A

Time	Event	Location
	<p>Session Description:</p> <p>The Early Childhood Personnel Center (ECPC) is facilitating the development, implementation, and evaluation of Statewide comprehensive and integrated systems of personnel development. This session will present case studies from four States that have implemented the process. Lessons learned from the collaborations with key stakeholders in each State will be shared.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are some of the challenges when developing a Statewide comprehensive and integrated system of personnel development? 2. What are the essential components of successful partnerships when collaborating with key State stakeholders? <p>Audiences: Personnel Development; Early Childhood</p> <p>Presentation: PowerPoint (286 KB)</p>	
	<p><i>Using IRIS Resources to Embed Evidence-Based Practices in Personnel Development Programs</i></p> <p>Presenters: Naomi Tyler, The IRIS Center; Deb Smith, The IRIS Center; Kate Mitchem, California University of Pennsylvania; Scott Snyder, University of Alabama at Birmingham</p> <p>Session Description:</p> <p>Directors from two 325T projects will describe how they redesigned their personnel development programs' syllabi, coursework, and curricula and infused their programs with IRIS resources on evidence-based practices. IRIS Center representatives will provide information on the resources that can help college faculty redesign courses and curricula and infuse their programs with teaching and learning tools related to evidence-based practices for children with disabilities (ages 0–21).</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How are universities using IRIS resources and services to improve their personnel development programs? 2. What resources and services does the IRIS Center offer to help faculty redesign their courses and curricula? <p>Audiences: Personnel Development, TA&D</p> <p>Presentation: PowerPoint (809 KB)</p>	Maryland B
	<p><i>Lessons Learned in Providing Intensive Technical Assistance</i></p> <p>Presenters: Paul Sindelar, National Center to Inform Policy and Practice in Special Education Professional Development; John McLaughlin, McLaughlin Associates; Ann Sebald, University of Northern Colorado</p> <p>Session Description:</p> <p>From 2008–2013, NCIPP provided TA to districts and States in their efforts to establish induction programs for special education teachers. This session will present a summary of the lessons learned from the center's intensive and individualized approach to TA.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Do you differentiate induction and mentoring for special education teachers? If so, how? If not, why not? 2. What elements of effective induction practice have you included in your program design? What shortcomings do you see in your program? 3. What possible barriers might limit your ability to improve induction and mentoring in your State or district? What supports will help you? <p>Audiences: TA&D, Personnel Development</p>	Maryland C

Time	Event	Location
	<p><i>Improving Outcomes in Secondary Transition: Technical Assistance for the State Systemic Improvement Plan</i></p> <p>Presenters: Deanne Unruh, National Post-School Outcomes Center; Loujeania Bost, National Dropout Prevention Center for Students with Disabilities; Paula Kohler, National Secondary Transition Technical Assistance Center</p> <p>Session Description:</p> <p>To further States' work in results-driven accountability, three transition-focused TA Centers (NDPC-SD, NPSO, and NSTTAC) will engage in a dialogue about the resources and TA that are available to support States in examining the four IDEA Part B transition-related indicators (1, 2, 13, and 14), and to support State education agencies (SEAs) in their State Systemic Improvement Plan (SSIP) work.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Has your State identified transition-related focus areas (i.e., graduation, dropout, IEP compliance, improved post-secondary outcomes) for your child-measurable results for the SSIP? 2. If yes, what types of TA do you need to support your SSIP work (e.g., data analysis; analysis of State infrastructure to support improvement and build capacity; the selection of improvement strategies, such as linking evidence-based practices to the gaps in your data or identifying evidence-based practices in transition and student engagement)? 3. As a result of learning about the tools, resources, and options for TA we shared in this session, how do you envision using them for program improvement in your context? 4. What barriers might impede the use of these tools and resources in SEAs? What TA will you need to address these barriers? <p>Audiences: SPDG, TA&D</p>	Virginia A
	<p><i>Evaluating Outcomes of the National Assessment Center's Collaborations</i></p> <p>Presenters: Martha Thurlow, National Assessment Center; Vitaliy Shyyan, National Assessment Center; David Merves, Evergreen Evaluation & Consulting</p> <p>Session Description:</p> <p>This session will highlight the National Assessment Center's evaluation models, tools, and practices for measuring its collaborative efforts. Panelists will describe: the current nature of evaluating collaborative efforts; the utility of the literature review in grounding measurement of collaboration; the roles of the logic model and collaboration map in identifying and measuring outcomes; and the dual experience of the grantee in collaborating with evaluators while measuring collaboration.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How does a collaborative program demonstrate the National Assessment Center's unique contributions to improved outcomes for students with disabilities? 2. Which evaluation questions on the National Assessment Center's collaborative efforts best address federally mandated performance measures, such as those of OSEP? 3. How can collaborative efforts improve the provision of TA services? <p>Audiences: TA&D; SPDG</p>	Virginia B
	<p><i>Providing Culturally Responsive Teaching in Field-Based and Student Experiences: A Case Study</i></p> <p>Presenters: Cathy Kea, North Carolina A&T State University; Stan Trent, University of Virginia</p>	Virginia C

Time	Event	Location
	<p>Session Description:</p> <p>This presentation will share a mixed-design study that chronicles the yearlong outcomes of 27 undergraduate pre-service teacher candidates who received instruction in a special education methods course. The study specifically examined candidates' ability to design and deliver culturally responsive lesson plans during field-based placements and student teaching settings. Research and practice recommendations for teacher education programs will also be provided.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How can teacher education programs infuse professional standards that reflect culturally responsive practices? 2. How can teacher education programs prepare all teachers to educate culturally and linguistically diverse learners from diverse communities in their classrooms? 3. What culturally responsive practices are being taught through university coursework, field-based experiences, and student teaching internships? <p>Audiences: Personnel Development, TA&D</p> <p>Presentation: PowerPoint (2,707 KB)</p> <p>Handouts:</p> <p>Interdisciplinary Journal of Teaching and Learning (PowerPoint 1,585 KB)</p> <p>Providing Culturally Responsive Teaching in Field-Based and Student Teaching Experiences: A Case Study (PowerPoint 349 KB)</p> <p><i>Child-Centered Services: Strategies for Communication in The Classroom For Children who Have Developmental Delays</i></p> <p>Presenters: Ray Hull, Wichita State University</p> <p>Session Description:</p> <p>This session will present research related to the developing central nervous system (CNS) of children who possess developmentally delayed auditory or language processing skills. A lack of understanding about this area of research—among both parents and special educators—can result in greater impairments of learning than would otherwise be experienced.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How can normal adult speech enhance and/or impede a young child's ability to process and interpret what teachers and parents say? 2. What can teachers and parents do to enhance young children's ability to understand adult speech in the classroom and at home and, thus, enhance children's potential for learning? <p>Audiences: Personnel Development, Early Childhood</p> <p>Presentation: PowerPoint (1,880 KB)</p>	Washington 1 & 2

Time	Event	Location
	<p><i>Factors Predicting Sustainability of School Climate Interventions: Research from Positive Behavior Intervention Supports (PBIS)</i></p> <p>Presenters: Kent McIntosh, University of Oregon</p> <p>Session Description:</p> <p>This session will share results from a program of research that sought to identify predictors of (a) the implementation of practices to improve school climate and (b) the sustainability of those practices, using SWPBIS as the sample practice. Results indicate that there are specific malleable enablers and barriers that can be targeted to maximize the implementation and sustainability of school climate interventions. The implications of these findings for technical assistance (TA) will also be discussed.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. To what extent are the factors that have been presented universal for school-based practices in general? 2. How can TA and professional development be restructured to maximize implementation and sustainability? <p>Audiences: TA&D, Personnel Development</p>	Washington 3
	<p><i>Development of the Higher Education Consortium for Special Education HECSE Quality Indicators for Preparation of Leadership Personnel</i></p> <p>Presenters: Jeannie Kleinhammer-Tramill, University of South Florida; Katherine Shepherd, University of Vermont; Cathy Newman Thomas, University of Missouri</p> <p>Session Description:</p> <p>This session describes the HECSE Quality Indicators for Leadership Preparation. Presenters will discuss the considerations that were taken into account when developing the indicators and the process that was used to obtain stakeholder input. Critical decisions regarding the purpose and intended use of the indicators will also be discussed. Participants will be invited to discuss possible uses for the indicators.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why did HECSE develop Quality Indicators for Leadership Preparation programs? 2. What information was used in the development of the indicators? 3. How does HECSE intend the Quality Indicators to be used, and does HECSE plan to monitor the quality of doctoral preparation? <p>Audiences: Personnel Development</p> <p>Presentation: PowerPoint (76 KB)</p>	Washington 4
3:00 p.m. – 3:30 p.m.	Break	
3:30 p.m. – 5:00 p.m.	Large Group Panel Sessions	

Time	Event	Location
	<p><i>Scaling Up Academic and Behavior Supports for All Students: Practical Realities and Positive Results</i></p> <p>Presenters: Paul Dunford, Maryland State Department of Education; Diane McGowan, Queen Anne's County Public Schools; Carol Kamp, Mattapeak Elementary School, Queen Anne's County Public Schools</p> <p>Moderator: Carol Quirk, Schoolwide Integrated Framework for Transformation (SWIFT) Center</p> <p>Session Description:</p> <p>Like other States, Maryland has adopted programs, initiatives, and projects to bring evidence-based practices to its schools to improve teaching and learning, particularly in areas where students live in poverty and schools are struggling to meet the needs of a diverse student body. Maryland has implemented and brought to scale Positive Behavioral Interventions and Supports (PBIS) as a schoolwide system to improve student engagement and social behavior. The Maryland SPDG focuses on improving math results and narrowing the achievement gap for students who receive special education services. Recently, Maryland has partnered with the SWIFT Center to transform general and special education services through inclusive multi-tiered academic and behavioral instruction. Each of these initiatives uses the principles of implementation science to build an infrastructure to support implementation, as well as district and State capacity for sustainability and scale-up across the State.</p> <p>Session Goals:</p> <p>Participants will learn how one school district merged SWIFT and PBIS and saw positive outcomes for students. Practical realities (challenges and solutions) that affect success will be shared through examples from one school. School, district, and State data will show how implementation science is used and the impact on school practices and student outcomes.</p> <p>Audiences: SPDG, TA&D, PTI</p>	Washington 1 & 2
	<p><i>#NothingAboutUsWithoutUs: Self-advocates and Family Members Navigating Social Networks and Community Supports</i></p> <p>Presenters: Alexis Nichols, Virginia Youth Leadership Forum (YLF-VA); Amy Ouellette, YLF-VA; Steve Phillips, YLF-VA; Michael Kozicki, Western Carolina University; Lydia Brown, Georgetown University; Ira Shepard, University of Delaware</p> <p>Moderator: Greg Knollman, OSEP</p> <p>Session Description:</p> <p>Twitter, Facebook, Pinterest, Instagram...Social media is great for broadcasting a message to a global network, so how are these tools used to build local supports for individuals transitioning from school to college and careers? Self-advocates and their family members will share how their tweets, blogs, status updates, posts, and video uploads are helping them develop their own businesses, access meaningful academic and community resources, broadcast their message, and build a socially aware and engaged following. Join this interactive session to learn more about how young adults and their families at different stages of transition are taking an active role in the planning process, and expanding access to their community.</p> <p>Session Goals:</p> <p>The goal of this session is to provide attendees information about the first-hand experiences of youth who recently transitioned from high school to post-secondary life. Panelists will share information on:</p> <ul style="list-style-type: none"> • How they and their families took steps to actively plan and access post school resources and supports, • The key academic and employment outcomes that have been a part of their transition, • Innovative approaches or resources that assisted them in transition, and • The challenges they had to overcome to obtain successful outcomes. <p>Audiences: All</p>	Washington 3

Time	Event	Location
	<p><i>Uncorking the Next Generation of Promising Transition Practices for Youth with Disabilities</i></p> <p>Presenters: Debra Hart, University of Massachusetts, Boston; Christy Willis, George Washington University; Serena Lowe, Department of Labor, Office on Disability Employment Policy; Richard Luecking, Center for Transition to Employment for Youth With Disabilities</p> <p>Moderator: Carol Ruddell, Utah State Office of Rehabilitation</p> <p>Session Description:</p> <p>This session will focus on programs, practices, and strategies that research has shown to provide positive post-school transitions in employment and postsecondary education for youth with disabilities. In 2010, the Office of Postsecondary Education awarded model demonstration grants to 27 institutions of higher education (IHEs), referred to as Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSIDs). The goal of the TPSID program is to create, expand, or enhance high-quality, inclusive higher education experiences to support positive outcomes for individuals with intellectual disabilities. Findings related to academic access, employment and career development, campus membership, and program elements that support self-determination skills will be presented. A disability support services (DSS) provider will offer strategies that have enabled students with a range of disabilities to succeed in IHE settings. To highlight employment opportunities, the director from the Center for Transition to Employment for Youth with Disabilities will discuss the research on the strategies and circumstances that produce optimal employment and career achievement for youth with disabilities. In addition, the Employment First State Leadership Mentor Program, which helps States align policies, regulations, and funding priorities to encourage integrated employment as the primary outcome for individuals with significant disabilities, will be described.</p> <p>Session Goals:</p> <p>At this session participants will:</p> <ul style="list-style-type: none"> • Learn about various programs and strategies that provide support for young adults with disabilities in postsecondary settings, and • Learn about the research associated with optimal postsecondary education and employment for young adults with disabilities. <p>Audiences: All</p> <p>Presentations:</p> <p>Hart (PowerPoint, 3,976 KB)</p> <p>Lowe (PowerPoint, 2,630 KB),</p> <p>Luecking (PowerPoint, 477 KB)</p>	Washington 5 & 6

Time	Event	Location
	<p><i>Successful Technology Interventions: What Are They and How Do We Incorporate Them Into Classroom Practice?</i></p> <p>Presenters: Anya Evmenova, George Mason University; Margo Izzo, Ohio State University; Alexa Murray, Ohio State University; Lori Cooney, University of Massachusetts, Boston</p> <p>Moderator: Terry Jackson, OSEP</p> <p>Session Description:</p> <p>Using the implementation framework to support innovative evidence-based technology in the classroom and other educational settings is critical to improving outcomes for infants, children, and youth with disabilities. Over the years, OSEP-funded technology projects have developed various technology tools and resources to improve outcomes for students; however, evidence-based technology alone is not useful unless it is put into practice and produces good outcomes. Using the implementation framework is central in guiding efforts in defining what needs to be done, how to establish what needs to be done, and who will do the work.</p> <p>Implementation in schools buildings and districts must be strategic and involve a team effort. The team needs to understand school district needs, build relationships with school and district leaders, create buy-in, assess readiness, provide ongoing professional development, and use data for continuous improvement.</p> <p>Please take this opportunity to listen to and engage with OSEP-funded technology projects that are learning about the realities of implementing evidence-based technology tools and resources in local educational agencies across the country. Presenters will share contextual issues, common challenges confronted, and how to incorporate technology into classroom curricula.</p> <p>Session Goals:</p> <p>At this session, participants will:</p> <ul style="list-style-type: none"> • Learn the importance of assessing teacher and school readiness, • Learn the various contextual issues involved when implementing evidence-based technologies in schools, and • Gain an awareness of the challenges of implementation of technology interventions and how to address them. <p>Audiences: TA&D, Technology & Media, SPDG</p> <p>Presentation: PowerPoint (3,799 KB)</p>	Maryland A, B, & C

Time	Event	Location
	<p><i>Enhancing Preservice Personnel Development Programs: Tools for Incorporating Evidence-Based Practices</i></p> <p>Presenters: Camille Catlett, University of North Carolina at Chapel Hill; Laurie Dinnebeil, University of Toledo; Melanie Nollsch, Kirkwood Community College</p> <p>Moderator: Camille Catlett, University of North Carolina at Chapel Hill</p> <p>Session Description:</p> <p>This session will highlight measures, models, tools, and strategies that are effective, readily available, and being used successfully to support enhancements in early childhood preservice programs. Based on work that is underway in six States on Paraprofessional Preservice Program Improvement Grants, panelists will share options for enhancing early childhood coursework, field experiences, and program practices. Participants will learn about (a) strategies for evaluating, deconstructing, and rebuilding course syllabi to reflect an explicit emphasis on evidence-based practices; (b) evaluating and enhancing the quality and diversity of field experiences; (c) effective faculty-specific approaches to professional development; (d) methods for engaging community partners in the program enhancement process; and (e) tools for measuring change in knowledge and skill as well as coursework and program practices. Participants will discover high-quality, no-cost resources for enhancing preservice coursework and other professional development efforts.</p> <p>Session Goals:</p> <p>Participants at this session will:</p> <ul style="list-style-type: none"> • Gain knowledge of models that provide guidance on how to systematically review and update curriculum to incorporate current evidence-based and competency-based practices; • Gain understanding of how to partner with other faculty and programs in the community to develop inclusive practicum experiences that integrate evidence-based practices and provide scholars high-quality clinical experiences; and • Gain knowledge of how to establish faculty buy-in and engagement for program improvement efforts and ongoing professional development opportunities for faculty to increase their knowledge, skills, and abilities in effectively teaching preservice early childhood educators to work with young children and families using evidence-based practices. <p>Audiences: Personnel Development, TA&D</p>	Virginia A, B, & C

Time	Event	Location
	<p><i>Yes They Can: Ensuring Access to College and Career Ready Standards for Students with Low-incidence Disabilities and Other Complex Support Needs</i></p> <p>Presenters: Jay Gense, National Center on Deaf-Blindness; Tanni L. Anthony, Colorado Department of Education; Emily Thatcher, Iowa Department of Education; Kristen Brown, California Department of Education; Jodi Fortney, Tulare County Office of Education High School, California</p> <p>Moderators: Jo Ann McCann, OSEP; Susan Weigert, OSEP</p> <p>Session Description:</p> <p>This session will feature powerful examples of SEA, LEA, and teacher leadership approaches to ensuring and supporting implementation of college and career readiness standards for students with the most complex support needs. The session will include in-depth discussions and video illustrations by State special education leaders and teachers who have worked to implement effective State and district policies, system-wide professional development, and school curricular reforms to ensure access to the general education curriculum for students with low-incidence disabilities. Lessons to be learned from this session will include approaches to inclusion and alignment of instruction to college and career readiness standards for students with the most complex support needs.</p> <p>Session Goals:</p> <p>This session will provide participants with understanding of the implementation of Common Core State Standards for students with the most significant cognitive disabilities, and those with complex support needs.</p> <p>Audiences: All</p> <p>Presentations:</p> <p>Anthony (PowerPoint, 312 KB)</p> <p>Brown and Fortney (PowerPoint, 1,415 KB)</p> <p>Thatcher (PowerPoint, 3,652 KB)</p>	Delaware A, B

Wednesday, July 23, 2014

Time	Event	Location
8:30 a.m. – 9:30 a.m.	Discussion Roundtables and Small Breakouts	
	DISCUSSION ROUNDTABLES	Salon I&II
	Table 1: Meeting the Needs of Low-Performing Schools Through Doctoral Student Scholarship	
	Presenters: David Houchins, Georgia State University; Kris Varjas, Georgia State University	
	Session Description:	
	<p>This group will discuss how leadership projects can meet the needs of low-performing schools while preparing doctoral students. Discussion will focus on creating partnerships between schools and universities related to research, teaching, and service scholar objectives. Participants will share strategies to implement and sustain such relationships from the perspectives of K–12 schools and universities. Specific barriers and facilitators will be highlighted.</p>	
	Audiences: Personnel Development, SPDG	
	Table 2: Developing Effective Teachers Through Dual Degree Programs	
	Presenter: David Daves, University of Southern Mississippi	
	Session Description:	
	<p>This group will discuss the specific skills needed to be an effective teacher in today's classroom as identified by IDEA, No Child Left Behind (NCLB), and Council for Exceptional Children (CEC) standards. The discussion will examine the impact of curricular and clinical experiences, for students in a program that combines elementary education and special education, on pre-service teachers as well as those in the field.</p>	
	Audiences: Personnel Development, SPDG	
	Presentation: PowerPoint (101 KB)	
	Table 3: Data-Informed Decision Making in Early Intervention and Preschool Special Education: Where Are We?	
	Presenters: Donna Spiker, SRI International; Kathleen Hebbeler, SRI International	
	Session Description:	
	<p>What do we need in order to build a culture of data-informed decision making in early intervention (EI) and early childhood special education (ECSE), with the goal of improving programs and outcomes? What are the critical questions that the EI and ECSE fields should be able to address with data? How can higher education support States in building the capacity of administrators and practitioners to use data? What challenges need to be tackled to make data-informed decision making at the State and local level a reality? Participants will share their experiences in using data.</p>	
	Audiences: Early Childhood, TA&D	

Time	Event	Location
	<p>Table 4: Best Practices in Recruitment of Highly Qualified Diverse Graduate Scholars Presenter: Jennifer Ganz, Texas A&M University</p> <p>Session Description: Despite attempts to recruit potential scholars with disabilities and scholars from diverse backgrounds, many leadership and personnel development projects find their pool of applicants, and thus their graduates, to be homogeneous. This session will discuss this challenge; please come prepared to share and discuss strategies and tools that result in a diverse pool of high-quality applicants. Perspectives of graduate students from diverse backgrounds and with disabilities are of particular interest during this discussion</p> <p>Audience: Personnel Development</p>	
	<p>Table 5: Promoting Commitment to High-Quality Data at the Local Level for IDEA Part C and Part B Presenter: Joy Markowitz, Westat</p> <p>Session Description: This discussion will focus on the importance of high-quality data as an integral component of effective teaching and learning. It will explore the reasons local educational agencies may not have confidence in their data and will pose the following questions: (a) How do data collection practices align with the principles of high-quality data (e.g., accurate and relevant)? (b) What are the challenges in applying these principles? and (c) What type of capacity building is needed to build a culture of high-quality data collection?</p> <p>Audiences: TA&D, Early Childhood</p>	
	<p>Table 6: Transitions in Rural Education: Enhancing School–University Partnerships Presenters: Kathleen Magiera, State University of New York (SUNY) at Fredonia; Rhea Simmons, SUNY at Fredonia</p> <p>Session Description: Despite much speculation about an immediate need to incorporate clinically rich rural field experiences in teacher preparation programs, there are few investigations that clearly inform higher education faculty and rural schools about expectations for teacher candidates. This discussion session will provide a chance for participants to explore this topic. Presenters will share information about an electronic survey conducted as part of their personnel development project in which higher education and rural school participants explored what is needed in rural schools from teacher candidates.</p> <p>Audiences: Personnel Development, TA&D</p> <p>Presentation: PowerPoint (199 KB)</p>	
	<p>Table 7: Developing Teacher Preparation Programs for the 21st Century Inclusive Classroom Presenters: Kevin Good, George Mason University; Melissa Hughes, George Mason University</p> <p>Session Description: The new century placed demands on special and general education teachers to integrate technology in inclusive classrooms. This has challenged teacher preparation programs to develop programs that effectively prepare teachers to integrate technology into their everyday teaching. This discussion will focus on how universities can develop teacher preparation programs that enable general and special education teachers to use technology effectively and collaboratively.</p> <p>Audiences: Personnel Development, Technology & Media</p>	

Time	Event	Location
	<p>Table 8: The Use of the Performance, Contributions, and Effectiveness (PACE) Evaluation Tool to Assess Performance of Speech-Language Pathologists (SLPs)</p> <p>Presenters: Linda Rosa-Lugo, University of Central Florida; Janet Deppe, American Speech-Language-Hearing Association (ASHA); Catherine Clarke, ASHA</p> <p>Session Description:</p> <p>Research on value-added assessment (VAA) has primarily focused on concerns raised by teachers about VAA's applicability for SLPs. ASHA developed the PACE evaluation tool to be used as an accountability measure of the instructional contributions of school-based SLPs. It comprises multiple measures, and is based on ASHA's Roles and Responsibilities of SLPs in Schools policy document. This discussion group will focus on the use of this tool for evaluation in personnel development grants.</p> <p>Audiences: Personnel Development, SPDG</p>	
	<p>Table 9: Effective Formative Evaluation Strategies for Training Teachers of the Deaf</p> <p>Presenters: Marietta Paterson, University of Southern Mississippi; Christina Perigoe, University of Southern Mississippi</p> <p>Session Description:</p> <p>This discussion group will focus on the development and use of formative evaluation strategies that can be used to guide and track the performance of student teachers of the deaf. The discussion will include alignment of formative evaluation strategies with the recommendations by the Joint Committee on Infant Hearing, and include specific competencies required by specialists who work in listening and spoken language development with children with hearing loss and their families, birth to age six.</p> <p>Audiences: Personnel Development, Deaf/Blind</p>	
	<p>Table 10: Building a High-Quality Early Childhood Workforce in a Comprehensive System of Personnel Development</p> <p>Presenter: Mary Beth Bruder, University of Connecticut</p> <p>Session Description:</p> <p>This discussion group will focus on the critical issues regarding building an integrated, comprehensive Statewide system of personnel development (CSPD). Discussions will center on the current CSPD status, challenges, and success across States. Participants will share their experience with Statewide professional development systems, and voice their thoughts on leveraging resources to optimize professional development opportunities for early childhood intervention professionals.</p> <p>Audiences: Personnel Development, Early Childhood</p>	
	<p>Table 11: Educating Cooperating Teachers About Evidence-Based Practices</p> <p>Presenters: Marya Grande, Canisius College; Kelly Harper, Canisius College</p> <p>Session Description:</p> <p>Representatives from a personnel development project will discuss efforts to provide professional development for cooperating teachers and others in a large urban school district. Presenters will share how they began collaboration with the district, as well as how the online learning management system Schoology was used to facilitate a professional development series. An outline of the past two professional development series will be shared; it is hoped that participants will also share their own challenges and successes related to educating cooperating teachers about evidence-based practices.</p> <p>Audience: Personnel Development</p> <p>Presentation: PowerPoint (1,628 KB)</p>	

Time	Event	Location
	<p>Table 12: How Do We Create Better Models of Clinical Supervision for Special Education Teachers in Training?</p> <p>Presenters: Nichole Prickett, George Mason University; Kelley Regan, George Mason University</p> <p>Session Description:</p> <p>The need to recruit, develop, and retain effective special education personnel and leaders is at the core of teacher preparation. A key part of this is providing quality clinical experiences for students en route to special education licensure, and ultimately, creating better models of clinical supervision for those students. This discussion will focus on models of clinical supervision through the lens of students, supervisors, and faculty, and other stakeholders. This discussion will generate ideas to improve models of clinical practice.</p> <p>Audiences: Personnel Development, TA&D</p>	
	<p>Table 13: SPDG Evaluators Discussion Group</p> <p>Presenter: Pat Mueller, Evergreen Evaluation & Consulting, Inc.</p> <p>Session Description:</p> <p>This discussion session will provide an opportunity for the SPDG evaluators to discuss issues and strategies related to evaluation of the SPDGs. Topics for discussion include (a) fidelity of implementation and intervention data collection, analyses, and reporting; (b) addressing the OSEP performance measures; and (c) problem-solving evaluation challenges.</p> <p>Audience: SPDG</p>	
	<p>Table 14: Supporting Scholars from Underrepresented Backgrounds in a Blended Early Childhood Program</p> <p>Presenters: Patricia Blasco, Western Oregon University; Cindy Ryan, Western Oregon University</p> <p>Session Description:</p> <p>The participants will discuss strategies for supporting and mentoring underrepresented scholars in blended early childhood special education programs. Underrepresented scholars include those who are culturally and linguistically diverse, are non-traditional (e.g., based on gender or age), or have a disability. Participants will engage in critical thinking about facilitators and barriers to recruitment, retention, and graduating of scholars.</p> <p>Audiences: Early Childhood, Personnel Development</p>	
BREAKOUT SESSIONS		
	<p><i>A Discussion of Mathematical Image Descriptions: Will Just One Suffice?</i></p> <p>Presenters: Robert Wall Emerson, Western Michigan University; Mark Horney, University of Oregon</p> <p>Session Description:</p> <p>Students with blindness need alternative forms of mathematical images in order to meet the demands of new international standards. Images may include tactile graphics, descriptions of images, or interventions by a teacher. It is an open question whether a single image alternative can suffice for all instructional and assessment circumstances or if multiple alternatives are necessary, and what impact these the answers to these questions have on their production, training, integration, use, and impact of descriptions.</p>	Balcony A

Time	Event	Location
	<p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. To what degree are images embedded in instructional materials provided with image descriptions or tactile graphics and are there differences in these numbers between different categories of materials (e.g., textbooks vs. supplementary materials vs. teacher made materials, etc.)? 2. To what degree are image descriptions contextualized to the instructional context, and does any such contextualization seem to matter in the ability of students to read, comprehend, and learn? 3. Is there any difference in the ability of students who are experienced braille users and those that are experienced text-to-speech users, to read, comprehend, and learn from instructional materials with embedded image descriptions and/or tactile graphics? <p>Audiences: Deaf/blind</p> <p>Presentation: PowerPoint (80 KB)</p>	
	<p><i>Meeting the Needs of English Learners with Reading Difficulties Through a Multi-Tiered Instructional Framework</i></p> <p>Presenters: Leticia Grimaldo, Meadows Center for Preventing Educational Risk, Sylvia Linan-Thompson, University of Texas at Austin; John Hoover, University of Colorado Boulder</p> <p>Session Description:</p> <p>The presentation will describe the work of three OSEP-funded model demonstration projects that focused on RTI with ELLs in Grades K–3. Specific areas that will be addressed during this presentation include the accurate identification of students' language and literacy needs through assessment and data-based decision making and appropriate, culturally responsive core and supplemental instruction.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What are the components of a multi-tiered instructional framework for ELLs? 2. What resources are needed at the district, school, and classroom levels to successfully implement and manage a tiered instructional framework for ELLs? 3. What might facilitate or impede the development, implementation, and sustainability of RTI frameworks for ELLs? <p>Audiences: Personnel Development; TA&D</p> <p>Presentation: PowerPoint (197 KB)</p>	Balcony B

Time	Event	Location
	<p><i>College and Career Readiness Instruction and Assessment for Pre-Intentional and Pre-Symbolic Communicators</i></p> <p>Presenters: Karen Erickson, University of North Carolina; Meagan Karvonen, University of Kansas</p> <p>Session Description:</p> <p>The Dynamic Learning Maps Consortium is working to ensure that students who are pre-intentional or pre-symbolic communicators—including those with deaf-blindness—receive instruction and participate in assessment that is aligned with college and career readiness standards. This session will describe the consortium's multiple-component approach, which focuses on communication, interaction, participation, and learning.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What local practices and systems are already in place to support students who are pre-intentional or pre-symbolic communicators? 2. What barriers are there to ensuring that students who are pre-intentional or pre-symbolic communicators receive instruction and participate in assessment aligned with college and career readiness standards? 3. How can we support the ongoing development of students who are pre-intentional or pre-symbolic communicators throughout their school careers? <p>Audiences: Deaf/blind; Technology & Media</p> <p>Presentation: PowerPoint (9,404 KB)</p>	Coolidge
	<p><i>Meeting College and Career Readiness Standards in Inclusive Classrooms with PowerUp WHAT WORKS!</i></p> <p>Presenters: Tracy Gray, American Institutes for Research; Dale Frengel, The Ivymount School</p> <p>Session Description:</p> <p>PowerUp WHAT WORKS (www.PowerUpWhatWorks.org) is a free professional learning website that offers best instructional practices and resources that empower teachers and administrators to take charge of their professional development. Participants will learn how educators use PowerUp to strengthen English language arts and mathematics instruction with technology and promote inclusive classrooms.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What successes and challenges have your stakeholders experienced in leveraging their technology investments to improve teaching and learning? 2. How do your stakeholders use blended learning for professional development to strengthen the integration of technology in the school and the classroom, and to implement the Common Core State Standards (CCSS) to meet the needs of students with disabilities? 3. How do your stakeholders use technology to personalize instruction and enhance professional development opportunities? <p>Audiences: Technology & Media; TA&D</p>	Delaware A


Time	Event	Location
	<p><i>Embedding Inclusionary Practices and Standards in Community College Early Childhood Education Courses: Creating Well-Qualified Early Childhood Paraprofessionals</i></p> <p>Presenters: Rashida Banerjee, University of Northern Colorado; Ritu Chopra, University of Colorado Denver; Geraldine DiPalma, University of Colorado Denver</p> <p>Session Description:</p> <p>The presenters will share the step-by-step process followed by one project to infuse standards-based and evidence-based special education content and practices in ECE courses in two-year community colleges in order to prepare paraprofessionals to serve all children. The materials developed during this process, and the lessons learned, will also be shared.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What comments or questions do you have about early childhood practitioner training and preparation programs that involve partnerships between two- and four-year colleges? 2. What information from this presentation will be helpful for you in terms of creating quality partnerships between two- and four-year colleges and supporting quality preparation of early childhood paraeducators? 3. What suggestions or questions do you have regarding the use of the materials that were shared during this session? <p>Audiences: Personnel Development; Early Childhood</p>	Delaware B
	<p><i>Mild Traumatic Brain Injury in Preschool Children: Screening and Family and Teacher Preparation and Engagement</i></p> <p>Presenters: Carol Kochhar-Bryant, The George Washington University; Theresa Armstrong, The George Washington University; Jennifer Frey, The George Washington University</p> <p>Session Description:</p> <p>The incidence of mild brain injury is greatest in children under two years old. However, many young children with TBI go undiagnosed. In addition, many researchers, teachers, and clinical professionals believe that countless children in education settings are underserved each year because their concussion history has not been shared with teachers and administrators.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How should special education practitioners screen and identify preschool children with mild TBI? 2. How can special educators and related service providers be better prepared to meet the needs of young children with mild TBI? 3. Given its prevalence and its history of under-identification, how can special educators support parents in understanding mild TBI and advocating for their children and families? <p>Audiences: Early Childhood; Personnel Development</p>	Hoover

Time	Event	Location
	<p><i>Grantee Reporting Requirements Using the Personnel Development Program Data Collection System (DCS)</i></p> <p>Presenters: Bonnie Jones, OSEP; Shedeh Hajghassemali, OSEP; Karen Schroll, Westat; Amy Bitterman, Westat</p> <p>Session Description:</p> <p>The Personnel Development Program Data Collection System (DCS), a consolidated data system, will improve data entry efficiency for grantees, scholars and employers and will collect scholar data from point of entry through completion of service obligation. This session will provide an overview of reporting requirements, including PDP program performance measures, Pre-scholarship Agreements and Exit Certifications, and other features of the new data system.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How will the merged data collection system change how I currently collect and report data from scholars enrolled in my OSEP-supported program? 2. How can I obtain a copy of my performance on program measures to use in writing my Annual Performance Report? 3. What are the Department's requirements for Pre-Scholarship Agreements and Exit Certification? What is my role as Project Director in meeting these requirements? 4. Where can I locate information on Program Performance Measure reporting, Service Obligation requirements, and other resources essential to my role as Project Director? <p>Audiences: Personnel Development</p> <p>Presentation: PowerPoint (193 KB)</p>	Maryland A
	<p><i>Engaging All Students for Success Through Social Inclusion</i></p> <p>Presenter: Andrea Cahn, Special Olympics</p> <p>Session Description:</p> <p>Social inclusion supports quality opportunities for all students to fully develop and succeed. Often, these opportunities are only offered to a select group of students. Project UNIFY uses Special Olympics sports and education programs to encourage students to create school climates where all students are agents of change. Special and general education students acquire and enhance their content knowledge, critical skills, and dispositions together, based on dignity and respect.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How can we best prepare all educators, and increase their knowledge and skills, to effectively and efficiently engage all students in classroom, sports, and leadership activities? 2. What are the necessary components of a school's climate that will encourage, support, and reward social inclusion? 3. What resources are available to align social inclusion with schoolwide academic and pro-social student development? <p>Audiences: Personnel Development; TA&D</p>	Maryland B

Time	Event	Location
	<p><i>Challenges in Evaluating Specialized Instructional Support Personnel</i></p> <p>Presenters: Kelly Vaillancourt, National Association of School Psychologists; Lynn Holdheide, American Institutes for Research; Tara Myers, American Institutes for Research</p> <p>Session Description:</p> <p>As educator evaluation systems evolve, there is an increased need to consider the evaluation of specialized instructional support personnel (SISP). In this breakout session, the Center on Great Teachers and Leaders will facilitate discussion around the challenges of designing inclusive educator evaluation systems that reflect the unique roles and responsibilities of SISP.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. As a teacher educator, practitioner, or researcher, what are your concerns regarding the evaluation of SISP? Is using the same evaluation process that is used for classroom teachers a good fit for SISP? If not, what other factors and components should be considered? 2. What role do national professional associations play (or what role should they play) in the development of educator evaluation systems for SISP? 3. How might competing priorities from multiple stakeholders influence the validation of SISP-specific rubrics? What are the benefits and challenges associated with various approaches to SISP-specific rubrics (e.g., one combined SISP rubric, individual rubrics by SISP role, etc.)? <p>Audiences: TA&D</p>	Maryland C
	<p><i>Strange Bedfellows: Building and Maintaining Collaborations Between, Among, and Within State Agencies for Promoting the Readiness of Minors in Supplemental Security Income (PROMISE) Grant Partnerships</i></p> <p>Presenters: Carol Ruddell, Utah State Office of Rehabilitation; JoAnna Richard, Wisconsin Department of Workforce Development; Andrew Karharn, New York Office of Mental Health</p> <p>Session Description:</p> <p>PROMISE is a joint initiative between the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. In fiscal year (FY) 2013, the Department of Education funded five-year model demonstration projects (MDPs) in five single States and one consortium of six States. The goal of the program is to improve the education and employment outcomes of child supplemental security income (SSI) recipients and their families, which may eventually lead to increased economic self-sufficiency and a reduced dependence on SSI payments. Each MDP must address several core features, including (a) the development of strong and effective partnerships; (b) the coordination of transition services and supports for child SSI recipients and their families; and (c) the management of data collection and tracking of the MDPs' performance. A randomized controlled trial design will be used to evaluate the projects. During this session, PROMISE grantees will describe their approaches to establishing strong and effective partnerships, maintaining interagency collaboration, and facilitating service coordination among multiple State and local agencies and programs.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What barriers have you encountered when seeking interagency collaboration? 2. What have you done, or what do you think can be done, to help encourage or support interagency collaboration? <p>Audiences: Research; TA&D</p> <p>Presentations:</p> <p>PowerPoint (80 KB)</p> <p>CA Promise (PowerPoint, 146 KB)</p> <p>Ruddell (PowerPoint, 349 KB)</p>	Virginia A

Time	Event	Location
	<p><i>A Retrospective: What We Have Learned from Four Leadership Preparation Projects for Administrators of Special Education</i></p> <p>Presenters: Mary Lynn Boscardin, University of Massachusetts Amherst; Leonard Burrello, University of South Florida</p> <p>Session Description:</p> <p>This session will review data from four OSEP-funded leadership preparation projects that were conducted over a period of 16 years in two universities. The purpose of the session is to share project highlights, examine project trends, explore the effects of changing policy climates on each project, and discuss the impact of the internship that trains leaders of special education administration in policy and school reform.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How do OSEP leadership grants contribute to the recruitment and retention of leaders who support the educational success of students with disabilities? 2. How are leaders of special education being prepared to contribute to the educational success of students with disabilities? 3. How does leadership preparation build upon scholars' internship experiences to advance their leadership development and policy roles? <p>Audiences: TA&D; SPDG</p> <p>Presentation: PowerPoint (758 KB)</p>	Virginia B
	<p><i>ALL Means ALL: SWIFT Center (School-Wide Integrated Framework for Transformation) Including Children with Disabilities in Whole School Reform Efforts</i></p> <p>Presenters: Mary Schuh, SWIFT Center</p> <p>Session Description:</p> <p>SWIFT—a national K–8 Center—provides academic and behavioral support to promote the achievement of all students, including students with disabilities. SWIFT bridges general and special education reform efforts to create powerful learning opportunities for students and teachers, and to promote active, engaged partnerships among families and community members. This session will highlight the research-based domains and features necessary to include children with disabilities in whole school reform.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Why is it imperative that students with disabilities are included in whole school reform efforts? 2. What are the key research-based domains and features of a fully inclusive school? 3. How can schools eliminate silos in order to unify efforts to meet the needs of all students? <p>Audiences: TA&D; SPDG</p> <p>Presentation: PowerPoint (3,772 KB)</p>	Virginia C

Time	Event	Location
	<p><i>Growing Intensive Intervention: Expanding Implementation Success through Capacity Building</i></p> <p>Presenters: Louis Danielson, American Institutes for Research; Michele Walden-Doppke, Northern Rhode Island Collaborative; Nicole Hitchener, Coventry Public Schools of Rhode Island</p> <p>Session Description:</p> <p>This session will highlight the National Center on Intensive Intervention's approach to building capacity in States and districts, which includes partnering with and building on the expertise of local leaders and TA providers to support implementation. Presenters will also describe the Center's formative evaluation efforts to date, as well as new Center resources that are intended to help school teams understand how multi-tiered instruction, special education, and Common Core State Standards may be integrated into a seamless instructional system.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What supports can OSEP-funded centers funded by OSEP provide to promote capacity building? 2. What characteristics of schools, districts, and State systems best promote effective capacity building? 3. How can OSEP-funded TA centers help schools and districts better understand the role of high-quality special education within the context of other school reform initiatives, such as the Common Core State Standards? <p>Audiences: TA&D; SPDG</p>	Washington 1
	<p><i>A Three State Collaboration on Community Re-Entry of Juvenile Offenders with Disabilities</i></p> <p>Presenters: David R. Johnson, University of Minnesota; Deanne Unruh, University of Oregon; Sarup Mathur, University of Arizona</p> <p>Session Description:</p> <p>The Office of Special Education Programs funded three demonstration sites to develop programs that would focus on the community reintegration of young offenders with disabilities. These three projects (located in Minnesota, Oregon, and Arizona) will provide an overview of each of their models, which are designed to successfully target school and community engagement upon release.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What key issues do juvenile offenders with disabilities face as they return to their communities and schools? 2. What effective strategies are being discovered in the process of developing the three programs? 3. What aspects of these strategies do participants think they could replicate? <p>Audiences: TA&D; SPDG</p> <p>Presentations:</p> <p>PowerPoint (3,548 KB)</p> <p>Youth Quotes (Powerpoint, 3,406 KB)</p>	Washington 3

Time	Event	Location
	<p><i>Equity, Inclusion and Opportunity: Addressing Success Gaps in our Schools</i></p> <p>Presenters: Nancy O'Hara, Mid-South Regional Resource Center; Kristin Reedy, Northeast Regional Resource Center; Eleanor White, Michigan Department of Education</p> <p>Session Description:</p> <p>This session will provide an introduction to a self-assessment and research brief designed to assist States, districts, and schools in the process of (a) turning around lowest-performing schools and programs, (b) including children with disabilities in whole school reform, (c) improving school climate, and (d) reducing or preventing inequities based on cultural or ethnic differences.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What adaptations would be necessary in order to use this tool in your work? 2. What would motivate a school or district to use this tool in their reform efforts? 3. How could this tool be incorporated into school or district reform efforts? <p>Audiences: TA&D; SPDG</p> <p>Handouts:</p> <p>Equity, Inclusion and Opportunity: Addressing Success Gaps (Word, 6,758 KB)</p> <p>Equity, Inclusion and Opportunity: How to Address Success Gaps Indicators of Success Rubric (Word, 6,719 KB) </p>	Washington 4
9:30 a.m. – 9:45 a.m.	Break	
9:45 a.m. – 10:45 a.m.	Small Breakout Sessions	
	<p><i>The Federal Investment in Personnel Development for Special Educators</i></p> <p>Presenters: Katharine Shepherd, University of Vermont; Suzanne Robinson, University of Kansas; Jane West, American Association of Colleges for Teacher Education (AACTE)</p> <p>Session Description:</p> <p>This session will address the recruitment, development, and retention of teachers and leaders in the context of the Federal investment in special education workforce development. A panel representing members of the Teacher Education Division of the Council for Exceptional Children (TED), the Higher Education Consortium for Special Education (HECSE), and the National Association of State Directors of Special Education (NASDSE) will present a report on the impact of the investment and invite participants to discuss the future of Part D of the IDEA.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. The document being reviewed in this presentation provides evidence to support the idea that the Federal investment in special education personnel development has resulted in positive outcomes for the field. At the same time, there is a perception that further investment from the Federal government is needed. What factors may be contributing to this continued need for investment? 2. How can the viewpoints of various constituencies (e.g., families, special education teachers and leaders, faculty in higher education institutions, etc.) inform conversations among decision makers and other key stakeholders around the future of the Federal investment in personnel development? 3. The evolution of the Federal investment suggests that priorities for funding have shifted over time. What key areas should be considered in future Federal investments? What are the challenges associated with ensuring adequate funding for Part D of the IDEA? <p>Audiences: Personnel Development; TA&D</p> <p>Presentation: PowerPoint (495 KB)</p>	Balcony A

Time	Event	Location
	<p><i>Quad-level Engagement: Leveraging Partnerships That Support Change in School and Statewide Professional Development Practices</i></p> <p>Presenters: Marcia Rock, University of North Carolina at Greensboro; Paula Crawford, North Carolina Department of Public Instruction; Amy Jones, Cleveland County Schools</p> <p>Session Description:</p> <p>Presenters will describe the North Carolina State Improvement Project Coaching Collaborative—an innovative partnership between a university discretionary leadership development project and school, district, and State educational agency (SEA) staff. Representatives from each system will talk about working collaboratively to implement technology-enabled coaching initiatives and support school and statewide professional development efforts.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How are university, local school district, and State personnel working together in your State to implement technology-enabled coaching that supports school and statewide professional development efforts? 2. How can North Carolina's Coaching Collaborative model, featuring quad-level engagement, help others implement technology-enabled coaching that supports school and statewide professional development efforts in systematic and sustainable ways? 3. What tools (e.g., National Implementation Research Network [NIRN]) and tactics have you used among partners to ensure systematic and sustainable implementation of technology-enabled coaching that supports school and statewide professional development efforts? How have you measured effectiveness? What approaches could be adopted for collecting outcome data across partners, projects, and States? <p>Audiences: SPDG; Personnel Development</p> <p>Presentation: PowerPoint (75.9 KB)</p>	Balcony B
	<p><i>Consideration of the Curricular Resources Needed to Support Students Who Will Participate in Alternate Assessment Based on Alternate Achievement Standards (AA-AAS) Based on Common Core State Standards</i></p> <p>Presenters: Rachel Quenemoen, University of Minnesota; Diane Browder, National Center and State Collaborative (UNCC); Susan Weigert, OSEP</p> <p>Session Description:</p> <p>The National Center and State Collaborative General Supervision Enhancement Grant (NCSC-GSEG) developed an array of curricular resources to enhance students' access to, and learning of, the Common Core State Standards (CCSS) for students with significant cognitive disabilities. This session will highlight these resources using publicly available materials and a video clip of a teacher application. Participants will also discuss additional needed curricular resources.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What do we know now about teaching academic content to students with significant cognitive disabilities that we did not know 10 years ago when IDEA was reauthorized? That is, what progress has been made? 2. What types of curricular resources are needed to promote standards-based instruction? What curricular resources are you currently using for students with significant cognitive disabilities? 3. How could we develop teachers' ability to design their own resources? <p>Audiences: Personnel Development; SPDG</p>	Delaware B

Time	Event	Location
	<p><i>Addressing Internal and External Challenges to Personnel Development in Adapted Physical Education: From PK-12 to Ph.D.</i></p> <p>Presenters: Suzanna Dillon, Wayne State University; Robert Arnhold, Slippery Rock University; Garth Tymeson, University of Wisconsin – LaCrosse</p> <p>Session Description:</p> <p>This session will address national issues that challenge undergraduate and graduate personnel development programs, as well as their graduates, in PK–12 APE. The breakout session discussion will conclude with action steps for individual project directors, local educational agencies (LEAs), State educational agencies (SEAs), and national-level professional organizations.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Given the current issues that regularly impact PK–12 APE practitioners, what preservice experiences and evidence-based practices best prepare APE specialists for teaching and leading in the K–12 setting? 2. As a field, how should APE professionals be prepared to move from the master's level to the doctoral level in APE, and from the doctoral level to leadership positions within the field? 3. As a profession, how can APE professionals support undergraduate physical education teacher education programs so that there are quality candidates to recruit for the APE specialization? <p>Audiences: Personnel Development</p> <p>Presentation: PowerPoint (830 KB)</p>	Hoover
	<p><i>Grantee Reporting Requirements Using the Personnel Development Program Data Collection System (DCS)</i></p> <p>Presenters: Bonnie Jones, OSEP; Shedeh Hajghassemali, OSEP; Karen Schroll, Westat; Amy Bitterman, Westat</p> <p>Session Description:</p> <p>The Personnel Development Program Data Collection System (DCS), a consolidated data system, will improve data entry efficiency for grantees, scholars and employers and will collect scholar data from point of entry through completion of service obligation. This session will provide an overview of reporting requirements, including PDP program performance measures, Pre-scholarship Agreements and Exit Certifications, and other features of the new data system.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How will the merged data collection system change how I currently collect and report data from scholars enrolled in my OSEP-supported program? 2. How can I obtain a copy of my performance on program measures to use in writing my Annual Performance Report? 3. What are the Department's requirements for Pre-Scholarship Agreements and Exit Certification? What is my role as Project Director in meeting these requirements? 4. Where can I locate information on Program Performance Measure reporting, Service Obligation requirements, and other resources essential to my role as Project Director? <p>Audiences: Personnel Development</p> <p>Presentation: PowerPoint (193 KB)</p>	Maryland A

Time	Event	Location
	<p>Project RTI: Closing the Research-to-Practice Gap through Teacher Preparation</p> <p>Presenters: Marcy Stein, University of Washington Tacoma; Bill Rasplica, Franklin Pierce School District; Diane Kinder, University of Washington Tacoma</p> <p>Session Description:</p> <p>This session will discuss how a well-designed teacher preparation program that embeds a partner school model is able to close the research-to-practice gap that is common in the field. The presenters will review the components of the program that are essential to establishing a coherent connection between university coursework and field experiences. Specific evidence-based instructional practices included in coursework and aligned with field experiences will also be discussed.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What teacher preparation program components are essential to closing the research-to-practice gap in public schools? 2. What are the benefits and costs of a partnership with a university and also with public schools? 3. What are some of the barriers to accurate evaluation of teacher preparation <p>Audiences: Personnel Development; TA&D</p> <p>Presentation: PowerPoint (605 KB)</p>	Maryland B
	<p>Multi-Tiered Systems of Support and Teacher Effectiveness</p> <p>Presenters: Lynn Holdheide, American Institutes for Research; Jennifer Lillenstein, Pennsylvania Training and Technical Assistance Network; Lindsey Hayes, American Institutes for Research</p> <p>Session Description:</p> <p>In this session, the Center on Great Teachers and Leaders will facilitate a roundtable discussion on ways in which successful multi-tiered systems of support can be leveraged to provide evidence of teacher instructional practice and student growth within educator evaluation systems.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. Do existing educator evaluation frameworks provide a structure that can appropriately evaluate the effectiveness of educators whose primary roles and responsibilities are to provide instruction and/or intervention within multi-tiered systems of support? 2. In what ways can practices within a multi-tiered system of support provide evidence of teacher instructional practice and student growth? 3. Does the educator evaluation system in your State or district include measurement of teacher capacity to implement evidence-based practices within multi-tiered systems of support? <p>Audiences: TA&D</p>	Maryland C

Time	Event	Location
	<p><i>Collaborative and Participatory Approach to Quality Preparation for Interveners: Development, Delivery and Sustainability of Training Modules</i></p> <p>Presenters: Amy Parker, National Center on Deaf-Blindness; Ritu Chopra, University of Colorado Denver; Beth Kennedy, DeafBlind Central</p> <p>Session Description:</p> <p>The presenters will share participatory and collaborative processes that were utilized in an OSEP-funded initiative for developing standards-based training modules for interveners who serve in the capacity of paraprofessionals for students with deaf-blindness. Participants will engage in a discussion about the usability, effectiveness, accessibility, and sustainability of the modules.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How have standards set expectations (through the use of specific knowledge and skills) for appropriately trained interveners? 2. How does the use of traditional preparation approaches and the use of professional development models with teams support quality? 3. How may we use such collaboratively produced materials within diverse local systems to create sustainable approaches to preparing interveners? <p>Audiences: Personnel Development; Deaf/blind</p> <p>Presentation: PowerPoint (1,872 KB)</p>	Virginia A
	<p><i>Improving Classroom Climate by Assessing Teacher-Candidate and Mentor Teacher Perceptions and Performance</i></p> <p>Presenters: Debra Chiaradonna, Chestnut Hill College; Teri Rouse, Chestnut Hill College</p> <p>Session Description:</p> <p>This session will present findings on special education preparation programming relating to improving classroom climate, having examined teacher candidates and their mentor teachers' perceptions of the teacher candidates' professional attributes. By establishing and maintaining strong partnerships with local schools and increasing the competency of teacher candidate/mentor relationships, schools of higher education can train and develop teacher candidates who are capable of addressing the varied needs of all students. Data will be presented and discussion will center on the programmatic inferences for partner schools and teacher candidate/mentor relationships. The presenters will also provide visual material and handouts.</p> <p>Discussion Question:How do colleges and universities build sustainable relationships and partnerships in high-needs schools?</p> <p>Audiences: Personnel Development; SPDG</p>	Virginia B

Time	Event	Location
	<p><i>Teaching and Testing Online: Patterns, Profiles, and Personalization</i></p> <p>Presenters: Skip Stahl, Center for Applied Special Technology (CAST); Tracey Hall, CAST</p> <p>Session Description:</p> <p>This session will explore how the Common Core State Standards and its associated large-scale assessments align with and diverge from the growing personalization movement propelled by online learning and digital curricula. Students with disabilities are at the intersection of these two movements and have much to gain, and much to lose. The Center on Online Learning and Students with Disabilities (COLSD) is exploring how digital media and delivery challenges prior approaches to education and the measurement of achievement.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What aspects of college and career readiness standards (i.e. Common Core) are potentially at odds with the adoption of student-centered instructional practices made possible by digital media and delivery systems? 2. What is the role of formative versus summative assessment for students with disabilities in a personalized digital learning environment? 3. How do the supports and scaffolds that are increasingly a part of digitally-based instruction impact the notion of construct relevance in the assessment of students with disabilities? <p>Audiences: Technology & Media; TA&D</p> <p>Presentation: PowerPoint (5,982 KB)</p>	Virginia C
	<p><i>High Quality Child Outcomes Data in Early Childhood: More Important Than Ever</i></p> <p>Presenters: Kathleen Hebbeler, SRI International; Christina Kasprzak, Frank Porter Graham Child Development Center; Lynne Kahn, Frank Porter Graham Child Development Center</p> <p>Session Description:</p> <p>Having high-quality data on child outcomes became more important for States this year because of a new requirement for a State Systemic Improvement Plan based on data analysis. The discussion will focus on how Part C and 619 State agencies are moving to effectively use data to improve results.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What would a "model State" that effectively used child outcomes data to drive program improvement look like? What features or capacities would the State have? 2. What are the current challenges faced by States when they use their child outcomes data to develop and monitor an improvement plan? 3. How can technical assistance providers and higher education help States address these challenges? <p>Audiences: Early Childhood; TA&D</p>	Washington 1

Time	Event	Location
	<p><i>Striving for Quality: Using Continuous Improvement Strategies to Increase Program Quality, Implementation, Fidelity, and Durability</i></p> <p>Presenters: Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative; Barbara Sims, SISEP Center</p> <p>Session Description:</p> <p>Projects that strive to improve program quality can use rapid iterative improvement cycles to address school climate. Improvement strategies help to ensure that educational practices are implemented with fidelity and will endure over time. Usability testing makes sure that project content/materials are easy to understand and use, and that they address critical issues that are relevant to school improvement. Rapid problem solving identifies and addresses risks while implementing the educational supports for schools.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. How do we help personnel understand that continuous quality improvement is an ongoing process rather than a periodic event? 2. What are the critical variables that should be considered when implementing rapid iterative improvement cycles for quality improvement? 3. What are the risks and opportunities associated with rapid iterative improvement cycles for quality improvement? <p>Audiences: TA&D; SPDG</p> <p>Presentation: PowerPoint (2,455 KB)</p>	Washington 2
	<p><i>Using Evidence-Based Practices to Reform Teacher and Leader Education: Useful Tools and Resources in Action</i></p> <p>Presenters: Mary Brownell, CEEDAR Center; Meg Kamman, CEEDAR Center; Kathleen Magiera, The State University of New York at Fredonia; Erica McCray, CEEDAR Center; Rhea Simmons, The State University of New York at Fredonia</p> <p>Session Description:</p> <p>Developing effective teachers and leaders is a top priority. In this session, representatives from IHEs will provide insights into the use of innovation configurations when reforming teacher and leader preparation. CEEDAR Center staff will demonstrate the use of their Networked Improvement Community to facilitate a technology-based innovation configuration process. They will also provide examples of collaboration across multiple IHEs and partnering SEAs and LEAs that are engaging in reform.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What efforts has your university engaged in to improve teacher and leader effectiveness? 2. How are your State, university, and local educational agencies collaborating on common efforts? 3. What tools are you using to ensure evidence-based practices are implemented? 4. How do you know your teacher and leader candidates are effective? <p>Audiences: Personnel Development, TA&D</p> <p>Presentation: PowerPoint (2,424 KB)</p>	Washington 3

Time	Event	Location
	<p><i>Image and STEM Content Accessibility: The Latest from the DIAGRAM Center and Bookshare and Innovation for Education (BI4E)</i></p> <p>Presenter: Betsy Beaumon, Benetech</p> <p>Session Description:</p> <p>Publishers, educators, and assistive technology specialists need tools and standards for creating accessible educational materials in the tricky areas of STEM content and images. Learn how two initiatives—the OSEP-funded Digital Images and Graphic Resources for Accessible Materials (DIAGRAM) Center and Bookshare and Innovation for Education (BI4E)—are changing the face of accessible content creation and discovery.</p> <p>Discussion Questions:</p> <ol style="list-style-type: none"> 1. What gaps in the content creation and distribution process need to be addressed in order to provide accessible materials to students in a timely manner? 2. How can educators take advantage of improvements in new technologies (such as 3-D printing) to ensure that STEM images are accessible to all students? 3. Once accessible materials have been created, how do we make sure that they can be easily found online? <p>Audiences: Technology & Media</p>	Washington 4
10:45 a.m. – 11:00 a.m.	Break	
11:00 a.m. – 11:30 a.m.	<p>OSEP Research to Practice Director's Address & Update</p> <p>Presenter: Larry Wexler, Research to Practice Division Director</p>	Salon I & II
12:00 p.m.	Adjourn	