

# DE-MTSS Technical Assistance Center

## 2024-25 SY Professional Learning Opportunities

| PROFESSIONAL LEARNING EVENTS |  |                       |          |        |
|------------------------------|--|-----------------------|----------|--------|
| Month                        | Event  | Date & Time           | Location | PDMS # |
| February                     | <b>MTSS Administrator Series: MTSS 101</b><br>Session will explore the critical role administrators play in MTSS implementation. Participants will receive an overview of the five essential components of the Delaware MTSS model which include: team-based leadership, tiered-systems of support, comprehensive assessment system, data-based decision making, evaluation & selection of resources, supports and interventions.  | 2/25/25<br>9-10:30 AM | Virtual  | #43375 |
|                              | <b>SPEACS- Special Education Leadership PL Series - Part 1 of 3</b><br>This 3-Part Series is open to all Special Education Leaders in Delaware. During this training, we will be giving an overview of Schoology Module Basics of Communication that is offered to all educators and school staff. We will also be providing resources that you can use to support implementation and fidelity in your work.   | 2/25/25<br>10-11 AM   | Virtual  | #43229 |
|                              | <b>Inclusive Skill-Building Learning Approach (ISLA) - Part 1 of 2</b><br>ISLA is a school-wide model designed to strengthen positive relationships, reduce the use of exclusionary practices, and support all students and staff with building beneficial social skills to aid them in repairing harm, making amends, and moving on. Time will be provided to explore and respond to the <a href="#">ISLA Practice Brief</a> in ways that attendees can "take and turn" the model to strengthen school-wide efforts to build teachers' Tier 1 classroom practices. <a href="#">Register online</a> by 2/19. | 2/24/25<br>3-4:30 PM  | Virtual  | #42617 |
| March                        | <b>Inclusive Skill-Building Learning Approach (ISLA) - Part 2 of 2</b><br>ISLA is a school-wide model designed to strengthen positive relationships, reduce the use of exclusionary practices, and support all students and staff with building beneficial social skills to aid them in  | 3/3/25<br>3-4:30 PM   | Virtual  | #42617 |

|       |   |                       |         |        |
|-------|---|-----------------------|---------|--------|
|       | repairing harm, making amends, and moving on. Time will be provided to explore and respond to the <a href="#">ISLA Practice Brief</a> in ways that attendees can "take and turn" the model to strengthen school-wide efforts to build teachers' Tier 1 classroom practices.   |                       |         |        |
|       | <b>SPEACS- AAC SIG Session 1</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided. | 3/18/25<br>4-5 PM     | Virtual | #42771 |
|       | <b>MTSS Administrator Series: Team-Based Leadership - Strategies to promote efficiency</b><br>Session will explore how administrators can support integrated teams to be organized, provide role/purpose clarification, and efficiently and effectively use data to solve problems.   | 3/25/25<br>9-10:30 AM | Virtual | #43375 |
|       | <b>SPEACS- Special Education Leadership PL - Part 2 of 3</b><br>This 3-Part Series is open to all Special Education Leaders in Delaware. During this training, we will be giving an overview of Schoology Module Emergent Literacy that is offered to all educators and school staff. We will also be providing resources that you can use to support implementation and fidelity in your work.   | 3/25/25<br>10-11 AM   | Virtual | #43229 |
| April | <b>MTSS Administrator Series: Hexagon Tool</b><br>Session will provide an overview of the Hexagon Tool, developed by the National Implementation Research Network (NIRN), and how administrators can utilize the tool with leadership teams to support selection of practices, interventions, and curricula to increase sustainability and fidelity.  | 4/15/25<br>9-10:30 AM | Virtual | #43375 |
|       | <b>SPEACS- AAC SIG Session 2</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly  | 4/15/25<br>4-5 PM     | Virtual | #42771 |

|             |   |                       |         |        |
|-------------|---|-----------------------|---------|--------|
|             | sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided.  |                       |         |        |
| <b>May</b>  | <b>SPEACS- Special Education Leadership PL - Part 3 of 3</b><br>This 3-Part Series is open to all Special Education Leaders in Delaware. During this training, we will be giving an overview of Schoology Module Conventional Literacy that is offered to all educators and school staff.. We will also be providing resources that you can use to support implementation and fidelity in your work.  | 5/20/25<br>10-11 AM   | Virtual | #43229 |
|             | <b>SPEACS- AAC SIG Session 3</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided. | 5/20/25<br>4-5 PM     | Virtual | #42771 |
|             | <b>MTSS Administrator Series: MTSS Data-based Decision Making - Strategies for student-level problem solving</b><br>Session will provide administrators with guidance to identify problems, goals for improvement, and solutions with a focus on student-level data.  | 5/27/25<br>9-10:30 AM | Virtual | #43375 |
| <b>June</b> | <b>SPEACS- AAC SIG Session 4</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided. | 6/17/25<br>4-5 PM     | Virtual | #42771 |

|      |  |                           |           |        |
|------|--|---------------------------|-----------|--------|
|      | <b>MTSS Administrator Series: MTSS Data-based Decision Making - Strategies for systems-level problem solving</b><br>Session will provide administrators with guidance to identify problems, goals for improvement, and solutions with a focus on systems-level data.   | 6/25/25<br>9-10:30 AM     | Virtual   | #43375 |
| July | <b>Tier 1 MTSS Team Training - Building Strong Behavioral Support Practices</b> - See <a href="#">flyer</a> for details.<br>This session will focus on building strong universal, prevention-focused behavioral support practices, and is designed for schools interested in bolstering or redesigning Tier 1 practices as part of an integrated tiered framework. District MTSS support staff are also encouraged to attend.<br>→ Complete <a href="#">registration survey</a> by June 30.  | 7/9 - 7/10/25<br>Full Day | In-Person |        |
| July | <b>SPEACS- AAC SIG Session 5</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided.  | 7/22/25<br>10AM-11AM      | Virtual   | #42771 |
| July | <b>Resilience Education Program (REP)</b><br>The <a href="#">Resilience Education Program</a> (REP), an evidence-based Tier 2 intervention for students at risk for internalizing concerns, such as depression and anxiety. REP is comprised of 3 major components: <ul style="list-style-type: none"> <li>• Cognitive-Behavioral Instruction: Students are taught key coping and problem-solving skills.</li> <li>• Check In/Check Out: Students meet with their teachers and a mentor on a regular basis to receive feedback regarding their behavior.</li> <li>• Resilient Families: Parents/caregivers are provided important information and resources to support their child's emotions and behavior in the home.</li> </ul> | 7/22/25<br>9 am-3pm       | In-person |        |

|                  |   |                   |         |        |
|------------------|---|-------------------|---------|--------|
|                  | This workshop will include systems considerations and how to use the curriculum to implement the intervention with fidelity. Registration: <a href="https://delaware.ca1.qualtrics.com/jfe/form/SV_ex0IALTqtIbMLRA">https://delaware.ca1.qualtrics.com/jfe/form/SV_ex0IALTqtIbMLRA</a>  |                   |         |        |
| <b>August</b>    | <b>SPEACS- AAC SIG Session 6</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided. | 8/19/25<br>4-5 PM | Virtual | #42771 |
| <b>September</b> | <b>SPEACS- AAC SIG Session 7</b><br>In this AAC Special Interest Group, participants will have the opportunity to make connections with fellow participants and learn more about supporting AAC in the classroom. During these monthly sessions, participants will be able to share their own experiences and resources around a monthly topic. Topics will range from shifting mindsets around AAC to support AAC users with grade level curriculum. Resources that participants can use in their practice will be provided. | 9/23/25<br>4-5 PM | Virtual | #42771 |

| <b>ASYNCHRONOUS LEARNING OPPORTUNITIES</b> |   |               |
|--|---|---------------|
| <b>Course Title</b>                        | <b>Course Description</b>   | <b>PDMS #</b> |
| Introduction to UDL                        | This session explores the theory and rationale behind Universal Design for Learning, a proactive framework used to eliminate barriers within the curriculum to meet the needs of the diverse learners in today's classrooms. Participants will learn about variability is at the heart of UDL and why it is so important to understand that variability. Participants will also explore and learn how to incorporate principles of UDL when designing curricular units and lesson plans, in addition to learning how UDL and MTSS align. Participants will have the opportunity to actively | #42969        |

|  |  |              |
|--|--|--------------|
|  | engage in guided practice surrounding the principles of UDL.   |              |
| Advanced UDL                                       | This session explores the theory and rationale behind Universal Design for Learning, a proactive framework used to eliminate barriers within the curriculum to meet the needs of the diverse learners in today's classrooms. Participants will learn about variability is at the heart of UDL and why it is so important to understand that variability. Participants will also explore and learn how to incorporate principles of UDL when designing curricular units and lesson plans, in addition to learning how UDL and MTSS align. Participants will have the opportunity to actively engage in guided practice surrounding the principles of UDL.   | #42971       |
| DE-IEP and Assistive Technology                    | This course offers educators comprehensive guidance on integrating assistive technology (AT) into IEP construction and implementation. Through five detailed modules, participants will learn how to select, implement, monitor, and adjust AT to support the unique needs of students with disabilities, ensuring they achieve their educational goals.   | #43116       |
| DE-IEP for Multilingual Learners with a disability | <p>This training series serves as a supplemental module to the DE-IEP Training Series and supports educators in considering the needs of multilingual learners who also have a disability. The series will focus on four driving questions:</p> <ul style="list-style-type: none"> <li>• Module 1: What's our why?</li> <li>• Module 2: How do multidisciplinary teams gather data about multilingual learners with a disability?</li> <li>• Module 3: How do multidisciplinary teams use the data they have gathered to make determinations for the student?</li> <li>• Module 4: How do multidisciplinary teams plan for meeting the needs of multilingual learners with a disability?</li> </ul> <p>Throughout the series, participants will have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Reflect on their own practices and mindsets around working with multilingual learners who have a disability.</li> <li>• Consider how multidisciplinary teams might use the Multilingual Learner Success Plan alongside of the comprehensive student learner profile by: <ul style="list-style-type: none"> <li>○ Gathering relevant data from multiple sources,</li> <li>○ Using the data collected to make determinations for multilingual learners with a disability, and</li> <li>○ Planning to best meet the needs of multilingual learners with a disability.</li> <li>○ Determine one way they can apply the learning from this series to their own work.</li> </ul> </li> </ul> | #43088       |
| Emergent Literacy-                                 | In this course, participants will understand emergent literacy as it applies to children with  | PDMS # 42805 |

|  |  |              |
|--|--|--------------|
| <b>Only available to June 30th</b>                       | complex communication needs, identify emergent literacy strategies that can be incorporated within the classroom setting with the grade level curriculum and discuss the relationship and continuum between emergent and conventional literacy strategies  |              |
| <b>Conventional Literacy-Only available to June 30th</b> | In this course, participants will understand conventional literacy as it applies to children with complex communication needs, identify conventional literacy strategies that can be incorporated within the classroom setting with the grade level curriculum and discuss the relationship and continuum between emergent and conventional literacy strategies  | PDMS #42979  |
| <b>Top Ten Questions about Universal Screening</b>       | In this webinar, a brief overview of universal screening is presented. Participants will be able to (1) position universal screening in the context of MTSS implementation, (2) describe a comprehensive universal screening process, (3) identify the similarities and differences between academic and non-academic screening and (4) determine whether installing an SEB screener is an appropriate next step in their MTSS implementation. | PDMS #29663  |
| <b>Installing a Universal SEB Screener Series</b>        | Engage in this comprehensive 5-part series. (1) Selecting an SEB Screener Introduction, (2) Selecting a Universal SEB Screener, (3) Universal screening readiness, resource mapping, gap analysis, (4) Caregiver consent, action planning, stakeholder buy-in, (5) Data-Based Decision Making  | PDMS #31249  |
| <b>UDL and DTGSS for Educators</b>                       | This course will provide an overview of the Universal Design for Learning (UDL) and the Delaware Teacher Growth and Support System (DTGSS). The course will show examples and provide a resource to show how the two align. Participants will watch a video of a teacher, look for evidence of UDL, and provide feedback through a DTGSS lens.   | PDMS # 43378 |
| <b>UDL and DTGSS for Administrators</b>                  | This course will provide an overview of the Universal Design for Learning (UDL) and the Delaware Teacher Growth and Support System (DTGSS). The course will show examples and provide a resource to show how the two align. Participants will watch a video of a teacher, look for evidence of UDL, and provide feedback through a DTGSS lens.   | PDMS # 43380 |

Use this QR code to access this document.

As additional professional learning opportunities are scheduled, this document will be updated.



Last updated: 6/6/2025