Everett Public Schools

Professional Development Courses

2026-2027

EPS is offering after-school professional development courses for educators. District educators facilitate all courses, which award 10 PDPs and are free for staff. See course descriptions and schedules below.

PD Courses At-A-Glance

Course Title	Facilitator(s)	Dates
Ten Things Every Child with Autism Wishes You Knew	*Ashley Prete*	*February 1st-March 22nd*
Supporting Neurodivergent Students in Inclusion and Teaching Strategies for General Education Teachers	*Danielle Hancock*	*Tuesdays from January 5th-March 16th*
Special Education: Explaining the Process	*Elena Hickey*	*January 6th, 13th, 20th, & 27th*
Meeting Every Learner: Small Group Strategies for CKLA	*Elizabeth Slattery & Kayla Dever*	*March 1st-March 25th*
Everyday Executive Functioning: How to Support Neurodivergent Learners	*Elizabeth Slattery & Kayla Dever*	*February 2nd-February 26th*
Teaching K-5 iReady Math with a Language Lens: Effective Instruction for English Learners	*Elizabeth Slattery & Kayla Dever*	*January 4th-January 29th*
American Like Me	*Tess Churella*	*January 4th-March 1st*
Grade 3 Skills: Teaching Intermediate Phonics	*Maria Drappers*	*January 26th to March 12th*

Ten Things Every Child with Autism Wishes You Knew

Facilitators: *Ashley Prete*

Dates: *February 1st-March 22nd*

Format*: Asynchronous*

PDPs: *10 hours/10 PDPs*

Description: This course will focus on increasing educators' understanding of autism through the study of Ten Things Every Child with Autism Wishes You Knew by Ellen Notbohm. Participants completed assigned readings, viewed supplemental videos related to autism spectrum disorder (ASD), responded to guided reflection questions, and engaged in asynchronous online discussions with colleagues. The activities encouraged participants to examine the perspectives and experiences of children with autism, reflect on instructional practices, and consider strategies for creating more supportive and inclusive learning environments. Discussion topics included sensory processing differences, communication needs, social-emotional development, behavior as communication, and the importance of recognizing individual strengths. Participants responded to prompts about the readings and videos, shared classroom applications, and provided feedback to peers, fostering collaborative learning and professional reflection.

Supporting Neurodivergent Students in Inclusion and Teaching Strategies for General Education Teachers

Facilitators: Danielle Hancock

Dates: *January 5th, January 12th, January 19th, January 26th, February 2nd, February 9th, February 23rd, March 2nd, March 9th, and March 16th*

Format: *Synchronous over Zoom 3:00-4:00 pm*

PDPs: *10 hours/10 PDPs*

Description: This course is intended to help general education teachers and inclusion teachers/support staff better support neurodivergent learners in an inclusive environment. The main goals of this training are to teach research-based, meaningful supports for these learners and build greater understanding of student perspectives. Topics include social-emotional teaching and designing in-class supports.

Special Education: Explaining the Process

Facilitators: *Elena Hickey*

Dates: *January 6th 13th, 20th, and 27th*

Format: *Synchronous on Zoom from 3:00-5:30 PM*

PDPs: *10 hours/10 PDPs*

Description: During this Professional Development, participants will review the Special Education process from beginning to end. The course includes Everett's START process and information helpful to include in a START, types of evaluations, the eligibility process, writing the Massachusetts IEP (including forms and observations), and Progress Report writing.

Meeting Every Learner: Small Group Strategies for CKLA

Facilitators: *Kayla Dever and Elizabeth Slattery*

Dates: *March 1st-March 25th*

Format: *Asynchronous*

PDPs: *10 hours/10 PDPs*

Description: This professional development will provide teachers with practical strategies for implementing CKLA through small-group instruction and center rotations. Teachers will learn how to organize rotations, differentiate instruction to meet students' diverse learning needs, and maximize student engagement while ensuring alignment with CKLA curriculum goals.

Everyday Executive Functioning: How to Support Neurodivergent Learners

Facilitators: *Kayla Dever and Elizabeth Slattery*

Dates: *February 2nd-February 26th*

Format: *Hybrid: Synchronous on Zoom on 2/2 and 2/23 from 2:45-3:15; Asynchronous for remainder*

PDPs: *10 hours/10 PDPs*

Description: Executive function skills such as self-regulation, focus, planning, organization, and time management are vital to student achievement, but they must be taught and practiced consistently. Many students have executive functioning goals in their IEPs and need explicit instruction to succeed academically. We would like to ground our professional development in the work of Roberta I. Strosnider & Valerie Saxton Sharpe. Dr. Strosnider completed her doctoral work in special education, focusing on executive functioning skills for students with disabilities, and Mrs. Sharpe is an educational consultant who helps students use metacognitive strategies to strengthen their executive function skills. Using their book, The Executive Function Guidebook, we will bring strong

practices to our neurodivergent learners so they can succeed with the day-to-day process and focus on their product.

Teaching K-5 iReady Math with a Language Lens: Effective Instruction for English Learners

Facilitators: *Kayla Dever and Elizabeth Slattery*

Dates: *January 4th-January 29th*

Format: *Asynchronous*

PDPs: *10 hours/10 PDPs*

Description: This course helps K-5 teachers make the new iReady math curriculum accessible to English Learners by offering strategies and instructional practices that would support new learning while maintaining the fidelity of grade-level standards and rigorous instruction. We will embed the language of math into instruction and assessments and help teachers scaffold core instruction to ensure English learners have equitable access. We will use resources provided in the iReady curriculum and add new scaffolds from Teaching Math to English Learners by Adrian Mendoza & Tina Beene.

American Like Me

Facilitator: *Tess Churella*

Dates: *January 4th-March 1st*

Format: *Asynchronous*

PDPs: *10 hours/10 PDPs*

Description: Through this course, educators will read America Ferrera's book America Like Me, which contains memoirs of immigration stories. Educators will reflect on their own identities, connect to the stories in the book, and create an assignment where students can showcase their own identity-related stories. This course is designed for K-5 educators looking to approach their students through a more culturally responsive lens. Participants will be using Google Classroom throughout this course.

Grade Three Skills: Teaching Intermediate Phonics Skills

Facilitator: *Maria Drappers*

Dates: *January 26th to March 12th*

Format: *Hybrid: Synchronous on Zoom on 1/26 from 3:45-4:45; Asynchronous for the remainder*

PDPs: *10 hours/10 PDPs*

Description: This course is designed for educators in grades 3-5. Educators to master intermediate phonics routines—such as multisyllabic blending routines, automaticity word reading, fluency, and dictation—and seamlessly weave them into the new Grade 3 CKLA Skills Supplement. Teachers will learn to identify and target student instructional goals based on DIBELS and QPS data. Participants will bridge foundational skills gaps through differentiated lessons that build essential reading skills.

📝 Registration Information

Register for courses via TeachPoint following **these directions**.

Registration Deadlines:

- Wednesday, December 16, 2026

📩Email Kristina Aiello (kaiello@everett.k12.ma.us) or Marena MacLaughlin (mmaclaughlin@everett.k12.ma.us) with questions.