



Futures Education Professional Development Offerings List



Introduction

Collectively, as school practitioners, administrators, and educators, Futures has experiential and empirical evidence (Darling-Hammond, Wei, Andre, Richardson, & Orphonos, 2009) supporting the theory that intensive professional development that is authentically and purposely embedded into a delivery system will have a transformational effect on a school and the educational processes.

The staff of Futures Education (Futures) is pleased to present a broad range of professional development opportunities to the District staff, designed to increase staff knowledge and to expand capacity through a variety of activities. These professional learning experiences are focused on special education and related services to enable recipients to transform delivery of services in a manner that increases effectiveness and efficiency.

The District Leadership can anticipate that Futures, as a professional organization, will integrate the following principles, themes, and expected outcomes in its work:

- Acquisition of knowledge that is actualized into measurable results.
- Coaching that is supportive, directive, and accountable.
- A focus on cost-containment and/or avoidance while maintaining and improving services.
- Establishment of qualitative and quantitative measures so that participants will be assured of the effectiveness of the work, which will include short- and long- term benchmarks as progress indicators.
- All coaching, training and professional development will be guided by research and best practices.

In order to optimize success, given the transformative work that will be undertaken, it will be important for Futures to have the endorsement, participation, and continued support of District leadership.

Professional Development Curricula

Introduction

All professional development will be conducted within the following protocols:

- Presentation of information by highly qualified professionals with particular expertise in requisite areas via learning formats that will allow for practical demonstration of the information.
- Practical application of the content within the academic and clinical milieu via generalization of learned information, techniques, and implementation strategies.
- Quality assurance via periodic review, data monitoring, and ongoing coaching and direction by the expert panel.
- Contextual appreciation of stakeholder satisfaction.
- Establishment of instructional quality, improvement, and assurance metrics:
 1. Pre and Post tests – (if appropriate);
 2. Confidential written course appraisals using a Likert-scale format; and
 3. Follow-up, confidential interviews with participants as appropriate.

The following identifies the advantages of professional development and directive coaching for teachers, administrators and related services providers:

- Enhancement and improvement in special education management capabilities.
- Cost avoidance associated with improved management.
- Significant addition of data and their corresponding analysis that will reengineer the delivery system and provide blueprints for improvement of reporting and compliance activities, thus providing a model of evidence-based practice.

- Emphasis on an educational-therapy delivery model that requires collaboration with parents, general education teachers, principals, and other stakeholders.
- Development of supervision in order to promote a common vision of what related services should be to support students.
- Emphasis on “stakeholder” and “customer” service that will ensure and integration and collaboration of related services into the general- and special- education classroom setting as well as to promote meaningful communication with parents.
- Development of a learning “culture” that is performance-based, accountable, and robust (i.e., a capacity to train others).
- A culture of evidence-based clinical practice with data analysis that shall be used to achieve optimal student outcomes.
- Effective utilization of flexible teams of experts to redesign and address new challenges with high degrees of responsiveness.

The professional development opportunities identified herein may be adjusted for specific audiences including school personnel as well as parents.

ST = Staff (primarily geared to staff)
 PA = Parent (primarily geared to parents)
 STPA = Staff & Parent (content appropriate to both)



Course Offerings

ST100	Using Curriculum Standards to Develop Effective IEPs	STPA120	The Concept of Educational Benefit in Special Education
STPA101	Least Restrictive Environment	ST121	Budgeting and Financial Management in Special Education – Maximizing Resources
ST102	Integrated Co-Teaching	ST122	Instructional Accommodations and Modifications
ST103	Primer on Special Education Disabilities – Including Low Incidence Disabilities	PA123	Parent Orientation and Awareness of Special Education
STPA104	Bilingual Special Education	ST124	Special Education in the General Education Classroom
ST105	Differentiated Instruction	ST125	Adequate Yearly Progress - AYP
ST106	Special Education Legal Issue and Principles	ST126	Developing Effective and Efficient IEPs
ST107	Assistive Technology	ST127	Integrated IEPs
ST108	Behavior Management in the Classroom	ST128	Transition Planning
ST109	Universal Design for Learning	ST129	Effective Strategies for Teaching Students with Disabilities
ST110	Response to Intervention (Pre-Referral Interventions)	ST130	Educating the Medically Fragile Student
ST111	Student Assessment	ST131	Pre-Kindergarten and Early Childhood Best Practices
STPA112	Understanding Autism	STPA132	Overview of Special Education Related Services
ST113	Special Education Eligibility and Exit Criteria	ST133	Professional Development with Directive Coaching in the Supervision and Management of Speech and Language, Occupational, and Physical Therapies
ST114	Paraprofessionals (Role, Function and Assignment)	ST134	Professional Development and Directive Coaching in the Supervision and Management of Social Work, Counseling, and Psychology
ST115	Paraprofessional Training	ST135	Professional Development in the Support and Redesign of the Infrastructure of Special Education and Related Services
ST116	Conducting IEP Team Meetings	ST136	Administering an Effective and Research Based Response to Intervention Model
STPA117	Free Appropriate Public Education – FAPE		
ST118	Special Education Operations and Management		
ST119	Effective Scheduling of Special Education and Related Services		

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| ST137 | Embedding Related Services Into Classroom Instruction: A Model for Effective Co-Teaching | ST156 | Communicating with Parents of Students with Disabilities |
| ST138 | Adaptive Physical Education | ST157 | Provision of Related Services for Middle and High School Students with Intellectual Disabilities |
| ST139 | Improving Student Behavior - FBAs, Implementing Behavior Plans, De-Escalation | ST158 | Customer Service – How Schools Can Be User Friendly |
| ST140 | How to Make Child Study Teams Effective | ST159 | Use of Single Subject Design as an Assessment of Intervention Effectiveness |
| STPA141 | IDEA and Section 504 of the ADA | ST160 | Ensuring Reliability of Measurement for Forced Choice Tasks on IEP |
| ST142 | A Principal's Role and Responsibilities in Implementing Special Education | | |
| ST143 | Using Testing Data to Improve the Instruction for Special Education Students | | |
| ST144 | NCLB – Implications for Special Education | | |
| ST145 | The Teacher's, Administrator's, Clinician's Role in the IEP (CSA, PPT, IEP, CSA, etc) Meeting | | |
| ST146 | Effective Use of Related Service Staff | | |
| ST147 | Misidentification, Disproportionality, and the Negative Consequences | | |
| ST148 | Special Education Legal Case Reviews | | |
| ST149 | Some Students Don't Fit Into a Specific Educational Model - What to do? | | |
| PA150 | Understanding the Family Rights and Privacy Act (FRPA) Confidentiality | | |
| ST151 | Extended School Year (ESY) | | |
| ST152 | Student Assessment and Grading | | |
| ST153 | Homework: Principles, Theories, and Application | | |
| ST154 | Retention at Grade Level: The Good, The Bad and the Ugly | | |
| PA155 | Promoting Self-Advocacy in Students with Disabilities | | |

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FUTURES EDUCATION | FUTURES HEALTHCORE

Outcome-focused consulting and support services for:
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community organizations, families, and individuals.

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