

# FALL 2025 CATALOG

## Face-to-Face & Virtual Professional Development



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

OFFICE OF PROFESSIONAL DEVELOPMENT

# FACE-TO-FACE

Face-to-face professional development (PD) trainings are offered at no charge to districts/schools at the request of administration. These

3- and/or 5-hour sessions are conducted in-person and provide educators the opportunity to engage actively in the learning process through lively discussions and hands-on activities. A minimum of 5 participants is required for all face-to-face trainings. Districts/schools unable to meet this number may partner with another LEA or open their workshop as a regional training as noted on the PD Request Form. Training requests must be made at least 4 weeks prior to the preferred date.

0.3 or 0.5 CEUs are available through the local RESAs to all educators who attend a 3- or 5-hour face-to-face training. Refer to the [LEA Parameters](#) to examine the role and responsibilities of the requesting district/school. To request a face-to-face training that lasts fewer than 3 hours, contact Laquita Moore at [lamoore@mdek12.org](mailto:lamoore@mdek12.org).

# VIRTUAL

Virtual professional development (PD) trainings are offered at no charge to districts/schools at the request of administration. These 90-minute sessions are conducted via Zoom and give educators the opportunity to engage actively in the learning process through breakout rooms, lively discussions, and virtual hands-on activities. A minimum of 5 participants is required for all virtual sessions, and training requests must be made at least 4 weeks prior to the preferred date.

Visit the [Zoom Cheat Sheet](#) to determine system requirements for participating in virtual professional development trainings. Refer to the [LEA Parameters](#) to examine the role and responsibilities of the requesting district/school. CEUs are not currently available for virtual trainings.

**1**

Submit a request for face-to-face professional development by clicking the following link: [Professional Development Request Form](#).

**2**

Within 72 hours of submitting a request, you will receive an email from an OPD staff member, confirming the training date, time, and details or asking for further information.

**3**

One week prior to the training date, you will receive an email from an OPD staff member, providing the session resource page and handouts and other pertinent details.

**4**

Forward the training resource page to the session participants and provide them with a printed copy of the handouts.

**5**

Equip the training room with a projector, tables, and chairs. Arrange for someone to meet the trainer at the confirmed location at least 1 hour prior to the session time.

# Virtual Request Process

**1**

Submit a request for virtual professional development by clicking the following link: [Professional Development Request Form](#).

**2**

Within 72 hours of submitting a request, you will receive an email from an OPD staff member, confirming the training date, time, and details or asking for further information.

**3**

One week prior to the training date, you will receive an email from an OPD staff member, providing the Zoom link and session resource page and handouts.

**4**

Forward the training Zoom link and resource page to the session participants and provide them with a printed copy of the handouts.

**5**

Due to the interactive nature of the trainings, ensure that the participants attend the session via computers and in separate rooms (to minimize audio feedback).

# SPECIAL EDUCATION

- [Assessment Insights: Navigating the Reevaluation Process \(K-12\)](#)
- [Beyond Discipline - Conducting Meaningful and Compliant MDRs \(K-12\)](#)
- [Building a Better IEP: Specials and LRE \(K-12\)](#)
- [Building Independence: Teaching Daily Living Skills Aligned with Standards for Students with Significant Cognitive Disabilities \(6-12\)](#)
- [Coordinated Early Intervening Services \(CEIS\) \(SPED Admin\)](#)
- [Deaf/Hard of Hearing Basics and Resources \(K-12\)](#)
- [Don't "HULK" Out! Improving Behaviors & Incorporating Behavior Practices & Behavior Goals in the Classroom \(K-12\)](#)
- [Effective Instruction for Learners with Significant Cognitive Disabilities \(K-12\)](#)
- [Effective Strategies for Teaching Students with Autism \(K-12\)](#)
- [Empowering Success: Navigating the Mississippi Alternate Diploma \(6-12\)](#)
- [Ensuring Compliance with Extended School Year \(ESY\) \(K-12\)](#)
- [Foundations First: Making Sense of the COS Process \(PreK\)](#)
- [Foundations to Framework: COS to PLAAFP and IEP Goals that Matter \(PreK\)](#)
- [IEP 101 \(Individualized Education Program\) \(K-12\)](#)
- [IEP Meeting: Participants, Paperwork, & Protocols \(K-12\)](#)
- [Inclusive Teaching for Autistic Students: Strategies that Work \(K-12\)](#)
- [Integrations of Specially Designed Instruction \(SDI\) \(K-12\)](#)

- [It All Begins with the PLAAFP! \(K-12\)](#)
- [Know the WHY of SDI: When You Know the Why of IEPs, the What Will Have More Impact \(K-12\)](#)
- [Least Restrictive Environment: Best Practices \(K-12\)](#)
- [Maximizing Impact: Determining Education Benefit \(K-12\)](#)
- [Measurable Annual IEP Goals & Progress Monitoring \(K-12\)](#)
- [Monthly Assessment Chat for Assessment Personnel \(K-12\)](#)
- [Neurodiverse & Thriving: Teaching Students with Autism & ADHD in Inclusive Classrooms \(K-12\)](#)
- [Prior Written Notice \(K-12\)](#)
- [Promoting Equity: Upholding the Rights of Students with Disabilities \(K-12\)](#)
- [Race Towards Effective Plans: Classroom Procedures, SEL, Behavior Goals, & BIPs \(K-12\)](#)
- [Regulate, Relate, Educate - Teaching Students with ADHD and EmD \(K-12\)](#)
- [Supporting Students with ADHD in the Classroom \(K-12\)](#)
- [Teaching Strategies for Students with Visual Impairments \(K-12\)](#)
- [Teaching Students with Visual Impairments: An Introduction \(K-12\)](#)
- [Teaching Students with Visual Impairments Part 1: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments](#)
- [Teaching Students with Visual Impairments Part 2: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments](#)
- [Using Comprehensive Evaluations to Inform Practice \(K-12\)](#)

# Cross-Curricular

- [Access, Access, Access! A Review of the Access for All Guide 2.0 \(K-12\)](#)
- [Building Solid Relationships for Lasting Success \(K-12\)](#)
- [Child Find Checks and Balances \(K-12\)](#)
- [Creating Engaging Lessons: Strategies for Captivating & Motivating Students \(K-12\)](#)
- [Decoding Specific Learning Disabilities: A Comprehensive Overview \(K-12\)](#)
- [Don't be A DRIP! Data Rich, Information Poor\) \(K-12\)](#)
- [Don't Hulk Out! Improving Behaviors & Incorporating Behavior Practices & Goals \(K-12\)](#)
- [Educate, Advocate, Collaborate: The Gen Ed Teacher's Role in the IEP Team \(K-12\)](#)
- [Establishing and Maintaining Equity in Educational Practices \(K-12\)](#)
- [Every Mind Matters: Eliciting and Interpreting Student Thinking \(K-12\)](#)
- [Executive Functioning: Enhancing Skills for Student Success. \(K-12\)](#)
- [From Awareness to Action: Child Find to Eligibility \(K-12\)](#)
- [From Chaos to Calm: Deep Dive into Classroom Management and Teacher Wellness \(K-12\)](#)
- [In the Student's Mind: Decoding Executive Functioning for Classroom Success \(K-12\)](#)

- [Inclusive Instructional Practices: Using Data to Drive Accessibility for Diverse Learners \(K-12\)](#)
- [Inclusive Teaching for Autistic Students: Strategies that Work \(K-12\)](#)
- [Mastering Co-Teaching: Exploring the Six Models for Educators \(K-12\)](#)
- [Neurodiverse & Thriving: Teaching Students with Autism & ADHD in Inclusive Classrooms \(K-12\)](#)
- [The Power of a Positive Classroom \(K-5, 6-12\)](#)
- [The Power of a Positive Classroom: Body Language and Organization \(K-5, 6-12\)](#)
- [The Power of a Positive Classroom: Mindset and Relationships \(K-5, 6-12\)](#)
- [The Power of a Positive Classroom: Procedures \(K-5, 6-12\)](#)
- [Promoting Equity: Understanding the Rights of Students with Disabilities \(K-12\)](#)
- [Resilient Classrooms: Supporting Students Affected by Poverty in Mississippi \(K-12\)](#)
- [Supporting Students with ADHD in the Classroom \(K-12\)](#)
- [Targeted Planning for Intensive Instruction \(K-12\)](#)
- [Teaching for All: Scaffolding \(K-12\)](#)
- [Teamwork Towards Success: Co-Planning Strategies for Improved Student Outcomes \(K-12\)](#)
- [Using Comprehensive Evaluations to Inform Practice \(K-12\)](#)

## Sessions by Subject Area



## Mississippi Department of Education (MDE) Professional Growth System (PGS) Summary

### Domain I: Lesson Design

- Standard 1: Lessons are aligned to standards and represent a coherent sequence of learning.
- Standard 2: Lessons have high levels of learning for all students.

### Domain II: Student Understanding

- Standard 3: The teacher assists students in taking responsibility for learning and monitors student learning.
- Standard 4: The teacher provides multiple ways for students to make meaning of content.

### Domain III: Culture and Learning Environment

- Standard 5: The teacher manages a learning-focused classroom community.
- Standard 6: The teacher manages classroom space, time, and resources (including technology when appropriate) effectively for student learning.
- Standard 7: The teacher creates and maintains a classroom of respect for all students.

### Domain IV: Professional Responsibilities

- Standard 8: The teacher engages in professional learning.
- Standard 9: The teacher establishes and maintains effective communication with families/guardians.

# Domain I: Lesson Design

- Don't be a DRIP! (Data Rich, Information Poor)
- Effective Instruction for Learners with Significant Cognitive Disabilities
- Effective Strategies for Teaching Students with Autism
- Empowering Success: Navigating the Mississippi Alternate Diploma
- Integration of Specially Designed Instruction (SDI)
- Mastering Co-Teaching: Exploring the Six Models for Educators
- Measurable Annual IEP Goals & Progress Monitoring
- Targeted Planning for Intensive Instruction
- Teaching for All: Scaffolding
- Teamwork Towards Success: Co-Planning Strategies for Improved Outcomes



Sessions by PGS Domain

# Domain II: Student Understanding

- Access, Access, Access! A Review of the 2.0 Access for All Guide
- Assessment Insights: Navigating the Reevaluation Process
- Building a Better IEP: LRE and Specials
- Building Independence: Teaching Daily Living Skills Aligned with Standards for Students with SCD
- Deaf/Hard of Hearing Basics and Resources
- Establishing and Maintaining Equity & Inclusion in Educational Practices
- Every Mind Matters: Eliciting & Interpreting Student Thinking
- Foundations to Framework: COS to PLAAFP and IEP Goals that Matter
- IEP 101 (Individualized Education Program)
- Inclusive Instructional Practices: Using Data to Drive Accessibility for Diverse Learners
- Inclusive Teaching for Autistic Students: Strategies that Work
- It All Begins with the PLAAFP!
- Know the WHY of SDI: When You Know the Why of IEPs the What Will Have More Impact
- Least Restrictive Environment - Best Practices
- Maximizing Impact: Determining Educational Benefit
- Teaching Strategies for Students with Visual Impairments
- Teaching Students with Visual Impairments: An Introduction
- Teaching Students with Visual Impairments Part I: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments
- Teaching Students with Visual Impairments Part II: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments
- Transition Driven IEP and Coaching
- Using Comprehensive Evaluations to Inform Practices

# Domain III: Culture & Environment

- Beyond Discipline - Conducting Meaningful and Compliant MDRs
- Building Solid Relationships for Lasting Success
- Creating Engaging Lessons: Strategies for Captivating and Motivating Students
- Decoding Specific Learning Disabilities: A Comprehensive Overview
- Don't HULK Out! Improving Behaviors & Incorporating Behavior Practices & Goals
- Executive Functioning: Enhancing Skills for Student Success
- From Chaos to Calm: Deep Dive into Classroom Management & Teacher Wellness
- IEP 101 (Individualized Education Program)
- In the Student's Mind: Decoding Executive Functioning for Classroom Success
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- Promoting Equity: Upholding the Rights of Students with Disabilities
- Race Towards Effective Plans: Classroom Procedures, SEL, Behavior Goals, & BIPs
- Regulate, Relate, Educate - Teaching Students with ADHD and EmD
- Resilient Classrooms: Supporting Students Affected by Poverty in Mississippi
- Supporting Students with ADHD in the Classroom



# Domain IV: Professional Responsibilities

- Child Find Checks and Balances
- Coordinated Early Intervening Services (CEIS/CCEIS)
- Educate, Advocate, Collaborate: The Gen Ed Teacher's Role in the IEP Team
- Ensuring Compliance with Extended School Year (ESY)
- From Awareness to Action: Child Find to Eligibility
- Foundations First: Making Sense of the COS Process
- IEP Meetings: Participants, Paperwork, & Protocols
- Monthly Assessment Chat for Assessment Personnel
- Prior Written Notice



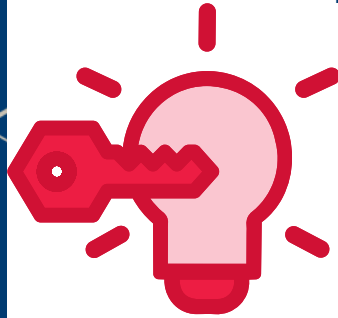
**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**K-12**

## Access, Access, Access! A Review of the 2.0 Access for All Guide

This session provides participants an opportunity to explore the revised Access for All Guide 2.0.



Participants will:

- Examine the four types of adaptations and six deficit areas included in the AFA Guide 2.0
- Use the AFA Guide 2.0 to determine appropriate adaptations for specific student scenarios.



**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Assessment Insights: Navigating the Reevaluation Process

This session highlights the 13 disability categories under the IDEA, the LEA's reevaluation requirements, the requirements in conducting a reevaluation, and the MDE monitoring tool. The session also includes a case study scenario.



Participants will:

- Review the 13 disability categories under IDEA.
- Identify the reevaluation requirements of the Local Education Agency (LEA).
- Examine the requirements in conducting a reevaluation.
- Review the MDE monitoring tool for reevaluations.



**90**  
MINUTE  
VIRTUAL  
**x2**

**3** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Beyond Discipline - Conducting Meaningful and Compliant MDRs

In this session, participants will learn about Discipline Procedures for students with disabilities in Mississippi as well as the Manifestation Determination Review (MDR) Process.

Participants will:

- Identify and explain core determinations required during an MDR using legal language and case examples aligned with IDEA regulations.
- Evaluate discipline scenarios to determine whether behaviors are manifestations of disability or failures in IEP implementation.
- Apply equity-focused strategies to improve MDR practices within their school or district based on data and current policy.



*Parts 1 & 2 of the virtual training must be requested together.*

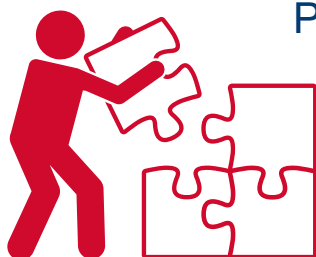


## Building a Better IEP: LRE and Specials

Participants in this session will examine the Special Considerations, Special Education and Related Services, and Least Restrictive Environment (LRE) pages on an Individualized Education Program (IEP).

Participants will:

- Examine the sections of an IEP.
- Locate questions in the IEP Guidance Document to assist in writing compliant IEP components.



**90**  
MINUTE  
VIRTUAL

**K-12**

**3** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**6-12**

## Building Independence: Teaching Daily Living Skills Aligned with Standards for Students with SCD

This professional development session equips educators with evidence-based strategies to teach daily living skills to students with significant cognitive disabilities. Participants will explore aligning functional skill instruction with academic content standards by promoting student independence. Educators will learn to design meaningful, standards-based instruction in areas such as money management, food preparation, and community access.



Participants will:

- Identify and apply the Mississippi Alternate Academic Achievement Standards (MS AAAS) related to daily living skills.
- Design functional, standards-based instructional activities that address daily living skills.



**90**  
MINUTE  
VIRTUAL

**K-12**

## Building Solid Relationships for Lasting Success

In this session, participants will learn about the importance of general and special educators' collaborating in the inclusive classroom to build relationships with students, leading to a positive learning environment and reinforcing social skills.



Participants will:

- Identify and describe the four areas of work critical to building respectful relationships.
- Demonstrate how to establish a positive learning environment.
- Explain the importance of teaching social skills.



**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Child Find Checks and Balances

Participants in this session will take a closer look at the Child Find process as well as review their own district's procedures for a successful Child Find campaign.



Participants will:

- Define Child Find.
- Summarize the Child Find process.
- Review their district's Child Find procedures.

DOMAIN  
**IV**



**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**5** HOUR  
FACE to FACE

**SPED  
ADMIN**

## Coordinated Early Intervening Services (CEIS/CCEIS)

This session will have participants review the law behind, requirements of, and formulas used when determining significant disproportionality for Coordinated Early Intervening Services (CEIS) and Comprehensive Coordinated Early Intervening Services (CCEIS). This session will be offered in a 90 minute overview, 3-hour session to review the formulas in-depth, or a 5-hour session using the LEA's actual data to look at potential areas of significant disproportionality.



Participants will:

- Review the laws behind CEIS and CCEIS.
- Investigate the determinations of significant disproportionality.
- Brainstorm allowed and effective uses for CEIS funds.

DOMAIN  
**IV**



**3** HOUR  
FACE to FACE

**K-12**

## Creating Engaging Lessons: Strategies for Captivating and Motivating Students

Unlock the secrets to transforming your classroom into a dynamic learning environment where every student is captivated, engaged, and eager to learn. Discover practical strategies that will not only capture your students' attention but also inspire and motivate them to reach their full potential.



Participants will:

- Identify instructional strategies to encourage active participation in the classroom.
- Apply strategies to lessons that increase student engagement.
- Have the opportunity to reflect on their current practice throughout the training session.



**5** HOUR  
FACE to FACE

**K-12**

## Deaf/Hard of Hearing Basics and Resources

This professional development session focuses on the fundamentals of supporting students who are deaf and hard of hearing by providing educators with essential knowledge and resources. Participants will explore effective instructional strategies, communication methods, and cultural competencies to create an inclusive learning environment.



Participants will:

- Analyze and describe the range of hearing loss from profound deafness to hard of hearing.
- Determine appropriate communication strategies that enhance language access for DHH students.
- Name and locate ways to integrate assistive technology in the classroom.
- Identify appropriate accommodations and locate support staff to address unique needs of students.



**3** HOUR  
FACE to FACE

**5** HOUR  
FACE to FACE

**K-12**

## Decoding Specific Learning Disabilities: A Comprehensive Overview

This professional development session focuses on Specific Learning Disabilities: History, Law, Case Law, Identification, Evaluation, Subcategories, characteristics, and educator roles working with SLD



DOMAIN

III

Participants will:

- Review the history of SLD, case law, and laws surrounding SLD.
- Examine the subcategories and characteristics associate with each subcategory.
- Explore the role of Gen Ed, SPED, and Assessment Personnel in identification and serving students with SLD (serving students with SLD will be broad not specific strategies for teaching).
- Review eligibility criteria, evaluation requirements, and assessment instruments utilized in the identification of SLD.

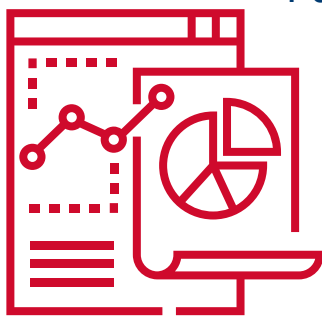


**90**  
MINUTE  
VIRTUAL

**K-12**

## Don't Be a DRIP! (Data Rich, Information Poor)

Participants will examine the different types of formal and informal data sources that can be utilized to create a comprehensive student profile and make data-driven decisions (e.g., instructional targets, interventions, IEP goals, etc.)



DOMAIN

I

Participants will:

- Define whole child.
- Identify the types of data sources used to create a student profile of the whole child.
- Examine multiple data sources to create an individualized whole child profile of a sample student's strengths and needs.



**3** HOUR  
FACE to FACE

**K-12**

## Don't "HULK" Out! Improving Behaviors & Incorporating Behavior Practices & Goals

Participants will examine the different types of formal and informal data sources that can be utilized to create a comprehensive student profile and make data-driven decisions (e.g., instructional targets, interventions, IEP goals, etc.)



Participants will:

- Demonstrate how to effectively write and implement a behavior goal.
- Examine how SEL plays an integral role in behavior intervention.
- Analyze strategies for behavior intervention and SEL

DOMAIN

III



**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Educate, Advocate, Collaborate: The Gen Ed Teacher's Role in the IEP Team

This professional development session equips general education teachers with essential knowledge of the Individuals with Disabilities Education Act (IDEA) and the IEP process. Participants will learn their legal responsibilities, how to interpret IEPs, and how to implement accommodations and modifications effectively in the classroom. Through practical examples and collaboration, teachers will gain confidence in supporting students with disabilities and contributing to inclusive education.



Participants will:

- Understand the legal foundation of IDEA, the importance of the IEP, and the general education teacher's role in implementing it.
- Learn how to collaborate with special education staff and apply strategies to support accommodations and modifications in daily instruction.

DOMAIN

IV



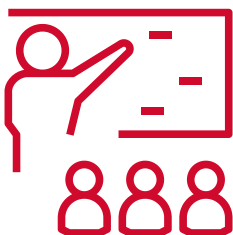
**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Effective Instruction for Learners with Significant Cognitive Disabilities

This session provides educators and administrators with a comprehensive overview of the Mississippi Alternate Diploma, explicitly designed for students with Significant Cognitive Disabilities (SCD). Participants will gain a deep understanding of the eligibility criteria, curriculum requirements, and assessment expectations as outlined in the updated Mississippi SCD Guidance Document. The training will equip teams to make informed decisions, align instruction with alternate standards, and effectively support students in achieving diploma requirements and post-secondary readiness.



Participants will:

- Understand and apply the eligibility criteria, curriculum requirements, and assessment expectations of the Mississippi Alternate Diploma for students with Significant Cognitive Disabilities (SCD), using the updated Mississippi SCD Guidance Document.

DOMAIN

I



**3** HOUR  
FACE to FACE

**5** HOUR  
FACE to FACE

**K-12**

## Effective Strategies for Teaching Students with Autism

This training provides educators with a comprehensive understanding of Autism and practical strategies to support students across academic, social, and behavioral domains. Participants will gain tools to address the diverse needs of learners with autism and foster environments that promote engagement, independence, and success.



Participants will:

- Identify key characteristics and strengths commonly associated with autism and understand how it may impact learning, communication, and behavior in school settings.
- Implement evidence-based teaching practices to support student engagement and skill development by designing structured classroom routines and visual supports to reduce barriers to learning.

DOMAIN

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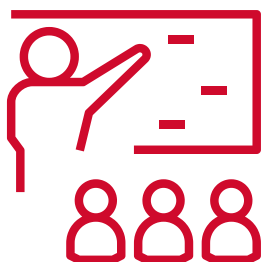


**90**  
**MINUTE**  
**VIRTUAL**

**6-12**

## Empowering Success: Navigating the Mississippi Alternate Diploma

This session provides educators and administrators with a comprehensive overview of the Mississippi Alternate Diploma, explicitly designed for students with Significant Cognitive Disabilities (SCD). Participants will gain a deep understanding of the eligibility criteria, curriculum requirements, and assessment expectations as outlined in the updated Mississippi SCD Guidance Document. The training will equip teams to make informed decisions, align instruction with alternate standards, and effectively support students in achieving diploma requirements and post-secondary readiness.



Participants will:

- Understand and apply the eligibility criteria, curriculum requirements, and assessment expectations of the Mississippi Alternate Diploma for students with Significant Cognitive Disabilities (SCD), using the updated Mississippi SCD Guidance Document.

DOMAIN

**I**



**3** **HOUR**  
**F** **A** **C** **E** **to** **F** **A** **C** **E**

**K-12**

## Ensuring Compliance with Extended School Year (ESY)

Explore the essentials of Extended School Year (ESY) services in this training session. Gain clarity on eligibility criteria and the key documentation needed to ensure compliance with IEP requirements.



Participants will:

- Examine the purpose of Extended School Year.
- Identify the four qualifying criteria for receiving Extended School Year services.
- Practice documentation of consideration of the four qualifying criteria.

DOMAIN

**IV**



**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Establishing and Maintaining Equity & Inclusion in Educational Practices

In this session, participants will discuss and establish current educational practices around equity and inclusion and create a plan to increase equitable practices in the classroom.



Participants will:

- Define equitable and inclusive practices.
- Identify inequalities in current educational practices.
- Create an individualized plan for increasing equity within the classroom/school setting.

DOMAIN

II



**90**  
MINUTE  
VIRTUAL

**K-12**

## Every Mind Matters: Eliciting & Interpreting Student Thinking

This session focuses on collaborative teacher practices for eliciting and interpreting individual student thinking while also using strategies to promote active student engagement and constructive feedback.



Participants will:

- Examine ways to elicit and interpret student thinking that align with learning goals.
- Examine strategies for maximizing engagement for ALL students and ensuring that the strategies align with their abilities.
- Create a lesson plan demonstrating how to use the methods of eliciting and interpreting student thinking.

DOMAIN

II



**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**K-12**

## Executive Functioning: Enhancing Skills for Student Success

For those who are interested in understanding executive functioning and how it impacts the classroom, this session teaches strategies to enhance the learning environment. By understanding the way students learn, educators can take proactive approaches to behavior management and classroom organization while cultivating a level of independence for students. Through these efforts, educators will grow lifelong learners that not only make progress but learn to love learning.



Participants will:

- Explore how a lack of executive functioning skills impact students throughout their lives.
- Consider strategies to implement to assist students in growing the executive functioning skills.
- Consider their personal executive functioning skills and identify ways that this could help or hinder students' success in the classroom.



## From Awareness to Action: Child Find to Eligibility

This session provides educators with a practical overview of the Child Find to Eligibility process under IDEA. Participants will learn about the legal requirements under Child Find, comprehensive evaluation components, commonly used assessment tools, types and meanings of assessment scores, and how to interpret comprehensive evaluation results. This session concludes with a hands on student scenarios to apply skills learned into application for instructional practices.



Participants will:

- Review the Child Find process, comprehensive evaluation results, commonly used assessment tools, types and meanings of assessment scores.
- Review how to interpret comprehensive evaluation results.
- Apply knowledge to real life student scenarios.



**K-12**

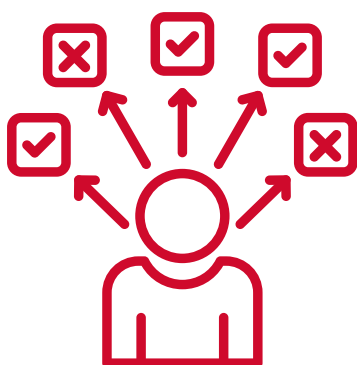
**3** HOUR  
FACE to FACE

PreK

## Foundations First: Making Sense of the COS Process

Gain a clear understanding of the Child Outcome Summary (COS) process, including its federal requirements and the three global child outcomes. Explore how to use data, tools, and team collaboration to complete the COS, and apply your knowledge through interactive case studies and hands-on rating practice using anchor assessments and decision trees.

Participants will:



DOMAIN  
IV

- Define the purpose and federal requirements of the Child Outcome Summary (COS) process, including the three global child outcomes.
- Describe the components of the COS process using data, tools, and team collaboration.
- Demonstrate how to apply the COS process through case study analysis and practice rating outcomes using anchor assessments and decision trees.



**3** HOUR  
FACE to FACE

PreK

## Foundations to Framework: COS to PLAAFP and IEP Goals that Matter

Learn to interpret Child Outcome Summary (COS) and anchor assessment data to craft accurate, functional PLAAFP statements. Practice writing meaningful, measurable IEP goals that align with COS outcomes and reflect real developmental progress tailored to student needs.



DOMAIN  
II

Participants will:

- Interpret COS and anchor assessment data to develop accurate and functional PLAAFP statements.
- Apply COS information to write meaningful, measurable IEP goals that reflect developmental progress and address individual student needs.
- Practice writing PLAAFP and goals that align with COS outcomes.



**3** HOUR  
FACE to FACE

**K-12**

## From Chaos to Calm: Deep Dive Into Classroom Management & Teacher Wellness

This interactive learning opportunity allows educators and opportunity to explore how to develop and maintain a positive learning environment by incorporating classroom management strategies as well as focusing on essential self-care techniques for your own mental health.



Participants will:

- Understand and implement classroom management strategies.
- Develop mental wellness practices for the classroom and yourself.



**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## IEP 101 (Individualized Education Program)

This professional development session equips Special Education teachers with essential knowledge of the Individuals with Disabilities Education Act (IDEA), IEP development, and the roles of the IEP team. Participants will learn their legal responsibilities, how to develop federally compliant IEPs, and how to effectively produce a standards-based PLAAFP and construct measurable annual goals that address the unique needs of students.



Participants will:

- Review the Individuals with Disabilities Education Act (IDEA) requirements for the Individualized Education Program (IEP).
- Explore the required components of the IEP.
- Discuss guidance to ensure IEPs are appropriate, standards-based, and compliant.



**5** HOUR  
FACE to FACE

**K-12**

## IEP Meetings: Participants, Paperwork, & Protocols

Participants will explore all aspects involved with planning, conducting, and finalizing the IEP meeting process. This session is geared to novice special educators with five or fewer years of experience in the field.



Participants will:

- Explore the concepts involved with planning, conducting, and finalizing the IEP process.
- Complete all forms related to the IEP meeting.
- Identify protocols that align with conducting an IEP meeting.

DOMAIN  
**IV**

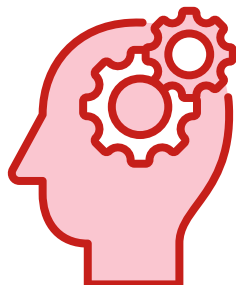


**90**  
MINUTE  
VIRTUAL

**K-12**

## In the Student's Mind: Decoding Executive Functioning for Classroom Success

For those who are interested in understanding executive functioning and how it impacts the classroom, this session teaches strategies to enhance the learning environment. By understanding the way students learn, educators can take proactive approaches to behavior management and classroom organization while cultivating a level of independence for students. Through these efforts, educators will grow lifelong learners that not only make progress but learn to love learning.



Participants will:

- Explore how a lack of executive functioning skills impact students throughout their lives.
- Consider strategies to implement to assist students in growing their executive functioning skills.
- Consider their personal executive functioning skills and identify that this could help or hinder students' success in the classroom.

DOMAIN  
**III**



**90**  
MINUTE  
VIRTUAL

**K-12**

## **Inclusive Instructional Practices: Using Data to Drive Accessibility for Diverse Learners**

In this session, general and special education teachers will practice a systemic process that uses data to inform, guide, evaluate, and adjust instruction to ensure accessibility for all learners.



Participants will:

- Identify the process for examining student assessment data to make instructional decisions.

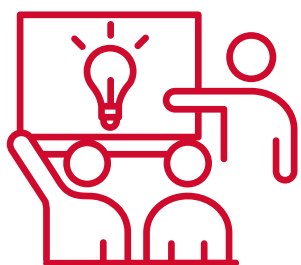


**90**  
MINUTE  
VIRTUAL

**K-12**

## **Inclusive Teaching for Autistic Students: Strategies that Work**

This session provides all educators with evidence-based tools to support students with autism in inclusive classrooms. This session offers actionable strategies for academic, behavioral, and social-emotional success, with a focus on real-world classroom practices. Participants will leave with a deeper understanding of neurodiversity and practical approaches to unlock every learner's potential.



Participants will:

- Identify the key behavioral and academic characteristics of students with autism that impact learning in the classroom.
- Apply evidence-based instructional and behavioral strategies to support students with autism in the inclusive classroom.
- Design inclusive classroom support plans that integrate academic, behavioral, and/or social-emotional strategies for students with autism.



**90**  
MINUTE  
VIRTUAL

**K-12**

## Integration of Specially Designed Instruction (SDI)

This session focuses on the collaborative development of specially designed instruction (SDI) to support access to grade-level curriculum and standards for students with disabilities.

Participants will:

- Review the processes used to plan for a student with a disability to participate and learn in general education classes.
- Adapt a standards-based lesson plan to meet the needs of a student with an intellectual or developmental disability.



DOMAIN

I



**3** HOUR  
FACE to FACE

**K-12**

## It All Begins with the PLAAFP!

This session provides hands-on activities to learn a comprehensive data analysis process for identifying strengths, deficits, and areas of impact of students with disabilities. Participants will use the process to develop effective IEP services that will ensure Educational Benefit and a Free Appropriate Public Education (FAPE).

Participants will:

- Define PLAAFP and identify the components of a PLAAFP.
- Examine the process of creating a comprehensive PLAAFP.
- Develop a PLAAFP that aligns with IDEA requirements and provisions of a FAPE.



DOMAIN

II



**90**  
MINUTE  
VIRTUAL  
**X 4**

**3** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Know the WHY of SDI: When You Know the Why of IEPs the What Will Have More Impact

Participants in this session will deconstruct an IEP to connect components to daily instruction and use scenarios to design adaptations to content and methodology of instruction to improve access to learning based on student's disability.



Participants will:

- Review the IEP components to tie them to instruction in general education classes.
- Adapt a standards-based lesson plan to meet the needs of a student with an intellectual or developmental disability.

DOMAIN  
II

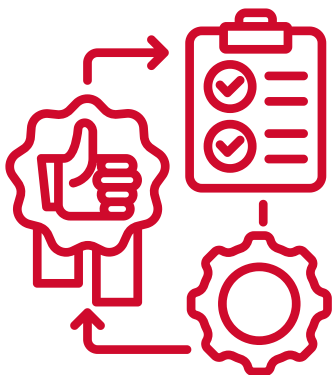


**90**  
MINUTE  
VIRTUAL

**K-12**

## Least Restrict Environment - Best Practices

This virtual session invites participants to explore Least Restrictive Environment (LRE) and to encourage participants to consider LRE as a service, not a place.



Participants will:

- Define Least Restrictive Environment (LRE).
- Examine IDEA requirements in determining student placement.
- Discuss questions to consider when determining student placement.

DOMAIN  
II



**3** HOUR  
FACE to FACE

**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Mastering Co-Teaching: Exploring the Six Models for Educators

This training provides participants an opportunity to familiarize themselves with the six models of co-teaching. Participants will explore the roles and responsibilities of the general education and special education teacher using the High Leverage Practices (HLP) document.



DOMAIN

**I**

Participants will:

- Define co-teaching,
- Analyze the six co-teaching models across different educational settings.
- Justify the roles and responsibilities of co-teachers using high-leverage practices.



**3** HOUR  
FACE to FACE

**K-12**

## Maximizing Impact: Determining Educational Benefit

In this session participants will explore the foundations of educational benefit. We will look at the court case that helped to outline and define what "educational benefit" is and how it should be determined. Participants will work through real life scenarios to determine if student's IEPs support personal growth educationally, emotionally, mentally, and functionally, as required by IDEA. All members of an IEP team will benefit from the session as they increase their knowledge in analyzing meaningful IEP writing and decision making.



DOMAIN

**II**

Participants will:

- Clearly define the foundations of educational benefit.
- Analyze IEPs to assess educational benefit.
- Apply knowledge to real-life scenarios



**3** HOUR  
FACE to FACE

**K-12**

## Measurable Annual IEP Goals & Progress Monitoring

This session will provide a deep dive into strategies for developing measurable, standards-based annual goals that are compliant with IDEA regulations and enable students to make progress with the general education curriculum.



Participants will:

- Review IDEA requirements for measurable annual goals
- Discuss goal alignment to the PLAAFP
- Explore the essential elements for developing measurable, standards-based IEP goals and progress monitoring

DOMAIN

**I**



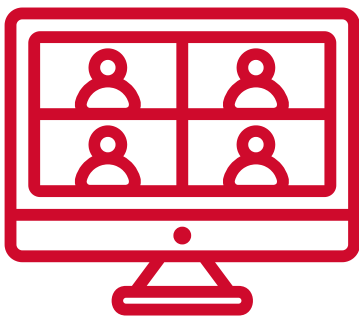
**60 MINUTE  
VIRTUAL**

**1x per month**

**K-12**

## Monthly Assessment Chat for Assessment Personnel

These one-hour monthly sessions are designed to support ongoing professional development, learning, collaborations, and updates on special education evaluations



Participants will:

- Collaborate and discuss all facets of educational assessment, evaluation, and eligibility determinations.

DOMAIN

**IV**



**3** HOUR  
FACE to FACE

**K-12**

## Neurodiverse & Thriving: Teaching Students with Autism & ADHD in Inclusive Classrooms

This session provides all educators with evidence-based tools to support students with ADHD and autism in inclusive classrooms.

This session offers actionable strategies for academic, behavioral, and social-emotional success, with a focus on real-world classroom practices. Participants will leave with a deeper understanding of neurodiversity and practical approaches to unlock every learner's potential.



Participants will:

- Identify the key behavioral and academic characteristics of students with ADHD and/or autism that impact learning in the classroom.
- Apply evidence-based instructional and behavioral strategies to support students with ADHD and/or autism in the inclusive classroom.
- Design inclusive classroom support plans that integrate academic behavioral, and/or social-emotional strategies for students with ADHD and/or autism.



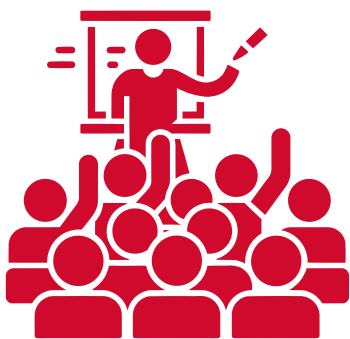
**3** HOUR  
FACE to FACE

**K-5**

**6-12**

## The Power of a Positive Classroom

This face-to-face training is a combination of the 3 virtual sessions listed below and will equip teachers with the necessary tools to create and maintain a positive classroom culture.



Participants will:

- *The Power of a Positive Classroom: Body Language and Organization*
- *The Power of a Positive Classroom: Mindset and Relationships*
- *The Power of a Positive Classroom: Procedures*



**90**  
MINUTE  
VIRTUAL

**K-5**

**6-12**

## **The Power of a Positive Classroom: Body Language & Organization**

In this training, participants will consider the importance of body language and classroom organization in creating a positive classroom culture.



Participants will:

- Analyze the non-verbal messages conveyed by body language.
- Identify ideas for creating an organized classroom.



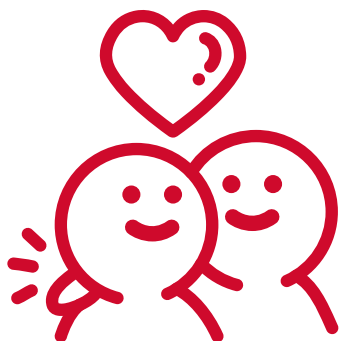
**90**  
MINUTE  
VIRTUAL

**K-5**

**6-12**

## **The Power of a Positive Classroom: Mindset & Relationships**

In this training, participants will reflect on the role of a teacher in creating a positive classroom culture by identifying strategies for maintaining a positive mindset and building strong teacher-student relationships.



Participants will:

- Identify strategies for achieving a positive mindset.
- Identify strategies for building positive relationships with students.



**90**  
MINUTE  
VIRTUAL

**K-5**

**6-12**

## The Power of a Positive Classroom: Procedures

In this training, participants will explore the differences between classroom management and discipline and create procedures as part of an effective classroom management plan.



Participants will:

- Examine the implementation of procedures as part of an effective classroom management plan.

DOMAIN

III



**90**  
MINUTE  
VIRTUAL

**3** HOUR  
FACE to FACE

**K-12**

## Prior Written Notice

This session provides an overview of the purpose and requirements of the Prior Written Notice (PWN) and includes hands-on practice with development.



Participants will:

- Define the purpose of the Prior Written Notice (PWN).
- Identify when and where to use a PWN.
- Write an effective and efficient PWN.

DOMAIN

IV



**90**  
**MINUTE**  
**VIRTUAL**

**3** **HOUR**  
**FACE** to **FACE**

**K-12**

## Promoting Equity: Upholding the Rights of Students with Disabilities

This session is geared towards administrators and leadership teams who work with students with disabilities and their families. In this session, teams will learn strategies to build rapport with families and become confident in being an active member of the IEP team. Teams will discuss how decisions are made in determining a student's least restrictive environment and will understand the implications that these decisions will have on the student in years to come.



This session will promote:

- Parent awareness of legal rights and expectations of the role.
- Making LRE decisions and determining placements.
- Protecting staff and students through confidentiality and understanding SPED law.



**5** **HOUR**  
**FACE** to **FACE**

**FOLLOW UP**  
**AVAILABLE**

**K-12**

## Race Towards Effective Plans: Classroom Procedures, SEL, Behavior Goals, & BIPs

In this session, participants will learn how classroom procedures, Social Emotional Learning (SEL), Behavior Goals, and Behavior Intervention Plans (BIPs) impact student behaviors. Participants will also learn how to write effective behavior goals and how to provide intentional coaching when teaching behavior plans and goals.



Participants will:

- Analyze preventative practices using classroom procedures and SEL.
- Develop and implement behavior goals.
- Analyze the Functional Behavior Assessment (FBA) process.
- Examine ways to implement behavior goals and Behavior Intervention Plans.



**3** HOUR  
FACE to FACE

**K-12**

## Regulate, Relate, Educate - Teaching Students with ADHD and EmD

This session will explore the characteristics of a student with Attention Deficit/Hyperactivity Disorder (ADHD) or Emotional Disability (EmD). The session will also explore strategies to impact potential behavior concerns with students with either disability.



Participants will:

- Identify characteristics of ADHD and EmD that impact classroom behavior and learning.
- Apply evidence-based strategies to support students experiencing ADHD and EmD symptoms.
- Develop a support plan tailored to students with ADHD or EmD using the provided tools and scenarios.



**5** HOUR  
FACE to FACE

**K-12**

## Resilient Classrooms: Supporting Students Affected by Poverty in Mississippi

This course is designed for educators dedicated to enhancing their understanding and effectiveness in teaching students from low-income families. Participants will engage in evidence-based practices that address the unique challenges faced by these students, including social, emotional, and academic barriers.



Participants will:

- Identify the common barriers to learning for students living in poverty.
- Compare academic performance for students living in poverty with the performance of students not living in poverty.
- Identify and understand the behaviors students living in poverty may exhibit in the classroom.
- Understand the importance of Social and Emotional Learning (SEL) for students living in poverty; identify strategies for teaching students living in poverty



**90**  
MINUTE  
VIRTUAL

**K-12**

## Supporting Students with ADHD in the Classroom

In this session, participants will gain an understanding of the characteristics of Attention Deficit/Hyperactivity Disorder (ADHD) and how to support students with those characteristics in the classroom.



Participants will:

- Define Attention Deficit/Hyperactivity Disorder (ADHD) and identify strategies to address behaviors associated with ADHD.
- Analyze classroom management practices and discipline practices for students.

DOMAIN

III



**90**  
MINUTE  
VIRTUAL

**FOLLOW UP  
AVAILABLE**

**K-12**

## Targeted Planning for Intensive Instruction

The session is designed for grade-level teams of teachers (and administrators) to practice a planning process that improves systemic alignment, strengthens teacher effectiveness, and improves student outcomes.



Participants will:

- Implement a structured planning process to align instruction collectively for improved student outcomes.

DOMAIN

I



**90**  
MINUTE  
VIRTUAL

**K-12**

## Teaching for All: Scaffolding

The focus of this session is on scaffolded support through dialogue, both as the prominent support and used in conjunction with other supports or tools.



Participants will:

- Describe principles to guide the provision of scaffolded support.
- Describe how teachers can use dialogue as scaffolded support during the three phases of the gradual release of responsibility.

DOMAIN

I



**90**  
MINUTE  
VIRTUAL

**K-12**

## Teaching Strategies for Students with Visual Impairments

This session is designed for teachers who have students with visual impairments in their classrooms.



Participants will:

- Identify instructional strategies to use when working with students with visual impairments.

DOMAIN

II



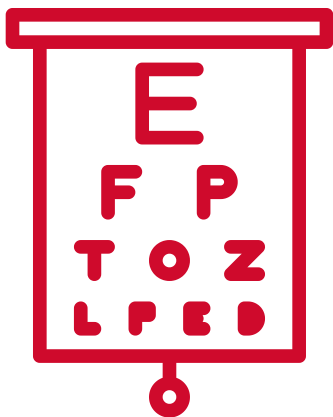
**90**  
MINUTE  
VIRTUAL

**FOLLOW UP  
AVAILABLE**

**K-12**

## Teaching Students with Visual Impairments: An Introduction

The focus of this session is to enable participants to identify the ranges of vision loss and discuss the types of assessments available for students with visual impairments



Participants will:

- Discuss the meaning of acuity, low vision, and blindness.
- Identify and discuss the types of assessments used with students with visual impairments.

DOMAIN

II



**90**  
MINUTE  
VIRTUAL

**FOLLOW UP  
AVAILABLE**

**K-12**

## Teaching Students with Visual Impairments Part 1: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments

This session is designed for teachers who have students with visual impairments in their classrooms. In this session, you will learn about the nine areas of the expanded core curriculum.



Participants will:

- Identify the nine areas of the expanded core curriculum for student with visual impairments.

DOMAIN

II



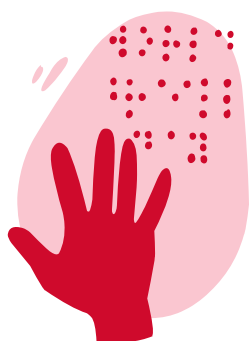
**90**  
MINUTE  
VIRTUAL

**FOLLOW UP  
AVAILABLE**

**K-12**

## Teaching Students with Visual Impairments Part 2: Navigating the Nine Areas of the Expanded Core Curriculum for Students with Visual Impairments

The focus of this session is to enable participants to identify the ranges of vision loss and discuss the types of assessments available for students with visual impairments



Participants will:

- Incorporate the areas of the expanded core curriculum into their existing curriculum.

DOMAIN

II



**5** HOUR  
FACE to FACE

**FOLLOW UP  
AVAILABLE**

**K-12**

## Teamwork Towards Success: Co-Planning Strategies for Improved Outcomes

In this interactive session, participants will dive into the essential elements of co-planning and explore how to apply them effectively in the context of lesson planning. Through hands-on activities and collaborative discussions, participants will learn strategies for successful co-planning, understand the benefits of working together, and gain practical tools to enhance their lesson planning process. Join us to discover how co-planning can lead to more dynamic and impactful teaching experiences for both educators and students alike,



Participants will:

- Identify the elements of co-planning.
- Explore how to apply these elements effectively when co-planning lessons

DOMAIN

I



**3** HOUR  
FACE to FACE

**K-12**

## Using Comprehensive Evaluations to Inform Practice

This session provides an in-depth look at the key domains assessed in a comprehensive psychoeducational evaluation, including cognitive ability (IQ), academic achievement, adaptive behavior, personal-social skills, and communication. Participants will learn how to interpret evaluation reports with greater confidence, identify meaningful patterns across assessment areas, and translate findings into actionable strategies for supporting students in both general and special education settings. Ideal for educators, support staff, and administrators seeking to strengthen data-informed decision-making.



DOMAIN

II

Participants will:

- Engage in a review of various assessment instruments and tools, gain a broad understanding of assessment results.
- Explore practical applications for tailoring instruction to meet the diverse needs of students with disabilities under IDEA.



**0.3 CEU  
= 3 Hours**

**0.5 CEU  
= 5 Hours**



## **Continuing Education Units (CEUs)**

**Continuing Education Units (CEUs) are available to all educators who participate in the 3- and 5-hour face-to-face trainings featured in this catalog. CEUs will be issued by the requesting school district's local Regional Education Service Agency (RESA) for a processing fee of \$15. SEMIs and OSLs are not currently available for the sessions featured in this catalog.**

### ***How will session participants apply for CEUs after attending a training?***

Within one week after a qualifying session has been conducted, the trainer will send a follow-up email to the administrator who requested the session. The email will include specific instructions for applying for CEUs through their local RESA. It is the administrator's responsibility to forward the instructions to his/her staff in a timely manner. Each RESA requires CEU application submissions within a specific amount of time after the training has been conducted. Late applications will not be accepted.

### ***Who can answer questions about CEUs?***

The email sent to the requesting administrator by the session trainer will include a link to each RESA's CEU application process and contact information. The MDE's Office of Professional Development does not issue CEUs and cannot address CEU issues after the instructions for applying for CEUs have been sent.

### ***When will session participants receive their CEU certificates?***

CEU certificate turnaround time varies by RESA. Session participants should contact their local RESA with any questions about CEUs.

Dr. Lea Johnson



Bureau Director

# Office of Professional Development

Laquita Moore



Professional Development Coordinator (PDC) Lead

Julie Jones



Lead Implementation Specialist, Special Education

Kristi Higginbotham



Special Education PDC/  
Canvas PDC II

Dr. Blair Crigler



Special Education PDC

Stacy Davis



Special Education PDC

Denise Harrison



Special Education PDC

Erin Hendricks



Special Education PDC

Morgan Jones



Special Education PDC

Dr. Sarieta Pollard



Special Education PDC



While educational leaders would benefit from participating in all of the trainings offered in this catalog, the following sessions would be especially appropriate for educational leaders in the work they do to support educators.

- *Access, Access, Access! A Review of the Access for All Guide 2.0*
- *Assessment Insights: Navigating the Reevaluation Process*
- *Beyond Discipline - Conducting Meaningful & Compliant MDRs*
- *Child Find Checks and Balances*
- *Coordinated Early Intervening Services (CEIS)*
- *Don't be a DRIP! (Data Rich, Information Poor)*
- *Educate, Advocate, Collaborate: The Gen Ed Teacher's Role in the IEP Team*
- *Empowering Success: Navigating the Mississippi Alternate Diploma*
- *From Awareness to Action: Child Find to Eligibility IEP 101*
- *Inclusive Instructional Practices: Using Data to Drive Accessibility for Diverse Learners*
- *Least Restrictive Environment: Best Practices*
- *The Power of a Positive Classroom*
- *Promoting Equity: Understanding the Rights of Students with Disabilities*
- *Resilient Classrooms: Supporting Students Affected by Poverty in Mississippi*
- *Using Comprehensive Evaluations to Inform Practice*



While paraprofessionals would benefit from participating in all of the trainings offered in this catalog, the following sessions would be especially appropriate for assistant teachers and other paraprofessionals.

- *Access, Access, Access! A Review of the 2.0 Access for All Guide 2.0*
- *Building Independence: Teaching Daily Living Skills Aligned with Standards for Students with SCD*
- *Don't HULK Out! Improving Behaviors & Incorporating Behavior Practices & Goals*
- *Executive Functioning: Enhancing Skills for Student Success*
- *Integration of Specially Designed Instruction (SDI)*
- *Know the Why of SDI*
- *The Power of a Positive Classroom*
- *Resilient Classrooms: Supporting Students Affected by Poverty in Mississippi*
- *Teaching for All: Scaffolding*
- *Teaching Students with Visual Impairments*

## Office of Professional Development

**For general questions about the sessions or services described in this catalog, please contact one of the following:**

Laquita Moore, Interim PDC Lead  
[lamoore@mdek12.org](mailto:lamoore@mdek12.org)

Dr. Lea Johnson, Bureau Director  
[lea.johnson@mdek12.org](mailto:lea.johnson@mdek12.org)

## Additional PD Contacts

### **Early Childhood**

Dr. Jill Dent  
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