



Annual CSPD State Council Meeting

Montana Office of Public Instruction, Division of Special Education
Comprehensive System of Professional Development (CSPD)

Professional Development Collaboration: **Region III CSPD**

Root Cause	Desired Outcome/s; What are you trying to achieve?	How will success be measured?	What steps do I need to take? (e.g., e-learning, presentation, short course, etc.)	Is this PD/training relevant to the long-term objective?	What is the time frame to completion?	Resources (i.e., other state regions, curriculum, trainers, etc.)
<p>Transition activities are not started early enough</p> <p>Disconnect between paperwork and practice. Need to move past only trying to meet compliance on IEPs</p> <p>Lack of community connections</p> <p>Need resources to support students in community settings/educators not trained to work with students in the community</p>	<p>Develop teacher skills and abilities to create programming in schools that lead to positive post-secondary outcomes</p>	<p>Progress on Indicators 13 & 14A, B, C</p> <p>Training evaluation</p>	<p>Offer short monthly trainings (2-hours) on a variety of post-secondary related trainings</p> <p>Offer scholarships to MT Youth Transitions Conference</p>	<p>Yes</p>	<p>October 2022</p>	<p>MT Jobs for Graduates</p> <p>VRBS</p> <p>Civic Organizations</p> <p>Tessie Rose Bailey</p> <p>OPI</p> <p>MT Youth Transitions</p> <p>MT Empowerment Ctr</p>

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Lack of support services in schools Educators not trained on social emotional learning strategies	Increase graduation rate and decrease dropout rates by improving student's social emotional learning	Improved progress on indicators 1 & 2 Training evaluation	Offer professional development on social emotional learning, mental health strategies and/or behavior management Set up follow-up cohort groups to meet monthly (1 hour sessions) Offer scholarships for SEL related trainings	Yes	October 2022	SAM Learning Cohorts Stacy York Bella Bikowsky Jessica Minahan Shawna Heiser Dr. Solomon

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<p>Lack of services/organizations to identify students with autism/sensory processing</p> <p>Educators are not comfortable giving students an autism label and resort to using a developmental disability label</p>	<p>Increase in the number of students assessed for autism/sensory processing</p>	<p>OPI child count data</p> <p>Training evaluation</p>	<p>Offer professional development on how to use autism screeners</p> <p>Offer ADOS refresher trainings</p> <p>Offer ADOS overview training</p> <p>Expand Independent School's physician/educator task force</p> <p>Offer scholarships for autism/sensory processing related trainings</p>	<p>Yes</p>	<p>October 2022</p>	<p>OPI MAEP</p> <p>Isha Contway</p> <p>Sheila Chouinard</p> <p>Neurodiversity Center</p> <p>Dr. King</p> <p>Riverstone Health</p> <p>Jed Baker</p> <p>Ann Garfinkle</p> <p>Paula Kitzenberg</p> <p>Shawna Heiser</p>

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<p>Inconsistent instruction</p> <p>Educators lack the skills to scaffold instruction to prevent pullout time</p> <p>Educators lack a foundational background in Dyslexia</p> <p>Lack of use of assistive technology</p>	<p>Increase student reading proficiency rates</p>	<p>Improved progress on Indicators 3B and 3C</p> <p>Training evaluations</p>	<p>Offer trainings on the science of reading, dyslexia, and assistive technology</p> <p>Offer scholarships for reading, dyslexia, and/or assistive technology related trainings</p>	<p>Yes</p>	<p>October 2022</p>	<p>Lenore Knudtson: Pingora Consulting Science of Reading presenters identified by OPI</p>