

# OFFICE OF PROFESSIONAL LEARNING



## — May 2025 Education Bulletin —

Welcome to the May 2025 edition of the **Luzerne Intermediate Unit (LIU) Office of Professional Learning's (OPL)** monthly education bulletin. The intent of this communication is to provide subscribers with:

- Professional learning opportunities offered by our department,
- Provide school leaders with educational policy support, and
- Provide tips for practicing educators.

This edition will focus on the professional development topics we are well versed to share with educators and the roster of network meetings we host on a regular bases. If any topics that you are interested in does not appear, please let us know.

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## PROFESSIONAL LEARNING

### *FOR SCHOOL ADMINISTRATORS*

If you are in need of Act 45 credit, we can offer Act 45 approved courses that can award 30 hours per course. If you are interested in forming a cohort around subjects like data use, trauma informed practices, and core instruction, please let us know. The following are network meetings the Office of Professional Learning facilitates on a regular bases. If you are interested in joining any of these networks, please reach out to the network lead.

#### **Curriculum Coordinators' Network**

- Audience: Asst. Superintendents, Curriculum Supervisors, and administration w/ high levels of interest in instructional opportunities and professional development policy guidance. Mathematical Practices Standards: Grade band (K-2, 3-5, 6-8, & 9-12) workshop meant to support PA Core Math standards.
- Network Lead: Dr. Rich Mackrell, Asst. Director of STEM and Innovative Practices, [rmackrell@liu18.org](mailto:rmackrell@liu18.org)

#### **School Improvement Network** (formerly the Principal Area Network)

- Principals from any grade level, including assistant and vice principals, are welcome to attend. District leaders are welcome to bring school improvement teams to share best practices and learn from one another. Act 45 credit is available to a maximum of 25 hours per year.
- Dr. Deanna Mennig, STEM and Personalized Learning Consultant, [dmennig@liu18.org](mailto:dmennig@liu18.org)

#### **Safe Schools**

- Any School Safety and Security Coordinator, Principal, Assistant Principal, SRO, SPO, etc., who is interested in Safe Schools topics and updates.
- Ty Yost, Asst. to the Executive Director for District Services, [tyost@liu18.org](mailto:tyost@liu18.org)

#### **Technology Directors**

- District Technology Directors, Coordinators, and Staff
- Ty Yost, Asst. to the Executive Director for District Services, [tyost@liu18.org](mailto:tyost@liu18.org)

# PROFESSIONAL LEARNING

## CONTENT SPECIFIC WORKSHOPS

### English-Language Arts

- Structured Literacy: Satisfies the Act 55 requirements for Early Childhood, Elementary / Middle School, Special Education PreK-12, ESL, and Reading Specialist Certifications.
- Enhanced Core Reading Instruction: This 2-day training is intended for districts with a core reading program aligned to ECRI. It is a series of explicit and systematic instructional lessons that enhance core instruction.
- Cross-Curricular Writing: This training emphasizes various modes of writing, from low-stakes quick writes to more developed writing that undergoes revision and editing. It takes approximately 3 hours and is suitable for content area staff in grades K-12 looking to add more student writing into their instruction.
- UFLI Professional Development and Coaching (for school districts who currently use UFLI as their core Phonics program or who are interested in using UFLI). PD provided regarding the program and coaching support for implementation.



### Science (STEELS Standards):

- Introduction: For teachers new to the STEELS Standards
- Tech & Engineering: Grade band (K-2, 3-5, 6-8, & 9-12) workshop meant to support T & E standards.
- Environmental Literacy & Sustainability: Grade band (K-2, 3-5, 6-8, & 9-12) workshop meant to support ELS standards.
- Student Sensemaking: Customized for any group wishing to improve student engagement in a STEELS-aligned classroom.
- Using Assessment in Instruction: Assessment strategies in the STEELS classroom.
- CS CMU CS: Use of the Carnegie Mellon University computer science platform for grades 5 - 8.



### Mathematics



- Mathematical Practices Standards: Grade band (K-2, 3-5, 6-8, & 9-12) workshop meant to support PA Core Math standards.
- Concrete-Representational-Abstract (CRA): Grades K-2 and 3-5
- Instructional Design to Promote Student Thinking: K-12
- Technology Integration in Instruction: Grades K-5 and 6-12.
- Developing Mathematical Fluency: K-5

## TECHNOLOGY-BASED WORKSHOPS

### Artificial Intelligence

- Introduction to AI: For educators new to AI and interested in learning how some of the most prevalent AI tools are being used by educators and students.
- AI Integration to Support Instruction: Content-aligned use of AI.
- AI for Administrators: Support for administrators navigating the inclusion of AI policy in their schools.

# TECHNOLOGY WORKSHOPS CONTINUED...

**Digital Accessibility for Educators:** This workshop, which can be customized for specific groups and lengths of time, addresses the requirement of LEAs to provide digital content that is accessible to all students and is based on the Web Content Accessibility Guidelines 2.1AA.

**Technology-Enhanced Items:** Learn how to integrate the technology-enhanced items found on the mathematics PSSA and Algebra I Keystone Exam.

## STUDENT SUPPORT

### Trauma Series

- Trauma 101: An Overview of Trauma-Informed Care
- Trauma 102: Basic Skills of the Trauma-Informed
- Trauma 103: Recognizing Vicarious & Secondary Trauma for Caregivers
- Trauma 110: Social Media
- Trauma 107: Trauma-Informed Cultural Sensitivity that satisfies the culturally relevant component of Act 55.

**Ethics:** The following workshops satisfy the ethics requirements of Act 55 of 2022.

- Ethics 100: School Policy and Technology Use
- Ethics 101: Ethics and Your Students
- Ethics 102: Ethics and Your Colleagues
- Ethics 103: Personal Ethics

### Youth Suicide Prevention

- The LIU offers training in Youth Mental Health First Aid and Suicide Prevention in accordance with Act 71 of 2014 (max 25 participants).
- Question, Persuade, and Refer: a two-hour suicide prevention training on recognizing the warning signs of suicide. Additional supplementation is necessary for this training to satisfy the four-hour, every five-year requirement of Act 71.

### Executive Skills

- This training works well in a 2 ½ hour time frame for Paraprofessionals and in a 3-hour time frame for Faculty and Administrators. We examine executive skills based on research. The training is applicable across all grades for students with disabilities and those in general education. The training can be customized to specific time frames and various audiences.

### Understanding the Brain in Crisis

- This training examines the research on the current understanding of brain science, trauma-informed practices, and therapeutic interventions for those in crisis. It fits well in a 60-90-minute time slot and is suitable for administrators, faculty, security staff, and support staff.

### Check & Connect

- Preparation and Implementation Training is a six-hour training for administrators and the Check & Connect Coordinator.
- Mentor Training is a 6-hour training for staff assigned to be Check & Connect Mentors. It prepares staff to deliver the Check & Connect service to students in their building and builds capacity to implement the program with fidelity.



# *STUDENT SUPPORT CONTINUED...*

## **Behavior Training**

- PBIS On Board Training for school-based teams considering formally adopting PBIS and working to align their practices with the Pennsylvania PBIS Network, we can provide the initial training and ongoing team support. Modules 1-5 are generally scheduled over 2 full days of training.
- De-escalation Training is available for staff who would benefit from strategies in dealing with escalated or volatile students needing support during a crisis. This training is best delivered in approximately 3 hours, with smaller groups of 15 participants per trainer recommended.
- Classroom Management Strategies provides a broad overview of the 6 classroom practices with the highest effect sizes that are part of good classroom management for every teacher. This training aligns well with schools using a PBIS framework to support positive behaviors, and fits well in 2-3 hours.
- Strategies for Defusing and Preventing Challenging Behaviors is based on the procedures and routines that can be put into place initially to set the occasion for success with our learners. When these aspects are in place, we can successfully prevent difficult behaviors from occurring in the first place.

## *SPECIAL EDUCATION TRAINING*

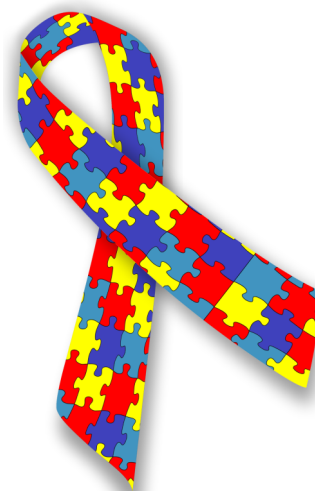
Our office includes a roster of Special Education experts that specialize in specific aspects of teaching and learning as it relates to supporting students with disabilities. While geared for the special education teacher, the following workshops have applicability to all educators that support students with special needs.

### **Special Education Caseload Management & Progress Monitoring**

- IEP Goal Writing runs approximately 2-3 hours and focuses on best practices around language in IEPs.
- AIMSWeb Plus training is intended for districts needing to initially train staff in AIMSWeb. It is recommended that the training last 2 ½ to 3 hours for large groups and when staff are new to the platform. Shorter refresher training can be provided based on need.
- Introduction to Progress Monitoring runs approximately 2 hours and examines best practices around monitoring academic goals, examining appropriate rates of improvement, and examining decision points for interventions.

### **Autism**

- Establishing Components Skills Through Evidence Based Practice is a three (3) day training for new and existing classroom teams participating in the autism initiative within our local school districts. This training will provide intensive training and analogue guided practices in teaching skills, as they relate to applied behavior analytic (ABA) interventions, incorporating analysis of verbal behavior.
- Early Learners K-12 establishes Foundational Skill Sets Through Evidence-Based Practices and addresses the needs of students with autism who present with emerging (early learner) skill sets, including but not limited to the following: social interaction, cooperation with instruction, requesting (mand), listening, and imitation skills.
- Beyond the Basics - Expanding Language Skills for Intermediate and Advanced Learners extends instructional protocols to teach complex tact and listener-response repertoires for students with autism.
- Intensive Teaching is a 60-90 minute training that will cover a review of the verbal operants based on Skinner's Analysis of Verbal Behavior, how to use the EBP of errorless teaching procedures, how to correct errors during an intensive teaching session, and how to use the card sort for easy instruction.



# SPECIAL EDUCATION TRAINING CONTINUED

- Reinforcement, Cooperation, and Manding is a 60-90 minute training covering the basics of reinforcement answering questions like: Why it is important? How can I use these ideas to create behavior change? How can I gain cooperation from students and decrease problem behaviors? How do I teach students to ask for what they want/need?
- Understanding the Characteristics of ASD is a presentation offering general information about Autism Spectrum Disorders. It includes information about managing inappropriate behaviors and ideas for accommodations and inclusion. The information presented will help the participant to better understand how behaviors exhibited by a student with ASD are related to the disability.
- Emotional and Behavioral Supports is an important workshop for educators to help them understand the behavioral challenges that may result from the stress and anxiety that individuals with ASD may experience in the classroom. This session will focus on understanding the cycle of tantrums, rage, and meltdowns and will discuss interventions that can be used to promote self-calming, self-management, and self-awareness.
- Teaching Students with ASD to Communicate and Social Challenges addresses social communication, communication assessments and interventions, common social skill deficits, social skill assessments, and social skill training.

## NETWORKS

## CONTENT AREA AND SPECIALISTS

The LIU hosts an array of network meetings where educators can learn and collaborate on specific topics of interest. Meetings are held in virtual and face-to-face formats. We also use these job-alike networks as listserves to distribute relevant information and opportunities. Please reach out to us if you are interested in joining any of these job-alike groups.

- Mathematics Teachers
- Science Teachers
- Health and Physical Education Network
- School Nurses Network Meetings
- Reading Specialists Network Meetings
- Home And School Visitors Network Meetings
- School Counselor Network Meetings
- Instructional Coaches Network
- Gifted Network
- ESL Council
- OT/PT
- SLP Networking

*If you wish to have further monthly bulletins delivered to your inbox via email...*



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