

SPECIAL EDUCATION PLAN

SECTION 14: Staff Development

STAFF DEVELOPMENT

The evolution of information regarding special education necessitates regular professional development for teachers, administrators, and support staff.

Goals for Specialized Services Staff Development

The goal of staff development is to build capacity to optimize outcomes for students with special needs. This is achieved by:

- Supporting professional learning to foster ongoing improvement of practice;
- Providing staff with adequate skills and knowledge to meet the needs of special education students;
- Keeping staff informed of what is current with new Ministry and board initiatives;
- Enabling staff to maintain professional requirements;
- Providing adequate and up to date professional resources in special education.

Staff Input

Staff provide input into the staff development plan in a number of ways:

- System surveys;
- Gap analysis of needs;
- Individually identified needs;
- Research into current “best practices” in other boards;
- Response to current Ministry initiatives;
- Consultation Advisory Forums.

In order to provide responsive and effective professional development in special education, all staff are included.

Professional Development Focus

Professional development opportunities are provided based on the following influencing factors:

- Ministry of Education Initiatives;
- Feedback from Ministry staff related to reviews (IEP, equipment);
- Feedback from PD sessions and meetings carried out this year;
- Input from Principals;
- Feedback from parents gathered through ongoing service delivery;
- Feedback related to health and safety issues;
- Feedback from staff surveys.



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TLDSB will continue to focus its professional learning opportunities for staff specific to our key purpose, the learning of all students.

Professional development will continue to address:

- Autism, [PPM 140](#);
- Assistive technology;
- Using assessment information for learning;
- Using accommodations (assistance with input and output);
- Developing and using modifications (changes to the learning expectations);
- Positive Behaviour Supports;
- Individual Education Plan ;
- Mental Health;
- Collaborative and Proactive Solutions;
- Response to Intervention Model.

Each year the Superintendent of Learning responsible for Specialized Services, in consultation with relevant stakeholders establishes a professional development budget, allocating funds to support the professional learning of Educational Assistants, Teachers, Principals, System Class Teachers and system level special education staff (Consultants, Assessment staff and Student Services Attendance Counselors).

The budget is presented to SEAC for consultation and approved by the Board.