



LEADERSHIP & LEARNING SERVICES CATALOG

2022

INTRODUCTION FROM THE COUNTY SUPERINTENDENT OF SCHOOLS



Dear Educators,

The Santa Clara County Office of Education (SCCOE) is home to over 1,500 staff who are committed to serving, inspiring, and promoting the success of Santa Clara County's students and public schools.

Day-in and day-out, staff conduct the mission-minded work that truly makes the SCCOE a premier service organization dedicated to improving access to inclusive, equitable, high-quality education and providing quality support to districts, schools, students, and communities. One of the ways SCCOE staff accomplish these goals is through the development and delivery of professional learning designed to help educators provide the instruction and support students need to succeed both in and outside of the classroom.

To aid in that effort, I am proud to present the SCCOE's 2022 Leadership & Learning Services Catalog. The catalog is designed to facilitate the development of Local Control and Accountability Plans and School Plans for Student Achievement by school and district administrators, promote inclusive education, and expand the knowledge and skills of educators. As such, the over 350 professional learning (PL) offerings that are available to educators in 2022/23 are organized into four strands – Strategic Improvement, Teaching & Learning, Leadership & School Systems, and Early Care & Education. Each offering includes a description and information on service type, intended audiences, grade levels, alignment with state priorities, and who to contact to learn more or request customized supports.

The SCCOE is committed to designing learning experiences for educators that meet their evolving needs, effectively respond to student disengagement and learning recovery, and promote student mental health and well-being. This is evident in Teaching & Learning PL offerings that integrate equity, inclusion, and social-emotional learning principles and practice.

I hope you find this catalog a valuable resource as you plan your classroom, school, and district services and supports for the upcoming academic year. Thank you for the pivotal role you play in the academic success, health, and overall well-being of the nearly 300,000 students enrolled in Santa Clara County's early care and education settings and TK-12 schools.

Sincerely,

A handwritten signature in black ink that reads "Mary Ann Dewan".

Dr. Mary Ann Dewan

County Superintendent of Schools






CONTENTS

Introduction from the County Superintendent of Schools	2
How to use this Catalog	4
Professional Learning Catalog Strands & State Priorities	5
Strategic Improvement	
Differentiated Assistance and District Support	7
District LCAP Advisory Services	8
Data Governance	11
Inclusion Collaborative	12
Teaching & Learning	
iSTEAM	18
School Climate, Leadership, and Instructional Services	30
Youth Health & Wellness	35
Leadership & School Systems	
Multi-Tiered System of Supports	36
Foster Youth and Homeless Educational Services	36
School Climate, Leadership, and Instructional Services	37
Educator Preparation Programs	44
Special Education Local Plan Area	45
Technology Services	47
Early Care & Education	
California Preschool Instructional Network	48
Local Early Education Planning Council	50

HOW TO USE THIS CATALOG

This **Leadership & Learning Services Catalog** is designed to guide district, school, and other educational leaders to high-quality, current professional learning services offered by the Santa Clara County Office of Education (SCCOE).

The catalog highlights the SCCOE services in four strands: Strategic Improvement, Teaching and Learning, Leadership & School Systems, and Early Care & Education. Within each strand, services, communities of practice, and network opportunities for programs are highlighted by each program. There are five types of services:


-  **Training**
-  **Network**
-  **Technical Assistance**
-  **Special Event**
-  **Conference**

Each type of service is indicated by the color bar on the left side of the service description. Intended Audience is also included in each service description.

- T: Teachers**
- A: Administrators**
- C: Coaches**
- SS: Support Staff**
- G: Parents/Guardians**
- S: Students**
- P: Partners**

If your district or school is interested in any of the services, please contact the team member listed in each service description to discuss your needs.

Another key feature of this catalog is the alignment to the state priorities. Each catalog item supports one or more of the ten state priorities for improving student outcomes that must be addressed by school districts in their Local Control and Accountability Plans (LCAPs).

For more information on currently offered events, programs, and workshops, including a PDF version of this catalog, visit the Professional Learning Portal webpage at sccoe.org/plportal. 

LEADERSHIP & LEARNING SERVICES CATALOG STRANDS & STATE PRIORITIES

STRANDS & PROGRAMS

STRATEGIC IMPROVEMENT

- Differentiated Assistance Support
- District Support
- Data & Measurements
- District LCAP Advisory Services
- Assessment & Accountability
- State & Federal Programs
- Data Governance
- Inclusion Collaborative

TEACHING & LEARNING

- Arts
- Career Technical Education
- Computer Science
- Educational Technology Services
- Mathematics
- Science
- Environmental Literacy
- Dual & World Languages
- Educator Engagement
- English Learners
- English Language Arts/English Language Development/Literacy
- History-Social Science & Civic Engagement
- Youth Health & Wellness

EARLY CARE & EDUCATION

- California Preschool Instructional Network
- Local Early Education Planning (Early Learning Services)

LEADERSHIP & SCHOOL SYSTEMS

- Multi-Tiered Systems of Support
- Foster & Homeless Youth Educational Services
- Parent Engagement
- Positive Behavioral Interventions & Supports
- Social and Emotional Learning
- School Climate
- Tobacco Use Prevention Education (T.U.P.E.)
- Educator Preparation Programs
- Special Education Local Plan Area
- Technology Services

STATE PRIORITIES

CONDITIONS OF LEARNING

1 Basic Services	2 Implementation of State Standards	7 Course Access	9 Expelled Youth (COE Only)	10 Foster Youth (COE Only)
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PUPIL OUTCOMES

4 Student Achievement	8 Student Outcomes
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ENGAGEMENT

3 Parent Involvement	5 Student Engagement	6 School Climate
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2022 LEADERSHIP & LEARNING SERVICES CATALOG



**STRATEGIC
IMPROVEMENT**



**TEACHING
& LEARNING**









**LEADERSHIP &
SCHOOL SYSTEMS**



**EARLY CARE
& EDUCATION**

STRATEGIC IMPROVEMENT

For updated information, go to scooe.org/plportal 

Service Type:  Training  Network  Technical Assistance  Special Event  Conference

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DIFFERENTIATED ASSISTANCE SUPPORT

Pre-requisite only open to districts identified for Differentiated Assistance

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Continuous Improvement	Technical assistance is customized to districts that have been identified, based on California School Dashboard results, as needing additional support in their improvement efforts. This support utilizes improvement science tools to engage in systems change.	T, A, C, SS	TK - 12	Alissa Meltzer 408-453-6696 ameltzer@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10






DISTRICT SUPPORT

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
District Support for Improvement Work	Customized district support based on district identified problems of practice and root cause analyses. The foundation for this work is the examination of each district's current system through the lens of the MTSS framework while utilizing improvement science tools.	T, A, C, SS	TK - 12	Alissa Meltzer 408-453-6696 ameltzer@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
SWD & Special Populations	Network of district and school based special education leaders, teachers, support staff to discuss current topics, legal cases, MTSS, Inclusion of SWD, research based practices that impact SWD & special populations.	T, A, C, SS	Pre-K - Post Secondary	Chiara Perry 669-212-4453 chperry@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10



STRATEGIC IMPROVEMENT

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DATA & MEASUREMENTS






Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Data Viz Community of Practice	Network of district and school data leads with an emphasis on data visualization best practices. Discussions and sharings of exemplar data displays that communicate complex information to various audiences.	T, A, C, SS	TK - 12	Deann Walsh 669-212-4461 dwalsh@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Data Literacy Community of Practice	Network of district and school leaders working on developing and honing the effective and efficient use of data in their system. Focus on the systematic use of data in decision making and development and sharing of data protocols with staff.	T, A, C, SS	TK - 12	Deann Walsh 669-212-4461 dwalsh@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Developing a System of Measures	Customized district and school site support to evaluate program effectiveness through articulation of a district's or school's theory of action.	T, A, C, SS	TK - 12	Deann Walsh 669-212-4461 dwalsh@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

DISTRICT LCAP ADVISORY SERVICES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
LCAP 101	This free workshop is for anyone who is new to the world of LCAP. Participants will learn about required timelines and the LCAP's basic required elements, review the current template that was adopted by the State Board, and engage in conversation with the SCCOE team and other participants.	A, SS	Pre-K - 12	Sandy Pugliano 408-453-6528 Spugliano@scooe.org	1, 2, 3, 4, 5, 6, 7, 8
Creating a Quality LCAP Community of Practice	This COP will provide LEA teams the opportunity to dig deep into specific sections of the LCAP and set themselves up for successful implementation of the three year plan. This is an opportunity to review the plan and write portions of the LCAP under the guidance of the SCCOE TA Team.	A, SS	Pre-K - 12	Dawn River, Ed.D. 408-453-6899 driver@scooe.org	1, 2, 3, 4, 5, 6, 7, 8
Local Control Accountability Plan Support Services	The District LCAP Advisory Services Team provides individualized technical assistance to districts. This is accomplished by 1:1 meetings, technical review and feedback, and customized supports.	A, C, SS	Pre-K - 12	Dawn River, Ed.D. 408-453-6899 driver@scooe.org	1, 2, 3, 4, 5, 6, 7, 8
Annual LCAP Training Elevating the LCAP - February 2022	Annual training for the writing of the LCAP that offers in depth training around the template as well as a variety of breakout sessions to help in writing a clear LCAP that supports all students in your district.	T, A, C, SS, P	Pre-K - 12	Dawn River, Ed.D. 408-453-6899 driver@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

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ASSESSMENT & ACCOUNTABILITY

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Assessment and Accountability Network	In these monthly network meetings, attendees are updated on things from the world of assessment, accountability, and State and Federal regulations, and also given a dedicated space to network and learn from each other.	A, C, SS, P	Pre-K - 12	Dawn River, Ed.D. 408-453-6899 driver@scooe.org	1, 2, 3, 4, 5, 6, 7, 8
Follow-Up Fridays (Assessment & Accountability Coordinator Network)	Ongoing and relevant conversations among district assessment and accountability leaders related to the effective administration of local and state assessments and understanding of state and federal accountability structures.	A, C, SS	TK - 12	Deann Walsh 669-212-4461 dwalsh@scooe.org	4, 8
New Coordinator Training	Targeted training and office hour supports for CAASPP and ELPAC coordinators in their first year of the role or those looking for refresher. Content covers all facets of an assessment coordinator's role including training, system registration and set-up, security and compliance.	A, SS	TK - 12	Deann Walsh 669-212-4461 dwalsh@scooe.org	4, 8
Comprehensive Assessment Systems Workshop Series	A series of training sessions designed to familiarize participants with the foundational components and essential functions of effective Comprehensive Assessment System.	A, SS, C, T	K - 12	Sandy Pugliano 408-453-6528 spugliano@scooe.org	1, 2, 3, 4, 5, 6, 7, 8
Standardized Grading Practices	In this monthly network, participants will explore the rationale, benefits and tools for utilizing evidence based grading practices and establishing standardize practices within their system.	T, A, C,	K - 12	Sandy Pugliano 408-453-6528 spugliano@scooe.org	1, 2, 3, 4, 5, 6, 7, 8



STRATEGIC IMPROVEMENT

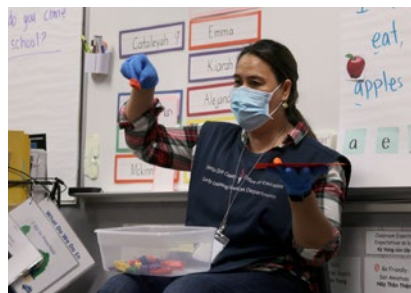
PL For updated information, go to scoee.org/plportal

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STATE & FEDERAL PROGRAMS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Comprehensive Support and Improvement-CSI	Schools identified for CSI can receive Technical Assistance in the development and monitoring of their SPSA through a lens of continuous improvement.	A, SS, T, P	K - 12	Sandy Pugliano 408-453-6528 spugliano@scoee.org	1, 2, 3, 4, 5, 6, 7, 8
Additional Targeted Support and Improvement-ATSI	Schools identified for ATSI can receive Technical Assistance in the monitoring, planning of their plans through a lens of continuous improvement.	A, SS, T, P	K - 12	Chiara Perry 669-212-4453 chperry@scoee.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
CSI/ATSI Workshop Series	This series will explain eligibility criteria and the Federal requirements associated with CSI/ATSI. Participants will become familiar with various tools to support their improvement work (i.e. needs assessment tools and evidence-based intervention selection.)	A, SS, T, P	K - 12	Chiara Perry 669-212-4453 chperry@scoee.org Sandy Pugliano spugliano@scoee.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Federal Program Monitoring (FPM)	Schools identified for FPM can receive technical assistance to prepare for review and resolution of findings.	A, SS	TK - 12	Dawn River, Ed.D. 408-453-6899 driver@scoee.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Support for State and Federal Emergency Relief Grants	Support for LEAs with participation in Federal and State Relief Grants related to COVID-19 through the end of the grant periods. These grants include CARES Act (ESSER I), CRSSA (ESSER II), ARPA (ESSER III), ELO-Grant	A, SS	TK - 12	Dawn River, Ed.D. 408-453-6899 driver@scoee.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Equitable Services & Private School Consultation	Districts can receive technical assistance with meeting the equitable services requirements for federal grants under the ESSA guidelines.	A, SS	TK - 12	Dawn River, Ed.D. 408-453-6899 driver@scoee.org	1, 2, 4, 5, 6, 8
LEA Engagement with Educational Partners	Opportunities for technical assistance with engaging Educational Partners. Support includes developing training, gathering input, sharing data/information and meeting requirements under ESSA. Groups may include: SSC, District Advisory, LCAP Advisory, DELAC, Students, Parents.	A, SS	TK - 12	Dawn River, Ed.D. 408-453-6899 driver@scoee.org	3, 4, 6, 8
Federal Title Grants and State Programs	Districts can receive technical assistance with participation in Federal Grants/Programs and meeting the requirements of ESSA. Programs include: Title I, II, III, IV, English Learners, Williams Compliance.	A, SS	TK - 12	Dawn River, Ed.D. 408-453-6899 driver@scoee.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10



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DATA GOVERNANCE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Student Data Privacy	Training for district, and school staff on understanding and adhering to Student Data Privacy requirements as outlined by FERPA, and other sensitive data such as FRL, Homeless, Foster Youth.	T, A, C, SS, P	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
Managing Student Data at the School & District Level	Support and guidance on the best practices of managing district data systems.	A	TK - 12	Irina Shacter	4, 5, 6, 7, 8, 10
DataZone Training	Training on the SCCOE's DataZone data analytics platform for district and school staff, and supporting County staff.	T, A, C, SS	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
DataZone Support	Customized support and coaching for district and school staff on how to use and implement SCCOE's DataZone data analytics tools.	T, A, C, SS	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
Service Link Application Support	Support for school and partner users of SCCOE's Service Link App.	A, SS, P	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	5, 6, 7, 8
Service Link Application Training	Training for School Linked Service Liasons on SCCOE's Service Link App on the basics of data entry in the application and export processes.	A, SS, P	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	5, 6, 7, 8
Foster Vision Support	Support for school and partner users of SCCOE's FosterVision.	A, SS, P	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	10
DataZone Data Leadership Community of Practice for School Leaders	Customized support, training, and coaching for school leaders within a district on accessing and analyzing data available on SCCOE's DataZone platform. Co-designed and co-lead with district and school leaders.	A, C	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
DataZone Data Leadership Community of Practice for School Counselors	Customized support, training, and coaching for school leaders across districts on accessing and analyzing data available on SCCOE's DataZone platform. Co-designed and co-lead with district and school leaders.	C	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
DataZone Data Literacy for School Leaders	Training for school leaders on the fundamental elements of being a data literate leader using the DataZone analytics tools.	A, C	TK - 12	Meaghen Spencer 408-453-6939 Mspencer@sccoe.org	4, 5, 6, 7, 8, 10
Early Learning Mapping Meetings	Monthly networking opportunity for early learning providers and districts who are interested in data collaboration, key metric identification, and data governance practices in early learning.	A, C, SS, P	P - 3	Veronica Garza 408-453-6750 vgarza@sccoe.org	4, 8

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INCLUSION COLLABORATIVE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Behavior is Communication	Designed for professionals working with children in classroom. Focus is inclusive practices, effective communication strategies, promoting reflective practice, team goals and next steps to support their inclusive program, and learning environments.	T, SS	Birth - 12th grade	Inclusion Collaborative 408-453-6756 Inclusion@scoee.org	1, 8, 5
Family Supports for Positive Behavior	Participants explore foundations of social emotional development needed for self-regulation and problem-solving and learned strategies to support children's positive behaviors.	G	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@scoee.org	3, 8
Autism Spectrum Disorder & Practical Strategies	Overview of Autism Spectrum Disorder (ASD) and the importance of environmental supports, sensory supports and strategies for supporting children with ASD.	T, C, SS	Birth - 12th grade	Inclusion Collaborative 408-453-6756 Inclusion@scoee.org	1, 2, 7, 8, 5
Inclusion 101: Building the Inclusive School	Come learn what inclusion is and isn't, benefits for all children and their families. Learn about the Inclusive School House Model (Administrative Leadership & Support, Collaborative Planning & Problem Solving, MTSS with RTI & SWPBS, Co-Teaching and Differentiated Instruction).	T, A, C, SS	Birth - 12th grade	Inclusion Collaborative 408-453-6756 Inclusion@scoee.org	4, 5
Adaptations and Modifications	Learn how to align class activities and individual students goals via adaptations and modifications. Adaptations are changes made to the environment, curriculum, instruction and/or assessment practices in order for a student to be a successful learner.	T, A, C, SS	Birth - 12th grade	Inclusion Collaborative 408-453-6756 Inclusion@scoee.org	1, 4



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INCLUSION COLLABORATIVE

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Inclusive Classroom Profile	Learn how to use the Inclusive Classroom Profile, a structured observation rating scale designed to assess the quality of daily classroom practice that support developmental needs of children with disabilities in early childhood settings.	T, A, C, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	4, 5
Evidence-Based Practices to Support ALL Learners	Learn evidence-based practices to support all learners in academic, behavioral, and social-emotional learning within quality, inclusive school environments.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	2, 4
Equitable Leadership (Ways2Equity Playbook)	Engage in a process of self-reflective study of educators' teaching practices to improve teaching practices and supports for more equitable achievement of all students.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	4, 6
Universal Design for Early Learning	Participants will increase their understanding of Universal Design for Learning (UDL) and how UDL can support Early Learning. UDL is a framework rooted in neuroscience, the learning sciences and architecture. It's goal is to remove barriers and design for learner variability so that all learners may become expert learners.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	1, 2
CCSS Alignment w/ Special Education - ELA	Learn how to align grade-level Common Core English language arts standards, instruction, and assessment to student IEP goals, including that of students with moderate/severe disabilities.	T, A, C, SS	TK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	1, 2
CCSS Alignment w/ Special Education - Math	Learn how to align grade-level Common Core math standards, instruction, and assessment to student IEP goals, including that of students with moderate/severe disabilities.	T, A, C, SS	TK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	1, 2
CCSS Alignment with Special Education - ELD	Learn how to support English Learners with moderate/severe disabilities, including using the VCCALPS alternate assessment, reclassifying students using alternate assessment, English language development standards, and writing linguistically appropriate goals.	T, A, C, SS	TK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	1, 2
CCSS Alignment with Special Education - NGSS	Learn how to align grade-level Next Generation Science Standards, instruction, and assessment to student IEP goals, including that of students with moderate/severe disabilities.	T, A, C, SS	TK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scooe.org	1, 2

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INCLUSION COLLABORATIVE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
■ Title 3 Reclassification for Special Ed - Utilizing Alternative Assessment	Receive support to design a district-wide reclassification process for students who are assessed with an alternate assessment to the ELPAC.	T, A, C, SS	TK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
■ Legally-Compliant IEPs	Learn to write a legally compliant IEP to provide a free and appropriate education (FAPE) and to use SEIS and/or SIRAS IEP Management Systems.	T, A, C, SS	PK - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
■ Culturally Relevant & Culturally Sustaining Pedagogies	Learn to leverage, perpetuate, and foster the linguistic, literate, and cultural funds of knowledge students bring so that they may sustain and thrive in quality, inclusive school environments.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
■ Effective Co-Teaching Models & Practices	Come learn co-teaching models and when to use, strategies to promote co-teaching practices, co-teaching logistics, shared planning time, ideas for building relationships and strategies for working together as a team.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	4, 5
■ Supporting Co-Teaching through Coaching	Learn through classroom observation and technical assistance some strategies for co-teaching in your specific environment.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	4, 5
■ CSEFEL Teaching Pyramid Positive Behavior Support	In this training you will learn positive feedback & encouragement, building relationships to promote success, designing environments and schedules, intentionally teaching social/emotional skills, determine the meaning and function of challenging behavior - develop a plan and prevention strategies.	T, A, C, SS	Birth - 3rd grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	2, 6
■ Supporting a Culture of Welcoming and Belonging	This training will increase your understanding of Inclusion and Inclusive Practices, describe the benefits of inclusion for all children and their families. It will also provide a framework for building a culture of welcoming and belonging.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	2, 6
■ PLC: Facilitated Group Cycles of Inquiry for Positive Student Outcomes	Engage in an ongoing process of recurring cycles of collective inquiry, action research, and embedded professional learning to achieve better results for all students.	T, A, C, SS	K - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	4, 8
■ Reflective Practice to Support Inclusion	Participants will learn how to reflect on their classroom practices, develop a support network, learn more about visual supports, intentionally plan for variable learners, design environments and schedules.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 6
■ Administrative Inclusion Support and Coaching	Provides strategies and assistance for school leaders to support and facilitate inclusive educational practices on their school site.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	4, 5

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UDL: Associated Credential (CAST)	Participants will learn the importance of proactively designing for learner variability so ALL learners have the opportunity to succeed. This entry level credential is the perfect starting point on your UDL journey.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	1, 4
Teaching Self Regulation using The Calming Kit	Learn how to regulate one's thinking, emotions, and behavior. Young children who engage in intentional self-regulation learn more and are more successful in their education. Intentional self-regulation predicts school success.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	1, 4
Exploring Science for Preschool Make & Take	Learn that exploring science supports critical thinking, problem solving, creativity, communication and social skills. Also learn how to adapt simple science activities for all children, including children with disabilities.	T, A, C, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	1, 2
Number Sense for Preschool Make & Take	Participants learn how to adapt practical strategies and classroom activities to support number sense for all children. Hands on training to create number sense tools.	T, A, C, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	1, 2



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PL For updated information, go to scoe.org/plportal

Service Type: ■ Training ■ Network ■ Technical Assistance ■ Special Event ■ Conference






Intended Audience: T: Teaches • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

INCLUSION COLLABORATIVE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Facilitating Successful Transitions with Technology Make & Take	Gain a deeper understanding of why challenging behaviors occur around transitions and create individualized supports to use with your students. Learn to use technology to support and manage transitions.	T, A, C, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Sensory Support for Inclusive Practices Make & Take	Gain understanding of different types of sensory challenges that impact a child's participation in daily activities. Identify sensory-seeking and sensory-avoidance behaviors and how they impact self regulation, attention span and ability to learn.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Sign Language to Support Positive Behaviors Make & Take	Learn and practice simple sign language to support positive behaviors. Make practical visual adaptations that can be used with all children. Also practice using signs with songs.	T, A, C, SS	Birth - 8 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Social Stories to Support All Students Make & Take	Learn how social stories support all children taking daily events, expectations and routines and creating appropriate visuals. Hands on practice of writing social stories.	T, A, C, SS	Birth - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Supporting Successful Meal Time Make & Take	Learn developmental stages in feeding for children, learn basic nutrition needs and sensory steps to eating. Understand the impact of the environment and how to implement strategies that can be used to support children during mealtime. Hands on making tools to support successful mealtimes.	T, A, C, SS	Birth - 3 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Visual Supports for Students with Autism Make & Take	Learn the implications for children with autism in school or home environments along with strategies that will support children with autism in various environments. Practice how to use visual supports for children with autism.	T, A, C, SS	Birth - 8th grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Supporting Newcomers	Learn how schools can support Newcomers through: A Welcoming Environment, High Quality Academic Programs, Social Emotional Support with Support & Encouragement to engage in the education process.	T, A, C, SS	K - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	1, 2
Supporting Challenging Behavior	Participants explore foundations of social emotional development needed for self-regulation and problem-solving and learned strategies to support children's positive behaviors.	T, C, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	3, 8
Inclusion: Supporting Early Learning	Participants will learn the importance of providing inclusive preschool opportunities and the positive impact it has on all students. Environmental supports and instructional strategies will be provided to support preschool inclusive practices.	T, A, SS	Birth - 5 years	Inclusion Collaborative 408-453-6756 Inclusion@scoe.org	4, 5

STRATEGIC IMPROVEMENT

For updated information, go to sccoe.org/plportal 

Service Type:  Training  Network  Technical Assistance  Special Event  Conference

Intended Audience – T: Teachers • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

INCLUSION COLLABORATIVE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Inclusion: Supporting Elementary Age	Participants will learn the importance of providing inclusive elementary school opportunities and the positive impact it has on all students. Environmental supports and instructional strategies will be provided to support elementary school inclusive practices.	T, A, SS	K - 5 grade	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	4, 5
Inclusion: Supporting Middle School	Participants will learn the importance of providing inclusive middle school opportunities and the positive impact it has on all students. Environmental supports and instructional strategies will be provided to support middle school inclusive practices.	T, A, SS	6 - 8 grade	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	4, 5
Inclusion: Supporting High School	Participants will learn the importance of providing inclusive high school opportunities and the positive impact it has on all students. Environmental supports and instructional strategies will be provided to support high school inclusive practices.	T, A, SS	9 - 12 grade	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	4, 5
Inclusion Collaborative Annual State Conference	The Inclusion Collaborative Conference is an interactive and reflective educational opportunity to learn from experts and peers about evidenced based practices that promote inclusion for all children.	T, A, C, SS, G, P	Birth - 24 years old	Inclusion Collaborative 408-453-6756 Inclusion@sccoe.org	1 - 10



TEACHING & LEARNING

INTEGRATING EQUITY & SEL IN ALL SERVICES

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ARTS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Artspiration Community of Practice	Engage around specific topics through the arts that impact our world to improve teaching and student outcomes in the classroom.	T, A, C, G, SS, P	TK - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 8
Arts Equity Community of Practice	Join a cohort of peers to deepen your practice and pedagogy of culturally responsive teaching and learning through the arts. Explore concepts and methods for increasing literacy learning outcomes and social emotional skills.	T, A, C, G, SS, P	TK - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 8
Arts Leadership Council	Join a community of thinkers to inform a community-based plan for engagement in arts education, leverage shared leadership in the arts, and look for ways to expand and update programmatic elements of Artspiration.	T, A, C, G, SS, P	TK - 14	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 3, 4, 5, 6, 8
Introduction to the California Arts Standards	Teachers and educational leaders will be guided through the new CA Arts Standards for Public Schools for all art disciplines. Participants will understand how standards are organized and begin to adapt them to their curriculum. This course is for discipline specific or arts integration teachers.	T, A, C, G, P, SS	K - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 8
Introduction to the California Arts Framework	Teachers and educational leaders will be guided through the new CA Arts Standards for Public Schools Framework for all art disciplines. Understand how standards and framework are organized and adapt them to your curriculum. This course is for discipline specific or arts integration teachers.	T, A, C, G, P, SS	K - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 8
Culturally Responsive Arts Integration and SEL trainings and Coaching	We can provide workshops and coaching in strategies and lesson planning to integrate the arts through a culturally responsive lens into your curriculum.	T, A, C, G, P	K - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 8
Arts for Access and Equity	Arts is a civil right and is an essential part of a well-rounded child's education. Strategies and methods for inclusion of an arts education for all students as well as support for grants or other funding structures will be outlined as areas of support.	T, A, C, G, P, SS	K - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 3, 4, 5, 6, 8
Coaching	Infrastructure, arts strategic planning, arts integration, arts and SEL	T, A, C, G, P	K - 12w	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 3, 4, 5, 6, 8
Marion Cilker for Arts in Education	The conference features two days of professional development addressing the conditions of teaching and learning, by curating sessions with a strong focus on integrated learning, inclusion, and culturally responsive, standards-based instruction through the arts.	T, A, C, S, P	TK - 12	Sofia Fojas 408-453-6535 sfojas@scoee.org	1, 2, 4, 5, 6, 7, 8

TEACHING & LEARNING

INTEGRATING EQUITY & SEL IN ALL SERVICES

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Service Type:  Training  Network  Technical Assistance  Special Event  Conference

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ARTS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Young Artist Showcase	This competition is open to public school students, grades Pre-kindergarten through 12th grade, in Santa Clara County. Student winners will have their artwork accepted into the permanent exhibit of student artwork located within the SCCOE office.	T, A, S, P	TK - 12	Sofia Fojas 408-453-6535 sfojas@scoec.org	1, 2, 3, 4, 5, 6, 7, 8
Region V Arts Integration Institute	The Summer Arts Institute brings together K-12 classroom teachers, teaching artists, school and district administrators, and community arts organizations to promote academic achievement, equity and access through in-depth learning in the arts.	T, A, S, P	TK - 12	Sofia Fojas 408-453-6535 sfojas@scoec.org	1, 2, 3, 4, 5, 6, 7, 8

CAREER TECHNICAL EDUCATION

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Monthly CTE Consortium	The SCCOE CET team & CTE Coordinators around the county to give updates on grant initiatives, professional development opportunities, and informative session on various curriculum development and digital resources.	T, A, C, SS	K - 12	Joell Hanson 408-453-4329 JoHanson@scoec.org	2, 4, 2005
Monthly Coffee Chats	The K12 Pathway Coordinators in collaboration with the Santa Clara County Community Colleges, meet monthly with high school site and district personnel to update districts on K14 College and Career pathways, dual enrollment initiatives, CTE industry sectors, post secondary data & best practices	T, A, C, SS, P	9 - 12	Joell Hanson 408-453-4329 JoHanson@scoec.org	4, 5
Industry Sector Weeks	The SCCOE CTE team, Earn and Learn, & local community colleges conduct quarterly industry sector weeks for middle to high school students that highlight guest speakers within a designated industry to discuss career opportunities and the schooling and certifications required for a career.	T, A, G, P	6 - 12	Joell Hanson 408-453-4329 JoHanson@scoec.org	2, 4, 2005



TEACHING & LEARNING

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COMPUTER SCIENCE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Understanding the CS Standards	The SCCOE provides training for teachers to learn how they can integrate the new CS standards into their classroom practices specific to your district/site needs. Teachers will be able to create lessons in the content areas that include the principles and practices of CS and computational thinking.	T, C	K - 5	Karen Larson 408-453-6523 KLarson@scoe.org	2, 4, 5
Robotics in the K - 5 Classroom	Does your school have access to Spheros, Ozobots, Dash n Dots, or other robotic devices? The SCCOE can provide training in the use of these bots, including coding, and engaging ways to integrate bots in the content areas.	T, C	K - 5	Karen Larson 408-453-6523 KLarson@scoe.org	2, 4, 5
Coding in the K - 5 Classroom	Coding applications promote critical thinking, a growth mindset, and creativity. The SCCOE can provide training for elementary teachers in the use of coding apps, including engaging ways to integrate them into the content areas.	T, C	K - 5	Karen Larson 408-453-6523 KLarson@scoe.org	2, 4, 5
Computer Science Community of Practice	The SCCOE is pleased to support a community of practice for teachers of computer science and general education teachers who integrate computer science into daily lessons. These meetings are monthly and focus on the needs of the teachers in this community.	A, T, C	K - 12	Karen Larson 408-453-6523 KLarson@scoe.org	2, 4, 5
Integrating CS into Your School	The SCCOE offers district/site SCRIPT planning sessions to formulate the integration of computer science into your school curriculum, rooted in a framework of equity, positive identity, and culturally responsive practices.	A, T, C	K - 8	Karen Larson 408-453-6523 KLarson@scoe.org	2, 4, 5






EDUCATIONAL TECHNOLOGY SERVICES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Ed Tech Coaching Collaborative	EdTech/Innovation/STEAM TOSAs, Coaches and Coordinators are welcome to join this network to exchange ideas about how to help support teachers with distance or blended learning and integration of technology in the classroom.	A, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	1, 2, 4, 5
The Power of Blended Learning	How can we assure students receive a rigorous, relevant education that respects place and pace? This course highlights the considerations classroom teachers should address when preparing for a blended learning environment.	T, A, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5

TEACHING & LEARNING

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EDUCATIONAL TECHNOLOGY SERVICES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Digital Citizenship and Literacy	How can we help our students, parents, and community members be responsible digital citizens? This training guides educators through the major issues surrounding digital citizenship and how to address them in schools.	T, A, C, G	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	5, 6, 8
Visual Learning Strategies	How can images and video be used in the classroom to give all students access to core content concepts with the ability to express thinking in deep and meaningful ways? This session will give you simple strategies to increase student engagement with the use of visuals.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Integrating Technology to Support ALL Students	Spark creativity using digital storytelling tools and strategies that help learners of all abilities and interests. Help learners engage deeply with content across all areas.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Digital Lesson Design and Universal Design for Learning	How might you be able to engage learners in a topic of study in engaging and meaningful ways? Learn how to create lessons that integrate technology and have elements of student voice and choice embedded, while addressing learner variability, barriers and the UDL Guidelines.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
P.L.A.Y. Powerful Learning and You	How does innovative learning support development of future-ready skills and content knowledge? PLAY will provide both engaging and strategic learning for you and your students.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Google Workspace and the 4 Cs	Looking to build confidence in using any of the Google Workspace Tools? These trainings help familiarize educators with the tools so that they can focus on getting students to become competent communicators, collaborators, critical thinkers and creators!	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Connecting Your Classroom for Global Learning	How can we extend student learning to include global perspectives? Learn strategies and resources to grow your network and connect students beyond the four walls of your classroom.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Simple Steps to Integrate Technology Today	How can technology enhance instruction and learning for both teachers and students? Learn about simple tools that have a major impact!	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Sketchnoting: Making Thinking Visible	Learn how to engage learners in sketchnoting, a note-taking process that can be customized to work best for any learning style. It's not about art or who can draw the prettiest picture. It's about focusing on content, making connections, and synthesizing thoughts in a creative way.	T, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5
Professional Innovation Pathways Online Course Catalog	Online teacher, coach and administrator professional development with full academy courses that are available for university credit. We can work with districts to customize Canvas courses to fit educator needs. https://scoe.catalog.instructure.com/	T, A, C, SS	TK - 12	Christa Norum 408-453-6588 cnorum@scoe.org	2, 4, 5, 8

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EDUCATIONAL TECHNOLOGY SERVICES


Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Technology Integration Coaching for School and District Leaders	Customized coaching and support for school/district leaders to strategically support standards-based technology integration throughout the curriculum and to advance digital equity.	A, C	TK - 12	Christa Norum 408-453-6588 cnorum@scoee.org	2, 4, 5
Technology Integration Coaching	Customized coaching for strategic integration of technology. Topics may include Digital Literacy, Blended Learning, Google Workspace Integration, Personalized Learning, UDL, and makerspace coaching and training.	T, C, SS	TK - 12	Christa Norum 408-453-6588 cnorum@scoee.org	2, 4, 5






MATHEMATICS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Administrator as Instructional Leader	Instruction: This series is designed to build the instructional leadership capacity of site administrators; promote equity in all content areas; and provide networking opportunities for collective leadership.	A, C	TK - 12	Kirsten Sarginger 408-453-4351 ksarginger@scoee.org	2, 4, 5, 7
Mathematics Leadership Collaborative: Community of Practice	Inclusion: This collaborative aims to engage participants equitable and inclusive mathematics practices; build and strengthen partnerships to leverage collective leadership; and increase participants' knowledge of current trends and research on mathematics teaching and learning	T, A, C, P	TK - 12	Kirsten Sarginger 408-453-4351 ksarginger@scoee.org	2, 4, 7
East Side Alliance-Building Teacher Efficacy: Community of Practice	Identity: The collaborative aims to build and sustain self-efficacy and leadership capacity among TK-12 educators through series of professional development.	T, A, C, P	TK - 12	Kirsten Sarginger 408-453-4351 ksarginger@scoee.org	2, 4, 7
Region 5 CA Partnerships with Science and Mathematics Education (CAPMSE): Community of Practice	Interdependence: The collaborative aims to promote leadership, partnership, and professional growth through a statewide collaboration with the CA.PMSE Community of Practice	T, A, C, P	TK - 12	Kirsten Sarginger 408-453-4351 ksarginger@scoee.org	2, 4, 7
A Pathway to Equitable Mathematics Instruction	Identity: Looking for ways to take your commitment to equitable instruction and outcomes deeper? This course is designed to help Black, Latinx and multilingual students thrive in grades 5-12. Participants will learn key tools for engagement and develop strategies to improve equitable outcomes for Black, Latinx, and multilingual students.	T, A, C, P	5 - 12	Kirsten Sarginger 408-453-4351 ksarginger@scoee.org	2, 4, 7
Math Language Routines in the Digital Space	Instruction: Come learn about how to adapt powerful math language routines for the digital learning space while using rich tasks in this 4-part series.	T, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4

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MATHEMATICS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Learner Variability in the Mathematics and Technology Classroom	Inclusion: In alignment with the SCCOE principles this collaborative aims to engage participants in equitable and inclusive mathematics and technology practices; strengthen partnerships and collective leadership; and increase knowledge of current trends and research.	T, A, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scooe.org	1, 2, 4
Eureka Math Curriculum Support For Grades K-5	Instruction: Participants will learn how the program is structured while preparing to teach the first module. Emphasis will be placed on the instructional shifts necessary to implement the program as well as the assessment. Teachers will also engage in a model lesson.	T, C	K - 5	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Fractions in the Common Core Classroom	Instruction: In this series, participants will examine models that can be used to support students' conceptual understanding of fractions; learn sensemaking ways to support students with fraction operations; understand how context enhances understanding of fractions.	T, C	1 - 5	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Building the Bridge from Fractions to Ratios and Proportional Reasoning	Instruction: In this series, participants will examine essential content knowledge and key instructional practices that support conceptual understanding of the topic; increase ways to elicit understanding that move beyond memorization of rules and procedures	T, C	3 - 8	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Place Value and Numeracy with the CRA Approach	Instruction: In this series, participants will examine the Concrete-Representation-Abstract (CRA) model to teach place value and numeracy; and investigate instructional strategies that support the CRA model.	T, C	TK-3	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Multiplication and Division with the CRA Approach	Instruction: In this series, participants will examine the Concrete-Representation-Abstract (CRA) model to teach multiplication and division; and investigate instructional strategies that support the CRA model.	T, C	2 - 5	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Implicit Bias in Mathematics Series	Infrastructure: This introductory series will promote self-analysis to understand implicit bias; identify how such bias negatively impacts instruction, assessment, curriculum, school policies, and student achievement; and pinpoint strategies to ameliorate such negative effects of bias.	T, A, C, P	TK - 12	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4, 7
Universal Design for Learning in the Mathematics Classroom	Inclusion: Increase understanding of Universal Design for Learning by articulating the relationship among learner variability, barriers to learning and becoming an expert learner. Participants will also learn about mathematical literacy and how it is implemented in the classroom.	T, A, C, P		Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Math in the Early Years (Pre-School, TK)	Instruction: Participants will learn ways to "bring math to life" in their classrooms and the important role early mathematical understanding plays in future mathematics success.	T, C	Pre-School, TK	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4

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MATHEMATICS

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Depth in Mathematics through IM Curriculum 6 - 8	Instruction: The sessions focus on supporting teachers to understand the math progressions, instructional routines that promote thinking and discourse, and the skills needed to, make sense of, and respond to student thinking using tools in the IM curriculum.	T, C	6 - 8	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Depth in Mathematics through IM Curriculum - High School	Instruction: The sessions focus on supporting teachers to understand the math progressions, instructional routines that promote thinking and discourse, and the skills needed to, make sense of, and respond to student thinking using tools in the IM curriculum.	T, C	9 - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Mathematical Literacy	Infrastructure: Come, engage in solving mathematical tasks that equip educators of skills and tools that help students know the role that mathematics plays in the world and make well-founded judgements and decisions needed by constructive, engaged and reflective 21st Century citizens.	T, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Disrupting Inequity: Having Brave Conversations About Bias	Infrastructure: Equity calls on us to act on disrupting patterns of implicit bias in ourselves, our organization, and in education so we can contribute to equitable outcomes for all students. The sessions lead to brave conversations in school communities so we can listen, lead and teach equitably.	T, A, C, P	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Disruptive Numbers: The Chaos Numbers Bring to Uncover Hidden Stories	In a world increasingly powered by data, data literacy is critically important. "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Sessions use disruptive numbers to unleash the power of learning mathematics.	T, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Assessment for Learning	Infrastructure: The Assessment for learning (AFL) series is an approach to teaching and learning that aims to "close the gap" between a learner's current situation and where they want to be in their learning and achievement.	T, A, C, P	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Culturally Responsive Teaching: Mathematical Identity	Identity: The series will engage educators with inquiry-based learning to develop and foster teachers' understanding of how students' cultural, linguistic, ethnic, racial, gender and socioeconomic background influence their learning of math and, particularly, the role of math in society and culture.	T, A, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4
Social Emotional Learning: Mathematical Identity	Identity: Join dialogues and discussions on cultivating a caring, participatory, and equitable mathematics learning environment through the Social Emotional Learning (SEL) framework. A systemic approach to SEL creates a climate and culture that fosters the joy of mathematics learning.	T, A, C	TK - 12	Jenny Cheng 408-453-6521 jcheng@scoee.org	2, 4

TEACHING & LEARNING

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MATHEMATICS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Math Success for All	Inclusion: A series designed for site-based teams to sustain the effective delivery of high quality math instruction focused on equitable access and support for all students, specifically students with special needs. The approach ensures that there is time and space for collaboration and support.	T, A, C, SS	K - 5	Jenny Cheng 408-453-6521 jcheng@scooe.org	1, 2, 4
Mathematical Reasoning with Connection (MRWC)	Instruction: MRWC is a 4th year high school math course designed to prepare students for the rigors of college math courses. MRWC is intended as a 4th year option for students who have successfully completed Integrated 1-3 (or Alg 1-2 and Geometry) and is planning to enter a college or university.	T, C	9 - 12	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Data Science	Instruction: Unlock the power of data! Data Science is the process of uncovering the stories hidden within data. Data Science, with the new CA Mathematics Framework will be integrated through TK - 12 mathematics courses.	T, A, C, SS, P, S, P	TK - 12	Jenny Cheng 408-453-6521 jcheng@scooe.org	2, 4
Navigating the New CA Mathematics Framework	Infrastructure: The 2021 CA Mathematics Framework serves as a guide to implementing CA CCSSM. Built upon underlying and updated principles of focus, coherence, and rigor, the Standards hold the promise of enabling all CA students to become powerful users of mathematics.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scooe.org	1, 2, 4, 7
Mathematics for Access and Equity	Infrastructure: Mathematics pathways must open it to all students. SCCOE-Mathematics support a humanizing mathematics education that cultivates a multicultural approach to empower every student.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scooe.org	2, 4
Coaching	Infrastructure: Coach for equity. SCCOE-Mathematics supports educators to develop, and refine coaching practices to support educators in your school, district, or organization to become more effective teachers, teammates, and leaders.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scooe.org	2, 4
Mathematics Pathways	Infrastructure: Provide technical assistance focusing on middle school and high school mathematics pathways, mathematics content implementation, mathematical routines, support for EL and students with disabilities in the mathematics classroom, curriculum mapping	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scooe.org	2, 4, 7
Professional Learning Community - Mathematics	Infrastructure: Build and sustain a culture of collaboration for student success. SCCOE-Mathematics helps build a system of support for educators who are building a professional learning community to work together to achieve their collective purpose of mathematics learning for all.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scooe.org	2, 4

TEACHING & LEARNING

INTEGRATING EQUITY & SEL IN ALL SERVICES

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Service Type: ■ Training ■ Network ■ Technical Assistance ■ Special Event ■ Conference

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MATHEMATICS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Universal Design for Learning in Mathematics	Infrastructure: The Universal Design for Learning (UDL) model is a framework to address curricular planning that meets the needs of all learners. SCCOE-Mathematics supports LEAs to implement the framework and its principles in the design of Mathematics Core Curriculum.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scoe.org	2, 4, 7
Assessment for Learning	Assessment is a critical step in the teaching and learning process for a school community. SCCOE-Mathematics provides support in addressing the need for rethinking mathematics assessments to improve student learning.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scoe.org	2, 4
Lesson Study	Instruction: Lesson Study is an inquiry cycle that supports teachers to experiment, observe and improve. As teachers work together to study student learning, schools become places where both students and teachers are passionate about learning.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scoe.org	2, 4
Building Mathematical Literacy - Support for English Learners	Mathematical literacy is the ability of students to analyse, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret solutions to mathematical problems. SCCOE-Mathematics supports LEAs in promoting the role of language to maximize access to mathematics.	T, A, C, P	K - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scoe.org	2, 4
Julia Robinson Mathematics Festival	In partnership with the American Institute of Mathematics (AIM), this festival will provide students with opportunities to “play” with numbers and math problems in a social and cooperative setting. This is a non-competitive opportunity for students to have fun exploring math concepts.	T, A, C, P, G, S	TK - 12	Ma Bernadette Andres-Salgarino 408-453-6974 bandres-salgarino@scoe.org	2, 4






SCIENCE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
TOSA (Teachers on Special Assignment) & Instructional Coaches Network	Connect and share with fellow coaches, participate in reflective conversations on Common Core, NGSS, STEAM, Educational Technology, Equity, and Universal Design for Learning. Learn more about how to support teachers in all areas of implementation.	C, A, T	TK - 12	Tara Sikorski tsikorski@scoe.org	2, 4
California Science Test (CAST) Academy	The CAST Academy is an opportunity to explore the CAST training test items and look at the latest resources surrounding the CAST. Participants will learn about the CAST assessment design & expectations and implications of the NGSS and CAST.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoe.org	2, 4, 8

TEACHING & LEARNING

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SCIENCE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
NGSS for Administrators	Develop an understanding of the unique teaching implications of the Three-Dimensionality of NGSS. Learn about and practice utilizing observation tools to explore various strategies to support your teachers as they transition to phenomena-based instruction.	A, C	TK - 12	Tara Sikorski tsikorski@scoe.org	2, 4, 8
Understanding and Developing NGSS Performance Tasks	Assessment is a vital component for each lesson. Performance Tasks are both formative AND summative and need to be in place for student learning of NGSS lessons to be effective. Learn how to create Performance Tasks and embed them into your NGSS instruction.	T, C	TK - 12	Tara Sikorski tsikorski@scoe.org	2, 4, 8
Creating Powerful Learning Experiences in Science	Dive deeper into NGSS Pedagogy through this series of workshops and community of practice based on Ambitious Science Teaching. Improve your knowledge of NGSS Standards and practices as well as different ways of assessing student learning in science.	T, A, C, P	TK - 12	Tara Sikorski tsikorski@scoe.org	1, 2, 4, 5, 6, 7, 8
UDL in Science Instruction	The Universal Design for Learning (UDL) framework addresses curricular planning that meets the needs of all learners. Learn about ways to implement and align this framework with designing of NGSS lessons.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoe.org	1, 2, 4, 5, 6, 8
Science to Support Language Learners	As students are learning science concepts, they are also learning to communicate using the language of science. This series is designed to support teachers with intentional planning in order to incorporate language development within the Science curriculum.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoe.org	1, 2, 4, 5, 6, 8
Antiracist & Social Justice Science Classroom	This series will explore the conditions of an antiracist science classroom along with the intentional integration of critical literacy and social justice based phenomenon into lesson sequences in order to humanize the pursuit of science and engage students in authentic sense-making.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoe.org	1, 2, 4, 5, 6, 7, 8



TEACHING & LEARNING

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SCIENCE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
CA NGSS TIME (Toolkit for Instructional Materials Evaluation) District Support	If your District is ready to evaluate and adopt science instructional materials, using the CA NGSS TIME toolkit is the recommended process to go through. We will lead your team through this process to evaluate materials and guide them through consensus building to choose what will work best for your District.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoee.org	1, 2, 4
NGSS Lesson Study	The aim of lesson study is to provide equity and access to NGSS implementation for teachers across the county through the formation of grade level professional learning communities.	T, A, C	6 - 8	Tara Sikorski tsikorski@scoee.org	1, 2, 4, 5, 6, 7, 8
NGSS District specialized support (Example: Supporting English Learners through Science, assessment, and UDL)	As students are learning science concepts, they are also learning to communicate using the language of science. This series is designed to support teachers with intentional planning in order to incorporate language development within the Science curriculum.	T, A, C	TK - 12	Tara Sikorski tsikorski@scoee.org	1, 2, 4, 5, 7, 8
California Association of Science Educators (CASE) Statewide and Regional Conference	Join the California Association of Science Educators (CASE) for their annual State Conference. A portion of the conference will be held virtually and there will be smaller regional conferences being implemented in a hybrid setting of in person and virtual. Look for more information coming soon!	T, A, C, S, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scoee.org	1, 2, 4, 5, 6, 7, 8






ENVIRONMENTAL LITERACY

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Environmental Literacy Leadership Collaborative	Join the Environmental Literacy Collaborative Community of Practice and explore how to tap into resources, network, and collaborate on ways to infuse environmental literacy into our classrooms and schools.	T, A, C	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scoee.org	2, 5, 6
K-12 Environmental Connections to NGSS	This training will explore grade appropriate learning sequences of science lessons with an environmental literacy focus. Examples of local environmental phenomena and resources will be explored along with our community-based partners.	T, A, C, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scoee.org	2, 5, 6, 7, 8
Growing Gardens Community of Practice	The Growing Gardens Community of Practice (CoP) supports participants with creating and maintaining sustainable systems for school gardens and outdoor learning spaces. Partnerships, share resources, and learn about the best practices for designing, developing, and maintaining school gardens and outdoor spaces are explored.	T, A, C, SS, G, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scoee.org	2, 5, 6

TEACHING & LEARNING

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ENVIRONMENTAL LITERACY

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
School Gardens Workshop Series	This series explores grade appropriate NGSS learning sequences to use in school gardens, the academic and social emotional benefits of outdoor learning for students, and outdoor classroom management. We will also include Project Based Learning and sustainability practices and invite some of our Community Based Partners to co-present the series.	T, A, C, SS, G, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7, 8
Environmental Literacy Administrative Fellowship	This fellowship, in partnership with San Mateo COE, supports administrators to drive environmental transformation across their school community. Fellows attend workshops, and develop and implement a climate action plan.	A, C, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7, 8
Environmental Literacy Teacher Fellowship	Become an environmental education leader in your district or at your school. This fellowship will build the capacity of educational leaders to design and deliver learning experiences that are student-centered and integrate real-world environmental and social issues.	T, C, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7, 8
Youth Climate and Sustainability Leadership Network	Join Youth Leadership from around Santa Clara County by engaging in civic action and discussion around environmental justice issues. We will share best practices and learn from established youth engagement leaders from around the Bay Area.	S, P	4 - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	5, 6
Teaching about Climate Change and Climate Mitigation strategies	In this series of workshops, learn about resources and strategies that can be utilized to teach our students about the climate crisis and the different actions that we can take to mitigate climate change.	T, A, C	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7
Social Emotional Learning Connections to Environmental Literacy and Outdoor Education	How does outdoor education and environmental literacy improve students' (and adults') social emotional well being? Learn about how the CASEL Framework and Environmental Education intersects and how to infuse these strategies into your work.	T, A, C, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7, 8
Environmental Literacy, Sustainability and Climate Summit	This summit will showcase the Environmental Literacy work being done throughout the Santa Clara County and the work of the SCCOE Environmental Literacy Leadership Collaborative. Our Community Based Environmental Education Partners will be sharing about the programs they offer and teachers will share how they've been able to infuse Environmental Education into their classrooms. Students will also share work they are doing on their school campuses and their communities. Workshops will be offered on Sustainability, Climate Change Education, School Gardens, Outdoor Learning, and more.	T, A, C, S, P	TK - 12	Jennifer Mutch 408-453-6691 JMutch@scooe.org	2, 5, 6, 7, 8

TEACHING & LEARNING

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DUAL & WORLD LANGUAGES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Supporting Dual Language Programs	Customized support, training, and coaching for school leaders and teachers to refine components in their existing dual language program and support with instructional needs.	T, A, C	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
CA World Language Framework Exploration and Application	Customized support to district/school teams on the World Language Framework and how they can apply the learning in their classrooms.	T, C, SS	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
CA World Language Framework Exploration and Application	Designed to support teachers and instructional coaches learn about the World Language Framework and how they can apply the learning in their classrooms.	T, C, SS	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5

EDUCATOR ENGAGEMENT






Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Support for Asian American and Pacific Islander Students, Families, and Educators	Discuss trending topics and issues that impact Asian American and Pacific Islanders' students, families, and educators.	T, C, A	TK - 12	Yee Wan, Ed.D. 408-453-6825 YWan@scoee.org	5, 6
A Paradigm Shift to Encourage Critical Thinking and Reflection: Standards-Based Grading, Assessment, and Backward Design	Support educators to shift from a traditional grading system to one that encourages critical thinking and reflection through standards-based assessments and the thoughtful use of backward design. Gone are the days of failure on tests and moving on to the next chapter with this highly student-centered form of measuring student success.	T, A, C	K - 12	Laura Guajardo 408-453-4354 lguajardo@scoee.org	2, 5, 7, 8



TEACHING & LEARNING










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ENGLISH LEARNERS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
 Support District Teams in Delivering the EL Roadmap Workshops to Parents	Provide a Training of Trainers model to district/school teams to use the information in English Learner Roadmap to foster stronger relationships, personal investment, and robust implementation of the English Learner Roadmap.	A, T, G, SS	TK - 12	Jaime Koo 408-453-6992 jkoo@scoee.org	4, 5, 6
 Support for English Learners with Disabilities: Community of Practice	Create an opportunity for school and district teams to discuss and share research-based practice for English learners with disabilities that are aligned to the EL Roadmap and the California Practitioners' Guide for Educating ELs with Disabilities.	T, C, A, SS	TK - 12	Yee Wan, Ed.D. 408-453-6825 YWan@scoee.org	2, 4, 5
 EL TOSA/Coaches Network	By leveraging the expertise of others, this Network will serve as a learning community with the common interest/goal of gaining knowledge related to supporting students identified as English learners. Each meeting a guest will present a strategy, questions and collaboration will follow.	T, C	K - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5, 6
 English Language Proficiency Assessments for California (ELPAC) 101	Provide a Training of Trainers model to district/school teams on the ELPAC components in Moodle and explore different resources available in the Moodle platform.	T, C, A	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
 ELPAC Training on Moodle: Initial, Alternate or Summative Assessments	Provide customized support through a Training of Trainers model to district/school teams on the ELPAC assessments in Moodle and explore different resources available in the Moodle platform.	T, C, A	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
 English Learner Master Plan Development and Support	Collaborate with district/school partners on developing or refining their EL Master Plan. The 2020 Center for Equity for English Learners' English Learner Master Plan Playbook will be referenced as a guide.	A, C, G	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
 Designing English Language Development (ELD) with ELPAC Data	Guide participants to reflect and review ELPAC data to support integrated and designated ELD instruction. ELPAC data will also be used to support language development in the four domains to meet the student's social, emotional needs.	A, T, C	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
 Support the implementation of High Quality ELD Program	Support districts/sites planning sessions and/or professional learning to build a high quality ELD program to accelerate students' learning that is aligned to the California English Learner Roadmap.	A, T	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5
 Build Administrators' Capacity and Knowledge to Support English Learner Success	Guide district and site administrators through activities and tools in the English Learner Roadmap Implementation Guide and Toolkit for Administrators on how to build and implement an EL Roadmap plan that support English learner success.	A	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	4, 5, 6

TEACHING & LEARNING

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ENGLISH LEARNERS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Build School and/or District Team's Capacity: A Multi-Year Model	Support district/site teams to build an instructional support system to ensure that every English learner receives high quality Tier 1 universal instruction. Teams will engage in a multi-year professional learning model to strengthen teaching and learning through creating culturally and linguistically responsive pedagogy, UDL, and implementation of the ELD and content standards.	A, T, SS	TK - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	2, 4, 5, 6
Strategies for Motivating Students Through Language and Relationship Building	Provide strategies for teachers and coaches to build relationships; connect socially and emotionally; create respectful classroom environments; and communicate with students, especially those who are disengaged and motivate students in both distance and hybrid learning environments.	T, A, C	K - 12	Hushi Natividad 408-453-6859 hnatividad@scoee.org	5, 6
Celebrate Bilingual Multilingual Learners, Their Families, and Educators	Showcase signature practices for supporting bi-multilingual learners, and to recognize and celebrate students, parents, and educators. Join us virtually on Thursday, April 28, 2022.	A, T, C, S, G, P, SS	TK - 12	Hushi Natividad 408-453-6859 HNatividad@scoee.org	2, 4, 5






ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT/LITERACY

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Literacy by 5th Grade: Building Blocks of Reading I	Through an equity lens, both novice and expert educators will build capacity for evidence based Tier 1 instruction, including foundational skills, reading comprehension, and socio-emotional learning with a focus on word recognition in Scarborough's Reading Rope.	T, C, A	K - 2	Barb Flores 408-453-4302 BFlores@scoee.org	2, 4, 5
Literacy by 5th Grade: Building Blocks of Reading II	Through an equity lens, both novice and expert educators will build capacity for evidence based Tier 1 instruction, including foundational skills, reading comprehension, and socio-emotional learning with a focus on language comprehension in Scarborough's Reading Rope.	T, C, A	K - 2	Barb Flores 408-453-4302 BFlores@scoee.org	2, 4, 5
Literacy by 5th Grade: How to Support Older Students with Reading	Understanding the why and the how of teaching older students to read. This interactive session will discuss the science of reading, the necessary skills for reading, and how to support struggling students in the classroom. Participants will engage in strategies that can be immediate with students.	T, C, A	3 - 5	Barb Flores 408-453-4302 BFlores@scoee.org	2, 4, 5
Literacy and Language Network for Coaches/TOSAs TK-5	By leveraging the expertise of others, this Network will serve as a learning community with the common goal of gaining knowledge related to foundational skills, Scarborough's Rope, priority standards, and other topics of interest.	T, C, A	TK - 5	Barb Flores 408-453-4302 BFlores@scoee.org	2, 4, 5

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ENGLISH LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT/LITERACY

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Literacy by 5th Grade: Literacy on Leadership	This service includes coaching and support for school/district leaders that will leverage and expand existing literacy instruction and supports to improve student outcomes.	T, C, A	TK - 5/6	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 5
Culturally Responsive Teaching and Learning	This service includes customized coaching will support administrators and district leaders with a process to reflect on current practices and develop a plan for language and literacy instruction through the lens of culturally and linguistically responsive teaching practices.	C, A	TK - 12	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 5
Expository Reading and Writing Curriculum (ERWC)	Provide coaching and support for school/district leaders that will leverage and expand existing literacy instruction assist with literacy implementation of research-based practices for Tier 1 instruction using classroom walk-through tools based on local initiatives.	T, A, C	7 - 12	Laura Guajardo 408-453-4354 LGuajardo@sccoe.org	2, 7, 8
English Learner Toolkit of Strategies	This training provides a variety of resources and research-based instructional strategies for designated and integrated ELD. This four session series includes modeling of tech tools, engaging in a strategy, and seeing what it looks like in action.	T, C, A	TK - 5/6	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 5
Support for Integrated and Designated ELD in the Elementary Level	To support active student engagement and intentionally build language to accelerate learning for English learners through examining ELD standards, integrating language development and content knowledge in ELD lessons, and leveraging research-based instructional strategies.	T, C, A	TK - 5	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 5
Support for Integrated and Designated ELD in the Secondary Level	This customized coaching will support administrators and district leaders with a process to reflect on current practices and develop a plan for language and literacy instruction through the lens of culturally and linguistically responsive teaching practices.	C, A	TK - 12	Laura Guajardo 408-453-4354 LGuajardo@sccoe.org	2, 4, 5
Support the implementation of High Quality ELD Program	Support districts/sites planning sessions and/or professional learning to build a high quality ELD program to accelerate students' learning that is aligned to the California English Learner Roadmap.	A, T	TK - 12	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 5
Spelling Bee	Students compete in the Santa Clara County Spelling Bee after being identified as a champion in their school and district competitions. District pre-registration is required.	T, A, C, SS, G, S, P	4 - 6	Barb Flores 408-453-4302 BFlores@sccoe.org	2, 4, 8

TEACHING & LEARNING

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HISTORY-SOCIAL SCIENCE & CIVIC ENGAGEMENT

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Accurate Representations of K-12 Students: Implementing the FAIR Education Act	The Fair, Accurate, Inclusive and Respectful (FAIR) Education Act requires that California public schools provide accurate representations of our K-12 population. This community of practice will support the implementation and curriculum creation.	T, A, C	K - 12	Laura Guajardo 408-453-4354 LGuajardo@scooe.org	2, 6, 7
Teaching Literacy Through Content: Implementing the CA History-Social Science Framework	In 2016, CA approved the History-Social Science Framework that described content, literacy, inquiry, and citizenship (CLIC) as a path to learning about history-social science. This series of trainings will focus on how to teach literacy through content.	T, A, C	K - 12	Laura Guajardo 408-453-4354 LGuajardo@scooe.org	2, 4, 7, 8
Civic Action Now for ALL Grades: Implementing the Seal of Civic Engagement in Your District	California approved the State Seal of Civic Engagement to be awarded to qualifying high school graduates beginning in 2021 for work done in K-12. This session will provide information and discuss implementation possibilities, including ideas for how to incorporate it into the LCAP.	T, A, C	K - 12	Laura Guajardo 408-453-4354 LGuajardo@scooe.org	2, 8
Support From Community Partners in Awarding of the Seal of Civic Engagement for Students	Community partners are key to the successful implementation of the CA State Seal of Civic Engagement. Learn how your support can foster civic action in our youth and provide an avenue for success!	P	K - 12	Laura Guajardo 408-453-4354 LGuajardo@scooe.org	2, 8
Integrated Action Civics for Social Justice	Centering student concerns, interests and voice, civic empowerment strategies are integrated throughout course content to give students tools and opportunities to be change agents. Students examine examples from history and apply these skills to act on contemporary issues.	T, C	K - 12	Olivia Santillan 408-453-4261 OSantillan@scooe.org	2, 4, 5, 6
Ethnic Studies: Commitments, Critical Concepts, and Pedagogy	Develop Ethnic Studies (ES) pedagogy/analyze model curriculum/scaffolds and apply the SCCOE framework for ES; centering racial justice, the assets of our diverse students, development of skills for addressing social problems.	T, A, C	K - 12	Olivia Santillan 408-453-4261 OSantillan@scooe.org	2, 4, 5, 6
Access and Equity In the History-Social Science Classroom	Model instructional practices in the HSS Framework to support any of the following student groups: English Learners/LGBTQ+/Advanced Learners/Students with Disabilities/Students Experiencing Poverty or Homelessness.	T, A, C	K - 12	Olivia Santillan 408-453-4261 OSantillan@scooe.org	2, 4, 5
Uplifting Youth Voice In Schools & Community: Youth Voice Live!	Analyze models of implementation/resources/best practices to engage youth in shared civic/community dialogue. Civically empower students and adults to include youth in dialogue to democratize schools, districts, and communities.	T, A, C, SS, S, P	K - 12	Olivia Santillan 408-453-4261 OSantillan@scooe.org	2, 4, 5, 6
Mock Trial Tournament	Supports students to acquire a working knowledge of our judicial system, develop analytical abilities and communication skills, and gain an understanding of their obligations and responsibilities as participating members of our society. Pre-registration required.	T, A, C	9 - 12	Laura Guajardo 408-453-4354 lguajardo@scooe.org	2, 8

TEACHING & LEARNING

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YOUTH HEALTH & WELLNESS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
District Attendance Supervisor Certification	Prepare Attendance Supervisor to understand their roles and responsibilities within the three- tiered reengagement strategies. Topics include attendance mandates/policies, chronic absence vs truancy, unexcused vs excused absence, engaging parents, School Attendance Review Board, etc.	A	TK - 12	Chaunise Powell, Ed.D. 669-212-4446 youthhealthwellness@scoec.org	4, 5, 6
LivingWorks Start	LivingWorks Start teaches valuable skills to everyone 13 and older. You'll learn a powerful four-step model to keep someone safe from suicide, and you'll have a chance to practice it with impactful simulations.	T, A, C, SS, G, S	8 - 12	Krisan Meyer youthhealthwellness@scoec.org	6
Coming Together: A Community of Practice for Mental Health & Wellness District Administrators	Support, connection and collaboration for district administrators support mental health & wellness programs. This forum is an opportunity to discuss policy updates in school-based mental health & wellness and share best practices and programs throughout the county.	A	TK - 12	Chaunise Powell, Ed.D. 669-212-4446 youthhealthwellness@scoec.org	3, 5, 6
Wellness Centers for Santa Clara County Schools: Exploration and Implementation of School Based Wellness Centers	Participants are welcome to join this network to learn best practices and exchange ideas around schools as centers of wellness, including the implementation of school based Wellness Centers.	A, P, MHS (Mental Health Staff)	TK - 12	Corrine Frese youthhealthwellness@scoec.org	3, 5, 6
Youth Advisory Group (YAG): Mental Health & Wellness	Participants will share input and exchange ideas around how to promote the holistic well being of youth on a school campus. Specific areas of exploration and discussion will include reducing barriers to wellness services and supports, decreasing stigma around mental health, focusing on prevention and early intervention, and educating the broader community about youth mental health.	S	TK - 12	Chaunise Powell, Ed.D. 669-212-4446 youthhealthwellness@scoec.org	3, 5, 6



LEADERSHIP & SCHOOL SYSTEMS

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Service Type: ■ Training ■ Network ■ Technical Assistance ■ Special Event ■ Conference

Intended Audience: T: Teaches • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

MULTI-TIERED SYSTEMS OF SUPPORT





Service	Description	Intended Audience	Grade Level	Contact	State Priorities
MTSS District Trainings	District teams will learn how MTSS supports an aligned system of evidence-based instruction, intervention, enrichment, and assessment practices in the areas of academics, social emotional and behavior that aims to provide every student what they need to succeed.	A, C	TK - 12	Alissa Meltzer 408-453-6696 ameltzer@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
MTSS Bootcamp	This 3-hour session is designed for district and site leaders who are new to MTSS or would like a refresher course. We will review the pillars of the MTSS framework, including the structures, data, and effective practices needed to sustain MTSS within your system.	T, A, C, SS	TK - 12	Alissa Meltzer 408-453-6696 ameltzer@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
MTSS District Lead Network	This quarterly series is designed to build local capacity within districts to facilitate successful implementation of MTSS and to provide continuing coaching support and district leadership to support school implementation efforts.	A, C	TK - 12	Alissa Meltzer 408-453-6696 ameltzer@scooe.org	1, 2, 3, 4, 5, 6, 7, 8, 9, 10

FOSTER & HOMELESS YOUTH EDUCATIONAL SERVICES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Technical Assistance with tools and support for LEA's and their identified Homeless and/or Foster Youth Liaison(s)	Provide materials such as posters, template and tools for use with families and children at schools and district level	A, SS, C	TK - 12	pfierro@scooe.org	1, 3, 4, 5, 6, 8, 10
Professional Learning Workshops	Throughout the year, professional learning opportunities are provided to build capacity within schols. These opportunitise leverage trauma informed practice using the MTSS framework to improve educational outcomes for homeless and foster youth.	T, A, C, SS, P	TK - 12	pfierro@scooe.org	1, 3, 4, 5, 6, 8, 10
Community of Practice for LEA liaisons	Support for liaisons to learn form one another and receive ideas in meeting the components of their position including LCAP, community resource connections yearly structure of functions for meeting the requirements of this position	A	TK - 12	pfierro@scooe.org	1, 3, 4, 5, 6, 8, 10

LEADERSHIP & SCHOOL SYSTEMS

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Service Type:  Training  Network  Technical Assistance  Special Event  Conference

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PARENT ENGAGEMENT

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Community of Practice: Beyond the Bake Sale	Provide technical assistance for school districts or school sites to strengthen and develop their Parent Engagement plan through an equity lens. Focus areas include: developing teams; strengthening partnerships, especially in middle and high schools; and continuous improvement.	A, C, SS, G	TK - 12	Jaime Koo 408-453-6992 JKoo@scoee.org	3, 4, 6
Developing and Supporting SEL with the Family for Parents with Elementary School Children - Parenting Workshop Series	Provide a 4-session series on strategies to raise strong-willed kids for healthy family relationships. Topics include: Parenting strategies, parental influence, encouraging positive choices, structuring for success, improving school performance. We will also provide support for Common Core.	G	TK - 5	Jaime Koo 408-453-6992 JKoo@scoee.org	3, 4
Developing and Supporting SEL with the Family for Parents with Secondary School Children - Parenting Workshop Series	Provide a 4-session series of trainings on strategies for effective communication, help to understand how teens gain more independence with responsibility, how to reduce risky behavior, how to provide academic support for Common Core reading, writing, and math.	G	6 - 12	Jaime Koo 408-453-6992 JKoo@scoee.org	3, 4
Family Engagement Symposium	The Family Engagement Symposium promotes Family Engagement and offers training to build capacity in parent engagement strategies for liaisons, school staff, and parents.	T, A, C, SS, G, S, P	TK - 12	Jaime Koo 408-453-6992 JKoo@scoee.org	3, 4
Project 2 Inspire Training	Designed for District Teams of Administrators and Parent Leaders to receive education, resources, and parent engagement leadership development. District Teams will design and implement equitable parent engagement projects or events.	T, A, C, SS, G, S, P	TK - 12	Jaime Koo 408-453-6992 JKoo@scoee.org	3, 4



LEADERSHIP & SCHOOL SYSTEMS

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POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Advanced Training in Individualized Positive Behavior Supports	This workshop and 1:1 coaching series is intended for members of Tier 2/3 Intervention Teams. Participants will engage in a case-study model and coaching to guide socially valid function-based positive behavior supports within their MTSS.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Tier 1/2 Cohort Training Series	This series consists of training and coaching for Site PBIS Teams to learn the features of PBIS Tier 1 Universal and Tier 2 Targeted supports. Teams will develop an action plan for implementation, supporting an environment that promotes social-behavioral and educational success.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Tier 1 Cohort Training Series	This series consists of training in which Site PBIS Teams will learn the features of Tier 1 PBIS to develop an action plan for implementation. Aligned to the Tiered Fidelity Inventory (TFI); teams will create a solid foundation for the features of Tier 1 and learn to implement their framework and assess fidelity.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS District Wide Sustainability Series	This customized coaching, training, and technical assistance series is intended to support district leadership teams in refining and redesigning their PBIS/MTSS framework to ensure sustainability of outcomes after initial implementation.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
California PBIS Coalition Annual Conference	The annual California Conference on Positive Behavioral Interventions and Supports (PBIS) hosts over 3,000 schools actively implementing PBIS in California. The California PBIS Conference has become the best place to network, learn, and be inspired with like-minded colleagues.	T, A, C, SS, G	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Tier 1 Booster Training	This training emphasizes core modules from the full Tier 1 PBIS Team Series. Teams will increase fidelity of full implementation and develop an action plan to bolster efficacy of their framework.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Year 2 Tier 2 Readiness Support Training	This PBIS Tier 2 Readiness Series is designed for Site Teams and District coaches who are looking to reestablish, or strengthen their current Tier 2 system. This training will help teams improve primary Tier 2 interventions and supports.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Tier 2 Cohort Training Series	This series consists of training to help schools develop an effective and efficient continuum of Tier 2 supports. Teams will establish a Tier 2 Intervention Team, learn how to use universal data to target groups of students in need of Tier 2 support and assess the fidelity of implementation.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6

LEADERSHIP & SCHOOL SYSTEMS

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POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
PBIS Tier 2/3 Cohort Training Series	This series of training is designed to help schools develop and complete an action plan(s), while increasing the capacity to assess implementation and adaptation of individualized behavior supports that correspond to the critical features of an effective Tier 2 & 3 function-based and wraparound framework.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	5, 6
Santa Clara County PBIS Coaches Network	This series of eight, 90-minute interactive sessions are intended for both new and seasoned PBIS school and district implementors of our regional PBIS Network. Designed to provide collaboration on best practices, an opportunity to share examples and resources within the network, and to increase capacity to best support your schools and districts.	T, A, C, SS, G, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	5, 6
PBIS Overview	Participants will receive an overview of the research supporting PBIS. Results from districts and schools that have successfully implemented will be examined and discussed. Information will be provided on the steps needed to develop and implement schoolwide and classroom support systems for increased school climate and behavior interventions.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	3, 5, 6
One-on-One PBIS Coaching	These customized coaching and technical assistance sessions are intended to provide initial and/or ongoing support to coaches, coordinators, and administrators with the implementation process.	A, C	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	5, 6
PBIS Team-Based Coaching	These customized coaching and technical assistance sessions are intended to provide ongoing support to Site Teams with the implementation process to ensure fidelity.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	3, 5, 6
PBIS Learning Walks	During a school site's PBIS Learning Walk, participants will assess and gather fidelity information around their site's implementation. Data gathered will support the adjustment or creation of action plans in order to strengthen and sustain implementation fidelity.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scooe.org	5, 6



LEADERSHIP & SCHOOL SYSTEMS

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POSITIVE BEHAVIORAL INTERVENTIONS & SUPPORTS

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
School Wide Information System (SWIS) Technical Assistance	These customized coaching and technical assistance sessions are intended to onboard, support implementation of, and review data for site-based teams use of the School Wide Information System (SWIS) through PBIS Applications.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
PBIS Applications (PBIS Apps) Technical Assistance	These customized coaching and technical assistance sessions are intended to support site-based teams in the launch and/or review of their data sets. Sessions can include PBIS Apps use, data review, resource sharing, and support in action planning.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Behavioral Detectives	Participants will wear their investigator caps and search for clues and leads in our schools to best support students by examining behaviors to solve the mystery of the function of student social behaviors.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6



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SOCIAL AND EMOTIONAL LEARNING

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Week(s) of Welcome: Intentional, Inclusive Relationships Start Here	This 90 minute, interactive webinar explores how to incorporate social-behavioral supports into key transitional times throughout the school year.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Restorative Conversations: An approach to identifying academic and social skill support	In this 90-minute workshop, participants will engage in conversation around fostering classroom communities to allow for rigorous academic conversation in a socially & emotionally safe environment. The session will call to attention the use of Tier 1 strategies to address equity in the classroom.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Building Community through Universal Supports	In this 90 minute, interactive webinar, participants will explore how to promote community wellness and prevent community risk through two, high leverage universal practices that can be implemented almost immediately.	T, A, C, SS, G	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Supporting and Responding to Behavior: Evidence-Based Classroom Strategies for Teachers	We will explore evidence-based proactive behavior strategies, including response to unexpected behavior in various school settings. We'll share high leverage practices that capitalize on instructional time while decreasing disruptions.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Healing Informed Practices Implementation Community of Practice (CoP)	This 4-day CoP is for district and school teams who have prioritized Trauma Informed Practices. Teams will enhance their SEL, behavioral and academic practices to increase school community wellbeing, cultural affirmation and inclusion.	T, A, C, SS	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Center Stage for Student Voice	This session will explore strategies focusing on student engagement by student-centered planning to increase the participation of our most valuable stakeholders, to encourage them to take center stage, and spotlight their voices.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Trauma/Healing Informed Practices	During three sessions, participants will develop an understanding of the impact of trauma on behavior and learning, interventions that promote emotional regulation, and systems that can ensure early access to interventions.	T, A, C, SS, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Community CPR: Creating, Promoting, and Resuscitating Ourselves	This series of three 90-minute sessions will support educators in taking small steps towards more intentional practice of their own SEL competencies with themselves, their students, families, and communities.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6
Behavioral Bias Bypass	During three 90-minute sessions, we will learn how to identify and interrupt our own biases and examine a multidimensional view of how bias impacts community behavior in our schools and classrooms.	T, A, C, SS, G, S, P	TK - 12	Amanda Keeling 408-453-4347 pbis@scoe.org	5, 6

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SCHOOL CLIMATE

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
District Student Services Representatives	Monthly meetings to provide district student services directors, managers, and community partners with education and updates around discipline processes, updates to education code and other matters related to school and district level discipline. Networking opportunities are provided at each meeting.	A, SS	6 - 12	Dane Caldwell-Holden 408-573-3206 dcaldwell-holden@scoe.org	5, 6
School Safety Plan	Provide an overview of the mandates, share strategies on how to update the plan and highlight opportunities to use the MTSS Framework in strengthening the school safety plan.	A	TK - 12	Yee Wan, Ed.D. 408-453-6825 YWan@scoe.org	4, 5, 6
Strategies for Motivating Students Through Language and Relationship Building	Provide strategies for teachers and coaches to build relationships, connect socially and emotionally, create respectful classroom environments, communicate with students, especially those who are disengaged and motivate students in distance, hybrid, and in-person learning environments.	T, A, C	K - 12	Laura Guajardo 408-453-4354 LGuajardo@scoe.org	5, 6
Build an Inclusive Learning Environment	Engage teachers and administrators on research-based strategies to build relationships with students and create an inclusive classroom environment for students.	T, A	TK - 12	Yee Wan, Ed.D. 408-453-6825 YWan@scoe.org	2, 4, 5, 6

TOBACCO USE PREVENTION EDUCATION (T.U.P.E.)

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Tobacco Use Prevention Education	Provide leadership, technical assistance, training and advocacy in supporting districts and schools to implement tobacco prevention policy and education. Provide technical assistance for tobacco grant opportunities.	A, SS, P	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoe.org	5, 6
Reduce Tobacco-Use and Nicotine Addiction	Prevent and/or reduce student tobacco, cannabis, vape, nicotine, and THC addiction by funding school districts to educate youth to make healthy decisions through tobacco-specific, evidence-based instruction and activities.	A, SS, P	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoe.org	5, 6
Alternative to Suspension for Tobacco and Vape Related Offenses	Provide webinar and technical assistance to Santa Clara County schools around alternatives to suspensions for tobacco or vape related offenses, with the goal of decreasing suspensions in the county.	A, SS, P	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoe.org	6
Brief Intervention Training	Alternative to Suspension Training method using motivational interviewing; cognitive behavioral therapy; and the stages of change model, to meet the needs of adolescents who use alcohol and/or other drugs.	A, SS, P	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoe.org	5, 6

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TOBACCO USE PREVENTION EDUCATION (T.U.P.E.)

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Stanford Tobacco Prevention Toolkit Training	TUPE Curriculum training for a remote learning setting, teaching students in grades 6-12 about the harms of vaping (tobacco and cannabis).	T, A, SS, P	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	5, 6
California Healthy Kids Survey Workshop	Engage district and school staff in learning about California Healthy Kids Survey (CHKS), staff (CSSS), and parent (CSPS) CalSCHLS Surveys. Workshop on how to administer surveys; examine and how to use CalSCHLS data.	A, P, SS	K - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	5, 6
Peer Advocate Advisory Council (PAAC)	A selected group of 20 youth that engages in community level advocacy and leadership development through research, education, communications, and policy. PAAC members meet the first Thursday of each month from 4 to 5:30 p.m.	S, A, SS	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	5, 6
Creating a Peer Advocate Program on Your Campus Workshop	Hear from Tobacco Use Prevention Education (TUPE) Site Coordinators, brainstorm youth engagement activities, and learn about the updated Site Coordinator Guidebook and Peer Advocate Virtual Packet.	T, A	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	5, 6
Healthy Futures Training - Alternative to Suspension Curriculum for Saturday School	Stanford Toolkit Healthy Futures curriculum training for an alternative to suspension setting such as Saturday School or a suspension class.	A, P, SS	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	5, 6
Teen Vaping Parent Presentations	Parent presentations in English and Spanish on Teen Vaping: harms of vaping nicotine & cannabis, how parents can help and communicate with their teen, COVID-19 related stressors and healthy teen coping strategies.	A, P, SS, G	6 - 12	Alison Medeiros 408-453-6569 AMedeiros@scoee.org	3, 5, 6



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EDUCATOR PREPARATION PROGRAMS EDUCATION PREPARATION FOR INCLUSIVE CLASSROOMS (EPIC)

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Cognitive Coaching Foundational Training Seminar	The Cognitive Coaching training enhances leading, coaching, and communication skills for educators.	T, A, C, SS, P		Brenda Mariano-Paz 408-453-4258 bmarianopaz@scoe.org	1
Cognitive Coaching Advanced Seminar	Participants will refine and extend the following core coaching capabilities and skills developed in Cognitive Coaching Foundational Training Seminar	T, A, C, SS, P		Brenda Mariano-Paz 408-453-4258 bmarianopaz@scoe.org	1
Education Preparation for Inclusive Classrooms (EPIC): Preliminary Education Specialist Credential	The EPIC Preliminary Credential program is designed to prepare candidates to earn their Preliminary Education Specialist Instruction Credential through a CCTC accredited program	T, A, SS, G, P		Kalpna Thatte 408-453-4259 kthatte@scoe.org epp@scoe.org	1, 2
Education Preparation for Inclusive Classrooms (EPIC): Clear Education Specialist Induction Program	The EPIC Clear Teacher Induction Credential Program is designed to provide an option for teachers to clear their preliminary credentials through a CTC accredited program.	T, A, P		Kalpna Thatte 408-453-4259 kthatte@scoe.org epp@scoe.org	1, 2
Education Preparation for Inclusive Classrooms (EPIC): Accelerated Pathway Program	The EPIC ACCELERATED PATHWAY is designed for the teacher with a Clear Multi Subject or Single Subject Credential seeking a special education credential.	T, A, P		Kalpna Thatte 408-453-4259 kthatte@scoe.org epp@scoe.org	1, 2
EPIC Information Meetings	Attend a free information session to learn about our Education Preparation for Inclusive Classrooms (EPIC), and find out how to qualify for the grant. In addition, learn about enrollment requirements, and benefits of completing your educator specialist credential with EPIC.	T, A, G, P		Kalpna Thatte 408-453-4259 kthatte@scoe.org epp@scoe.org	1



LEADERSHIP & SCHOOL SYSTEMS

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EDUCATOR PREPARATION PROGRAMS LEADERS IN EDUCATIONAL ADMINISTRATION PROGRAM (LEAP)

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
LEAP Preliminary Administrative Services Credential	Leaders in Educational Administration Program prepares certificated staff for positions as educational administrators. Approved by the CTC and based on California Administrative Performance Expectations and California Professional Standards for Educational Leaders, LEAP offers a PASC program.	T, A, SS, P	K - 12	Kalpna Thatte 408-453-4259 kthatte@sccoe.org epp@sccoe.org	1
LEAP Clear Administrative Credential	Leaders in Educational Administration Program prepares certificated staff for positions as educational administrators. This program supports educators looking to clear their Administrative Services Credential.	A	K - 12	Kalpna Thatte 408-453-4259 kthatte@sccoe.org epp@sccoe.org	1
LEAP Informational Meetings	Attend a free information session to learn about our Leaders in Educational Administration Program, including enrollment requirements, and benefits of completing your administrative credential with LEAP.	T, A, P		Kalpna Thatte 408-453-4259 kthatte@sccoe.org epp@sccoe.org	1

SPECIAL EDUCATION LOCAL PLAN AREA

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
California Longitudinal Pupil Achievement Data System (CALPADS)	SELPA provides technical assistance and support in maintaining individual-level data including student demographics, course data, discipline, assessments, staff assignments, and other required special education data for state and federal reporting.	T, A, SS	K - 12	Maithili Rao 408-453-6543 MRao@sccoe.org	2, 4, 6, 7, 8
Fiscal Management - Special Ed Funding	Technical assistance and support is provided regarding the management, distribution, and accounting of special education funds allocated to member districts within the SELPA and SCCOE Special Ed, as well as expenditure reporting on Federal IDEA Grant Funds.	A, SS	K - 12	Karen Santiago 408-453-6884 KSantiago@sccoe.org	1
Program Compliance/ Quality Monitoring	SELPA coordinates with the California Department of Education's Focused Monitoring and Technical Assistance (FMTA) Consultants and member districts in ensuring compliance with state and federal laws and regulations to improve educational outcomes for students with disabilities.	A	K - 12	Leo Mapagu 408-453-6566 LMapagu@sccoe.org	1, 2, 3, 4, 5, 6, 7, 8
Local Plan and Policies Development	SELPA coordinates the development and implementation of the Local Plan and policies relating to the provision of special education services within each of the five SELPAs in North West Santa Clara County and the 20 member districts, plus the SCCOE.	T, A, G	K - 12	Leo Mapagu 408-453-6566 LMapagu@sccoe.org	1, 2, 3, 5, 6, 8

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SPECIAL EDUCATION LOCAL PLAN AREA

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Low Incidence (LI) Equipment/Materials and Services	SELPA facilitates the procurement of specialized books, materials/equipment, and services, as required under the IEP for each pupil with LI disabilities (hearing impairments, vision impairments, severe orthopedic impairments, or any combination thereof), to help them achieve their academic goals.	T, A, SS, G, S	K - 12	Rebecca Morris 408-453-6960 RMorris@scoee.org	1, 4, 7
Legal Panel Open Forum	This is a forum where district staff can connect with attorneys who specialize in Special Education to have their questions answered regarding assessments, goals, services, placements, Prior Written Notice, Free Appropriate Public Education, Least Restrictive Environment, COVID impact, and many others.	T, A, C, SS, P	K - 12	Leo Mapagu 408-453-6566 LMapagu@scoee.org	2, 3, 6, 8
Alternative Dispute Resolution (ADR)	Alternative Dispute Resolution services are offered to school districts and parents to proactively resolve special education disagreements and disputes brought about by the COVID-19 pandemic. Services include telephone intermediary, case management, IEP Facilitation, and Mediation.	T, A, C, SS, G, P	K - 12	Leo Mapagu 408-453-6566 LMapagu@scoee.org	2, 3, 6, 8
Alternative Dispute Resolution (ADR)	Training is provided to parents and school district staff on how to resolve conflict by using effective communication, collaboration, negotiation, and mediation to reach an agreement that meets the needs of the student and the interest of all parties involved.	T, A, C, SS, G, P	K - 12	Leo Mapagu 408-453-6566 LMapagu@scoee.org	2, 3, 6, 8
SELPA Information Records and Analysis Support (SIRAS) System	Training is provided to new staff, returning staff/teachers, and SIRAS system end-users. Topics include, but are not limited to: Certification and Reporting, Errors and Warnings, Rollover, SIS Integration, API, and Data Analysis.	T, A, C, SS, P	K - 12	Maithili Rao 408-453-6543 MRao@scoee.org	2, 4, 7, 8
Behavior Trainings	Trainings to address the behavioral needs of students with disabilities. Topics covered include, but are not limited to: Behavior Supports in the Classroom, Completing a Functional Behavior Assessment, Effective Behavior Intervention Plans.	T, A, C, SS, G, P	K - 12	Rebecca Morris 408-453-6960 RMorris@scoee.org	1, 2, 3, 4, 5, 6, 7, 8
Special Education Intervention and Instruction Trainings	Trainings on special education intervention, instruction, and evidence-based practices. Topics covered include, but are not limited to: Autism, Dyslexia, Universal Design for Learning, Executive Function, Augmentative and Alternative Communication (AAC), English Learners with Disabilities.	T, A, C, SS, G, P	K - 12	Rebecca Morris 408-453-6960 RMorris@scoee.org	1, 2, 3, 4, 5, 6, 7, 8
Mental Health Trainings	Trainings to address socio-emotional needs of students with disabilities. Topics covered include, but are not limited to: Educationally Related Mental Health Services, Trauma, Environmental-based Strategies, Social Emotional Learning, Projective Assessment.	T, A, C, SS, G, P	K - 12	Rebecca Morris 408-453-6960 RMorris@scoee.org	1, 2, 3, 4, 5, 6, 7, 8

LEADERSHIP & SCHOOL SYSTEMS

For updated information, go to sccoe.org/plportal 

Service Type:  Training  Network  Technical Assistance  Special Event  Conference

Intended Audience – T: Teachers • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners


TECHNOLOGY SERVICES

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Technology Leadership Community	The Technology Leadership Community is a cohort of peer Technology and Educational Technology leaders and practitioners in school districts across Santa Clara County. Participants share knowledge, exchange ideas, and work on collaborative initiatives with the Santa Clara County Office of Education.	A, C, SS, T	TK - 12	David Wu 408-453-6728 DWu@sccoe.org	1, 2, 6
QSS Enterprise Resource Planning End User Training	The Applications, Business, and Web Systems Development department provides training for all aspects of the QSS Enterprise Resource Planning (ERP) software. Subjects include Purchasing, Position Control, Finance, and Reports.	A, SS	TK - 12	Jim Carrillo 408-453-6944 JCarrillo@sccoe.org	1, 2, 6
CALPAD Collaborative	Collaborative meeting organized with CDE to share the changes to CALPAD among school districts to help with CALPADs reporting .	A	TK - 12	Sandy Fakaosi 408-453-4342 sfakaosi@sccoe.org	1, 2, 6



EARLY CARE & EDUCATION

 For updated information, go to scoee.org/plportal

Service Type:  Training  Network  Technical Assistance  Special Event  Conference

Intended Audience: T: Teaches • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Preschool Learning Foundations and Curriculum Framework, Volume 1, 2, or 3: Overview Module	Examine the California Preschool Learning Foundations (PLF), Volume 1, 2 or 3 and California Preschool Curriculum Framework (PCF), Volume 1, 2 or 3. Use the foundations and framework to enrich learning and development opportunities for all of California's preschool children.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4
Social Emotional Development (Social Interactions, Self, Relationships)	Examine the California Preschool Learning Foundations (PLF) and California Preschool Curriculum Framework (PCF), Social-Emotional Development domain. Recognize the integration opportunities between Volumes 1, 2, and 3 of the California Preschool Learning Foundations. Utilize strategies identified for dual language learners and for children with special needs.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4
Language and Literacy (Phonological Awareness, Alphabetic Recognition, Comprehension, Language Use and Conventions/Grammar, Vocabulary, Concepts about Print, Interest in Literacy, Literacy for All, Listening and Speaking, Dialogic Reading, Conversations, Writing, Early Steps to Reading Success)	Examine key concepts from the California Preschool Learning Foundations, Volume 1 and the California Preschool Curriculum Framework, Volume 1—Language and Literacy domain. Practice, plan, and apply various interactions, strategies, and environment opportunities for the preschool classroom.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4
English Language Development (Use of CA Resources for Supporting Dual Language Learners, Listening and Speaking, Reading, Writing, Preschool English Learners Guide)	Observe, read, and discuss the developmental continuum and current research influences for the various strands in the English-Language Development (ELD) domain. Practice using the ELD foundations and framework to intentionally plan culturally and linguistically responsive routine and environments.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4
Math (Geometry, Number Sense, Measurement, Algebra and Function, Math Reasoning)	Review and promote the research in early childhood mathematics in the classroom. Review the CA PLF, PCF, and other CDE resources to support mathematical learning in the classroom. Identify strategies to support dual-language learners developing mathematics.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4
Visual and Performing Arts (Overview, Visual Art, Music, Dance, Drama)	Discuss the importance of visual and performing arts education for preschool children as represented by the CA PLF and PCF. Practice utilizing this information with regard to dual language learners and children identified with special needs.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@scoee.org	2, 3, 4

EARLY CARE & EDUCATION

For updated information, go to sccoe.org/plportal 

Service Type:  Training  Network  Technical Assistance  Special Event  Conference

Intended Audience – T: Teachers • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

CALIFORNIA PRESCHOOL INSTRUCTIONAL NETWORK

Service	Description	Intended Audience	Grade Level	Contact	State Priorities
Physical Development (Overview, Fundamental Movement Skills, Perceptual Motor Skill and Movement Concepts, Active Physical Play)	Discuss why physical development is included in the CA PLF and PCF. Identify how preschool teachers, caregivers, and families have a critical role in the physical development of preschool children. Prepare preschool educators to overcome obstacles, and provide learning and development opportunities.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4
Health	Discuss the structure and features of the California Preschool Learning Foundations, Volume 2, Health Domain. Discover how to use the CA PLF and PCF, to enrich learning and development opportunities in health for all of California's preschool children.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4
Science (Overview, Scientific Inquiry, Physical Sciences, Life Sciences, Earth Sciences)	Discuss the structure and features of the California Preschool Learning Foundations, Volume 2, Health Domain. Discover how to use the CA PLF and PCF, to enrich learning and development opportunities in health for all of California's preschool children.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4
History- Social Science (Sense of Time/Sense of Place, Becoming a Preschool Community Member, Society and Self/Marketplace)	Identify key concepts from the California Preschool Learning Foundations, Volume 3—History-Social Science domain. Practice using the CA PLF and PCF to intentionally plan age- appropriate, developmentally appropriate, cultural and inclusive strategies that promote history-social science.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4
Inclusion (Inclusion Works, Talking with Parents about Concerns)	Define inclusive practice, describe collaboration, share practical strategies and review resources on the MAP to Inclusion and Belonging website. Provide a framework for caregivers who are concerned that a child in their care might have a developmental delay, disability, or behavior challenges.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4, 9
Guidelines (Preschool Program Guidelines: Overview Module)	Review the components and structure of the Preschool Program Guidelines. Discuss how to utilize and apply that information in a preschool program. Share and reflect upon strategies used by colleagues.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4
Best Practices Overview (Family Partnership and Culture, Integrated Nature of Learning, STEM in Early Childhood, Powerful Role of Play, Experiencing Homelessness)	Define best practices and how strive above and beyond for preschool children in the areas of family connections, cultural awareness, integrated learning, STEM, the powerful role of play and experiencing homelessness.	T, A, C, SS, P	Preschool (ECE or Special Ed), TK	Cynthia Fong-Wan 408-453-4334 cfong-wan@sccoe.org	2, 3, 4

EARLY CARE & EDUCATION

PL For updated information, go to scoe.org/plportal

Service Type: ■ Training ■ Network ■ Technical Assistance ■ Special Event ■ Conference

Intended Audience: T: Teaches • A: Administrators • C: Coaches • SS: Support Staff • G: Parents/Guardians • S: Students • P: Partners

LOCAL EARLY EDUCATION PLANNING EARLY LEARNING SERVICES

Service	Description	Intended Audience	Grade Level	Contact
Local Early Education Planning Council (LPC)	The LPC is an association of representatives from the early care and education field (parents, child care providers, businesses, and government). The purpose is to assess local needs, set priorities for the use of funds, and affect policy regarding early education and before & after school programs.	T, A, SS, C, G, P	Infant/Toddler to 6th Grade	Michael Garcia 408-453-6649 migarcia@scoe.org
Title 5 Child Care Providers Group	The group is charged with problem solving and planning for the stabilization of California Department of Education (CDE) child care. It advocates for improvement, access, and partnerships among providers in the county. It serves all providers through networking and sharing resources.	A	Infant/Toddler to 6th Grade	Michael Garcia 408-453-6649 migarcia@scoe.org
Quality Counts California: Workforce Pathways Grant - Inclusion in Early Childhood Education: Supporting Preschool Inclusion Through Distance Learning	The training is intended support preschool inclusion through distance learning by: partnering with parent and family members, establishing for distance learning, learning strategies that help to keep children engaged and paying attention while learning, and utilizing environmental supports.	T, A, SS	Preschool	Michael Garcia 408-453-6649 migarcia@scoe.org
Quality Counts California: Workforce Pathways Grant - Trauma Responsive and Resilience Building Strategies for Early Childhood Educators	This series supports those serving prenatal - 8 years olds. Designed to support the workforce to be trauma informed with skills and knowledge to create nurturing, responsive and healing engaged programs for children impacted by trauma.	T, A, SS	Infant/Toddler, Preschool	Michael Garcia 408-453-6649 migarcia@scoe.org
Quality Counts California: Workforce Pathways Grant - Center for Social-Emotional Foundations of Early Learning (CSEFEL)	The CSEFEL is focused on promoting the social-emotional development and school readiness of young children birth to age 5. We have developed a conceptual model of evidence-based practices for promoting young children's social-emotional competence and preventing and addressing challenging behavior.	T, A, SS	Infant/Toddler, Preschool	Michael Garcia 408-453-6649 migarcia@scoe.org





LEADERSHIP & LEARNING SERVICES CATALOG

2022

Santa Clara County  Office of Education

1290 Ridder Park Drive, San Jose, CA 95131

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