

Recommendation for Universal Training System

What	Universal training on Special Education documents per role/provider to better understand content needed in each document and how they complement one another.	
Why	Compliance, streamline paperwork to reduce redundancy, create consistency from district to district/provider to provider, improved understanding of procedures, documentation required by law.	
Hows	Recommended Action Steps	
	<ul style="list-style-type: none"> ● Action team member will participate in the Michigan Special Education Resource Center (MISERC) Advisory to collaborate on developing a process to review, add and host the universal training material. ● Prioritize integration plans within MiSERC Connect with platforms, such as Michigan Virtual University, EduPaths, etc. <ul style="list-style-type: none"> ● Utilize MISERC Connect to post events and training opportunities statewide ● Provide access to training materials that have been reviewed for quality and effectiveness through a rigorous vetting system and then tagged within MISERC ● Connect on a level system (participants, trainers, etc.). 	
<p style="text-align: center;">Paid summer institutes and/or existing DPPD days</p>	<ul style="list-style-type: none"> ● Coordinating training items across state/regions utilizing the MISERC Connect platform with an integrated professional learning calendar to allow for continuous learning opportunities across the state. ● Offer more days for SE staff for training in the summer via use of stipends. Additional/ mandated hours of training to be required of relevant SE staff for IEP training (ex. 3 hours of the required 30 needs to be on IEP training). 	
<p style="text-align: center;">Creating buy in: Focus on positives resulting in paperwork reduction.</p>	<ul style="list-style-type: none"> ● Workgroup around the IEP system and training; partner with the development of training group-include stakeholders (MDE, ISD, LEA) <ul style="list-style-type: none"> ○ Goal is to ensure consistency ● Prepare a training plan with reference documents: <ul style="list-style-type: none"> ○ FAQ's stating the WHAT and WHY ○ Pros/Cons of new systems ○ Share out that time is being freed up to do other important work <ul style="list-style-type: none"> ○ Training options - <ul style="list-style-type: none"> ■ Ensure training appeals to all learners. ■ Modes of delivery - Hybrid, virtual, in person ● Tie SCECH/CEU's to online training and DPPD requirements ● Exploration Stage: *Pilot group - Present info to LEAs. Ask for a few districts (large and small) to try the new system. Provide info to those districts. Allow for observations of the process. 	

		<ul style="list-style-type: none"> ○ Have ISD Compliance Consultant support pilot implementation
	<p>Development of a train the trainer program by state to local district. Using county consultants.</p>	<ul style="list-style-type: none"> ● Research how to have teacher prep programs in Michigan be a part of training on this system during college programming. ● Research how we partner with Part C and possibly 504 in how this may look to include them in the trainer model ● Utilize the new standards for teacher prep to create a crosswalk to include in their teacher prep standards ● Collaborate with the MISERC Advisory and other partners to develop train-the-trainer content listed in order below <ul style="list-style-type: none"> ○ Create trainer criteria ○ Develop how the content will be provided (think accessibility), including duration and frequency of training ○ Utilize the MISERC curation system for vetting training materials and content to be utilized ○ Create topic areas for trainer “certification” to allow for “experts” to be developed in specific areas of IEP development (ex. PLAAFP & goals, Supp Aids and Services, Evaluations and METs, REEDs, etc.) ○ Develop a system/flowchart on how to bring back info to ISDs and ensure the training is completed with fidelity ○ Develop a tiered system for trainers to create IEP coaches within their ISD/region who can provide coaching between training sessions, including coach role, responsibilities, and methodology for coaching structure ○ Create a state and/or region list of trainers from all entities including colleges to be publicly available within the MISERC Connect expert directory listing.