



PROFESSIONAL
DEVELOPMENT

TRAINING GUIDE

ON DEMAND.

ONLINE.

ON LOCATION.

20
18

The work of instructional leaders is to ensure that every day, in every classroom, every student has a powerful learning experience. Doing so requires a strong grasp of instructional leadership and a constant drive to get better. Leading for the improvement of instruction and the improvement of student learning is a difficult journey and school leaders often struggle with finding a clear path on how to take their practice and the practice of their teachers to another level.

Helping educators create powerful learning opportunities is MASSP's top priority, as we fulfill our mission to advance learning through educational leadership. We recognize that time for learning is precious and needs to be maximized for the purpose of closing the achievement gap. From teacher evaluation methods to coaching specific instructional practices and leadership skills, we provide teachers and administrators tools to accelerate student performance and give educators the support they need.

We invite you to learn more about the specific programs and services that are available through MASSP on demand, online, and on location to support the learning of teachers and administrators. To assist in planning, our trainings are organized within three dimensions of instructional leadership:

- Improvement of Instructional Practice
- Vision Mission and Learning-Focused Culture
- Management of System and Processes

In addition to the training in these three dimensions, MASSP hosts state-wide conferences and events along with on-demand and online programming that can be accessed anytime, anywhere. Our expert consultants also have the ability to tailor additional professional development to the strengths and needs of individual educators, buildings and districts, in order to help teachers, school leaders and district administrators achieve their vision for powerful, equitable teaching and learning.



 **ON DEMAND.**  **ONLINE.**  **ON LOCATION.**

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Clinicals (Observation Training)

Administrators hone their observation and feedback skills within an applied setting – a “clinic.” During a clinical session, a group of administrators and/or teacher leaders visit a host school and observe teacher(s) who have agreed to participate in the clinic. Participants collect evidence during a live 15-minute observation, code evidence to their instructional framework/rubric, develop a set of noticings and wonderings around the teacher’s area of focus/performance goals, plan and/or observe a post-observation conversation between the facilitator and teacher, and analyze the evidence to draft formative feedback.



.5/1
DAY

Collaborative Routines – Focus on Structures and Protocols

Get an up-close and personal look at simple, engaging protocols that can be incorporated into your daily routines. This hands-on learning event explores these protocols, allow participants to engage with the protocols and reflect on how the protocols can be adapted based on the educator’s content area and grade level(s) expertise. This day of learning inspires participants to get learners collaborating, engaging with content and thinking at complex levels.



.5/1
DAY

Data Dialogue: Results-Based Action Planning

Through the exploration of data, leaders make informed and strategic decisions that increase achievement for all stakeholders. Participants engage with various structures, strategies and protocols designed to promote inter-school and district data dialogue. With a focus on results-based achievement, learners explore a variety of practical facilitation, presentation, and coaching tools designed to keep group members on track, on topic, energized and resourceful.



.5/1
DAY

Framework Training

A state-approved framework training designed to help educators develop their understanding of the 5D+ Teacher Evaluation Rubric and the 5 Dimensions of Teaching and Learning™ instructional framework. Through this training, teachers, building leaders and district administrators learn how to effectively use these tools in daily classroom practice while also developing a clear understanding of what inquiry-based observation, targeted feedback and summative evaluation look like and how these tools will help them improve instructional practices.



1-6
DAYS

Formative Assessment Practices that Inform Instruction

This workshop provides strategies to help participants better understand the role of performance tasks and success criteria for learning targets, and formative assessment practices that advance student learning. Participants explore: multiple types of performance tasks and success criteria for four types of learning target; how students can use the success criteria to self assess, set learning goals, and progress monitor; and practical strategies teachers can use to formatively assess and collect evidence of student learning throughout instruction, in order to make in-the moment adjustments and plan future lessons.



.5/1
DAY

Goal-Focused Leadership: Coaching, Consulting and Collaborating

Among school-related factors, leadership is second only to teaching in its potential influence on student learning. Instructional leadership is a critical component of school leadership. Coaching opportunities are designed to support individual leaders and/or teams leadership skill development and practice. The mentor coach works with an individual or team to evaluate current status, set goals, support implementation and progress monitor over time. This experience is customized for each individual/team and their situation. Coaching may be provided through site-based learning experiences, webinars, conference calls and/or email.



1+
DAYS

Gradual Release of Responsibility for Purposeful Instruction

Gradual Release of Responsibility is a powerful model of instruction when the complexity of teaching is understood. The model allows the learners to gain content knowledge, explore and apply the learned content, and move towards independence. Participants will explore how gradual release fits within a lesson, a day, a unit and a year through purposeful and intentional teaching in the areas of a workshop, interactive lecture and close reading.



.5/1
DAY

Indicator/Dimension Specific Training

Indicator/Dimension specific training deepens participants knowledge of the vision of high quality instruction from the lens of specific dimension(s) within CEL's 5 Dimensions of Teaching and Learning™ instructional framework. This training digs deeper into the vision and best practices defined within specific indicators of the 5D+ Teacher Evaluation Rubric. The session is tailored to the strengths and needs of the unique stakeholders, in order to help teachers, school leaders and district administrators develop their vision for powerful, equitable teaching and learning. Participants leave the training with the knowledge and skills to apply their learning to daily problem solving in lesson design, moment-to-moment classroom instruction and assessment.



1+
DAYS

Instructional Coaching

This training is focused on the role of an instructional coach to support teachers through a strength-based stance. It includes protocols and strategies for observing teaching and learning, analyzing instructional practice and student learning data, setting instructional practice goals/areas of focus, and working with teachers based on knowledge of adult learning and development.



1
DAY

Instructional Design for Purposeful Instruction

Learning requires educators intentionally design learning based on the needs of their students in relationship to state standards and the district curriculum. This workshop walks participants through a structured process for identifying what students need to learn within a lesson, how each student will demonstrate s/he learned the target(s), what criteria must be met to be considered successful in a single lesson and the tasks and materials students will engage within the selected instructional model (interactive lecture, workshop, and/or close reading) for the purpose of the lesson.



.5/1
DAY

Instructional Rounds Introduction

Instructional Rounds introduces educators to the key principles and practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning. Participants learn a research-based observation and questioning protocol that is grounded in the Instructional Core and drives student learning. Participants engage with a structure for Instructional Rounds and determine how to implement within their school/district.



1
DAY

Instructional Rounds: In-District Practice

Prerequisite: Instructional Rounds Introduction

Teams of educators implement the skills and protocols learned in the “Instructional Rounds Introduction” training within their local context. The day begins with a review of the Instructional Rounds protocols and a building’s “areas of focus,” followed by observation and discussion of noticings and wonderings. Following multiple observations, participants share their noticings and wonderings with staff for discussion and analysis. The session concludes with educators identifying action steps to take individually, as a PLC and as a building team to further refine the determined areas of focus.



1
DAY

Instructional Models, Routines for Learning and Talk Structures

Explore various instructional models and routines that empower students to engage in complex thinking through direct instruction, guided instruction, and collaborative and independent practice. Discover lesson planning architectures, strategies and techniques that can be instantly applied to classroom practices regardless of content or grade level. Increase students achievement through motivation, engagement, fun and inspiration.



.5/1
DAY

Mentor Training for Teachers

This training is focused on the role of a mentor in developing the expertise of a novice educator through coaching, consulting and collaborating. Participants learn the role of a mentor and how to navigate the nuances of adult learners through the four stages of learning – unconscious incompetence, conscious incompetence, conscious competence and unconscious competence – based on the skill and will of their protégé.



1+
DAYS

PLC Teacher Leadership Training

Examine ways to provide the skills, concepts and capabilities necessary to promote and sustain group collaboration. When Professional Learning Communities (PLCs) have communication tools, protocols and strategies in place, they are able to create the cognitive conflict necessary to support student achievement. Analyze ways to increase student and teacher learning through the collective study of curriculum, instruction and assessment.



1
DAY

Providing Feedback for Educator Growth

Learning the skills for giving feedback and creating a culture that centers on growth of teacher practice and improvement of student learning is a complex task. In this workshop, participants learn content, processes and communication strategies that are necessary to promote and sustain professional growth and shared learning, through the use of both written and oral feedback.



1
DAY

Rater Reliability (Foundations and Advanced Series)

Rater reliability occurs when an observer of instruction uses an evaluation rubric to observe a lesson and consistently scores each rubric indicator in alignment with expert raters. 5D+ Rater Reliability training provides opportunities for principals and district staff to become certified as reliable evaluators using the 5D+ Teacher Evaluation Rubric. These sessions engage leaders in discussions of best practices in evaluation and calibration, and are a significant opportunity to practice scripting, coding and rating classroom videos. Through discussion with their colleagues, evaluators become increasingly aligned in their calibration to the rubric.



3
DAYS

Rigorous Thinking Through Questioning and Student Talk

Asking questions is a skill and getting students to ask their own questions takes time and intentional teaching. Throughout this interactive learning experience participants learn various strategies and skills that transform both instruction and student dialogue. Increase the rigor in lessons by supporting learners, moving from talking as a task to purposeful and collaborative dialogue.



.5/1
DAY

Student Engagement and Ownership of Learning

Empower students to engage in complex thinking, think for themselves, take responsibility for their learning and their behavior, and work with partners and teams. Discover how strengthened engagement leads to increased achievement and ownership of learning. Learn strategies that support a student-centered classroom that decrease management challenges and increase abilities to instruct in strategic ways.



.5/1
DAY

Targeted Feedback Institute

The Targeted Feedback Institute supports principals, teachers and central office leaders in learning the skills for giving feedback and creating a culture that centers on growth of teacher practice and improvement of student learning. Participants learn how to develop feedback that responds to a teacher's identified learning needs/goals.



2
DAYS

Teacher Observation: Collecting and Analyzing Evidence

Regardless of evaluation framework, a set of observational and formative feedback best practices exist that administrators should employ to ensure a rigorous, fair, transparent and meaningful evaluation system. This workshop is focused on training and supporting building level administrators in fully implementing annual evaluations ethically and with fidelity. Participants learn and apply an inquiry based growth process for collecting and analyzing evidence and providing feedback to teachers that grows their professional practice.



1
DAY

Changing the Odds for Student Success

Every year, many students beat the odds stacked against them. But in order to eliminate the achievement gaps that divide our children, we need to actually change the odds for all students to succeed. This seminar introduces participants to high-leverage, high-pay-off priorities and practical strategies for school systems to focus that have changed the odds for student success.



1
DAY

Data Analysis Protocol 2.0

During this training, participants learn to utilize the College Board reporting portal, along with a data protocol for analyzing results from the PSAT and SAT to inform school improvement, identify strengths and weaknesses, and close achievement gaps. The full day option includes ways to incorporate several of the College Board's support tools, including Khan Academy and the Insight Report.



.5/1
DAY

Data Analysis: Results, Trends, Action

Participants use the College Board Reporting Portal and Skills Insight Report to analyze results from the PSAT and SAT, identify trends in student performance and address deficits within curriculum and instruction. Educators learn and apply a collaborative protocol to set priorities to address skills deficits of individuals and cohorts of students within inquiry cycles and/or units of students; determine specific tasks and resources for improvement, progress monitor implementation; and evaluate results within a department, grade level and/or course.



1
DAY

Digging Into PSAT 8/9

As 8th grade students transition away from M-STEP to the PSAT 8/9 in the 2018-19 school year, it is important for middle level building leaders and teachers to become familiar with the College Board assessments and the reporting portal. Participants gain familiarity with the assessment and reports in order to prepare students and staff for the transition and maximize achievement results.



1
DAY

Facilitation of Team Visioning and Strategic Planning

Looking to strengthen an administrative, grade level and/or department team? Have PLC's, instructional coaches, or other groups that need to refocus and/or prioritize their work in service of student learning? This workshop is designed to engage participants in collaborative learning cycles that explore and define each stakeholder individual and teams collective success.



1+
DAYS

Leadership Training for PLCs

Examine ways to provide the skills, concepts and capabilities necessary to promote and sustain group collaboration. When Professional Learning Communities (PLCs) have communication tools, protocols and strategies in place, they are able to create the cognitive conflict necessary to support student achievement. Analyze ways to increase student and teacher learning through the collective study of curriculum, instruction and assessment.



1+
DAYS

Meaningful School Improvement: Systematic Process for Alignment

Too often school improvement, professional development, evaluation and classroom practice are disconnected and do not impact student learning at scale. In this workshop, participants learn a systemic process that promotes alignment between these efforts and ensures time and focus are centered on practices that result in improved instructional practice and student learning.



1
DAY

MTSS: From the Ground Up

Participants are introduced to the fundamental principles and practices of multi-tier system of supports (MTSS) and a process for building and managing a framework that addresses student academic, behavioral and social-emotional needs. Participants explore a structured model for building and managing three tiers of support that include expectations, protocols and strategies that can be customized and applied within local schools.



1 DAY

MTSS in Action

Educators engage in a systemized process for designing academic, behavioral and social-emotional systems of support for students. This workshop provides case studies for each area of focus within an MTSS system for participants to analyze and time to work as a team to apply learning to their local context.



1 DAY

MTSS Next Steps: Auditing and Advancement

Many building leaders will tell you, "Yeh, we do MTSS," but their data still shows a high percentage of students not reaching proficiency on state tests, disproportionate numbers of suspension and/or expulsion for sub-groups, and/or high absenteeism. Workshop participants walk through a structured process for auditing their MTSS system and evaluating its effectiveness with a focus on building level referral processes, student supports, staffing resources and internal data collection.



1 DAY

MTSS: Progress Monitoring and System Management

Prerequisite: MTSS Next Steps: Auditing and Advancement

Teams of educators convene to focus on MTSS in progress monitoring and problem-solving challenges within their system. This workshop is not intended to teach new knowledge and skills, but instead to provide formative feedback on proficiency with the skills and concepts while developing self-directedness in groups to assist them in becoming self-managing, self-monitoring and self-modifying.



1 DAY

Nuts and Bolts of Restorative Practices

This workshop provides an overview of Michigan's statutory requirement for use of Restorative Practices to build culture, improve climate, repair relationships in a school and as an alternative or in addition to suspension or expulsion.



.5 DAY

Restorative Action Plan (RAP®) for Individual Students

Participants learn to follow a step-by-step documentation process to demonstrate the consideration of restorative practices before suspension. The 1/2 day option focuses on the Restorative Action Planning process. The full day session includes the added value of guided support in constructing/establishing a local discipline flowchart, referral protocol and forms and the use of in-school suspension/responsible thinking room. Participants leave with an understanding and the skills to analyze serious behavior issues using restorative practices methods, interview stakeholders, conference with offenders and willing victims, and develop restorative action plans.



.5/1 DAY



Restorative Practices, Compliance and Circles Training

Participants are introduced to the use of alternative approaches to changing unwanted behavior, including: the social science of human behavior, statutory requirements for use of restorative practices, and practical strategies to build strong, healthy relationships with students, families, and colleagues, as well as repair damaged relationships. Through video, practice, and discussion, participants identify reliable methods for using affective statements, restorative questions, and circles to build community, and address unwanted behavior and damaged relationships.



1
DAY

Restorative Practices Coordinator (SRPC®) Training

Prerequisite: Restorative Practices, Compliance and Circles Training

School personnel who provide intervention support throughout a building and/or campus take an in-depth look into restorative practices with the aim of preparing each participant to lead a school community in the development, implementation, and progress monitoring of local restorative practices program. The training addresses: restorative practices, restorative justice, conflict resolution, PBIS, and non-violent crisis intervention.



2
DAYS

Restorative Practices: Intro and Compliance Training

Participants are introduced to the use of alternative approaches to changing unwanted behavior, including: the social science of human behavior, statutory requirements for use of restorative practices, and practical strategies to build strong, healthy relationships with students, families, and colleagues, as well as repair damaged relationships.



.5
DAY

Adaptive Schools® Foundation Seminar

Adaptive Schools® develops the collective identity and capacity of organization members as collaborators and inquirers. In the four-day Adaptive Schools® Foundation Seminar, participants gain an increased capacity to initiate, develop and sustain high functioning groups; new lenses for diagnosing the stages and phases of group development; an expanded repertoire of practical facilitation tools; understandings of when and how to engage groups in dialogue and discussion, as well as the limitations, forms and values of each; skills to move groups beyond consensus to common focus; ways to value and use dissension, argument and conflict; and strategies for keeping group members on track, on topic, energized and resourceful.



4
DAYS

Building Capacity for Procedural Knowledge and Authentic Application

The Adaptive Schools® Foundation Seminar provides training in the fundamental understanding of the principles and practices of Adaptive Schools.® Refreshers are intended to develop mastery in authentic settings and provide formative feedback on proficiency with the skills and concepts while developing self-directedness in groups to assist them in becoming self-managing, self-monitoring and self-modifying. For this tailored session, choose areas of focus, including : Dialogue/Discussion, Deepening Understanding of the 7 Norms, Non-Verbals, Group Member Capabilities, Energy Sources, Diltz Nested Levels, Cognitive Conflict, Professional Learning Communities, Collaborative Meetings, Authentic Application and/or Use of Structures.



1+
DAYS

Contracts, Handbooks and Board Policies...Oh My!

When did education become so focused on compliance? Given the current climate for litigation, it is critical that administrators are knowledgeable about their local contracts, handbooks and board policies. This workshop provides important reminders to start the school year out right from the perspective of Human Resources and minimize the risk of litigation. Participants take an in-depth look at required training and compliance issues that must be addressed on an annual basis, as well as important reminders that should be regularly communicated to staff.



1
DAY

Data Dialogue: Collaborative Protocols for Learner Success

Through the exploration of qualitative and quantitative data, leaders make informed and strategic decisions that increase achievement for all stakeholders. Participants engage with various structures, strategies and protocols designed to promote inter-school and district data dialogue, and explore ways to increase capacity to develop and sustain high functioning teams focused on results-based achievement. Leaders gain an expanded repertoire of practical facilitation, presentation and coaching tools for keeping group members on track, on topic, energized and resourceful.



1
DAY

Facilitating Difficult Conversations

In the world of education, much like the world around us, there are always times when leaders are presented with difficult situations that require courageous conversations. Leaders have the choice to avoid them, face them and handle them with frustration and judgment, or handle them well. This session explores multiple strength-based leadership strategies and skills that develop mindfulness and positive thinking dispositions.



1
DAY

Growing Fellow Administrators Through Strategic Mentoring

Strong mentoring programs for new administrators leads to greater retention, effective leadership and reflective practices. Participants explore a variety of research-based models, learn the skills of questioning and paraphrasing, and engage with the foundations of data-based coaching and reflective practices. Participants build their skills of when, why and how to coach, consult, collaborate and evaluate.



2+
DAYS

Growing Teacher Leaders

Learn to triangulate multiple sources of data – including teacher effectiveness standards – to establish short-term and long-term strategic priorities for building a high-quality staff, supporting and evaluating teachers, and making personnel decisions. Participants review current practices and refine succession plans based on the continuous monitoring of a staff's individual and collective strengths, interests and needs in the school.



1
DAY

Hiring the Right People

This training examines best practices for staffing, recruiting and hiring employees for the district. Participants learn the importance of a consistent, rigorous hiring process, onboarding strategies and strong mentoring program to improve retention rates and set employees up for success.



1
DAY

Holding Staff Accountable, Not Hostage

High performing schools set high expectations, provide the support for employees to grow, and hold staff accountable for meeting expectations. The workshop focuses on holding staff accountable to create a work environment that is safe, consistent, fair, transparent and productive. Learn the appropriate steps to progressive discipline and the importance of documentation.



1
DAY

Huh, I'm Responsible for That Too? (Administrator 101)

Transitioning from the classroom to administration is a breeze, until teachers, parents and students show up. This workshop raises consciousness of what is expected and what to anticipate, regardless of what was or was not in the job description. Participants leave with practical tools and strategies to develop their competence and manage the demands of the new position.



1
DAY

IDPs: Beyond Compliance to Data Based Coaching

Individualized Development Plans are intended to support teacher growth and ownership of learning. This workshop is designed to assist educators in formalizing a results-driven growth plan that provides the basis for inquiry and differentiated adult learning around professional practice and student growth goals that are grounded in the district's instructional framework and/or rubric.



.5/1
DAY

Intentional Planning for Teacher Induction

What does your new teacher induction program reflect about your values for teaching and learning? Participants engage in the planning of a program that supports educators from the time they are hired to preparing for the first days of school, as well as critical junctures throughout the fall, winter and spring. Participants gain knowledge and practical strategies and ideas for developing, implementing and monitoring of a multi-tiered induction plan.



1
DAY

Instructional Rounds (Foundations and In-District Practice)

Instructional Rounds introduces educators to the key principles and practices of an effective, classroom-oriented approach to observing, analyzing and improving teaching and learning. Participants learn a research-based observation and questioning protocol that is grounded in the Instructional Core and drives student learning. Participants engage with a structure for Instructional Rounds and determine what implementation might look and sound like within their school/district.



1+
DAYS

Professional Development That Works

Learn systems and routines for collaboratively analyzing data and identifying differentiated types of professional development based on the needs of individual teachers and standards for professional practice defined in the district-adopted instructional framework and/or performance evaluation rubric.



1
DAY

School Improvement That Works

Too often school improvement, professional development, evaluation and classroom practice are disconnected and do not impact student learning at scale. In this workshop, participants learn a systemic process that results in direct alignment between these efforts and ensures time and focus are centered on practices that result in improved instructional practice and student learning.



1
DAY

Structures and Strategies for Presenting/Facilitating

This workshop provides an introduction to skills, concepts, protocols and capabilities necessary to promote and sustain group collaboration within small and large groups. Participants develop their capacity to implement multiple strategies for keeping group members on track, on topic, energized and resourceful.



1
DAY

Systems Alignment: Curriculum, Assessment and Instruction

Explore specific ways to engage in the process of systems alignment focused on K-12 curriculum, assessments and instruction. The processes and strategies are designed to get your system ready for alignment through a shared process for examining readiness, current realities and planning forward based on what is already in place. Participants leave with an implementation plan that can be used with a grade level, building and within a district.



1
DAY

Student Mental Health and Wellness

More and more students are attending school with fragile and complicated health issues that require treatment and/or support during the school day. Participant assess district protocols and identify improvements to ensure optimal care for their most vulnerable students.



1
DAY

You're Filing a Grievance About What?!

Explore protocols and strategies for handling grievances and the importance of building positive relationships with union representatives. Participants learn strategies for navigating employee contracts, reducing grievances and managing those that may occur.



1
DAY

Are You Sure They’re Telling the Truth?

Specifically tailored for educators, this workshop teaches participants the Reid Technique – widely recognized as the most effective means available to exonerate the innocent and identify the guilty, staff or students. Participants learn interview and interrogation preparation; the distinction between an interview and interrogation; proper room environment; and factors affecting a subject’s behavior.

Created and facilitated by Joe Buckley, President, John E. Reid and Associates, Inc.



1
DAY

Assistant Principal and Deans Summit

Designed specifically for Assistant Principals and Deans, this annual conference includes an attorney-led keynote session on the current legal landscape and breakout sessions on current topics relevant to the assistant building leader, as well as networking and support opportunities.



2
DAYS

Classroom Discipline: Establishing Respect and Responsibility

This workshop is designed for both novice and veteran educators who are struggling with classroom management by emphasizing practical classroom discipline techniques that work. Participants are equipped with the tools and strategies to create a positive environment that is focused on learning, while holding students responsible for their actions and respecting the dignity of both the teacher and students.

Created and facilitated by Todd Johnson, Rivertown Consultants



1
DAY

EdCon

MASSP's flagship event and Michigan's premier secondary education conference has areas of focus for all administrators with concepts and best practices to build expertise and fill their toolbox. With four keynote sessions, 35 breakout session options and a multitude of networking opportunities, participants learn from both practitioners and experts to help hone their skills as an instructional leader.



3
DAYS

Rethinking the Master Schedule

The school schedule is a powerful tool for extending and deepening instructional programs and improving student learning. Learn to create a schedule with specific goals in mind and develop the policies, beliefs, practices and commitments to be successful and significantly improve student outcomes. Participants explore the most critical elements to build into their school schedule given the needs of their staff, resources, current student performance and leave with actionables to implement their goals.

Created and facilitated by Dr. Bobby Moore, President and CEO, EPIC Impact Education Group



1
DAY

Student and Staff Handbooks

This annual workshop covers the characteristics of effective student handbooks, as well as any current legal issues affecting handbooks. In addition, participants receive access to the Model Student Handbook – an online subscription of up-to-date and important entries for student handbooks that are cross-referenced with state statute and NEOLA policies. Participants also receive information on staff handbooks, policies to include and best practice to ensure compliance.

Created and facilitated by the attorneys at Lusk Albertson, PLC



1
DAY

Michigan Association of Secondary School Principals

PATH *to* LEADERSHIP



Michigan's only alternative route to PK-12 administrator certification. Our goal is to provide candidates with their certificate at an affordable cost and in a manageable time frame through a program developed by principals, for principals. The program's high-quality coursework is built on the Michigan Standards for the Preparation of School Principals and the Michigan School Improvement Framework and presented in an instructor-led online format that includes mentoring and the building of a professional portfolio.

The modules that make up the Path to Leadership curriculum include:

- Module 1: Creating an Inclusive Culture and Environment for Learning
- Module 2: Visionary Leadership for Educational Change and Improvement
- Module 3: Elements and Evaluation of Highly Effective Instruction
- Module 4: Improving Instructional Programs and Learning for All Students
- Module 5: Creating a Safe and Orderly Environment for Student Learning
- Module 6: Principles of Public School Law
- Module 7: Facilitation of School Improvement
- Module 8: Human Resources and Finance
- Field Experience (*current administrators may be exempt from internship hours based on experience*)

The program's eight modules are facilitated in an online environment in collaboration with Michigan Virtual. The Field Experience (if applicable) is a maximum of 400 hours that is both face-to-face and school-based. All instructors and mentors are respected members of the education community who hold certification and advanced degrees.



1
YEAR

Alignment of Curriculum, Instruction and Assessment

An educator's understanding of organizational development and the role of alignment in the continuous improvement of schools, teaching and learning for all students are reinforced through guided lessons and activities in this instructor-led online module. Participants create a plan of implementation, monitoring, support and evaluation that leads to vertical and horizontal alignment of their educational institution.



6
WEEKS

Building a Student Growth and Assessment System

As districts grapple with implementing statutory requirements for annual evaluation, a common pain point has been the use of student growth and assessment data. This self-paced module engages participants in a review of statutory requirements for use of student growth and assessment data, audit of current policy and practice, and development of an action plan to further address growth requirements within their system.



Cultural Competency

Participants focus on the diversity of students and staff within a school community. In this instructor-led online module, diversity is explored as the range of groups represented by staff, students, families and the community, including, but not limited to, race/ethnicity, culture, language, gender, and sexual orientation. Secondly, participants explore the impact of culture (individual and shared attitudes, beliefs and values) on teaching and learning within a school, and research-based practices to address achievement of all students.



6
WEEKS

Emergency Use of Seclusion and Restraint Awareness Training

State statute requires a uniform policy regarding the use of seclusion and restraint, in order to promote the care, safety, welfare, and security of the school community and the dignity of each pupil. Awareness training for all school personnel who have regular contact with pupils is also required. This MDE approved screencast is available in both a 15-minute and 30-minute format.



Leadership Practices: Impact Culture, Achievement and Community

This instructor-led online module provides a research and theoretical base for understanding leadership, schools as organizations, and the role of the school leader in driving school change to improve student learning. Participants explore their leadership values, beliefs and practices from the lens of student learning, organizational culture and change, and continuous improvement.



6
WEEKS

Multi-Tiered Systems of Support (MTSS)

Participants are introduced to the fundamental principles and practices of MTSS and a systemic process for building and managing a multi-tiered system of support that addresses student academic, behavioral and social-emotional needs. This instructor-led online module guides participants to learn and apply a structured process for building and managing MTSS within their local context.



6
WEEKS

Podcasts

MASSP's podcast series features great discussions, insight and resources for all things education and administration. Whether you listen at the office or have a few minutes in the car, be sure to tune in.



Restorative Practices Foundations: Social Science of Human Behavior

This self-paced module introduces participants to the social science of human behavior and how to use this understanding to build and repair relationships in a school through restorative practices, which integrates best practices from a variety of disciplines and fields, including education, psychology, social work, criminology, sociology, organizational development, and leadership. Individual participants gain an understanding of the foundations to restorative practices.

**School Law 101: Beyond Compliance**

The current culture of litigation against schools has changed leadership. This instructor-led online module explores Michigan Common Law (MCL) and state statute related to the administration of schools, including student rights and responsibilities, and school safety/operations management. Participants learn how to search and interpret law, analyze potential impact and application on board policies, develop administrative guidelines for implementation and application that necessitate handbook changes.



6
WEEKS

School Safety Practices that Secure Our Schools for Learning

In today's culture, it's important that educators deepen their understanding of the societal issues that impact student safety, socio-emotional development and academic learning. In this instructor-led online module, participants explore proactive, school-wide approaches and classroom best practices for developing a safe, caring and productive learning community that embraces diversity of staff, students and community. Topics include school safety and security, bullying and harassment, violence prevention, and crisis planning and intervention.



6
WEEKS

School Improvement

This instructor-led online module reinforces an educator's understanding of organizational development and the role of alignment in the continuous improvement of schools, teaching and learning for all students. Through guided lessons and activities, school administrators and key members of school improvement teams learn to create a plan of implementation, monitoring, support and evaluation that leads to vertical and horizontal alignment of their educational institution.



6
WEEKS

Techbytes: Resources and Tips for Educators

Educators need access every resource and hack available to manage the day-to-day requirements of their job. MASSP's Techbytes are short, on-demand videos explaining a tech-based resource or tip to help educators better function in their everyday practice.



SCHEDULE TRAINING

To identify potential training dates, discuss details and complete contracting, please contact MASSP's Executive Assistant, Brad Gray, at brad@michiganprincipals.org or (517) 327-5315.

Please be advised that the MASSP training calendar fills quickly, especially during high-demand times, including back-to-school and end-of-year. In order to secure your session(s), be sure to schedule ASAP.



PRICING INFORMATION

ON DEMAND.

Podcasts: Free [MASSP-member service]

Screencasts/Toolkits: Free [MASSP-member service]

Self-Paced Modules: \$5/SCECH

Restorative Practices: \$25/SCECH



ONLINE.

Webinars: Free [MASSP-member service]

Streaming PD: 50%-75% of onsite registration fee

Instructor-Led Modules: \$10/SCECH

Path-to-Leadership: \$500/registration fee; \$725/module



ON LOCATION.

Summit: \$250/member; \$275/non-member

EdCon: \$325/member; \$375/non-member

Regional (1/2 day): \$50-\$100/member; \$75-\$125/non-member

Regional (Full day): \$100-\$175/member; \$125-\$200/non-member

In-District (1/2 Day): \$1,500 no royalty; \$1,800 with royalty

In-District (Full day): \$2,500 no royalty; \$3,000 with royalty



*NOTE: Half-day workshops are up to 4 hours. Full day workshops are 4+ hours.

NOTE: MASSP provides SCECHs for trainings unless otherwise directed by the contracting entity.