



# ADULT COLLABORATION

## SHARED OWNERSHIP AND CULTURE

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### **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.

### **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.

### **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.

### **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.



# ADULT COLLABORATION

## SHARED OWNERSHIP AND CULTURE

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### **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.

### **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.

### **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.

### **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.



# ADULT COLLABORATION

## SHARED OWNERSHIP AND CULTURE

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

### **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.

### **Digging Into PSAT 8/9**

As 8<sup>th</sup> 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.

### **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.

### **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.

### **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.