

# IN PERSON PROFESSIONAL DEVELOPMENT

## ACCOUNTABLE SENTENCE FRAMES

**Topic:** Student-to-student interactions, using accountable sentence frames

**Objectives:** The participants will be able to scaffold conversations using sentence frames and promote equal participation from all students.

**Audience:** Teachers

**Time:** 110 minutes (1 hour 50 minutes)

## ACTION PLANNING

**Topic:** Creating an action plan

**Objectives:** Participants will utilize an effective process to consistently monitor, review, and revise implementation plans for their change initiative.

**Audience:** Leaders

**Time:** 360 minutes (6 hours)

## ANALYZING STUDENT DATA

**Topic:** Analyzing student data

**Objectives:** Learn about the best practices for data analysis and prepare for new Opportunity Culture roles.

**Audience:** Extended Impact Teachers and Multi Classroom Teachers

## AUTHENTIC CONVERSATIONS

**Topic:** Facilitating authentic conversations between students

**Objectives:** The participants will be able to identify and implement structures and strategies to facilitate authentic conversations among students within their lessons.

**Audience:** Teachers

**Time:** 100 minutes (1 hour 40 minutes)

## BECOMING INNOVATORS

**Topic:** Creating innovative lessons and innovative learners who are ready for the jobs of the future

**Objectives:** Teachers will be able to identify the key ideals of an innovative classroom/lesson.

**Audience:** Teachers

**Time:** 110 minutes (1 hour 50 minutes)

## BUILDING RELATIONSHIPS AND SUCCESSFUL BEHAVIOR MANAGEMENT

**Topic:** Establishing positive relationships with students and positive behavior management strategy

**Objectives:** Identify the characteristics of building positive relationships with students and practice strategies to respectfully respond to students who do not meet behavioral expectations.

**Audience:** Instructional Assistants and Teachers

**Time:** 180 minutes (3 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## **CLOSE YOUR EYES, FOLLOW YOUR HEART**

**Topic:** Building trusting relationships with families and children

**Objectives:** Gain strategies to construct a strong learning community

**Audience:** Teachers

**Time:** 130 minutes (2 hours 10 minutes)

## **COACHING COMMUNICATION SKILLS PART 1**

**Topic:** Coaching communication skills

**Objectives:**

The coach will establish and maintain trusting relationships that earn teacher confidence and encourage risk taking

Through active listening and collaboration, the coach can support teacher with focus and shared commitment of common goals that support the vision, mission, and CIP

The coach leverages established relationships to engage in challenging conversations that lead to honest or vulnerable reflection, risk-taking, and changes in teaching and learning

**Audience:** Coaches

**Time:** 360 minutes (6 hours)

## **COACHING COMMUNICATION SKILLS PART 2**

**Topic:** Coaching communication skills

**Objectives:** The coach will apply a variety of support stances and questioning strategies in a role play with a colleague.

**Audience:** Coaches

**Time:** 360 minutes (6 hours)

## **COACHING RELATIONSHIPS**

**Topic:** Building Coaching Relationships

**Objectives:** The coach will establish and maintain trusting relationships that earn teacher confidence and encourage risk taking.

**Audience:** Coaches

**Time:** 360 minutes (6 hours)

## **COI OVERVIEW**

**Topic:** An overview of the Coaching Observation Instrument

**Objectives:** Participants will develop in-depth knowledge and understanding of the purpose, components, structure and process of the COI.

**Audience:** Coaches and Leaders

**Time:** 30 minutes

# IN PERSON PROFESSIONAL DEVELOPMENT

## CONSTRUCTING KNOWLEDGE PART 1

**Topic:** Constructing knowledge

**Objectives:** Participants will analyze components of a constructed experience and justify when to use. (What is constructing)

**Audience:** Teachers

**Time:** 180 minutes (3 hours)

## CONSTRUCTING KNOWLEDGE PART 2

**Topic:** Constructing knowledge

**Objectives:** Design effective strategies to solidify learning in a constructed experience.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## COURAGEOUS CONVERSATIONS

**Topic:** Courageous conversations

**Objectives:** Participants will engage in effective courageous conversations to resolve competing priorities and beliefs while preserving relationships, in order to foster a trusting and respectful culture that will benefit student learning.

**Audience:** Leaders, Coaches, Multiclassroom Leaders, Teacher Leaders

**Time:** 155 minutes (2 hours 35 minutes)

## CREATING QUESTIONS FOR SOCRATIC SEMINARS

**Topic:** Exploring the art of creating questions that we use in Socratic Seminars

**Objectives:** The participants will create questions for a Socratic seminar and will create a lesson to teach students how to create questions to use in Socratic seminars.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT

## CRITICAL THINKING OVERVIEW

**Topic:** An overview of critical thinking

**Objectives:** Participants will be able to apply new concepts to design activities that ensure students are engaged in complex reasoning to make new meaning of their learning NOT provided by the teacher.

**Audience:** Teachers

**Time:** 235 minutes (4 hours 25 minutes)

## CRITICAL THINKING WITH QUESTIONING

**Topic:** Using questions to elicit critical thinking within lessons

**Objectives:** The participants will be able to plan for questions within a lesson that elicit critical thinking from students.

**Audience:** Teachers

**Time:** 115 minutes (1 hour 55 minutes)

## CRITICAL THINKING FOR REACH ASSOCIATES

**Topic:** Critical thinking and growth of practice protocol

**Objectives:**

Comprehend critical thinking and associated concepts.

Analyze activities and questions for critical thinking.

Write critical thinking questions and/or activities.

Apply critical thinking to other RAOI elements.

Write and deliver a lesson segment incorporating critical thinking questions.

Problem solve classroom challenges through the “Growth of Practice Protocol.”

**Audience:** “New to Role” Reach Associates, New Teachers, Instructional Assistants

**Time:** 180 minutes (3 hours)

## DATA ANALYSIS

**Topic:** How to use data to analyze conditions and develop a theory of action

**Objectives:** Participants will use data protocols to develop a theory of action.

Module 1: Identify six phases of the data analysis protocol

Module 2: Analyze school’s data to develop a Theory of Action

**Audience:** Leaders

**Time:** 360 minutes (6 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## **DATA WELLNESS ABBREVIATED VERSION**

**Topic:** Data literacy, data wellness

**Objectives:** Participants will self-diagnose strengths and areas of improvement in relation to data literacy and data use.

**Audience:** Leaders

**Time:** 120 minutes (2 hours)

## **DIFFICULTY VS. RIGOR**

**Topic:** What is rigor and how is it different from difficulty?

**Objectives:** Participants will be able to define what rigor is and be able to identify their next steps to developing rigorous lessons.

**Audience:** Teachers

**Time:** 105 minutes (1 hour 45 minutes)

## **DISTRIBUTED LEADERSHIP**

**Topic:** Increasing leadership capacity

**Objectives:** Participants will apply knowledge of distributed leadership to increase formal and informal leadership opportunities to staff that increase capacity, leverage change, and support retention and sustainability.

**Audience:** Leaders

**Time:** 360 minutes (6 hours)

## **DISTRIBUTED LEADERSHIP ABBREVIATED**

**Topic:** Increasing leadership capacity

**Objectives:** Participants will apply knowledge of distributed leadership to increase formal and informal leadership opportunities to staff that increase capacity, leverage change, and support retention and sustainability.

**Audience:** Leaders

**Time:** 180 minutes (3 hours)

## **DEPTH OF KNOWLEDGE AND ASSESSMENT**

**Topic:** Depth of knowledge and formative assessment

**Objectives:** Participants will deepen their understanding of Depth of Knowledge, calibrate that understanding with colleagues, and design strategies to integrate Depth of Knowledge into instruction and formative assessment

**Audience:** Leaders

**Time:** 360 minutes (6 hours)

# IN PERSON PROFESSIONAL DEVELOPMENT

## EXPANDED IMPACT TEACHERS AND REACH ASSOCIATES: EIT-RA COLLABORATION

**Topic:** Collaboration between EIT and RA

**Objectives:**

Get to know your teaching team partner

Discuss how you will collaborate with your RA and EIT

Plan common expectations, procedures, and norms for your classrooms

**Audience:** Expanded Impact Teachers and Reach Associates

## EXPLORING THE HABITS OF MIND

**Topic:** The habits of mind

**Objectives:** Participants will be able to identify the purpose of the 16 habits of mind and explain how these habits will effect their future practices.

**Audience:** Teachers, Coaches, and Leaders

**Time:** 420 minutes (7 hours)

## FINDING THE TIME

**Topic:** Building an effective schedule that supports the seven pillars of effective instruction

**Objectives:** Participants will create at least one schedule that supports effective school instruction.

**Audience:** Leaders

**Time:** 135 minutes (2 hours 15 minutes)

## FLIPPING THE CLASSROOM

**Topic:** Flipping classroom instruction, instructional approach

**Objectives:** The participants will be able to identify the components of a flipped classroom, be able to create a communication plan, and modify an upcoming lesson for this approach.

**Audience:** Teachers

**Time:** 90 minutes (1 hour 30 minutes)

## FRAMING AND DATA

**Topic:** Developing culture of collaboration that centers conversations on data

**Objectives:** Participants will collect and use data to lead a school initiative

**Audience:** Leaders

**Time:** 410 minutes (6 hours 50 minutes)



# IN PERSON PROFESSIONAL DEVELOPMENT



## **GETTING STUDENTS ENGAGED IN CONVERSATIONS**

**Topic:** Student to Student Interaction

**Objectives:** Participants will be able to plan for structured academic conversation that includes equal participation, content vocabulary, and justification of ideas between students.

**Audience:** Teachers

**Time:** 90 minutes (1 hour 30 minutes)

## **GUIDED PRACTICE AND CHECK FOR UNDERSTANDING**

**Topic:** Guide practice and check for understanding

**Objectives:** The participants will design a student action aligned to a sub-objective that will provide the student an opportunity to practice the learning and the teacher with learning evidence to effectively checks for understanding.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## **HIGH FUNCTIONING TEAMS**

**Topic:** How high functioning teams operate

**Objectives:** Participants will identify individual preferences and team dysfunction(s) to improve the effectiveness of the team.

**Audience:** Any team that wants to improve their function together

**Time:** 210 minutes (3 hours 30 minutes)

## **HOW DO YOU USE QUESTIONS**

**Topic:** Identifying and revising types of questions

**Objectives:** Participants will be able to analyze questions within lessons, define the type of questions, and revise the questions into different types of facilitate student learning.

**Audience:** Teachers

**Time:** 60-120 minutes (1-2 hours)

## **HOW TO SELECT TEXTS FOR SOCRATIC SEMINARS**

**Topic:** Selecting appropriate texts to use for Socratic Seminars

**Objectives:** The participants will be able to select appropriate texts that prompt questions, deepen learning of a concept, and that facilitate and Socratic Seminar.

**Audience:** Teachers

**Time:** 120 minutes-200 minutes (2 hours- 3 hours 20 minutes)

# IN PERSON PROFESSIONAL DEVELOPMENT

## IN DEPTH STRATEGIES FOR CRITICAL THINKING

**Topic:** Critical Thinking

**Objectives:** The participants will be able to identify their next steps in their practice of critical thinking.

**Audience:** Teachers

**Time:** 135 minutes (2 hours 15 minutes)

## INSTRUCTIONAL CONFERENCING 1.0

**Topic:** Instructional Conferencing

**Objectives:** Participants will learn how to utilize highly effective post-conferencing skills to reinforce and refine LOI elements identified by a teacher as (s)he reflects, analyzes, demonstrates, and articulates levels of proficiency.

**Audience:** Evaluators

**Time:** 300 minutes (5 hours)

## INSTRUCTIONAL CONFERENCING 2.0

**Topic:** Instructional Conferencing with the Post-Conference

**Objectives:** Participants will learn how to utilize highly effective post-conferencing skills to reinforce and refine LOI elements identified by a teacher's reflection, analysis, instruction and documentation.

**Audience:** Experienced evaluators that have completed instructional conferencing 1.0 or have mastered conferencing skills from instructional conferencing 1.0

**Time:** 238 minutes (3 hours 58 minutes)

## LEAD WITH A PLAN

**Topic:** Developing a yearlong school PD plan

**Objectives:** Participants will develop a year-long professional development plan for their schools.

**Audience:** Principals and School Teams

**Time:** 1 day





# IN PERSON PROFESSIONAL DEVELOPMENT

## LEADING DIFFICULT CONVERSATIONS

**Topic:** Difficult conversations

**Objectives:** Introduce frameworks from the book “Crucial Conversations: Tools for Talking When Stakes Are High” to lead productive difficult conversations and practice leading a difficult conversation.

**Audience:** Extended Impact Teachers

## LEARNER ENGAGEMENT

**Topic:** Learner Engagement: Could questions be the answer?

**Objectives:** Participants will revise a lesson plan using a variety of questioning strategies to actively engage learners throughout the lesson.

**Audience:** Teachers

**Time:** 2 days (6 hours each)

## LEARNER LED CONFERENCES

**Topic:** Learner-led conferences

**Objectives:** Participants will be able to set up and implement learner-led conferences within their classrooms.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## LEARNING PROGRESSIONS

**Topic:** Learning progressions

**Objectives:** Participants will be able to create a learning progression for a specific standard and will be able to create an action plan that utilizes the learning progression created.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## LESSON DESIGN

**Topic:** Lesson Plan Design

**Objectives:** Participants will be able to write a lesson plan with aligned sub-objectives and real-time assessments.

**Audience:** Beginning Teachers

**Time:** 120 minutes (2 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## **LESSON DESIGN ABBREVIATED**

**Topic:** Lesson Plan Design

**Objectives:** Participants will be able to write a lesson plan with aligned sub-objectives and real-time assessments.

**Audience:** Beginning Teachers

**Time:** 92 minutes (1 hour 32 minutes)

## **LEVERAGING INSTRUCTIONAL STRENGTHS AND LEADING THE CLASSROOM**

**Topic:** Leveraging Instructional Strengths

**Objectives:**

Explore a framework for instructional excellence and reflect on your individual teaching strengths and challenges

Review common challenges and brainstorm solutions

Brainstorm which instructional practices to stop, start, and continue in your new role

**Audience:** Expanded Impact Teacher

## **LOI OVERVIEW**

**Topic:** LOI Overview

**Objectives:** By the end of the workshop, participants will know and understand the purpose, components, structure, and process of the Learning Observation Instrument, and gain a basic understanding of the six rubrics. Evidence of proficiency will be a written summary of the structure and purpose of the LOI.

**Audience:** Teachers, Coaches, and Leaders

**Time:** 180 minutes (3 hours)

# IN PERSON PROFESSIONAL DEVELOPMENT

## LOI QET BOOSTER

**Topic:** LOI QET, Bias, Rater Errors, Differentiation, LOI Elements that Reference Sub-Groups

**Objective:** Participants will increase their efficacy and effectiveness in LOI evaluator practices in order to support professional growth of educators.

**Audience:** Leaders already using the LOI and have completed the LOI QET (2nd year and beyond)

**Time:** 390 Minutes Instructional Time (6 hours 30 minutes)

## MCL SESSION 1

**Topic:** Relationships, MCLOI Elements, Collaborative Teams, Collaborative Learning Cycle, Protocols, SMART Goals, Data Analysis

**Objectives:**

Participants will identify strategies to advance an identified MCL relationship(s).

Participants will identify looks for's for MCLOI elements from the CTM setting.

Participants will use the Collaborative Learning Cycle and End of Year Data to create a year-long SMART goal for a collaborative team.

**Audience:** First year Multi-Classroom Leaders that are evaluated on the MCLOI

**Time:** 180 minutes (3 hours)

## MCL SESSION 4

**Topic:** Coaching Cycles, Walk Thru's, Consultancy Protocol

**Objectives:**

- Participants will explore and develop a system for monitoring, documenting, and providing feedback on the classroom instruction of their team teachers.
- Participants will identify strategies to ensure success with coaching cycles.
- Participants will receive feedback on a current MCL coaching concern using the Consultancy Protocol.

**Audience:** Multi-Classroom Leaders

**Time:** 210 minutes (2 hours 30 minutes)



# IN PERSON PROFESSIONAL DEVELOPMENT

## MODELING

**Topic:** Modeling

**Objectives:** Participants will be able to identify when a model is needed and create an appropriate and effective model based on the needs of the students.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## MODELING ABBREVIATED

**Topic:** Modeling

**Objectives:** Participants will be able to create an appropriate and effective model based on the needs of the students.

**Audience:** Teachers

**Time:** 60 minutes (1 hour)

## MODIFYING INSTRUCTION

**Topic:** How to use real-time assessment results to modify instruction

**Objectives:** Participants will use real-time assessment (checks for understanding) of a lesson to make instructional decisions at the sub-objective level and justify their thinking.

**Audience:** Teachers

**Time:** 180 minutes (3 hours)

## MONITORING & PROVIDE EFFECTIVE REAL-TIME FEEDBACK FOR STUDENTS

**Topic:** Monitoring student learning and providing real-time feedback

**Objectives:** Articulate the connection between monitoring student learning by checking for understanding and providing real-time feedback and practice monitoring student learning and providing effective real-time feedback

**Audience:** “New to Role” Reach Associates or Instructional Assistants

**Time:** 60 minutes (1 hour)



# IN PERSON PROFESSIONAL DEVELOPMENT

## NEW SCIENCE STANDARDS IN PERSON PD

**Topic:** The New Science Standards

**Objectives:** Participants will become familiar with the new Arizona Science Standards.

**Audience:** Teachers

**Time:** 100 minutes (1 hour 40 minutes)

## OBJECTIVE WRITING ELAS

**Topic:** Objective Writing (ELAS)

**Objectives:** Teachers will select appropriate content and process skill for writing an objective at the correct level of difficulty.

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## OBJECTIVE WRITING MATH

**Topic:** Objective Writing (Math)

**Objectives:** Teachers will select appropriate content and process skill for writing an objective at the correct level of difficulty

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## PLANNING FOR EIT-RA WORK TIME

**Topic:** Planning for EIT-RA work time

**Objectives:** Plan for collaborative work time with your reach associate

**Audience:** Expanded Impact Teacher

## PLANNING FOR FORMATIVE ASSESSMENT & USING RAS TO SUPPORT DATA DRIVEN INSTRUCTION

**Topic:** Formative assessment methods and tools, utilizing the RA in data collection and reporting

**Objectives:** Participants will identify formative assessment tools and methods to inform instruction and participants will create a plan to incorporate the RA in data collection and reporting practices.

**Audience:** Extended Impact Teachers

**Time:** 180 minutes (3 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## PLANNING FOR STUDENT ENGAGEMENT

**Topic:** Co-planning (teacher and instructional assistant) lessons with student-to-student interactions to maximize instructional time.

**Objectives:** Participants will apply student-to-student interaction strategies to maximize instructional time by completing a lesson plan that incorporates student-to-student interactions in at least two sub-objectives and has a clearly identified role for the instructional assistant.

**Audience:** Teachers and Instructional Assistance

**Time:** 210 minutes (3 hours 30 minutes)

## POST CONFERENCING

**Topic:** Post-conferencing

**Objectives:** By the end of the workshop, the evaluator will be able to utilize an effective process to conduct post-conferences with assigned teachers.

**Audience:** Evaluators who have completed LOI QET and Pre-Conferencing workshops

**Time:** 200 minutes (3 hours 20 minutes)

## POWER LOI PD

**Topic:** Power LOI Overview

**Objectives:**

Participants will become familiar with the Power LOI and how it was developed

Participants will know and understand the components of the Power LOI and how it reflects similarities and slight differences from the LOI

Participants will explore how to successfully employ the Power LOI

**Audience:** Teachers, Coaches, and Leaders

**Time:** 60-90 minutes (1-1.5 hours)

## PRE CONFERENCING

**Topic:** Pre Conferencing

**Objectives:** By the end of the workshop, the evaluator will be able to utilize an effective process to conduct pre-conferences with assigned teachers that results in: a) an accurate assessment of teacher proficiency in the elements of task analysis, real-time assessment, modeling/constructing knowledge, and critical thinking; and b) clarify expectations for teacher observation

**Audience:** Evaluators who have completed QET

**Time:** 195 minutes (3 hours 15 minutes)

# IN PERSON PROFESSIONAL DEVELOPMENT

## THE PRINCIPAL-COACH PARTNERSHIP

**Topic:** Principal-coach partnership

**Objectives:** The principal and coach will create a Principal-Coach Partnership Agreement

**Audience:** Coaches

**Time:** 360 minutes (6 hours)

## PROBLEM-BASED LEARNING

**Topic:** Problem-Based Learning

**Objectives:** Participants will be able to design a problem-based learning unit following the PBL design framework.

**Audience:** Teachers

**Time:** 180 minutes-360 minutes (3-6 hours)

## PROFESSIONAL RESPONSIBILITIES RUBRIC, STUDENT TO STUDENT INTERACTION

**Topic:** Growth of practice protocol; Professional responsibilities rubric overview; Student-to-student interactions- turn and talk strategy

**Objectives:**

Problem solve classroom challenges through the “Growth or Practice Protocol”

Know and understand the elements of the Professional Responsibilities Rubric

Define and practice the “turn-and-talk” strategy as a method to engage students, monitor and adjust, and provide feedback

**Audience:** New Reach Associates and New Teachers

**Time:** 180 minutes (3 hours)

## PROVIDING EFFECTIVE FEEDBACK

**Topic:** Providing effective feedback to improve student learning

**Objectives:** Participants will apply strategies for providing effective academic feedback to improve student learning

**Audience:** Teachers

**Time:** 250 minutes (4 hours 10 minutes)

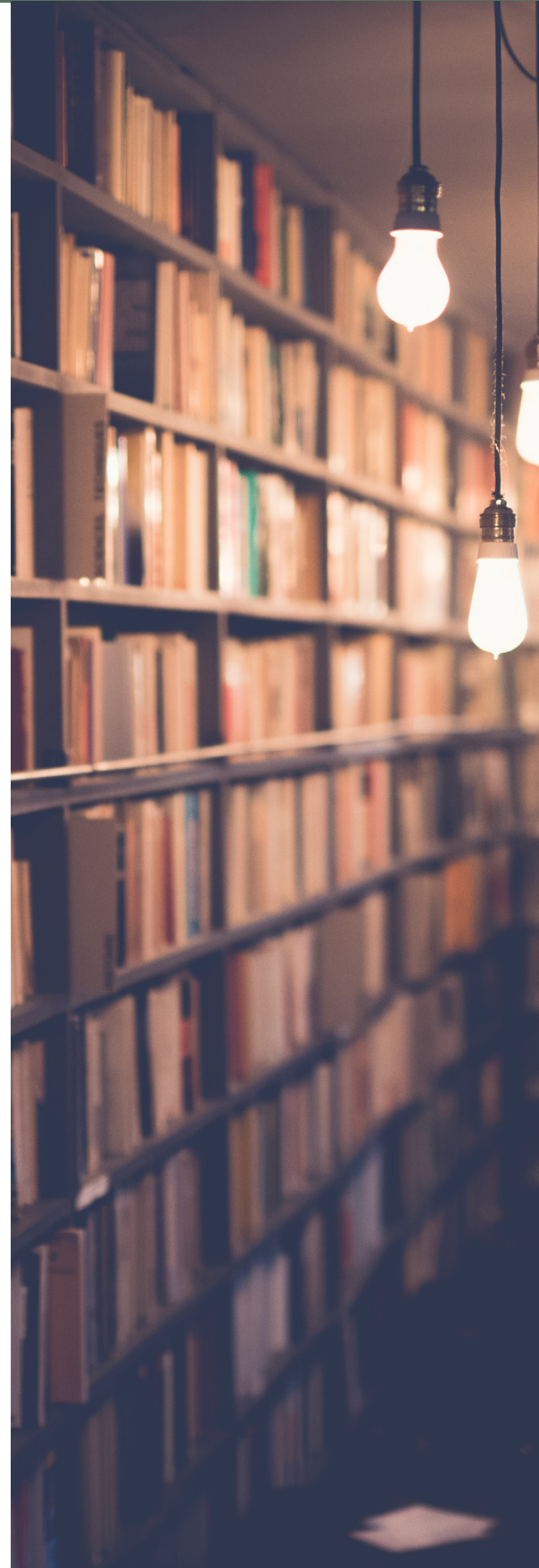
## PUBLIC NARRATIVE

**Topic:** Creating a public narrative

**Objectives:** Participants will create a public narrative to strengthen their vision and engage members of the school community in order to garner support for a change initiative.

**Audience:** Leaders

**Time:** 360 minutes (6 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT

## **PUBLIC NARRATIVE ABBREVIATED**

**Topic:** Creating a public narrative

**Objectives:** Participants will create a public narrative to strengthen their vision and engage members of the school community in order to garner support for a change initiative.

**Audience:** Leaders

**Time:** 180 minutes (3 hours)

## **REACH ASSOCIATE OBSERVATION INSTRUMENT**

**Topic:** RAOI

**Objectives:** Participants will know and understand the elements and performance indicators of the Reach Associate Instrument and apply new learning to their individual professional contexts.

**Audience:** “New to Role” Reach Associates or Instructional Assistants

**Time:** 180 minutes (3 hours)

## **RELATIONSHIPS & THE CULTURALLY RESPONSIVE CLASSROOM**

**Topic:** Relationships and Culturally Responsive Teaching

**Objectives:**

Identify the components for building a strong learning community through relationships.

Describe how cultural responsiveness builds a positive learning community.

Create a plan for next steps.

**Audience:** “New to Role” Reach Associates and New Teachers

**Time:** 90 minutes (1.5 hours)

## **RETRIEVAL PRACTICE**

**Topic:** Retrieval Practice Strategies, Distributed Practice, Interleaving

**Objectives:** Participants will learn retrieval practice strategies to strengthen student learning and plan for effective implementation in their classrooms.

**Audience:** Teachers

**Time:** 205 minutes (3 hours 25 minutes)



IF NOT NOW,  
WHEN?



# IN PERSON PROFESSIONAL DEVELOPMENT



## **RESPONDING TO STUDENT ANSWERS PD**

**Topic:** Feedback, Questions, Monitor and Adjust, Teacher to Students Interactions, Instructional Approach, Conceptual Understanding

**Objectives:** Participants will practice providing academic feedback to student answers to questions.

**Audience:** Teachers, Coaches, MCLs, Teacher Leaders, Evaluators, Reach Associates

**Time:** 210 minutes (3 hours 30 minutes)

## **RESPONDING TO STUDENT ANSWERS (ABBREVIATED)**

**Topic:** Feedback

**Objective:** Participants will practice providing academic feedback to student answers to questions.

**Audience:** Teachers

**Time:** 90 minutes (1 hour 30 minutes)

## **ROUTINES AND PROCEDURES**

**Topic:** Routines and Procedures

**Objectives:** Participants will plan for priority classroom procedures and practice teaching a classroom procedure using best practices.

**Audience:** New teachers

**Time:** 285 minutes (4 hours 45 minutes)

## **SEE-SAY-DO: INTEGRATING MODELING, GUIDED PRACTICE AND MONITOR & ADJUST**

**Topic:** See-Say-Do: Integrating Modeling and Guide Practice

**Objectives:**

Participants will articulate the key difference between a typical model and the See-Say-Do method.

Participants will create and practice delivering a “See-Say-Do” lesson segment.

**Audience:** Teachers, Instructional Assistants

## **SELLING THE REINFORCEMENT**

**Topic:** How to promote change of a teacher’s practice

**Objectives:** Participants will be able to use an asset-based approach as a tool in the post-conference to increase teacher motivation in application of a new instructional strategy.

**Audience:** Evaluator and/or Instructional Coach

**Time:** 120 minutes (2 hours)

# IN PERSON PROFESSIONAL DEVELOPMENT



## **SOCRATIC SEMINAR OVERVIEW**

**Topic:** How to use a Socratic Seminar within a classroom, overview

**Objectives:** The participants will be able to identify the structure of Socratic Seminars

**Audience:** Teachers

**Time:** 140 minutes (2 hours 20 minutes)

## **STUDENT ENGAGEMENT THROUGH STUDENT-TO-STUDENT INTERACTION DAY 1**

**Topic:** Student engagement, student-to-student interactions

**Objectives:**

Participants will articulate the importance of student engagement

Participants will define the characteristics of student-to-student interactions

Participants will practice one student-to-student structures as a strategy for student engagement

**Audience:** Teachers and Instructional Assistance

**Time:** 270 minutes (4.5 hours)

## **STUDENT ENGAGEMENT THROUGH STUDENT-TO-STUDENT INTERACTION DAY 2**

**Topic:** Student Engagement and Student to Student Interactions

**Objectives:**

Participants will identify and apply the characteristics of student-to-student interactions

Participants will practice three student-to-student structures as a strategy for student engagement in a multi-grade classroom.

**Audience:** Teachers and Instructional Assistants

**Time:** 360 minutes (6 hours)

## **STUDENT NEEDS ANALYSIS**

**Topic:** Student Needs Analysis

**Objectives:** Participants will be able to facilitate the “Explore and Discovering” phase of the collaborative learning cycle.

**Audience:** Coaches and MCLs

**Time:** 120 minutes (2 hours)

# IN PERSON PROFESSIONAL DEVELOPMENT

## **SUCCESSFUL BEHAVIOR MANAGEMENT**

**Topic:** Successful behavior management

**Objectives:** Problem solve classroom behavior challenges through the “Growth of Practice Protocol” and Role-play two corrective action strategies to apply to specific contexts/settings.

**Audience:** “New to Role” Reach Associates and New Teachers

**Time:** 180 minutes (3 hours)

## **SUCCESSFUL CLASSROOM MANAGEMENT**

**Topic:** Successful classroom management

**Objectives:**

Practice implementing routines and procedures to enable the classroom to run smoothly

Practice strategies to monitor and respond to student behavior

Practice strategies to respectfully respond to students who do not meet behavioral expectations

**Audience:** “New to Role” Reach Associate

**Time:** 120 minutes (2 hours)

## **SUCCESSFUL DATA ANALYSIS**

**Topic:** Successful Collaborative Data Analysis

**Objectives:** Develop foundational skills for building successful data analysis habits and practices among leaders and teachers.

**Audience:** District and school administrators, school leaders, teachers and support staff

**Time:** 420 minutes (7 hours)

## **SUPERVISION OF WRITTEN, TAUGHT, AND TESTED CURRICULUM**

**Topic:** Supervision of written, taught, and tested curriculum

**Objectives:** Participants will develop systemic practice to monitor written, taught, and tested curriculum

**Audience:** Leaders

**Time:** 180 minutes (3 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## **SUPPORTING AND DEVELOPING A REACH ASSOCIATE**

**Topic:** Supporting and Developing a Reach Associate

**Objectives:**

Gain a clear understanding of the reach associate role

Reflect on effective practices for working with a reach associate

Discuss the components of a coaching cycle

**Audience:** Extended Impact Teachers

## **SUPPORTING STANDARDS THROUGH THE FORMATIVE ASSESSMENT RUBRIC**

**Topic:** Supporting standards through formative assessments

**Objectives:** Participants (teachers) will use assessment to monitor student progress and guide ongoing planning and instruction, increasing their proficiency in the Formative Assessment Rubric

**Audience:** Teachers

**Time:** 180 minutes (3 hours)

## **SUPPORTING STANDARDS THROUGH THE LEARNER ENGAGEMENT RUBRIC**

**Topic:** Supporting AZ's College and Career Readiness Standards through the Learner Engagement Rubric

**Objectives:** Teachers will understand the vocabulary, rationale and application of the elements in the engagement rubric and be able to apply and plan for infusing these elements in their lessons.

**Audience:** Teachers

**Time:** 360 minutes (6 hours)

## **SUPPORTING TEACHERS ALONG THE LOI CONTINUUM**

**Topic:** In-depth practice and strategies that connect AZ College and Career Ready Instructional shifts and practices to the LOI element student-to-student interaction.

**Objectives:** Participants will connect AZCCRS Instructional Shifts to the element student-to-student interaction in the LOI to assist teachers in planning and delivering effective lessons and guide PLC work to increase instructional effectiveness.

**Audience:** Coaches

**Time:** 316 minutes (5 hours 16 minutes)

# IN PERSON PROFESSIONAL DEVELOPMENT

## SUSTAINABILITY

**Topic:** Plan for sustainability to promote change within your school

**Objectives:** Participants will use systems thinking, healthy leading, and engagement to ensure sustainability of their change initiative

**Audience:** Leadership

**Time:** 170 minutes (2 hours 50 minutes)

## SYSTEMATIC PROGRESSION OF QUESTIONS

**Topic:** The way that questions can systematically progress learning through-out a lesson and/or unit

**Objectives:** The participants will be able to write questions for an upcoming lesson that systematically progresses learning

**Audience:** Teacher

**Time:** 180 minutes (3 hours)

## SYSTEMS THINKING

**Topic:** Evaluating Systems to influence high leverage change

**Objectives:** Participants will evaluate a system using the iceberg model with others in their organization to gain broader perspective in order to influence high leverage change

**Audience:** Leaders

**Time:** 225 minutes (3 hours 45 minutes)

## TASK ANALYSIS AND SUB-OBJECTIVES

**Topic:** Writing a lesson objective with aligned, sequenced, and segmented sub objectives for a task analysis

**Objectives:** Participants will task analyze a lesson by writing an objective with aligned, sequenced, and segmented sub-objectives

**Audience:** Teachers

**Time:** 90 minutes (1 hour 30 minutes)

## TASK ANALYSIS OVERVIEW

**Topic:** Task Analysis

**Objectives:** Participants will write a lesson plan that includes an objective, aligned sub-objectives, and measurable learning outcomes

**Audience:** Teachers

**Time:** 180 minutes (3 hours)



# IN PERSON PROFESSIONAL DEVELOPMENT



## TEACHER LEADER SESSION 1

**Topic:** Year-long SMART goals, Collaborative Learning Cycle

**Objectives:** Participants will use the Collaborative Learning Cycle and End of Year Data to create a year-long SMART goal for a collaborative team.

**Audience:** Teacher Leaders

**Time:** 100 minutes (1 hour 40 minutes)

## TEACHER LEADER SESSION 2

**Topic:** Learning Progressions

**Objectives:**

Participants will define Learning Progression

Participants will identify the steps to create a Learning Progression

Participants will explain how the use of Learning Progressions can change teaching and CTMs

**Audience:** Teacher Leaders

**Time:** 105 minutes (1 hour 45 minutes)

## TEACHER LEADER SESSION 3

**Topic:** Learning Progressions

**Objectives:** Participants will create a Learning Progression for an essential standard and will explain why teachers should engage in the collaborative student of essential learning

**Audience:** Teacher Leaders

**Time:** 125 minutes (2 hours 5 minutes)

## TEACHER LEADER SESSION 4

**Topic:** Learning Progressions

**Objectives:** Participants will complete a mid-year teacher leader and team reflection and will complete an Analysis of Student Work Protocol

**Audience:** Teacher Leaders

**Time:** 65 minutes (1 hour 5 minutes)

## TEACHER LEADER SESSION 5

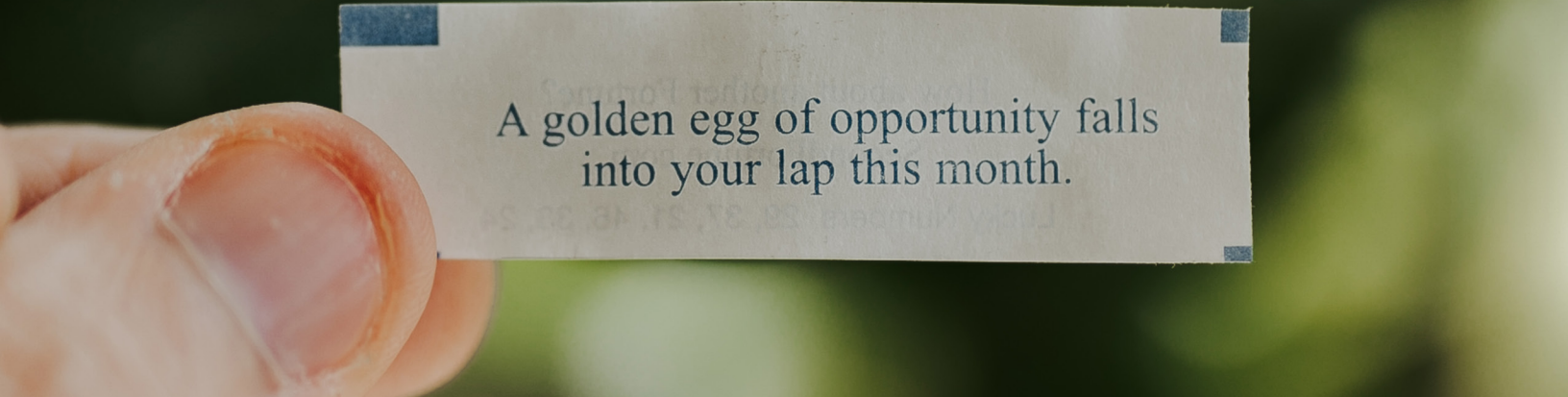
**Topic:** Teacher leader, PLC, Collaborative study of essential learning

**Objectives:** Participants will use tools to plan for an upcoming CTM to lead the team through a Collaborative Study of Essential Learning.

**Audience:** Teacher Leaders

**Time:** 90 minutes (1 hour 30 minutes)

# IN PERSON PROFESSIONAL DEVELOPMENT



A golden egg of opportunity falls into your lap this month.

## TEACHER LEADER SUMMER TRAINING DAY 1

**Topic:** Values, Team Building, Goals, Assessment Data, Instructional Strategies, Collaborative Teams, Collaborative Learning Cycle, Teacher Leaders

**Objectives:** Participants will gain the knowledge and skills necessary to launch and lead an effective collaborative team.

**Audience:** Teacher leaders leading collaborative teams

**Time:** 370 minutes (6 hours 10 minutes)

## TEACHER LEADERS SUMMER TRAINING DAY 2

**Topic:** Values, Shared Purpose, Mission, Vision, Norms, Goals, Collaborative Teams, Teacher Leaders

**Objectives:** Participants will gain the knowledge and skills necessary to launch and lead an effective collaborative team

**Audience:** Teacher Leaders

**Time:** 360 minutes (6 hours)

## TIME MANAGEMENT AND POP

**Topic:** Time management and problem of practice

**Objectives:** Identify and prioritize non-instructional tasks & collaborate with colleagues to discuss challenges faced in the EIT role and brainstorm solutions.

**Audience:** Expanded Impact Teachers

**Time:** 180 minutes (3 hours)

## TIME MANAGEMENT PD

**Topic:** Time Management

**Objectives:** By the end of the session, you will be able to better manage your time as shown using a time management assessment.

**Audience:** Teachers, Coaches, Leaders, Anyone who manages time

**Time:** 60 minutes (1 hour)

# IN PERSON PROFESSIONAL DEVELOPMENT

## UNDERSTANDING RESISTANCE

**Topic:** Understanding why people resist change

**Objectives:** Participants will take charge by leveraging staff's strengths and needs to overcome resistance, build capacity, distribute leaders, and increase retention of effective staff.

**Audience:** Leaders

**Time:** 152 minutes (2 hours 32 minutes)

## USING CREATIVE WRITING CENTERS

**Topic:** Creative Writing Centers

**Objectives:** Participants will learn creative center ideas by participating in them, and will review the instructions and procedures that will lead to success for implementation.

**Audience:** Teachers

**Time:** 105 minutes (1 hour 45 minutes)

## VISION AND STRATEGIC CONVERSATIONS

**Topic:** Creating a vision and participating in strategic conversations

**Objectives:**

Module 1: Participants will successfully deliver strategic conversations to identified stakeholders in order to minimize opposition to and gain support for their change initiative.

Module 2: Participants will create strategic conversation plans that include a timeline for delivery and a personal reflection on the outcome of the conversations.

**Audience:** Leaders

**Time:** 360 minutes (6 hours)

## VISION AND STRATEGIC CONVERSATIONS ABBREVIATED

**Topic:** Creating a vision and participating in strategic conversations

**Objectives:**

Module 1: Participants will successfully deliver strategic conversations to identified stakeholders in order to minimize opposition to and gain support for their change initiative.

Module 2: Participants will create strategic conversation plans that include a timeline for delivery and a personal reflection on the outcome of the conversations.

**Audience:** Leaders

**Time:** 180 minutes (2 hours 40 minutes)





# IN PERSON PROFESSIONAL DEVELOPMENT

## WHAT DATA TO BRING

**Topic:** What data should I bring to a Collaborative Team Meeting (CTM)?

**Objectives:** Participants will be able to identify what data should be brought to Collaborative Team Meetings

**Audience:** Teacher Leaders, Multi Classroom Leaders, and Coaches

**Time:** 60 minutes (1 hour)

## WHERE WILL STUDENT WORK TAKE YOU?

**Topic:** Differentiation

**Objectives:** Participants will use student work to plan for differentiation

**Audience:** Teachers

**Time:** 120 minutes (2 hours)

## WRITING QUESTIONS AND QUESTIONING STRATEGIES

**Topic:** Instructional Practices- Writing Questions and Questioning Strategies

**Objectives:** Identify qualities of a “whole class engaged” classroom, practice writing questions that make content accessible and meaningful to learners, practice using questioning strategies to elicit student participation and engagement.

**Audience:** Reach Associates/ New Teachers



# LEARNING LIBRARY CATALOG



Have ideas for additional content? Looking for something and can't find it?  
[desere.hockman@maricopa.gov](mailto:desere.hockman@maricopa.gov)

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