Student Instructional Services Professional Development Descriptions 2015-2016

Topic	Description	Intended Audience	Number of Sessions
Assessment			
Ingham Educational Assessment Committee (IEAC)	A countywide group that will share and discuss current research and information regarding student assessment. Updates provided regarding current assessment and accountability topics.	District Administrators, Assessment Coordinators, others interested	5 Sessions
Online Testing Tools	Participants will be provided with an overview of the online delivery engine including available tools used for the M-STEP testing. In addition, this interactive session will review of a variety of technology enhanced assessment items and provide attendees with resources for practice within their classrooms.	Teachers, Instructional Coaches, Principals	2 hour sessions, App. 4 repeated offerings
Onsite Technical Support	Exploration and learning of another potential universal screening tool, including sharing of pilot results.	Coaches, District and Building Administrators	2 hour session, potential for additional sessions
FASTBridge Assessments	Session to increase understanding of the redesigned SAT Suite. (SAT, PSAT 8/9, PSAT 10)	District and Building Administrators	1 session
PSAT & SAT – College Board	A countywide group that will share and discuss current research and information regarding student assessment. Updates provided regarding current assessment and accountability topics.	District Administrators, Assessment Coordinators, others interested	5 Sessions
Measuring What You Teach – Developing Quality Assessment Practices			
Behavior			
Establishing a Culturally Responsive PBIS (CRPBIS) System	Standard PBIS implementation is an evidence-based process to support behavior school-wide. However, the benefits of "culturally neutral" positive climate and culture are often not equitably experienced by all student populations, as evidenced by disproportionality in behavior referrals, suspensions and expulsions, attendance, special ed. identification, etc. CRPBIS is a means to develop positive school contexts that are more culturally-informed, socially just, and academically rich. Content is based on the	District Administrators, Building Administrators, Building Leadership Teams	2 Days 2 Drop-In Work Sessions Available

	recommendations of the US Dept. of Education, OSEP Technical Assistance Center, MiBLSi, Association for Positive Behavioral Supports, and the CRPBIS Project at the Universities of Arizona and Wisconsin.		
Establishing a Culturally Responsive Positive School Climate in Secondary Buildings	Standard PBIS implementation is an evidence-based process to support behavior school-wide. However, the benefits of "culturally neutral" positive climate and culture are often not equitably experienced by all student populations, as evidenced by disproportionality in behavior referrals, suspensions and expulsions, attendance, special ed. identification, etc. CRPBIS is a means to develop positive school contexts that are more culturally-informed, socially just, and academically rich. Content is based on the recommendations of the US Dept. of Education, OSEP Technical Assistance Center, MiBLSi, Association for Positive Behavioral Supports, and the CRPBIS Project at the Universities of Arizona and Wisconsin.	District Administrators, Building Administrators, Building Leadership Teams	2 Days 2 Drop-In Work Sessions Available
Establishing a Trauma-Informed School	An estimated 1 in 4 children attending school has been exposed to a traumatic event. While resilience factors influence a child's ability to manage this stressor, experiential trauma can literally change brain function and profoundly impact learning and/or behavior. Attendees will develop an understanding of the impact of trauma, the identification of trauma-affected behaviors, and student/family supports. Content is based on recommendations from the National Child Traumatic Stress Center, American Psychological Association, ACES research, and Crisis Prevention Institute.	District Administrators, Building Administrators, Building Leadership Teams	1 Day
Data-Informed Behavioral Supports: SWIS, Illuminate, FAST	Information coming soon		
Behavior Management for Technology-Rich Environments	While one-to-one technology informs academic instruction, its introduction requires consideration of policies, routines, procedures, and behavioral expectations. Attendees will develop proactive systems of support shown to significantly reduce device damage and maintain positive behaviors. Content is derived from PBIS, John Hattie's Visible Learning research (Effect Sizes > 0.68 – Teacher Clarity, Feedback, Classroom Behavior), and research completed by MSU/Ingham ISD and presented at the 12th International Conference of Positive Behavioral Supports.	Building Leadership Teams, IT Support, Classroom Teachers	1 Day
Alternatives to Punitive Discipline and Zero Tolerance	Attendees will consider a continuum of supports for students exhibiting significant behaviors, as well as processes to establish corrective/restorative responses that keep kids in school. A model whish merges PBIS and Restorative Practices will be presented. Content is based on recommendations from the US Departments of Education and Justice, American Psychological Association – Zero Tolerance Task Force, Indiana Children Left Behind Project, OSEP Technical Assistance Center, and Association for Positive Behavioral Supports, MiBLSi, as well as the research	District Administrators, Building Administrators, Building Leadership Teams	1 Day Drop-In Work Session Available

	of Russell Skiba, Robert Balfanz, John Hattie, Kent McIntosh, and Carol Dweck.		
PBIS for Early Childhood Classrooms	Attendees will determine how much structure is needed in their classroom and will gain a deeper understanding of teaching behavior and reducing challenging behaviors. Teaching staff will spend time creating classroom management plans drawn from the evidence-based practices reviewed in the training. Consideration will be given to creating culturally-relevant environments and early stage behavior interventions. Content is derived from MiBLSi and the work of John Hattie, Randy Sprick, and William Jenson	Developmental Kindergarten and Kindergarten Teachers, paraprofessional staff	2 Days

2 Drop-In Work Sessions Available |
| CHAMPS K-8 Classroom Management | CHAMPS is a proactive and positive approach to improve classroom management. Attendees will determine how much structure is needed in their classroom and will gain a deeper understanding of teaching behavior and reducing challenging behaviors. Teaching staff will spend time creating classroom management plans drawn from the evidence-based practices reviewed in the training. Consideration will be given to creating culturally-relevant environments and early stage behavior interventions. Content is derived from Safe & Civil Schools (Sprick and Garrison) and MiBLSi, with supplemental input from the work of John Hattie and William Jenson. *CHAMPS* text is included. | Elementary Teachers (up to grade 8) | 2 Days

Drop-In Work Session Available |
| Discipline in the Secondary Classroom (DiSC) | DiSC is a proactive and positive approach to improve classroom management. Attendees will determine how much structure is needed for the various cohorts they teach. Participants will identify the effective aspects of their current management plan while adding and/or strengthening any missing or less-effective aspects. Teaching staff will spend time creating classroom management plans drawn from the evidence-based practices reviewed in the training. Consideration will be given to creating culturally-relevant environments and early stage behavior interventions. Content is derived from Safe & Civil Schools (Sprick and Garrison) and MiBLSi, with supplemental input from the work of John Hattie and William Jenson. *DiSC* text is included. | Secondary Teachers (grades 7-12) | 2 Days

Drop-In Work Session Available |
| Coaching Classroom Management | Research shows that the implementation of evidence-based practices with fidelity can be improved up to 70% with the support of coaching. Attendees will develop processes and techniques to support teachers in their use of evidence-based classroom management. Both the evaluative and non-evaluative models will be discussed. Content is derived from Safe & Civil Schools (Sprick and Garrison), MiBLSi, and Implementation Science literature with supplemental input from the work of John Hattie. | Building Administrators, Building Leadership Teams, Coaches | 1 Day |
| Establishing a Behavioral Support Team | Even with effective MTSS implementation of behavioral supports, up to 20% of students will require targeted (Tier 2) or intensive (Tier 3) behavioral interventions. Establishing a team within a building is an effective and efficient way to | Building Administrators, Building Leadership | 1 Day

Drop-In Work |

	provide professional supports to teachers and students. Attendees will develop the systems and procedures for accessing guidance in PBIS supports, from early-stage, Tier 1 supports through more intensive individualized planning. Content is derived from MiBLSi and is guided by PBIS process data (BoQ, SAS, BAT) and outcome data (e.g., SWIS). *Interventions* text is included.	Teams, Coaches, Behavior Response Team Members	Session Available
Tier 1 Early-Stage Classroom Behavior Supports	Attendees will consider the efficacy of their universal classroom behavioral supports, identifying when a supplementary class-wide reinforcement system or individual fluid correction is in order. Strategies and evidence-based examples for this early stage of behavior management are reviewed in detail. Content is derived from Safe & Civil Schools (Sprick and Garrison), MiBLSi, OSEP Technical Center, and IES: What Works Clearinghouse	Building Leadership Teams, Coaches, Behavior Response Team Members, Teachers,	1 Day
Tier 2 Targeted Behavioral Supports	There is more to Tier 2 behavior support than *Check-in, Check-Out* (CICO). While CICO is an effective targeted intervention, there are other evidence-based individualized behavior supports. Participants will review universal Tier 1 behavior supports and establish the practice of hypothesizing the function of recurring behavior. A variety of targeted supports that specifically address these behaviors – either alone or in combination - are reviewed in detail. Content is derived from Safe & Civil Schools (Sprick and Garrison), MiBLSi, OSEP Technical Center, and IES: What Works Clearinghouse	Building Leadership Teams, Coaches, Behavior Response Team Members, Teachers, Support Staff (Psych, SSW)	1 Day
Tier 3 Intensive Behavioral Supports: Functional Behavior Assessments (FBA) & Behavior Intervention Plans (BIP)	This session addresses intervention for students requiring intensive behavioral supports. A comprehensive process is presented to discern the function of the behavior, precipitating factors, desired replacement behaviors, and strategies and systems needed to successfully measure and meet behavioral objectives for a student. Attendees are provided a case study and video samples to which these concepts are applied. Content is derived from Safe & Civil Schools (Sprick and Garrison), MiBLSi, OSEP Technical Center, and the work of William Jenson.	Building Leadership Teams, Coaches, Behavior Response Team Members, Teachers, Support Staff (Psych, SSW)	1 Day
Coaching			
Data Coach	Participants will increase their data literacy, data facilitation, and leadership for the purposes of sustainability of data systems and on-going problem solving.	Identified Data Coaches TBD by local districts	72 Hours TBD (after school)
MTSS Coach Meetings	Participants will continue to develop adaptive and technical skills as well as have the opportunity to network with other coaches within our service agency.	New and Veteran MTSS Coaches	3 Full Days
Illuminate Education			
Illuminate Education DnA Basic Training Moodle course	A series of Moodle courses provide introductory training on the various features of Illuminate Education's Data and Assessment (DnA) software. Each of Illuminate's many functions (dashboard, student information, assessments, custom reports, prebuilt reports, item bank, online testing) are shown. The individual modules contain multiple, short instructional segments that can be completed on-demand as needed.	Staff new to Illuminate, and experienced users that need a refresher or want to implement a new feature.	varies depending upon the module, most modules can be completed

			in less than one hour
Illuminate On-site training	Training is available on-site to introduce and train staff to new features within Illuminate Data and Assessment (DnA). Training is targeted at the specific needs of the district or building requesting the training. Suggested topics include but are not limited to: Creating and administering online item bank assessments using INSPECT, and Using Activate Instruction to support classroom instruction and assessment	Building and district teaching staff needing training on new or existing features of Illuminate.	Varies depending upon the district and training requested.
Instructional Supports			
Tiered System of Support Boot Camp (MTSS Boot camp)	Participants will increase their knowledge of the use of data for continuous improvement, use research based curriculum and instruction all while using data to problem solve for continuous improvement. Participants will also gain a historical perspective on the implementation of a tiered system of support across the county.	New Employees within our service area	1/2 day
Universal Design for Learning Training	Universal Design for Learning (UDL) is an approach to instruction that makes learning accessible to all students. UDL uses inclusive pedagogical strategies for course instruction, materials, content, and curriculum that benefit students with and without specialized learning needs. Session participants will become proficient in the core principles of UDL and walk away with specific tools and strategies that are immediately applicable to their classrooms. Content is based on research and materials from the Center for Applied Special Technology, (CAST) http://www.cast.org/udl/index.html	Building Leadership Teams, Classroom Teachers, Building Principals, Interventionists	3 days
Blended Learning in the Classroom	The goal of REMC Blended Learning in the Classroom (BLiC) is to guide participants in becoming an effective blended classroom instructor, as well as to provide a blended learning experience from which they can build/improve their own blended environment. Through the course, participants will explore effective blended teaching practices (pedagogies) and immediately apply their learning to their own environment. Teachers will learn about the power of formative assessment (effect size .90), relationships in the blended classroom (effect size .72), and feedback in the blended classroom (effect size .74)	Teachers	
Edcamp Mid-Michigan	EdCamp is a new conference model built on collaboration. Unlike traditional conferences, sessions are not planned or scheduled until the morning of the event using a scheduling board on which attendees can place an index card with their session on it. Sessions range from basic conversations around teaching methods to sharing digital projects and ideas. Many have a technology focus and include sessions about using technology in the classroom, however a technology focus is not necessary	Superintendents, principals, directors, counselors, teachers, special education teachers, and students	1 day
Leadership Academy	Continue to deepen our knowledge of John Hattie's research and its application to the School Improvement Process	District Leadership Team Members	5 Days

Capital Area Ed Tech PLN	Capital Area Ed Tech is a collaborative instructional technology network that currently includes teachers at all levels, instructional technology teachers, media center specialists, and administrators. A three-part series in October, February, and May	Teachers, IT Specialists, Administrators	3 Full Days
Educational Measurement – Basics of quantitative and qualitative assessment	Information coming soon		
District Data Review	Participants will examine the functionality of their academic and behavior systems across the district based on process and student outcome data to inform the District School Improvement Plan.	District Leadership Teams	3 Full Days
Building Data Review Elementary and Secondary Levels	Participants will examine the functionality of their academic and behavior systems within their building based on process and student outcome data to inform the Building School Improvement Plan.	Building Leadership Teams	3 Full Days each level
School Improvement	Technical support for the school improvement process	Leadership	As needed
High Priority/Focus Schools	Technical support	Leadership	As needed
John Hattie Body of work	Teacher Strand. Foundation work is focused on John Hattie's research and the principles of Visible Learning and visible teaching. The outstanding research involved millions of students and represents the largest ever evidence-based research into what actually works best in schools to improve learning.	Teachers	Full Day kick off, 2-3 sessions throughout the year
Literacy			
Reading Apprenticeship	Participants will learn how to integrate reading, writing, speaking and listening into their established curriculum. Teacher will examine their own reading processes in order to make that expertise available to their students.		3 full days
Supporting Low-Achieving Students in Content Area Classes	Participants will learn research-based instructional strategies that will increase access to text and improve literacy skills for low-achieving students in content area classes. This professional development opportunity is designed for secondary teachers.	Middle School	2 Days
Identification, Monitoring and Interventions for Tier 3 and Special Education Students	Participants will learn how to identify students reading below grade level, use data to identify student need and select appropriate interventions. Progress monitoring at the middle and high school level will be discussed. This professional development opportunity is designed for secondary teachers.	Secondary Teachers	2 Days
CCSS Writing for Elementary Teachers	Participants will learn about teaching writing for opinion pieces, informative text and narratives, with support from the most recent research on writing instruction. Strengthening of writing using planning, revising and editing will also be presented	Elementary Teachers	2 Days
CCSS Writing for Secondary Teachers	Participants will learn about teaching writing for supporting claims, informative/explanatory text, narratives and research projects, with support from the most recent research on writing instruction. Strengthening of writing	Secondary Teachers	2 Days

	using planning, revising, editing, rewriting or trying a new approach will also be presented.		
Mathematics			
Foundations of Mathematics	This series is designed for K-5 teachers and coaches interested in exploring foundational mathematics strategies. Outcomes will include improving personal number sense and supporting number sense development and procedural flexibility among K-5 students through a balance of procedural and conceptual knowledge.	K-5 Teachers, coaches	3 full days
Introduction to Math Workshop/Guided Math	This math training is intended for K-5 teachers and coaches interested in implementing and supporting a math workshop/guided model of instruction. Participants will learn how to establish four ability-leveled groups and rotate students through stations concentrated on differentiated core instruction. Participants will acquire resources for core lessons, formative assessments, online interactive activities, and games that are all aligned to the Common Core State Standards. Participants should plan to bring a laptop (preferred) or iPad for Internet-based resources at each session. 15 SCECHs available.	K-5 Teachers, coaches	3 full days
Math Interventions: Tiers II & III	Participants will be trained in how to use data to identify student need and match the intervention to student need. Trainings will be provided for various interventions (PALS, Rocket Math, online resources, etc.).	Teachers, coaches	
Ingham Mathematics PLC	The Ingham Mathematics Professional Learning Community (PLC) will provide participants the opportunity to network with other mathematics professionals and share best practices in core instruction, math interventions, and instructional strategies	Teachers, coaches	
Core 1 Foundations Training (Secondary)	This training focusing on teaching students a balance of procedural and conceptual skills through the Common Core State Standards and Mathematical Practices. An emphasis will be placed on lesson design that is accessible for all learners.	Algebra Teachers	2 days
An introduction to Standards Based Grading in the Mathematics Classroom	Participants will be introduced to the philosophy of standards based grading and then will be introduced to ways to slowly implement this philosophy in their classroom. The training will have a balance of learning and application time. It would be best to have a team of teachers attend this training together.	Teachers	2 days
On-site core curriculum implementation support	Specialized support to those districts who adopt or pilot new curriculum during the 15-16 school year.		Times and dates set by local district needs
On-site Algebra AIMS support progress monitoring	Follow up support to the initial Algebra AIMS progress monitoring training held during the 2014-2015 year. Support will be specific to each site that is using the Algebra AIMS and could focus on giving the tests or using the results of the tests		Times and dates set by local district needs
Researched Based Instructional Technology and Math	Participants will be introduced to John Hattie's high effect size practices and blended learning tools that can be used to enhance these practices. The webinar will focus on how the		Webinar and open lab series

Instruction (webinar and open lab series)	tool works and then participants will have the opportunity to come to an open lab session at the ISD where they can work on building activities using the tool to implement in their classrooms		
Mathematics PLC series	The Mathematics Advisory Group will provide participants the opportunity to network with other mathematics professionals. The focus of this group will be research and the application to the classroom	Teachers, Coahes	
TI Nspire Navigator Training	Specialized support to those districts who have access to the TI Nspire calculators and/or the TI Navigators. For those with Navigators, the emphasis will be placed on how they can be used for formative assessment in the mathematics classroom.	Teachers using TI Nspire	
Science			
STEM Training	In this training, participants will learn how to integrate project based STEM challenges to support the engineering design concept using readily available materials and connecting with the Next Generation Science Standards. Projects will integrate scientific principles with real world math application while supporting the concept of technology design. Participants will engage in hands-on experiences, as well as be provided with resources to embed STEM practices, computer coding, and 3-D modeling. Training is designed for coaches and K-8 teachers implementing STEM at the district/building level.	K-8 Teachers, coaches	2 full days
Social Studies			
Implementing the updated Social Studies Standards with the CCSS Standards for Literacy and Writing in History and Social Studies.	The updated social studies standards are designed to be fewer, clearer, and higher. This should allow for a more in-depth study of major topics in history, government, economics, and geography. What better way to learn about a social studies topic than to read primary sources or write about the topic? Participants will leave with strategies they can use to get their students reading and writing within the social studies classroom to help support the CCSS literacy standards.	Teachers	
Researched Based Instructional Technology and Social Studies Instruction	Participants will be introduced to John Hattie's high effect size practices and blended learning tools that can be used to enhance these practices. The webinar will focus on how the tool works and then participants will have the opportunity to come to an open lab session at the ISD where they can work on building activities using the tool to implement in their classrooms. A special emphasis will be placed on the FREE resources such as the PASST tests and digital textbooks that have been developed by Michigan teachers and consultants.	Teachers	Dates and Times set by local district needs
Updated standards implementation support at local districts	Specialized support to those districts who want to implement the updated Social Studies Standards during the 15-16 school year. The times, dates, and content of these sessions will be specific to each individual district. The sessions will delve deeper into conversations had at the initial updated standards training in June.	Teachers	Dates and times set by local district needs