



Upcoming Professional Development Opportunities

October

6	<i>Fall Data Review - Elementary</i>	9:00 - 3:30 PM	TEC ABC
8	<i>Math Core 1 Foundation-Grades 6-8</i>	9:00 - 3:30 PM	MCH
13	<i>Literacy Advisory Group MS/HS</i>	4:00 - 5:00 PM	TEC 302
14	<i>Fall Data Review - Secondary</i>	9:00 - 3:30 PM	TEC ABC
15	<i>CHAMPS (day 1)</i>	9:00 - 3:30 PM	TEC 302
15	<i>TLT: Kevin Feldman</i>	9:00 - 3:30 PM	TBD
16	<i>TLT: Kevin Feldman</i>	9:00 - 3:30 PM	TBD
17	<i>TLT: Kevin Feldman</i>	9:00 - 3:30 PM	TBD
21	<i>STEM Training</i>	9:00 - 3:30 PM	TEC 302
23	<i>Math Core 1 Foundation-Grades 9-12</i>	9:00-3:30 PM	TEC 302
23	<i>PBIS Coaching Classroom Management</i>	9:00 - 3:30 PM	TEC ABC
24	<i>Fall Data Review - District Level</i>	9:00 - 4:00 AM	TEC ABC
28	<i>Adolescent Literacy-Use of Research Based Strategies for Low Performing Students in Content Area Classes Day 1</i>	9:00 - 3:30 PM	TEC 302

November

4	<i>DiSC (day 2)</i>	9:00 - 3:30 PM	TEC 302
10	<i>Establishing a Behavior Response Team</i>	9:00 - 3:30 PM	TEC ABC
11	<i>Math Core 1 Foundation -Grades 9-12</i>	9:00-3:30 PM	TEC 302
12	<i>Math Core 1 Foundation-Grades K-1</i>	9:00 - 3:30 PM	TEC 302
13	<i>Math Core 1 Foundation-Grades 2-5</i>	9:00 - 3:30 PM	TEC ABC
19	<i>Math Core 1 Foundation-Grades 6-8</i>	9:00 - 3:30 PM	MCH
20	<i>Leadership Academy</i>	7:30-10:00 AM	TEC ABC

Data Review Work Days

Elementary October 6
Middle School/High School Oct. 14
District Data Day – October 24

MIBLSI 2014
COACHING CONFERENCE

FOCUSING ON SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (SW-PBIS)

DECEMBER 11 - KEYNOTE: ROB HORNER, PH.D
CO-DIRECTOR, TECHNICAL ASSISTANCE CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

DAY 1 TARGET AUDIENCE: INDIVIDUALS WHO ARE NEW TO SCHOOL-WIDE PBIS AND/OR NEW TO COACHING SCHOOL-WIDE PBIS

DECEMBER 12 - KEYNOTE: LUCILLE EBER, ED.D
DIRECTOR, ILLINOIS-MIDWEST PBIS NETWORK

DAY 2 TARGET AUDIENCE: INDIVIDUALS (NEW OR NOT NEW TO SW-PBIS) INTERESTED IN LEARNING ABOUT COLLABORATIVE PARTNERSHIPS TO SUPPORT IMPLEMENTATION OF SCHOOL-WIDE PBIS

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Instructional Supports Update

A message from Kevin Feldman:

- I'd like to share a FREE class you can take online course, MOOC (Massive Open Online Course) with some of our nation's leading researcher/thinker/does in terms of improving classroom Academic Language/Classroom discourse.
– I did this class last Fall and learned tons - super practical while using cutting edge research in this "hot topic"... plus the level of sharing by participants was rich indeed... (I must admit to being more of a voyeur - and not nearly as active as many of the students, but even this level of participation found valuable!)

*** There is also a version of this for elementary folks - same website... ***

Sign up at: <https://novoed.com/classroom-conversations-secondary-fall-2014>

Greetings fellow "Adolescent Literacy Project" Colleagues,

I realize we are all in different places regarding the level of Public Practice (Learning Walks, Peer to Peer Observation, Video feedback, etc.) as we continue to explore how to improve the instruction across the grade levels and content areas at our schools. *I would urge you to encourage experienced TLT teachers to assist site/district/regional admin in leading this effort by:*

- Opening your classroom doors for other colleagues to observe - give feedback etc.
- Participate in Learning Walks - modeling how to give/receive respectful-meaningful-actionable feedback
- Take risks by going first - volunteering to video yourself teaching and share the results, share your videos
- Posing thoughtful questions/leading "wonderings" and inquiry at your PLC and faculty meetings
- Continuing to model "lifelong learning" no matter how many years you've taught!!

Constructive Classroom Conversations: Mastering Language for College and Career Readiness (Secondary)

The Common Core State Standards and Next Generation Science Standards emphasize improving the quality of student-to-student discourse as a major feature of instruction. The new standards specifically describe the importance of students understanding the reasoning of others and engaging in meaningful conversations using evidence for claims. Yet this type of student-to-student interaction tends to be rare in classrooms. Common classroom teaching activities such as whole class discussions, jigsaws, and think-pair-shares can have the appearance of constructive interactions, but they often do not provide adequate opportunities for all students to engage in back-and-forth dialog. This short course looks closely at student-to-student conversations and addresses ways to improve students' abilities to engage in the types of interactions described in the new standards.

This course consists of four main sessions with three weeks between each session in order to provide extra time for application and reflection. The learning in this course relies heavily on participant contributions and comments, especially in the team collaboration setting. Participants will be expected to complete both team and individual assignments for all sessions. The sessions and assignments are designed for participants who teach or have access to classrooms in which they can gather samples of students' conversation during lessons. Finally, we include resources and tasks for instructional coaches and others who support teachers and build school-wide capacity.



**Ingham Intermediate
School District**
A Regional Educational Service Agency