



## Walden Green Montessori District Provided Professional Development (DPPD) 2022-2023

Our district provides professional development experiences which:

- ▶ Serve the purpose of increasing student learning
- ▶ Align with our school improvement plan
- ▶ Are planned, ongoing, and intensive
- ▶ Are supported in some way by the school

Focus/Topic/Title	Tentative Date(s)	Hours/SCECHs
School Improvement Sessions	October - May	25
Professional Learning Community (PLCs)	September - May	8
ABA Training via Michigan Virtual University	August	2
Revealing the Reading Brain	August	1
Orton Gillingham Training	August - October	10
Montessori Education Sessions	September - May	6
Student Behavior & Classroom Management Sessions	September - May	6
Instructional Strategies Sessions	September - May	6
American Montessori Society National Conference	March	20
Montessori Teacher Training	September - June	up to 100
<b>TOTAL</b>		<b>up to 184</b>

**Walden Green professional development advances our school's vision, mission and values:**

*Vision: Love of Learning. Freedom to Fly.*

*Mission: Develop curiosity, creativity and character. Foster independence and social responsibility within a community framework. Inspire the love of learning independently and collaboratively. Highlight global justice, fairness and peace.*

*Values: Compassion, Curiosity, Creativity, Inclusive, Integrity*

Staff members will participate in the Michigan's Integrated Continuous Improvement Process. They will partake in assessing our school's needs and planning goals/ strategies accordingly. Staff will implementing school improvement action plans and monitor/adjust/evaluate as needed. The WGM Continuous Improvement Team will:

- Create MICIP data stories
- Analyze root causes using the “5 Whys” or “Fishbone” process
- Articulated a concise “challenge” statement (if X, then Y)
- Established a S.M.A.R.T. Goal (specific, measurable, attainable, results-bound, and time-bound)
- Selected an overarching strategy and activities
- Evaluate implementation and effectiveness of the plan

Walden Green PLCs promote efforts to improve results in terms of school and system culture, teacher practice, and student achievement. A Professional Learning Community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. Professional Learning Communities tend serve to two broad purposes:

- 1) Improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue.
- 2) Improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

Professional Learning Communities meet regularly to question, reevaluate, refine, and improve teaching strategies and knowledge.

Furthermore, Walden Green is committed to the principles of Montessori. From Dr. Montessori’s developmental principles of the Human Tendencies, Four Planes of Development, Sensitive Periods, Adaptation, Normalization, Activity, Movement and Senses, and Unique Construction concerning how children learn and construct themselves, Dr. Montessori created a framework and a set of strategies on how to optimize a child’s intellectual, emotional, physical, social, and moral development by accepting the child’s internal growth process. These practices form the basis of all activity that is found in a Montessori setting. To ensure that these principles are fully integrated into Walden Green, it is the best interest of both the students and teachers that teachers are fully trained as Montessori teachers.

Montessori training programs and onsite professional development ensure Walden Green teachers:

- *Acquire practical skills and knowledge for success as a Montessori educator*
- *Develop solid understanding of Montessori methodology*
- *Advance their teaching skills and practices as they relate to the Montessori method*
- *Develop a solid knowledge base of childhood development within the framework of Montessori philosophy*

“Montessori Education Sessions” support WGM staff members to be lifelong learners, continually seeking new opportunities to enrich their Montessori practices and stay current with the latest developments in the field. Each session will entail videos to view, as well as reflections for the participants to discuss. Sessions are designed as an introduction to Montessori for those new to the methodology and also enrichment/continuing education for veteran Montessori teachers.

The “American Montessori Society National Conference” is a three day event to connect, engage, explore, discover - and experience joy and purpose with thousands of other Montessori advocates from around the world. The “Montessori Event” is the largest Montessori conference. WGM staff join Montessori educators from around the globe for impactful workshop presentations, inspired community networking opportunities, renowned keynote addresses, a robust exhibit hall, and much more.

“Student Behavior and Classroom Management Sessions” provide WGM staff members with ongoing training in the areas such as:

- *Conscious Discipline*
- *School-wide Behavior Rubric System*
- *MTSS Behavior Interventions*
- *Functional Behavioral Assessments*
- *Full Functions of Behavior*
- *Individualized Behavior Supports*
- *Reinforcement Systems*
- *Restorative Circles*
- *Seclusion and Restraint*
- *Strategies for Behavior Intervention*
- *Teaching New Skills*
- *Rethinking Challenging Kids*
- *Understanding and Using Reinforcement*
- *The Problem with Praise*
- *Tight Transitions*
- *Understanding Freedom within Limits*

“Instructional Strategies Sessions” provide WGM staff members with ongoing training in the areas such as:

- *Explicit Instruction*
- *Gradual Release Model*
- *Collective Teacher Efficacy*
- *Creativity in the Classroom*
- *Raise Emotionally Intelligent Children*

- *Student Led Classroom Initiatives*
- *Methods for Inspiring the Students of the Future*
- *What Makes a Good Teacher Great*
- *Why Teachers Teach But Kids Don't Learn*
- *Top 4 Class Management Tips*
- *Chat Stations for Class Discussion*
- *Distract the Distractor (Strategy)*
- *How to do a Fishbowl (Strategy)*
- *How to Play Crumple and Shoot (Strategy)*
- *How to Talk with Elementary Children*
- *Teaching Text Structures for Non-Fiction Reading*
- *The In-Class Flip (Strategy)*
- *The Jigsaw Method*

“Orton–Gillingham” is a teaching approach that was designed to help struggling readers. It explicitly teaches the connections between letters and sounds. It introduced the idea of breaking reading and spelling down into smaller skills involving letters and sounds, and then building on these skills over time. Orton-Gillingham Training includes:

- *The nature of the dyslexic learner*
- *Understanding the neurobiology of reading*
- *Understanding of reading development from decoding to reading for knowledge*
- *The OG Approach: principles and knowledge of lesson plan design*
- *Knowledge of the history and structure of the language*
- *Knowledge of the basic assessment measures*

“Revealing the Reading Brain” is a training by Michelle Elia, Ohio Literacy Lead, who provides an overview of the reading process in the brain with connections to classroom practices to build strong neural networks that promote reading acquisition for all students.

“Applied Behavior Analysis in Schools” is a virtual course developed by Amy Matthews and Stephanie Dyer of Statewide Autism Resources and Training (START). This course was designed to provide an overview of Applied Behavior Analysis (ABA), including what it is and how it is used in schools, build awareness and understanding of ABA, and address current questions and concerns from districts, intermediate school districts, parents, and advocates. ABA in Schools is full of highly relevant information for general and special education teachers and administrators who work with students with disabilities in their continued efforts to ensure positive outcomes for students with disabilities. During this course, participants will learn several ways ABA can be applied in schools, strategies for strengthening the use of ABA practices for all students, how ABA is used in specific educational programs, and how to invest in preparing staff to use ABA effectively. This course was developed to be flexible in its use, as both a stand-alone, self-paced course and as a supplement to in-person or blended learning opportunities.

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Focus/Topic/Title	Tentative Date(s)	Hours/SCECHs
School Improvement Sessions	October - May	25
Professional Learning Community (PLCs)	October - May	8
ODC Outdoor Education Training	August	2
Dyslexia Intervention Training for Tier II - Tier III	August	3
Mindfulness Foundations Training	August-December	10
Mindfulness in the Classroom (201 Course)	August-December	16
F.A.S.T. Reading Intervention Program Training	August - October	12
NWEA MAP Growth Virtual Coaching Sessions	August - June	10
Montessori Teacher Training	September - June	up to 100
<b>TOTAL</b>		<b>up to 186</b>

