Subcommittee Four: Professional Learning

The purpose of this committee is to offer feedback on professional development designed to enhance the knowledge and skills of our faculty, staff, students, and families to better meet the needs of our learning community. The committee will receive training in restorative practices for educators and will help us determine if/when/and how we can roll these practices out to the district at large.
Appreciative Inquiry
People collectively have unique gifts, skills and contributions: through inquiry and dialogue we articulate a future leveraging existing strengths within our school

Reflecting
The best of what is and what makes it that way. Intentionally highlight the strengths of our district

Connecting
Connect to best practice research

Deciding
What could be the ideal vision for the future? Through communication and dialogue, create a sense of what is possible.

Doing
Design a plan to realize the vision based on best practices and create a roadmap to the possibility. What relationships best support the dream? What are our commitments to the next steps for our district community?
### 2022-2023 Collective Agreements

<table>
<thead>
<tr>
<th>How do we want to feel when we come together?</th>
<th>What actions will we take to ensure we feel that way?</th>
<th>How will we react when someone makes us feel other than the way we want to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heard</td>
<td>Make it about our kids</td>
<td>Pause and take a breath</td>
</tr>
<tr>
<td>Respected</td>
<td>Ask questions</td>
<td>Remember this is for and about the kids</td>
</tr>
<tr>
<td>Energized</td>
<td>Be prepared</td>
<td>Know what your purpose is for speaking</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Listen to hear not to respond</td>
<td>Model the tone and respect you want to feel</td>
</tr>
<tr>
<td>Validated</td>
<td>Be self-aware and other aware</td>
<td>Speak in “I feel…” statements</td>
</tr>
<tr>
<td>Secure</td>
<td>Be guided by facts</td>
<td>Ask for clarity and support</td>
</tr>
<tr>
<td>Safe</td>
<td></td>
<td>Ask clarifying questions</td>
</tr>
<tr>
<td>Challenged</td>
<td>Know it's ok to disagree</td>
<td>Reflect back to the other person “I’m hearing you say…” and “I feel…”</td>
</tr>
<tr>
<td>Understood</td>
<td>Listen to understand, not to respond</td>
<td>Pause, take a breath before reacting</td>
</tr>
<tr>
<td>Helpful</td>
<td>Be supportive and affirming</td>
<td>Gather more information and ask for the story behind the emotion</td>
</tr>
<tr>
<td>Engaged</td>
<td></td>
<td>Go back to a point of agreement— that’s not our norm</td>
</tr>
<tr>
<td>Curious</td>
<td>Be willing to change perspectives and understand other points of view</td>
<td>Address it— that’s not our norm</td>
</tr>
<tr>
<td>Accepted</td>
<td>Be accountable for our actions, words and behaviors</td>
<td>Don’t leave without sharing your thinking</td>
</tr>
<tr>
<td>Proud</td>
<td>Challenge ideas, not people</td>
<td></td>
</tr>
<tr>
<td>Productive</td>
<td>Show kindness by being firm on issues and soft on people</td>
<td></td>
</tr>
<tr>
<td>Open-Minded</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Warm up

Tell us a story of conflict resolution in your own life. What went well? What do you wish went differently? What did you learn from the experience?
Book Club

13 members so far - Begins Monday April 17 at 4:00pm
Support our ELL Population
- provide training and resources to build staff capacity to optimize educational outcomes for ELLs
- provide research-based, culturally responsive instruction and intervention for ELLs

Proactively Support Students
- implement tiered levels of supports with increasing intensity of interventions
- provide multiple opportunities to address learning gaps within the classroom

Promote Positive Social-Emotional & Behavioral Outcomes in All Students
- continue to focus on “the whole child” by layering in SEL data alongside academic and behavior data,
- embed universal SEL-specific supports into Tier 1 instruction,
- use of small group/individual instruction or restorative practices for more targeted interventions

Ensure Educational Equity
- remove barriers that hinder student learning
- guarantee that every student has access to the educational resources and rigor they need throughout their education

Build Partnerships with Students’ Families
- build infrastructure to communicate and work with families
- actively engage families in problem-solving when their children need additional support

Increase Achievement in Literacy and Mathematics
- strengthen Tier 1 core instruction
- provide targeted interventions to address identified gaps
- focus on teaching the student vs. the curriculum

Infuse Collaborative Inquiry into Team Meetings
- identify learning gaps, causes and generate solutions
- implement, monitor and achieve results
- promote a collective responsibility for student learning

Provide Professional Learning Opportunities That Align Across the Schools/District
- build data fluency
- build knowledge around assessments, data-based problem-solving, multi-tiered instruction and interventions
Restorative Practice

Social & Emotional Learning

- Self-Management: Managing emotions and behaviors to achieve one's goals
- Self-Awareness: Recognizing one's emotions and values as well as one's strengths and challenges
- Social Awareness: Showing understanding and empathy for others
- Relationship Skills: Forming positive relationships, working in teams, dealing effectively with conflict
- Responsible Decision-Making: Making ethical, constructive choices about personal and social behavior
Community Building: 100% student population (15%)

Restorative Processes: Supported Re-Entry (5%)
<table>
<thead>
<tr>
<th>Building Relationships: All students and staff</th>
<th>Restorative Conversations Response to minor conflict</th>
<th>Restorative Conferences Response to major conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affective Statements/Questions Community Building Circles</td>
<td>Brief Restorative Interventions</td>
<td>Classroom Reentry Circles</td>
</tr>
<tr>
<td>Norm Setting/ Academic Circles</td>
<td>Problem Solving Circle</td>
<td>Restorative Pre-Conference, Conference and Agreement</td>
</tr>
</tbody>
</table>
Tier One: Building Relationships
Tier One: Building Relationships
Planning Considerations

I LIKE

I WONDER

I WORRY
Tier Two: Restorative Conversation
Tier Three: Restorative Conference Phase One
Tier Three: Restorative Conference Phase Two
Planning Considerations

I LIKE

I WONDER

I WORRY
Thank Yous & Exit Ticket