Must Do

• Memo the Memo-able
• One Focus
• Clear Goals
• Activity

Reach All Audiences

• Agenda
• Connect to big picture
• Invite participation
• Use stories
• Reflect
• Cite sources
Structuring Professional Development

• Choice
• Activity
• Sharing of experience
• Problem-solving
• Connecting with others

Faculty Meeting

Goal: To model embedding developmentally appropriate academics into Responsive Advisory Meetings

• Arrival Welcome – Greet staff as they come in, using their name
• Announcements – Set the tone for working collaboratively
• Acknowledgments – Righty-Lefty: say “hello” to those sitting near you
• Activity – Read an article focused on the topic of the meeting. Use a strategy from Energize your Meetings! such as Say Something, One-Sentence Summary, or Quick Text Analysis

Morning Medleys

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Medley</th>
<th>Facilitators</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/26/12</td>
<td>Report Cards</td>
<td>Gary &amp; Team</td>
</tr>
<tr>
<td>11/1/12</td>
<td>Choral Chat – SRMC questions and answers</td>
<td>Gary &amp; Team</td>
</tr>
<tr>
<td>11/3/12</td>
<td>Technology in the Classroom – using your iPad</td>
<td>Gary &amp; Team</td>
</tr>
<tr>
<td>11/16/12</td>
<td>Guided Reading – Getting It Right</td>
<td>Nicole &amp; Amy</td>
</tr>
<tr>
<td>11/30</td>
<td>Class Meetings when something isn’t working</td>
<td>RC subgroup</td>
</tr>
<tr>
<td>12/7</td>
<td>Co-Teaching, Co-Planning</td>
<td>Christine/Jenni/Michelle</td>
</tr>
<tr>
<td>12/14</td>
<td>Wellness @ the Holidays</td>
<td>Christine &amp; Ryan</td>
</tr>
<tr>
<td>12/21</td>
<td>Staff Breakfast</td>
<td>Upper Team (3-6)</td>
</tr>
<tr>
<td>12/28</td>
<td>Favorite Apps Medley</td>
<td>Gary &amp; Friends</td>
</tr>
<tr>
<td>1/11</td>
<td>Technology Medley – iPad</td>
<td>Medley</td>
</tr>
<tr>
<td>1/18</td>
<td>TAT: How to Bullyproof Your Classroom (Chapter 1)</td>
<td>Janet, Kristen, Michelle</td>
</tr>
</tbody>
</table>
**Structuring Professional Development**

- Choice
- Activity
- Sharing of experience
- Problem-solving
- Connecting with others

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**Faculty Meeting: Literacy**

**Goal:** To brainstorm ideas on how we can embed current literacy goals into Morning Meetings
- **Greeting:** Mix and Mingle
- **Sharing:** Partner/small group
- **Activity:** Grade-level work
- **Message:** Used to initiate and reflect learning

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**Faculty Meeting: Catch-Up**

**Goal:** To provide an update/overview of various committee work happening throughout the school/district
- **Arrival Welcome:** Give each participant an index card as they enter
- **Announcements:** New learning, how it all connects to the big picture
- **Acknowledgments:** Partner greeting and sharing of committee work
- **Activity:** Committee updates, then Maître d’
Faculty Meeting: Problem-Solving

Goal: to generate solutions to a problem facing the learning community

- Greeting: Group Find
- Sharing: Group conversation about the message question
- Activity: Structure vertical team problem-solving session
- Message: Reflect at end of meeting—how will we know if our solutions are working?

RCLC Session

Goal: To provide leaders with ideas, strategies, and information to help them plan effective professional development sessions for their staff.

- Audience Preference Activity
- Direct Presentation
  - Designing Professional Development
  - Must Do
  - Reaching All
- Examples of Professional Development
- Application

Reflect...

- Which of these meetings is one that you could use as a starting point to address professional development topics you need to cover?
- What modifications would you make to meet the needs of your staff?
### Presentation Preferences

<table>
<thead>
<tr>
<th>Friend</th>
<th>Professor</th>
</tr>
</thead>
</table>
| • I want the story of the person’s experience  
• I like engaging with others over the material  
• I want my presenter to make personal connections  
• I like choosing and relating the topic to myself and others through hands-on/group activities  
• I prefer presentations that attend to my feelings | • I want the facts behind what’s being taught  
• I like demonstrations, experts giving information, and quotes  
• I want mastery and competence in my presenter  
• I like sequence, overt organization, and a detailed bibliography  
• I prefer presentations that engage me with the facts |

<table>
<thead>
<tr>
<th>Scientist</th>
<th>Inventor</th>
</tr>
</thead>
</table>
| • I want the concept and then the data to back it  
• I want to examine and question the information and hear the answers  
• I want a presenter who will help me understand and comprehend  
• I like structure, organization, and being able to make inquiries  
• I prefer presentations that allow me to formulate ideas | • I want the big picture and room to create the details  
• I want to work (individual or group) to reorganize what is known and make new connections  
• I want a presenter who will let me adapt, modify, extend, and explore  
• I like regrouping the information into new and different arrangements  
• I prefer presentations that show me all that is possible |

Adapted from *How to Make Presentations that Teach and Transform* by Garmston & Wellman, ASCD, Alexandria, VA.

Designing and Leading Professional Development, RCLC 2017