

AMSTI USA 2021-2022 ACLD Approved PLU Sessions



PLUACLD937

PLUACLD915

PLUACLD914

PLUACLD936

Standard 2

Standard 2

Standard 1

Standard 3

**Leading in an
AMSTI School**

**Leading a High
Reliability School**

**Leading Coaching
in Mathematics
Education**

**Building Collective
Efficacy in Your
School**

AMSTI methodology and processes for administrators at new AMSTI schools or for new administrators at AMSTI schools

Exploration of the indicators and processes of the High Reliability School model by the Marzano group

Provide leadership guidance and support to building and district administrators working with school-based math coaches

Introduction to collective efficacy and strategies to build it in schools

Leading in an AMSTI School

The purpose of this professional study is to provide learning of AMSTI methodology and processes for administrators at new AMSTI schools or for new administrators at AMSTI schools who have never been through AMSTI administrator training. Administrators will learn about instructional shifts classroom teachers make after they attend an AMSTI training, learn about the operations of an AMSTI materials center to have a better understanding of the logistics of the initiative, and learn about the latest research that supports best practices in math and science instruction and look for evidence of these practices in their schools.

Requirements of this professional study will include the following:

1. Attend two days of an AMSTI Teacher level professional learning
2. Jan 20 8:30-11:30 at AMSTI materials center.
3. Feb 17 12:00-3:00 at an AMSTI math school focusing on best practices in mathematics instruction.
4. Feb 24 12:00-3:00 at an AMSTI science school focusing on best practices in science instruction.
5. Complete a final reflection on the growth.
6. Complete a post-plan of action.

Leading Coaching in Mathematics Education

The purpose of this professional study is to provide leadership guidance and support to building and district administrators who will be working with school based math coaches (or similar terminology for staff who are coaching math educators).

1. 2-day session (October 27-28) where the administrator and school based coach are introduced to the roles and responsibilities of a coach, the administrator, and the district. Administrators explore ways to support coaches in their school and/or district.
2. Create and meet with a Math School Improvement Team (MSIT) consisting of the building administrator, math coach, and lead teachers to create a vision for mathematics education in the school. The MSIT will support the administrator and coach in moving math instruction forward in the school, lead and/or help facilitate a math data meeting to analyze trends and to set goals for improving student learning, conduct classroom visits to gather evidence on the state of mathematics instruction in the school and to use the evidence to plan support of math instruction in the school.
3. Collaborate with AMSTI Site Administrators as needed/desired to support the school coaching culture. (Scheduled at your request and as available)
4. Participate in a final meeting (May 19) with other administrators with building-based coaches to collaborate, reflect, and make plans for continuing a coaching culture.

AMSTI ACLD PLU Abstracts

Leading A High Reliability School

The purpose of this professional study is to introduce LEA and school leaders to some of the indicators and processes of the High Reliability School model by the Marzano group. This professional study will provide an overview of all five levels of the High Reliability School model but take a deep focus on the third level which involves a "Guaranteed and Viable Curriculum"

This study includes:

- Feb 2 8:00 - 3:00 HRS Overview session led by AMSTI Director
- 3 follow-up sessions to learn more about offering a guaranteed and viable curriculum with tools that can be utilized to evaluate for high quality instructional materials Feb 22, March 22, March 29 from 8:30 - 11:30

Building Collective Efficacy in Your School

The purpose of this professional study is to introduce leaders to collective efficacy and to learn strategies to put collective efficacy in place. The study will utilize the following book as it's primary focus: *Leading Collective Efficacy: Powerful Stories of Achievement and Equity* by Stefani Hite and Jenni Donohoo (2021).

The requirements of this professional study include the following:

1. Participate in four face-to-face learning sessions up to 3-hours in length.

October 19 12:00-3:00

November 2 12:00-3:00

November 17 12:00-3:00

December 3 12:00-3:00

2. Participate in an asynchronous Google classroom to view more in-depth articles and information to support learning
3. Develop a framework of action steps that will put structures in place in the school environment to promote collective efficacy.
4. Examine possible professional learning community opportunities in the school environment to help improve collective efficacy
5. Reflection and journal activities to document learning and growth over the course of the study