

The Metro Bureau has secured the services of five outstanding presenters to assist your district in its professional development offerings. Many of our member districts requested our support in shaping sessions that would be appropriate to use either for their scheduled PD day, or, for those districts who had plans in place already, for use at a later date. Some districts saw the value of building administrators using the content of the keynotes to spark school site interactions, so we will make sure principals have access to the keynotes to plan their segments by March 3, 2021.

You can count on up to six recorded tapings of 60-90 minutes duration each as you apply for SCECHs/DPPDs and structure your PD day. You also can make the offerings available to staff at their leisure and they can count them toward the clock hours of PD they need to complete this year.

## Following are the presenters, a description of their keynotes, learner outcomes and biographical information.



Presenter: **Anthony Colannino**

Keynote: ***Culture Curation a Foundation for Social Emotional Learning***  
(60 minutes)

Too often social emotional learning (SEL) can feel like an add-on to the academic learning of students and many times isn't even considered for staff and leaders. In fact, the social emotional well-being of everyone within a school or a district should be priority number one. But how can leaders and teachers create environments that are both academically and psychologically safe as well as open to everything from remediation to challenge? It's in the culture educators from classrooms to boardrooms curate with those they serve.

Culture curation starts with a curiosity and wanting to know your students, colleagues, staff members or fellow leaders. Once we begin to know each other, a belief in everyone's ability to learn and grow is sparked. From this belief there are mindsets to cultivate, behaviors to model and narratives to collect and share. Building off of his Fall ED Camp offering, Anthony will concentrate on the first steps of curation and the power of planning, encouraging, modeling and sharing the story of us - leader, educator and student narratives that connect to mission, vision and culture. Taking these initial steps in culture curation can eventually lead to accelerated learning for all.

### Learning outcomes:

The difference between curating a culture and simply collecting or creating one.

Three steps educators can take the very next day to improve culture, achievement and growth: 1) Gauge your current culture and climate by asking 2) Define and explain the values of your classroom, school and/or district 3) Share the stories that exemplify your values and recognize them when they occur in real time in your learning environment.

**Bio:** Anthony Colannino was a teacher and principal in Boston and the metro area for 17 years. For the past six years, he's traveled more than 600,000 miles delivering keynotes, professional development and leadership coaching to schools across the country. This April, his first book, *Leading with Head and Heart: A Practical Guide to Elevating the School of Today – and Tomorrow*, will be published by Houghton Mifflin Harcourt.



Presenter: **Anthony Tuf Francis**

Keynote: **Core Teaching Practices: Improving Our Profession Through Coherence and Collaboration** (60 minutes)

This presentation describes a new and innovative direction for teacher learning recently adopted by the state of Michigan: Core Teaching Practices and practices-based teacher education. Architects of teacher education programs have heard the resounding calls from teachers for a more valuable and practical teacher education, one that is more deeply embedded in their everyday work. Further, school districts have called for professional development on equity and justice-based practices as they serve a wider range of children and families. Core teaching practices represent mediation in both of these areas, with a turn toward a more practical and equity-based form of teacher learning. Though efforts to target these core teaching practices were originally developed for initial teacher education, collaborative work with long time veteran teachers shows that we all benefit in clarifying and naming the work we've learned through years of personal research and experience. This session begins with an overview of Michigan's turn toward Core Teaching Practices, and what it means for teaching and schools. This session ends showing Oakland University's interpretation of this model of teacher learning, with a focus on one specific practice: Leading Group Discussion. We will break down this practice into learnable, component parts and show some ways teachers can both elicit and utilize student ideas, making their classroom a more democratic and equitable environment for all.

#### Learner Outcomes:

- **Improving our instructional practice.** Even the most experienced teachers can improve their art and craft of teaching. This back-to-basics workshop focuses our attention and energy on research-based, equity-minded teaching practices (i.e., Leading Group Discussion & Eliciting and Interpreting Individual Student Thinking) that help all students learn more effectively. Teachers will leave this session with a clearer understanding of core teaching practices and clarity on one specific practice: Leading Group Discussion.
- **Build a stronger community and deeper collaboration within and across schools.** Teaching has long been an individualistic profession, lacking both a common professional language and structures that enable collaboration. Core Teaching Practices is a state-led initiative that has the potential to provide teachers with both a common vocabulary for the work they do each day and common reference points by which to discuss and improve their practice together. These core practices can become the basis of building-wide collaboration and instructional improvement.
- **Include participants in the statewide conversation about Core Teaching Practices.** Directives from the state are often viewed as an over-reach of government responsibility into our profession. Yet, this state-led initiative of core teaching practices was developed by veteran teachers and scholars specifically for teachers. By design, however, this work requires continued collaboration across schools and universities to keep breaking new ground and improving our understanding of teaching. In short, we need teachers' involvement to improve the work. Further, understanding and proficiency with these core practices have offered inservice teachers leadership opportunities across these stakeholders. This workshop is an invitation into this critical conversation.

**Bio:** Anthony Tuf Francis, Ph.D. is an Associate Professor of Teacher Development and Educational Studies at Oakland University and is coordinator of the secondary teacher education program. He received his B.Ed. from the University of Toledo in 1996 and taught history and social studies in Toledo Public Schools from 1997 – 2007. He received his M.Ed. in Curriculum and Instruction from Bowling Green State University in 2005, and his Ph.D. in Teaching and Teacher Education from the University of Michigan in 2013. Currently, his research focuses on initial teacher preparation and teacher education programmatic development, focusing on the development of skilled instructional practice in novice and inservice teachers.



Presenter: **Stephanie Grant**

Keynote: ***Strategies to Support the Development of Self-Regulation in the Classroom*** (90 minutes)

In this keynote, Dr. Stephanie Grant will discuss practical strategies education staff can use to support the development of self-regulation in their students. Many students struggle with the developmental skill of self-regulation, especially now, when there are so many stressors that pile on top of them. This skill is often especially lacking in our students with histories of trauma and stress or those that have special education needs. Yet the ability to self-regulate is important to success in the academic environment – allowing students to calm, focus, and learn. Dr. Grant will discuss how self-regulation develops but will also spend time discussing strategies that can be used by any adult in the school environment to not only encourage the development of self-regulation but to prevent behavioral escalations.

**Learner Outcomes:**

- Participants will learn how coregulation is necessary to the development of self-regulation.
- Participants will learn at least three strategies they can use in an academic setting to encourage the development of self-regulation.

**Bio:** Stephanie is trained as a Developmental Psychologist and is licensed as a Professional Counselor. She currently works as the Director of Community Education and Advocacy at Developmental Enhancement in Holland, MI. She has separate Masters degrees in Marriage and Family Therapy and Psychology and a Ph.D. in Lifespan Developmental Psychology. Her clinical and research interests focus on working with infants and children with attachment concerns and trauma histories, specifically those who have adoption or foster care backgrounds. She has worked as a clinician, professor, and researcher. She has also parented biological, adopted, and foster children.



Presenter: **Robert A. Martin**

Keynote: ***Tune-In? Tune Out? or Tone Deaf?*** (60 minutes)

During this presentation, Dr. Martin will guide participants through his Transformational Continuum. The Continuum is designed to encourage educators to reflect on their internal running melody regarding racial and cultural differences. One's internal rhythm determines their external behaviors and decisions. The Transformational Continuum aims to assist educators in building coherence between racial reflection and acceptance of students and families from different races.

**Learner Outcomes:**

- Understand the dissonance involved in moving through racial complexities toward a mosaic harmony.
- Accept their fear of the unknown and choose to grow.
- Embrace their individual and collective educator role in creating Transformational Communities in their classrooms and schools.

**Bio:** Dr. Martin is a native Michigianian. He is a graduate of the prestigious Cass Tech High, University of Michigan, Wayne State University, and Oakland University. He has a vast educational background ranging from public, private, urban, and rural leadership experiences. In the educational arena, he has served as a middle and high school teacher, a building administrator, a central administrator, a university professor, and consultant. Dr. Martin has many interests and hobbies. Recently in the community, he was named Artistic Director Emeritus of the semi-professional Madrigal Chorale ensemble. In the academic stratosphere, Dr. Martin's research interests currently include societal and achievement annuities; student engagement, and leadership.



Presenter: **Dave Stuart Jr.**

Keynote: ***The Will to Teach: Navigating Workload and Pressure on the Path to the Flourishing Lives in Education*** (60 minutes)

Around the nation, droves of educators are nearing their wits end after an unprecedentedly challenging twelve months on the job. The difficulties of pandemic pedagogy, near-constant uncertainty, compassion fatigue, and high stakes for students have taken their toll on our sense of well-being and efficacy.

The good news is that this is still the best work in the world. Even better, there are fundamental principles for building a flourishing career in education -- methods for maximizing our impact without burning ourselves out in the process. In the work that lies ahead of us in 2021 and beyond, we'll need these timeless principles more than ever. In this session, we'll examine those principles and their practical applications in our lives and careers.

**Learner Outcomes:**

- A deeper understanding of how to disrupt the workload/pressure cycle.
- Practical methods for enhancing teacher long-term flourishing while improving classroom outcomes.
- Generous encouragement to do the work of self-leadership well -- for our sakes and the sakes of the students in our care.

Presenter: **Dave Stuart Jr.**

Keynote: ***More Learning, Less Stress: A Simpler, Deeper Science of Motivation and How It Can Make Schools Better for All Stakeholders*** (60 minutes)

Around the United States, teachers are experiencing a deepening problem: more and more students are not motivated by school. While this is most acutely felt in secondary settings where more students present either apathetic or grade-driven attitudes toward school -- both of which are problems of motivation -- it is a K-12 issue.

The good news? This is a solvable problem -- especially when teachers work together vertically from a shared understanding of how five key beliefs shape student motivation. Even better, research has given us efficient, evidence-informed methods for influencing these beliefs at all points in a school day. And best of all, the deeper we go here, the more we return to the fundamental truth that teaching is the best calling in all the world, despite the difficulties.

**Learner Outcomes:**

- Practical methods for influencing the five key beliefs beneath student motivation.
- A functional understanding of how beliefs-based motivation works and why it's both simple and powerful.
- Generous encouragement to do the good work of teaching in a progressively smarter and more sustainable fashion.

**Bio:** Dave Stuart Jr. is a high school teacher who helps teachers and leaders think clearly about motivation, learning, and leadership. His blog encourages tens of thousands each month, and he's led professional learning for teachers in every state and around the world. His work is driven by a core idea: schools work best when teachers and students flourish.

Please complete [the online interest form](#) by March 3, 2021

to designate the contact person for your district. The contact person will receive the access information to the individualized keynotes on or before March 12th so that he/she can share them with administrators as needed.

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We appreciate our Metro Bureau Business Partners who are supporting this amazing professional development for all of you.

## Operations:

(Campus Safety – Communication – Construction – Cost Control – Energy – Facility Design – Restoration )

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