

**AIAN Education Manager Webinar Series:  
Unpacking Your NCQTL In-service Suite Box Set**

Vanessa Maanao-French: We are going to be unpacking your in-service suite box set. And I hope a lot of you have received it. If you have, you've probably done some weightlifting exercises with it, because I've heard it weighs about 10 pounds. I myself want to put some straps on it and make it like a backpack. [laughs]

The only way to travel with it. But welcome again. And, as you can see, we've got our welcome board up, and it keeps getting fuller and fuller, which is great. But I do invite you, if you did not see your welcome or your greeting from your tribe up there, to add it. Again, this is going to be our topic for the day: Unpacking Your NCQTL In-Service Suite Box. And for those that are new to the webinar series, you may not recognize my voice yet. Others have heard me probably far too much. But my name is Vanessa Maanao-French, and I'm the NCQTL AIAN Program Manager, and I'm always so excited to spend this time with you all. And the other two people who are equally excited to spend time with you are my two partners in crime, Dawn and Susan, and I'll let them introduce themselves.

Dawn Williams: Hi, everyone, this is Dawn Williams. I'm the program manager for our webinars here and also on the curriculum team at NCQTL, and I'm looking forward to helping you all today.

Susan Stewart: Hey, everybody, this is Susan Stewart, and I'm a consultant with NCQTL and help out with a lot of webinars. And if you have any questions or concerns, go ahead and put them in the questions box, and I'll try to answer them behind the scenes.

Vanessa: Great. Thank you so much, ladies. I so rely on these two to help me prepare and to debrief after. I think they get better every time, right?

Dawn: Right.

Susan: Yeah.

Vanessa: Right. You can tell us if they're not. All right, so our time together. As always, we want to reflect on ways that we can support teachers. And today we're going to focus on professional development using the in-service suites. We're going to offer you resources. And, in particular, today we're going to really unpack the box, show you each of the pieces that are contained for each suite so you can kind of sort through how you want to best approach using it. And then, finally, as always, we like to learn from you and get you to share with each other through our chat box and through our polls so we can share experiences about how things are going out there in the field. Today we're going to, again, unpack the box. We're going to provide some strategies to prepare you to facilitate these trainings with your staff. And then also offer some strategies that will help you to sustain what's learned in training. Because we've talked about this before in past webinars, that unless teachers actually use it in the classroom and get real feedback in the classroom, what we train with them in a one-day training disappears. And we don't want that to happen; we really want these trainings to stick. So here it is. It must look familiar to many of you. And these were made available this past summer, and they were ordered through your ECE specialist.

And I should let you know, too, that this is just the foundation of the House, so those things related to effective interactions with kids and supporting and making sure that you have a well-designed environment for your children in the classrooms. We do have the pillars of the House and the roof of the House. So those are not included. So, believe it or not, that binder could be a lot bigger. [ laughs ] But a lot of those suites for the pillar and the roof of the House are available online, and more and more will be available online. For those that haven't received your in-service suite box yet, many of them are available online right now, and I know that many, many more will be added in the next few months. So it's worthwhile to keep going back, but this is how to find them. Go on ECLKC, or "eck-leck," or "e-click." [ laughs ] I'll say it all ways so people understand what I'm talking about. And go to the QTL page under TNTA. And then you'll see a little box that says, "15-minute in-service suites." Click there.

And I'm sharing this with you, too, because the page has changed a little bit perhaps since the last time you visited. And then once you click that, you'll see all of these suites that are available right now. There are several under Engaging Interactions and Environments. We have one on the roof of the House, so Highly Individualized Teaching and Learning. And we have five available right now on Ongoing Assessment. So as you keep going back, you'll see that the House, the foundation, the pillars, and the roof, you'll see more and more of these suites available. So, keep coming back for more. I promise it'll be worth it. And it may even be an easier way for you to share some of the resources with teachers is to be able to give them these things electronically and just refer them to the site. And for all of these that are here, there are also highlight videos. So if you want your teachers to just watch a quick 2- or 3-minute video, this is a great place for them to start for each of these topics. Okay.

And then the trainer version. Be sure you know this, too. Under each of the suites, there is a trainer version that will give you everything that's in your binder. The wonderful thing about the binder is that you have a hard copy of everything plus the DVDs, but you can also get them online here as well. So let's open the book and let's see what's inside. Now, this may seem a little simplistic, but I think it's good that we take each piece a little slowly, because it's a lot of paper. But once you figure out what each piece is, it's not so overwhelming. So at the start of each suite, there is the table of contents. This will help you know that you have all that you need for the training. And the presenter's notes, learning activities will all be listed there, and what handouts are available for teachers. So let's start walking through these pieces.

So the thing that most people reach for right away is the PowerPoint presentation itself. And I love these. And what I love most about these is I think the longest one is 27 slides, but more typically they're under 15 slides. So we're not talking about unpacking a lot of slides; it's really about making sure the content is delivered and that people are able to see the video, which to me is one of the -- my favorite feature, I think, because it brings the classroom experience to life and gives something very visible and visual for teachers to be able to understand a strategy or a concept. And after each video there is typically discussion questions and sometimes even learning activities. So a couple minutes of video, do some learning activities, and then really thinking about applying it to your classroom is the intent of these presentations. So here's another piece that I love. When I do these in-service suites in front of other programs and with grantees, I sound so smart because the presenter's notes tell me what to say. [ laughs ]

So there are presenter's notes that accompany each suite. And within them, it'll again review for you the materials that you will need to do the suite. You'll get an overview of what the suite is about. And then key to that also is that there are key messages for each slide. So really it does say "On slide 1, say this,"

"On slide 2, say this," which is really nice. Of course we want you to make it your own. This isn't a prescribed script; it really is a framework for how you want to present the content. So make it your own, add your own activities, but this is a nice place to start, especially when you think about providing in-service suites or in-service training just in general for your team for the whole year. It's nice to have somebody do the work for you. And our curriculum specialists have been working hard to make this a solid resource for you. The other piece that's included in the presenter's notes are instructions for all of the learning activities that are included within the suite. So these are nice for you to be able to review and then know which handouts to grab. And very often there are facilitator's versions of handouts and then participant versions of handouts. So, for example, if you're asking teachers to fill out ideas for activities to do in a specific learning area, some suggestions for ideas are already included in the facilitator's version. So these are just some nice things for you to have and keep in mind.

There are also optional slides. So there's the standard PowerPoint, but then optional ones that you can add if you'd like to reinforce a concept or have things revisited with teachers. And there are also optional videos for some of the suites. So if you want to extend the learning or provide another example, there are optional slides with video as well. And, you know, the one thing I didn't say that I should say now before we're done with the ideas about the PowerPoint is that these PowerPoint slides, for those who have opened it, you might notice, if you go to presenter's notes -- and for those who are really comfortable and use PowerPoint quite a bit, there are no presenter's notes within the PowerPoint itself. So you could write your own presenter's notes.

The PowerPoint is also not protected, meaning that you can change the content on any slide. You can replace the photos with photos of your own children, you can change the font, you can change the text. You really can make it your own. So, again, make sure that this is something that you feel really comfortable with, and if that means changing photos, changing text, adding your own presenter's notes, feel free. It's your tool. And because you have it in the hard copy and on DVDs, you've got it forever to adapt as many times as you would like. Isn't that nice? [ laughs ]

So let's move on to some of the other things that are within each suite. The learning activities, which I mentioned previously. These are the learning activities that happen during the training, so during the in-service, and are part of the sequence of slides oftentimes. So you'll get the learning activities handouts as well as the handouts, again, for facilitators with examples. So those are there for you. Sometimes there's one, sometimes there's two, sometimes there's three. It really varies from suite to suite. In this particular one that we're using for our example, the Thick and Thin suite, there are two different learning activities. There are also tips for teachers, which I love. These are those nice reminders for teachers. I mean, I would love for teachers to have these in their planning notebooks so they can really think and be forward-thinking about, how am I going to create opportunities, in this example, for thick conversations with kids? How am I going to have those deep and rich back-and-forth exchanges that really do help them promote their language development? Having these tips for teachers gives those teachers reminders of things that were brought up during the training that they can think about and hold onto -- the highlights, if you will, of the training.

The next one are tools for teachers. So these are things that teachers can actually just -- this one in particular is like a poster in the classroom. You know, put this on the wall and have it be something that teachers and volunteers and parents will see and remind themselves, okay, I want to have conversations with kids, I want to be sure that these are thick conversations, that there's lots of opportunity for back-and-forth exchange. And am I asking questions, and am I really listening? So this is just a nice visual

reminder, and the tools for teachers look different for the in-service suites, but this is one of my favorites. But wait, there's more! [ laughs ]

So we've talked a lot about the resources that are there for the teachers, right? I mean, you're presenting. You've got the PowerPoint slides and the presenter's notes, and they really help the training go forward. But really to sustain that knowledge, to be sure that content that you delivered is actually applied in the classroom, there needs to be ways for you as supervisors and as managers to be able to follow up and give good feedback to teachers. So, the more is... tools for supervisors. So we didn't forget about you. There are tools for you as well. And in this particular example, this is an observation tool. So as a supervisor, you can go in and can say, "Okay, we've done all of the conversations in-service suites. So my teachers have been trained on how to have conversations with kids. They know what a thick conversation is. They know now how to ask questions or to prepare to ask questions. They know how to expand and they know how to add novel words into conversations. Now it's time for me to go into the classroom and observe them and give them feedback."

So in this example, you would go into a classroom, write down what you see, but then also give suggestions for what might support that in the classroom. So then you have a nice written record when you sit down with the teacher after class is over to talk about each of these key pieces and then sort out, individualize what that teacher might need next to continue to strengthen his or her practice. But wait, there's more. [ laughs ]

Helpful resources. So if a topic is really interesting to a teacher, or even to you, in all your free time -- ha-ha-ha -- you may want to do more reading or more exploring on that particular topic. And these articles are really the cream of the crop, the best articles on this particular topic. So those articles are there with links to get them whenever they're available online. So you don't even have to go to your local library or college to get them. They are available with a couple of clicks.

There are also some books that may be available and offered to you as a resource, and even sometimes there are videos, which is always great, because sometimes it's easier to watch a really great, informative video in five to ten minutes than to read an article over a half an hour. We all know how precious our time is. So it's always great to take a look at this. You never know what gem you might find. So we've got all this stuff, right? Table of contents, the PowerPoint, the presenter's notes, learning activities, tips for teachers, tools for teachers, and the helpful resources. So if I were to have shown this slide to you first, it would have still been overwhelming, I know, but I'm hoping that since we did a little walkthrough of each of them slowly that they don't feel so bad anymore. And you kind of can see how each piece is used. I would strongly recommend reading through those presenter's notes, and it really does help you get the flow.

And the other nice thing about having that 10-pound binder is that you have all of this stuff in front of you right away so you can just spread it all out on your desk and kind of sort out which piece goes next. But you might be asking this question. For those that have not yet been able to do an in-service suite, and you're planning to -- I'm just going to assume everybody's planning to -- you might be asking yourself, "Which in-service suite should I begin with?" And I think -- you know your staff, you know? You know where their strengths are. They may even have voiced what they want to have more of. And you may also think about using your own CLASS data around this. And if you do, we've got this great tool that will help you decide exactly which suite to use. We call it our CLASS Crosswalk, and some of you out there may have seen it already. But what it does is it looks at each of the CLASS domains, and it shows

you which of our in-service suites directly relates to that dimension. So if you have your CLASS scores and you realize through review, you know, our teachers score pretty low on productivity. So what is that about? So we're going to go through and we're going to look at which of those suites under productivity might be the ones we need to focus on. And if it's -- Transitions and Zoning are two in-service suites that you could possibly look at to address that score and to boost teachers' skills and strategies in that area.

So if you don't have this tool, I can tell you how to get it. It's available online, and this is the fastest way to get it. You can search for it, too, but this is the way to get it. Click on the House Framework on our page. And for those of you that are writing this down, if you want this PowerPoint later, I can give it to you, so you can just walk through how to find it again later. So you can click on the House Framework for Effective Practice and then click on the foundation. Because remember, the in-service suites are related to the foundation of the House. So you click there. And then you'll see this link, Crosswalk of NCQTL In-Service Suites with the CLASS. Ta-da! And then you will have it as well to use. So I hope that that is helpful for you.

So, now next step. We're just going to pretend that you've selected which in-service suite you want to use, and now you're going to set up your training. And we're going to make sure that you feel like you're prepared and ready to go. And we've got some strategies for you to think about.

One thing you're going to want to do is to make sure that that content builds on what the teachers already know and their prior experience. And a lot of times you can do that by building suites upon themselves. So we've got all the conversation suites. You would start with Beginning a Conversation. The next one might be Asking Questions; they just kind of build on each other. So that's one way to do it. But it could also just be about what you know about your team, what their experience has been. Do you have a veteran team and they really, really don't need to do Transitions? Let's not do Transitions, [ laughs ] let's do what would come next, and maybe it's Redirecting Behavior is the next thing that they would need. So make sure it builds on their existing knowledge.

And as you're preparing your agenda, I mean you'll notice that we give you the presenter's notes and we give you the handouts, and there's the flow there for you, but like I said, it's adaptable. So as you're creating your own using our tools, make sure that your agenda has opportunities for teachers to interact with each other and to use different modalities. Just like kids learn through different ways -- visual, kinesthetic -- so do teachers. And so be sure they have opportunities to exercise those styles of learning. And I think we're all in agreement, when teachers get together, whether it be a meeting or a training, they love to talk with each other, I think because they so rarely have the opportunity because of how busy they are. There's so much to do and always seems to be so little time that when they are in a group together, everybody feels relaxed, everybody wants to share, so include that. Don't fight it: embrace it and give them those opportunities to share with each other.

And then, finally, make sure those materials that you use are meaningful to your staff. So, and by that I mean, are there ways that you can really, truly represent the culture and languages of the staff as well as the kids and families? Can they, through the in-service suite that they're using, bring examples from their own classrooms, opportunities to talk about what's happening with their kids, share ways that they're encouraging Native language in the classroom? So just think about those ways of rolling that in as well. So, because our in-service suites are open for you to adapt. I just want you to hear that over and over again: open for you to adapt.

So during the training -- I'm going to shift gears. This is not what we want during your training. [ laughs ] Although she's very, very sweet. We want to be sure we keep our teachers engaged and really participating in the training. So we want to use multiple strategies to do that. And in your preparation, that's really where that starts. And then during the training, you're going to want to ask teachers to provide examples from their own classrooms. That certainly is a way to keep them very engaged in the learning process. I love this photo from Oneida, if you're out there. [ laughs ]

And then during the training, we have all those embedded videos, and there's only a couple of our in-service suites that do not include video, and I can't even remember what they are, but a couple of them do not. So the ones that do include video, I would strongly suggest that you pause and ask your teachers to share examples from their own teaching. So if they watch a teacher introducing a new word in the Novel Words suite, ask them: How do you introduce new words? And have them share with each other: What's the new word that you introduced? How many new words did you introduce this week? And have teachers maybe have a contest, who introduced the most new words? But that opportunity to discuss is always so powerful. And then, also, during the training, which we don't always put in enough time for this, is to provide time for teachers to adapt or plan to implement the strategies that they've just been trained on. You know, we do the training, we pack up and say, "Nice work. Okay, good job."

But what we really need to do is give teachers time to talk with one another, especially in teaching teams, to talk with one another about: okay, so how can we add this into our lesson plan? How can we adjust the schedule and routines in our room to really make a difference in how kids flow through the day? How are we going to really state consistently together the expectations we have for behavior? You know, what words are you going to use so that I can hear them and then I can say the same thing? Time to plan is so important. And then, finally, during the training, a suggestion that we have is to supplement the videos from your own classrooms into the suites. So if you get a videotape of a teacher doing something really amazing, share it with the group. It's always more fun to see somebody you know up on the screen -- I mean after the initial giggles go away, because nobody likes being on-screen. It's so much more powerful. And then you can ask questions of that teacher: How did you prepare to do that? How did the kids react after that? Do you plan to do it again? What was the most difficult part about that? All those kinds of questions teachers want to ask the teacher in the in-service video, they can't ask them. They can't call Jason at Cook Inlet and ask him -- this is Jason from Cook Inlet. They can't ask Jason that question, but they could ask the teacher down the hall that question if you're using his video.

So we're going to shift gears a little bit and talk about follow-up. So, like I said before, unless we do follow-up, all of this great preparation before the training and what you do during the training, no matter how engaging and entertaining it might be during, if we don't do some follow-up, I'm not going to say it's a waste of time, however, I will say that it might not stick. And for a training to be powerful, it needs to stick, because then that's when it really impacts kids, right? And that's what we want. So our first follow-up idea to consider is to have the teachers actually write up a plan for how they're going to implement that. And that's something we kind of talked about in the during. So we want them to actually implement what they said they were going to do [ laughs ] in the training. And if you can with your teachers, develop a peer support group. Even if they're remote and they have to call each other on the phone or email one another, just to check in. You know, "We just did that Schedules and Routines in-service suite. How did it go? Can you send me a picture of your new picture schedule?" Things like that. Just connecting with one another so they feel like they're not alone in doing this work.

And I remember, being a teacher, feeling so overwhelmed, and even though there was a teacher right down the hall, we didn't always connect. And I think that takes leadership to really help nudge that to happen. So if you can create a peer group, that would be amazing. And then for you all out there, my ED manager supervisors, to follow up by visiting your teachers. If you can -- I know not all of you can because your programs are so spread out. But maybe it's a quick email or a phone call. You know, "How is it going with the new schedule in your classroom? Did the picture schedule that you developed during training make a difference? Are you seeing the kids react differently?" Just a quick follow-up. You can also send a follow-up activity. Or, you know, because you remember that helpful resources guide? You can send them a link to one of the videos and say, "Here's another video that's related to the training we just did. Watch it and then tell me what you think of it in an email." Really quick and easy. Or give them an article to read. You never know. All these little pieces might add together and really shift thinking and practice.

And then, finally, if you are not the supervisor or the person who would be in the classrooms with teachers giving them feedback, encourage whoever that is to use those tools for supervisors that are included in every single suite. And we talked about this one already, but I'm going to blow it up really big so you can kind of see it. There's so much value in that these tools for you because it really helps you individualize your professional development for teachers, it helps you give very specific feedback on something that you've trained on, and it also helps you see if the training you provided was effective, right? And these are all the things that are important to you. So these tools can really help you in that area.

So now a quick commercial break. We are going to start next month -- this is very exciting; I so can't wait to do this -- an AIAN Teacher Webinar Series. You're more than welcome to join us, of course, if you'd like, but this is going to be specifically targeted towards the teachers. It will begin October 11th, and it will begin at 1:00 p.m. Eastern time. Okay? So I know you're writing that down right now in your notes, scratch paper. So October 11th, 1:00 p.m. Eastern, will be our first webinar for teachers. And what we're going to -- this might be a time saver for you, so go ahead and tell me you love me. Go ahead, I can hear it. [ laughs ]

We're going to unpack some of these in-service suites so that you don't have to do these, you can do others if you'd like, but once a month we're going to take one of our in-service suites and we're going to share them with teachers online. How fun is that? They'll be one-hour long each. And we will -- I think we'll probably do nine of them, nine or ten of them. And we're going to start with Building a Strong Foundation. So for those of you who have your big in-service suite binder, the 10-pound thing, you might notice that the first slide looks different than this one. And that is because this is one of several suites -- sorry for doing that -- one of several suites that we have adapted for Region 11, specifically for Indian country programs. So we have replaced photos, we have replaced video examples, we've made some slight adjustments to content so it's more reflective of the teachers and the children in your tribal communities. And I am super excited to bring that out to you, and because these kids are so beautiful!

I just have such a sense of pride about being able to share this with you all. So this is our schedule, so what we plan to do. October, again, is our first one, Building a Strong Foundation. November will be Designing Learning Environments. December will be Schedules and Routines. January will be Materials to Support Learning. In February, we'll talk about Providing Feedback. March will be Scaffolding, April, Fostering Thinking, and in May, Novel Words. So, again, this will be part of a PowerPoint presentation that I can send to you so you can have this list for you. It will always be the second Friday of the month

at 1:00 p.m. Eastern. So you can just book your teachers out right now, okay? Love to have your teachers join us. So also coming soon -- I feel like I'm just giving gifts today, giving gifts. [ laughs ]

Coming soon; we're hoping this will be coming out early next month. We have a DVD that you can add to your big binder. We're not going to print out all the pieces of paper, sorry. You'll just get a nice, small, very lightweight DVD of the 12 suites that we adapted for tribal communities. So that will be coming out to you through your ECE specialist. We're going to connect with them about this very, very soon. So if there are ECEs out there going, "What?" We haven't told you yet. But we can't wait to tell you about it. And for those of you that have tribal liaisons, your tribal liaison may be bringing this out to you as well. So, coming soon, it's good, good stuff, and it's much lighter than the box set, but it's a good complement to the box set. Right now we've got these two on the books for sure. And so that tells me that providing feedback is something we want to work in there as soon as possible. So I will make a note of that, note to self.

So we have for October, Curriculum Modifications for Children with Disabilities. And on November 21st, we've had this one on the books for a while now, that Joanne Knapp-Philo from the National Center on Cultural and Linguistic Responsiveness -- that "national center" is always so hard for me to say, so much -- will be providing a nice overview of Making it Work. For those of you who know it, please tune in again. You can add feedback, ask questions. For those who don't know about it, it's a framework for thinking about curriculum planning and gathering data that puts culture back in the center. Right? So how can we take our cultural and community practices and make them part of the classroom again, put them back in the center? Because that is how our children learn. It's the natural way they learn. It's what they're learning in their homes and in the community, so let's bring it back into the classroom. That's what Making it Work is about.

So if that's of interest, write these two things down in your calendars, and you'll get more little invites from Gladys when those come out as well. And believe it or not, we are at the end of my planned content for you. But, as always, I leave you with a quote. And this is another photo from our friends up in Alaska. But the quote itself: "If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." Ah, and this little girl, she's what it's all about.

So thank you all for your time. And if you've got this webinar on your calendar, people think you're busy for another 14 minutes, so treasure this time. It's my gift to you on a Thursday, to take time for yourself. I don't think that, especially at this time of year, that we do enough to nourish ourselves. So thank you for your time. I'll leave the quote with the little girl up there for you. And we will talk with you again next month. Thank you so much.