



"We typically think that teachers who excel at building relationships with and engaging the hard-to-reach students just naturally know how. However, my research of "positive deviant teachers" (those who are highly effective at building relationships with and engaging students and often changing the trajectories of their lives), identified specific shared mindsets, attributes, and skills that contributed to their success. This training series supports all educators to develop those same mindsets, attributes, and skills,

My trainings are highly experiential, reflective, and action-oriented. I introduce concepts through sharing personal stories and research (but not too much research) and then I engage participants in reflection and application activities where they gain insight about themselves and their students and develop skills to better navigate conflict, engage students, and change what students believe they are capable of.

This series is designed to have four touchpoints. The exact sequence, flow, and activities around each topic may vary based on participants' needs and prior knowledge and the size of the group.

Day One: Full Day In-Person

What participants will learn:

- An overview of my research about the shared mindsets, attributes, and skills of positive deviant teachers.
- Key factors that impact engagement (adolescent development, human needs and motivations, self-efficacy, hope, and locus of control)
- Barriers to student engagement and how they might approach engagement differently with their students.
- How teacher and student life scripts can create barriers to positive relationships and student engagement.
- How to navigate student conflict more effectively through self-reflection, questioning assumptions, and guiding student growth
- How to transform their reactions to the student behaviors that trigger them (the role of assumptions and digging into root cause)

What participants will leave with:

- An internal shift in how intensely specific student behaviors affect them
- A deeper understanding of and empathy for their students
- New strategies and skills to navigate teacher-student conflict and disengagement
- A plan for incorporating at least one new strategy or skill. The plan will include the following elements:
- At least one tangible action participants can take to improve their relationships with students and increase student engagement in their classes
- Identification of internal and external barriers might participants might encounter as they change their practice
- Steps participants can take to prevent or address those barriers
- A list of specific supports they may need as they navigate those barriers



Day Two: Virtual Professional Learning (2 hours).

Depending on the number of participants, we may need to offer more than one date and time for this.

The session will begin with a check-in and open forum to discuss successes and challenges that participants have experienced since the Day One training. It's also a time to ask questions and share as a group.

What participants will learn:

- One key skill of positive deviant teachers is the ability to truly see and understand their students, especially the students most adults struggle to connect with. This session will focus on developing that skill through self-awareness and increased curiosity.

What participants will leave with:

- Increased awareness of the barriers that prevent them from truly seeing another person
- An individual plan for what they will do differently as they seek to see and understand their students. The plan will include the following elements:
- At least one tangible action they can take to increase their success at seeing and understanding the students they struggle to connect with.
- Identification of internal and external barriers participants might encounter as they implement this change.
- Steps they can take to prevent or address those barriers

Day Three: Virtual Professional Learning (2 hours).

Depending on the number of participants, we may need to offer more than one date and time for this.

The session will begin with a check-in and open forum to discuss successes and challenges that participants have experienced since the Day Two training. It's also a time to ask questions and share as a group.

What participants will learn:

- How to reframe what it means to partner with students in their education and to increase student agency (questioning our assumptions and breaking down student barriers)

What participants will leave with:

- Increased strategies for partnering more effectively with students and increasing student agency
- An individual plan for what they will do differently as they seek to remove student barriers and share ownership of learning. The plan will include the following elements:
- At least one tangible action they can take to remove student barriers and share ownership of learning with their students
- Identification of internal and external barriers participants might encounter as they implement this change
- Steps they can take to prevent or address those barriers

Day Four: Full Day In-Person

This session will provide time to dive into any topics previously covered that participants are struggling with or need more support in developing.

The session will begin with a check-in and open forum to discuss successes and challenges that participants have experienced since the Day Three training. It's also a time to ask questions and share as a group.

What participants will:

- Reflect on their own life scripts and how those impact teacher-student relationships and engagement
- Learn about the factors that may be influencing the life scripts of their disengaged and unmotivated or disruptive students
- Learn strategies to support students in changing their life scripts
- Explore and define what being an authentic teacher is for them

What participants will leave with:

- A plan to support struggling students in shifting their life scripts (reframing how they see themselves as learners and what is possible for their lives).
- The plan will include a combination of the content covered in this training series
- A description of who they are as authentic teachers
- classroom management style, discipline style, teaching style, strategies for connecting with students, etc.
- A concrete plan for how they individually and collectively want to continue to apply what they've learned moving forward "

