

2021-2022 Professional Development

Dear Partner Schools,

We are pleased to introduce to you the 2021-22 All Belong Professional Development Catalog, our full offering of PD opportunities during this new school year.

Providing All Belong Professional Development is one way we live out our promise to you: to equip you and your school so you can glorify God through purposeful, innovative inclusion of persons with varied abilities. We are dedicated to this mission, so you can be assured that our curated professional development opportunities are both at the forefront of research and best-practices in the field of inclusive education, while also providing practical and enriching ideas and practices that you can implement right away. We will continue to offer professional development opportunities virtually when the content allows and follow recommended health guidance for in-person attendees.

We are pleased to offer half-day workshops that cover current new topics, including developing resilience, how to meet the needs of students that struggle with social skills, and assessment for Spanish Immersion learners. You will also see a few returning topics including Phonological Awareness, Restorative Practices, and supporting adopted learners. We want to highlight the return of virtual connect groups, offered across grade levels for ESS teachers and support staff, a new strand for administrators to develop the leadership tools needed to develop an inclusive school culture, and a book study on the recently released book *Rebound*.

Signing up for these events is easy: visit www.allbelong.org/pd to get started. Registration links will go live on September 1, 2021 for all of these events and we encourage you and your staff to register early.

We are glad to partner with you and your team in the year ahead.



Elizabeth Lucas Dombrowski

Executive Director



Becky Tubergen

Director of Educational Services,
Teacher Consulting



Betsy Winkle

Director of Educational Services,
School Psychology

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- Virtual and In Person: Wednesday, April 27, 2022, 1 - 3 pm EST

All "In Person" events will take place at the All Belong offices (4230 Burlingame Ave SW, Wyoming, MI 49509) unless otherwise noted.

All Belong Connect

- **Date/Time:**

Six one-hour Zoom meetings from 3:30 - 4:30 pm EST

The weeks of September 27, 2021; October 25, 2021; January 24, 2022; February 28, 2022; March 28, 2022; and April 25, 2022.

Elementary: Tuesday

Middle: Wednesday

High School: Thursday

- **Audience:**

ESS teachers and support staff of member schools

- **Facilitators:**

All Belong Teacher Consultants

- **Format:**

Virtual

- **SCECHS:**

1-6

Description:

As we settle back into what we pray will be a more typical school year, our focus is to help facilitate connections among member school ESS teachers and to share our learning and expertise. The topics will range from meeting the academic, behavioral, and social needs of students; working with general education teachers and paraprofessionals; and adopting new procedures for supporting students or adapting those already in place. Our goal is to facilitate conversation of best practice for inclusive education and to build a supportive community to engage in those conversations.

All Belong Connect Groups will provide an opportunity for educators to further their learning and to interact with one another as we journey through educating diverse learners. Each group will be facilitated by a team of All Belong teacher consultants. Choose to join the elementary, middle, or high school group. Participants will receive an e-mail with the Zoom link a week prior to the first meeting.

All Belong Inclusive Leadership Academy for Administrators

- **Date/Time:**

Six one-hour Zoom meetings from 10:30 - 11:30 am EST

Tuesdays throughout the year: October 12, 2021; November 9, 2021; January 11, 2022; February 8, 2022; March 15, 2022; and April 12, 2022.

- **Audience:**

Administrators

- **Facilitators:**

Mark Krommendyk, Ed.D.

- **Format:**

Virtual

- **SCECHS:**

1-5

Description:

Strong leadership is essential for the development and maintenance of an inclusive school culture. What do school leaders need to know, think, and do to develop and lead a school community where all children belong? Join a cohort of fellow Christian school leaders to explore the answers to this all-important question together.

We will look at five key leadership practices that form the framework for becoming an inclusive school community. Over the course of six weeks, we will also discuss a number of key inclusion basics including staffing, budgeting, staff development, scheduling, restorative discipline, knowing children well, individualizing learning, staff collaboration, parent roles, enrollment, and marketing.

All Belong Book Study

All Belong Book Study: All Belong Teacher Consultant Phil Stegink will be facilitating a book study this Fall on the book *Rebound, Grades K-12: A Playbook for Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools*. More details coming soon.

Visit www.allbelong.org/book-study to learn more and to register.

New Member Training

- **Date/Time:**
 - In Person:
Wednesday, September 15, 2021
 - Virtual:
Thursday, September 16, 2021
- **Audience:**
Special Education teachers new to All Belong
- **Facilitators:**
Becky Tubergen, Marji Voetberg, Pam Maat, and Jenna Zemaitis
- **Format:**
In Person and Virtual
- **SCECHS:**
5

Description:

All Belong member schools have access to more than 40 years of experience serving students with diverse needs. We are pleased to invite special educators to our member schools to a one-time training.

This training will equip you for a strong start with your All Belong membership. Topics covered: The foundation of inclusive schools and an introduction to the forms, processes, and resources we offer. Participants will review online resources available through All Belong's Member Center.

OCTOBER 2021

Restorative Practices

- **Date/Time:**
October 6-7, 2021, 8:30 am - 3:30 pm EST, at Cathedral Square Center, Roman Catholic Diocese of Grand Rapids (360 Division Ave S, Grand Rapids, MI 49503)
- **Audience:**
All Staff
- **Facilitators:**
Betsy Winkle
- **Format:**
In Person
- **SCECHS:**
11.5

Description:

As faithful Christians, we are called in inclusive community to pursue reconciliation in our relationships, and to teach our students how to build community in the midst of conflict. Restorative Practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

On the first day, participants will learn a range of strategies to use regularly, how to set high expectations while still being supportive, and the most effective methods to resolve common conflicts. Participants will also practice how to provide direct feedback and ask questions that foster accountability.

The second day is devoted entirely to teaching attendees how to facilitate restorative circles. Circles are an essential process for building social capital, resolving social problems, and responding when harm occurs. Circles also create a positive learning environment. Attendees will learn by participating in circles with other attendees, taking turns practicing facilitating. By the end of the day, participants will be prepared to return to their setting and run their first circle!

OCTOBER 2021

Phonological Awareness

- **Date/Time:**
Wednesday, October 13, 2021, noon - 3 pm EST (lunch provided)
- **Audience:**
All Staff, particularly those that work with emerging or struggling readers
- **Facilitators:**
Mary Ashby and All Belong Teacher Consultants
- **Format:**
In Person
- **SCECHS:**
3

Description:

Did you know that phonological awareness is a far better predictor for future reading development than IQ or vocabulary? Research has identified phonological awareness and letter knowledge as the two best predictors of how well a child will learn to read during the first two years of school. Attendees will walk away with a better understanding of phonemic awareness, the important role phonemic awareness plays in literacy development, a sequence of skills, and hands-on materials to use with students. Each participant will receive a binder with lessons and user-friendly activities that follow the developmental sequence of phonemic awareness.

Woodcock-Johnson IV Tests of Achievement

- **Date/Time:**
Wednesday, November 10, 2021, noon - 3 pm EST (lunch provided)
- **Audience:**
Educational Support Services teachers and support staff that administer the WJ IV Tests of Achievement
- **Facilitators:**
Betsy Winkle, Susan Hardouin, and Jenna Zematis
- **Format:**
Virtual and In Person
- **SCECHS:**
3

Description:

All Belong staff are so grateful for the collaboration of our partner schools during the evaluation process. The contribution of current achievement testing through the administration of the Woodcock-Johnson IV is a valuable component that informs our results and recommendations. We are pleased to bring back this opportunity to introduce or reacquaint you with the WJ IV Tests of Achievement.

Whether you are new to the WJ IV or just due for a refresher, join us for this half-day workshop which aims to provide a brief overview of the Woodcock- Johnson IV Tests of Achievement, an introduction or review of practical and best practice administration guidelines, and a discussion of the various test scores it provides. Participants should bring their school test for practice and discussion.

Batería IV Woodcock-Muñoz: Pruebas de aprovechamiento

- **Date/Time:**

Wednesday, November 17, 2021, noon - 3 pm EST (lunch provided)

- **Audience:**

Spanish Immersion teachers and support staff that will administer the Woodcock-Muñoz; Workshop will be conducted in English with relevant Spanish incorporated

- **Facilitators:**

Betsy Winkle and Jenny Marsh (GRCS ESS Immersion Teacher)

Jenny Marsh began working as a Spanish Immersion kindergarten teacher at Grand Rapids Christian Elementary School in 2010 where she quickly developed a passion for supporting immersion students who struggle. In 2014, Jenny completed her master's degree in learning disabilities at Calvin University (formerly Calvin College). In 2015, she continued to teach in the 1st grade immersion classroom part time, while also creating a Spanish support program for immersion students as the Spanish Immersion Support Services Coordinator. She continues to support students and families in her coordinating role. Jenny's favorite part about her role is creating space for all types of learners to thrive in the immersion program!

- **Format:**

Virtual and In Person

- **SCECHS:**

3

Description:

As the number of member schools with Spanish Immersion programs continues to increase, so has the need for accurate assessment of students' academic progress in their language of instruction: Spanish! To better meet the need for accurate and timely individual achievement assessment of Spanish Immersion students, we are excited to offer this overview and training of the Bateria IV Woodcock-Muñoz: Pruebas de aprovechamiento.

If you have a Spanish Immersion program at your school, please join us for this half-day workshop that aims to provide an overview of the Bateria IV Woodcock-Muñoz: Pruebas de aprovechamiento, including the different subtests and areas of assessment, an introduction to practical and best practice administration guidelines, and a discussion of the various test scores it provides and what those scores can tell us about student learning. The goal is for participants to leave the training with the knowledge and skills needed to administer and understand the Bateria IV Woodcock-Muñoz: Pruebas de aprovechamiento.

We strongly encourage member schools with Spanish Immersion programs that have or intend to refer Spanish Immersion students for evaluation to send a Spanish-speaking staff member. Having achievement information in the student's language of instruction will enhance our understanding of the academic achievement for Spanish Immersion students.

Head & Heart: The Basis for School Success

- **Date/Time:**

- Parts 1 and 2: In Person

Lynden, WA: September 23-24, 2021, 7:30 am - 1 pm PST (lunch provided) at Sonlight Community CRC (8800 Bender Rd, Lynden, WA 98264)

Grand Rapids, MI: December 2-3, 2021, 10:30 am - 4 pm EST (lunch provided) at Cathedral Square Center, Roman Catholic Diocese of Grand Rapids (360 Division Ave S, Grand Rapids, MI 49503)

- Part 3 (for all participants): Virtual

Wednesday, February 23, 2022, 10:30 am - 3:30 pm EST / 7:30 am - 12:30 pm PST

- **Audience:**

All Staff

- **Facilitators:**

Pam Maat, Marji Voetberg, and Betsy Winkle (Grand Rapids); Pam Maat, Becky Tubergen, and Jeanny Aupperlee (Lynden); and Pam Maat (Virtual Part 3)

- **Format:**

- Parts 1 and 2: In Person
- Part 3: Virtual (Zoom)

- **SCECHS:**

18

Description:

This three-part workshop will equip educational support services, general education teachers, and administration with a deeper understanding of the neurodevelopmental, social, and emotional learning frameworks that impact a student's school success. All Belong's See-Think-Do process links strengths and challenges to a student's unique neurodevelopmental learning and SEL profile.

With this understanding, school staff and students are more equipped to select instructional strategies that leverage the student's strengths and develop tools to adjust for learning challenges. When we share this information with our students, it provides a solid foundation for understanding, addressing, and responding to areas of challenge. By leading with strengths, students are enabled to leverage their abilities, set goals, organize strategies, and advocate for themselves.

Through interactive discussions, case studies, reflection, and content, participants will develop skills to identify students' strengths and challenges in learning. Together, we desire to help each learner grow their God-given strengths and encourage the acceptance and celebration of differences.

Parts 1 and 2: What do we see? What do we think? Exploring the head and heart systems

Part 3: What do we do? Exploring demystification and developing action plans

No cost; lunch provided

JANUARY 2022

Developing Socially Savvy Students

- **Date/Time:**
Wednesday, January 19, 2022, 1 - 3 pm EST
- **Audience:**
All Staff
- **Facilitators:**
Katie Kiser
- **Format:**
Virtual and In Person
- **SCECHS:**
2

Description:

Navigating the social world is integral to the success of all students within an inclusive community. As a key piece of the neurodevelopmental framework and social and emotional learning, teaching social cognition helps students grow in their awareness and monitoring of social information and their ability to respond appropriately within various social settings.

In this workshop, participants will be given an introduction to Social Thinking®, a teaching methodology developed by Michelle Garcia Winner (www.socialthinking.com), and walk away with practical tools to use in helping students learn problem-solving skills, flexibility, perspective taking, self-regulation, and so much more!

Come explore the many tools, strategies, and curriculums of Social Thinking® such as teaching expected and unexpected behaviors, Zones of Regulation, social behavior mapping, Thinksheets, We thinkers, Social Detective, and Superflex.

FEBRUARY 2022

Bouncing Back: Developing Resilience at School

- **Date/Time:**
Wednesday, February 16, 2022, 1 - 3 pm EST
- **Audience:**
All Staff
- **Facilitators:**
Betsy Winkle and Dr. Sheryl Rozema
- **Format:**
Virtual and In Person
- **SCECHS:**
2

Description:

"Resilience is the ability to bounce back from setbacks, learn from failure, be motivated by challenges, and believe in your own abilities to deal with the stress and difficulties in life." (NASP Communique April 2010.)

Our resilience has been tested: COVID-19, quarantine, virtual school, loss of activities and routine, social and political unrest, the list goes on and on. The impact is evident in many of our students and ourselves.

Let's come together to develop strategies that focus on our strengths and create belonging to promote resilience in our classrooms. Participants will come away with a better sense of their own resilience as well as strategies to work with students.

MARCH 2022

Restorative Practices

- **Date/Time:**
March 23-24, 2022, 8:30 am - 3:30 pm EST
Location to be determined.
- **Audience:**
All Staff
- **Facilitators:**
Betsy Winkle
- **Format:**
In Person
- **SCECHS:**
11.5

Description:

As faithful Christians, we are called in inclusive community to pursue reconciliation in our relationships, and to teach our students how to build community in the midst of conflict. Restorative Practices is an emerging social science that studies how to strengthen relationships between individuals as well as social connections within communities.

On the first day, participants will learn a range of strategies to use regularly, how to set high expectations while still being supportive, and the most effective methods to resolve common conflicts. Participants will also practice how to provide direct feedback and ask questions that foster accountability.

The second day is devoted entirely to teaching attendees how to facilitate restorative circles. Circles are an essential process for building social capital, resolving social problems, and responding when harm occurs. Circles also create a positive learning environment. Attendees will learn by participating in circles with other attendees, taking turns practicing facilitating. By the end of the day, participants will be prepared to return to their setting and run their first circle!

Creating School Communities That Promote Learning Growth and Social Connection for Adopted Students

- **Date/Time:**

Wednesday, April 27, 2022, 1 - 3 pm EST

- **Audience:**

ESS teachers, general education teachers, paraprofessionals, and counselors

Facilitators:

- **Dr. Emily Helder:**

Dr. Emily Helder is a licensed clinical neuropsychologist, adoption researcher, and professor at Calvin University. She is co-editor of the Routledge Handbook of Adoption and host of the Adoption Roundtable podcast, which brings together adoption researchers and practitioners to discuss the latest in adoption policy and practice in an accessible way.

- **Jackie Frens:**

K4 Tech Integration Specialist and GROW Program Instructor, Ada Christian School (6 years)

Prior to her current role at Ada Christian School, Jackie taught 5th grade (Paterson, NJ), 2nd and 3rd grades (Zeeland Public Schools) and middle school technology and English literature (Jakarta, Indonesia). In her teaching experiences in West Michigan, as a Korean American, she has been one of the only teachers of color on staff. As a Christian school teacher, Jackie's interactions with children of color have included a majority of transracially adopted students.

Growing up, Jackie attended Christian schools starting in first grade and did not have a teacher of color or a teacher who identified as having been adopted. As an adult, she is continuously learning and unlearning the role that her racial identity and adoption experience has to offer my students, both adopted and not adopted. As she gains more of a voice, Jackie accepted the invitation to share this journey with fellow educators, in the hopes of being a good ancestor.

- **Kristin Groom:**

6th Grade Language Arts/Social Studies/Bible Teacher, Grand Rapids Christian Middle School

Kristin has taught in an array of classroom and school settings, including teaching in self-contained classrooms for first through third grades and teaching language arts, social studies, and Bible for fourth through sixth grades. She has taught in Christian schools in Okemos, MI; Chicago, IL; and Grand Rapids. Kristin is passionate about teaching because of the opportunities she is given to work with children. She loves being able to help her students discover their gifts and use those gifts to be successful in their own beautiful ways.

Growing up, Kristin attended Christian schools and was the only African American adoptee in her school system. There were many challenges and periods of isolation as she tried to find her identity and figure out where she fit in. Kristin sees many of her students who are adopted struggling with these same issues. They are often misunderstood and reluctant to be the child God has created them to be. It is Kristin's hope that her understanding as an adoptee, as well as her experiences working with students of all backgrounds, will benefit other educators as they strive to meet the individual needs of their students.

- **Format:**
In Person and Virtual
- **SCECHS:**
2

Description:

Every child comes into the classroom with their own learning package, which is influenced by a number of factors, both past and present. School personnel seeking to support the cognitive and social growth of adopted students, in particular, may need additional tools to increase their adoption competence.

A series of presentations followed by a panel discussion will address (1) the relative role of pre- and post-adoptive experiences in creating an individual student's learning package, (2) the role that adoptive and racial/ethnic identity development can play in a student's learning and relationships, and (3) suggestions for educators about the role they can have in supporting healthy identity and faith development among adopted students and providing opportunities to celebrate the diversity of family types for all students.