

Agenda

Vancouver, BC • April 23–25, 2012

Monday, April 23

5:30–7:00 p.m.	Registration	Coat Check Foyer
7:00–8:30 p.m.	Keynote —Wayne Hulley <i>Aligning for Success: Moving From Getting By to Getting Better</i>	Bayshore Grand Ballroom

Tuesday, April 24

7:00–8:00 a.m.	Registration	Coat Check Foyer
	Continental breakfast	Bayshore Grand Ballroom Foyer
8:00–9:30 a.m.	Keynote —Rebecca DuFour <i>The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life</i>	Bayshore Grand Ballroom
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Keynote —Mike Mattos <i>On Solid Ground: How PLCs Build the Foundation for Successful RTI Interventions</i>	Bayshore Grand Ballroom
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–2:15 p.m.	Breakouts	Titles & locations: page 2 Descriptions: pages 5–10
2:15–2:30 p.m.	Break	
2:30–4:00 p.m.	Breakouts	Titles & locations: page 2 Descriptions: pages 5–10

Wednesday, April 25

7:00–8:00 a.m.	Continental breakfast	Bayshore Grand Ballroom Foyer
8:00–9:30 a.m.	Keynote —Richard DuFour <i>Implementing the PLC Process: Will You Soar or Settle?</i>	Bayshore Grand Ballroom
9:30–9:45 a.m.	Break	
9:45–11:15 a.m.	Keynote —Michael Fullan <i>Whole-System Reform in Action</i>	Bayshore Grand Ballroom
11:15 a.m.–12:45 p.m.	Lunch (on your own)	
12:45–1:45 p.m.	Panel discussion <i>A Q&A time with presenters. Receive practical answers to your most pressing questions.</i>	Bayshore Grand Ballroom
1:45–2:00 p.m.	Break	
2:00–3:30 p.m.	Keynote —Anthony Muhammad <i>No More Drama: Getting Everyone on the Bus and Becoming a Real PLC</i>	Bayshore Grand Ballroom

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Breakouts at a Glance

Title and Presenter	Tuesday, April 24	
	12:45–2:15 p.m.	2:30–4:00 p.m.
Rebecca & Richard DuFour		
<i>Building the Collaborative Culture of a Professional Learning Community at Work, Part 1</i>	Salon ABC	
<i>Building the Collaborative Culture of a Professional Learning Community at Work, Part 2</i>		Salon ABC
Charlie Coleman		
<i>Both Sides of the Pyramid: Behavior and Academics</i>	Salon D	
<i>Reading Intervention in a PLC (K–12)</i>		Salon D
Tom Hierck		
<i>Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment</i>	Mackenzie	
<i>Balanced Assessment</i>		Mackenzie
Mike Mattos		
<i>Learning CPR: <u>C</u>reating <u>P</u>owerful <u>R</u>esponses When Students Don't Learn</i>	Salon EF	
<i>Simplifying Response to Intervention</i>		Salon EF
Ainsley B. Rose		
<i>Performance Assessments and How to Create Them</i>	Seymour	
<i>Common Formative Assessments</i>		Seymour

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Session Descriptions

Rebecca DuFour

[Keynote] The Power of Professional Learning Communities at Work: Bringing the Big Ideas to Life

The professional learning community concept is supported by research and endorsed by educational organizations at all levels as our best hope for sustained, substantive improvement. But what are the big ideas that drive the professional learning community concept, and what do they look like in the real world of education?

Rebecca DuFour offers practical strategies for bringing the big ideas to life. Participants engage in the actual work of collaborative teams in a PLC and travel on virtual field trips to schools and districts that use these ideas to profoundly impact student and adult learning.

Richard DuFour

[keynote] Implementing the PLC Process: Will You Soar or Settle?

The journey to becoming a professional learning community is fraught with dangerous detours and seductive shortcuts at every turn. Inevitably, these detours and shortcuts can circumvent actually doing what PLCs are meant to do. Recent studies have found that partial implementation of the PLC process produces no gains in student achievement while deep implementation results in dramatic gains. In this session, Richard DuFour alerts educators to inevitable challenges in implementing a PLC and provides research, rationale, strategies, and tools for overcoming these challenges.

Rebecca & Richard DuFour

Building the Collaborative Culture of a Professional Learning Community at Work, Parts 1 & 2

Powerful collaborative teams are the fundamental building block of a professional learning community and a critical component in building a collaborative culture.

Learn how educators transform their congenial groups into high-performing collaborative teams, and get a sense of the specific work undertaken by those teams. Discover ways to provide time and

support for collaborative teams during the school day. More importantly, identify structures and strategies to help teams stay focused on doing the work that has a positive impact on student achievement.

This two-part continuing session is designed for educators at all levels and is highly recommended for all participants who are new to PLC concepts.

Charlie Coleman

Both Sides of the Pyramid: Behavior and Academics

Charlie Coleman elaborates on the keys that create the conditions for learning in any school based on his recently published book, *Pyramid of Behavior Interventions: Seven Keys to Positive Learning Environment* (with co-authors Tom Hierck and Chris Weber). This session—an extension of Tom Hierck’s breakout session based on the book—focuses on interventions that address both behavior and academics in order to create positive learning environments in classrooms and schoolwide. This session can be useful with or without the prior session with Tom Hierck.

Participants in this session:

- Extend their understanding of the seven keys.
- Recognize the connection between behavior and academics.
- Develop plans to implement interventions in their own classrooms and schools.

Reading Intervention in a PLC (K–12)

Putting your PLC into action requires a practical pyramid of interventions at the classroom and schoolwide level. This session walks participants through field-tested a pyramid of interventions designed specifically for reading intervention. Charlie Coleman, who has helped schools K–12 develop these interventions, shares examples from elementary, middle, and high schools, including the inner city middle school where he has been principal. Strategies range from teacher-directed classroom instruction and assessment to systematic schoolwide responses when students don’t learn. While the focus is on reading interventions, there are practical applications for all subject areas K–12.

Participants in this session take away:

- A field-tested school example of a pyramid of intervention for reading
- Classroom and schoolwide options for support and intervention
- Hands-on examples of a reading intervention in a PLC

Michael Fullan

[keynote] Whole-System Reform in Action

This session focuses on how districts and states use “wrong” or “right” drivers to bring about reform. Michael Fullan will provide case examples, guide participants in examining the role of professional learning, and identify implications for action.

Participants in this session receive:

- Insights into how large-scale reform fails or succeeds
- Information on leadership qualities that can help you on your quest for reform

Tom Hierck

Pyramid of Behavior Interventions: Seven Keys to a Positive Learning Environment

In his recently published book (coauthored by Charlie Coleman and Chris Weber), which shares its title with this session, Tom Hierck describes seven keys that create the conditions for learning in any school. Tom shares examples of real schools making a real difference with kids and supports these examples with current research, especially the work around effective schools, professional learning communities, and positive behavioral interventions and supports (PBISs). The seven keys help to pull these powerful, proven school improvement strategies together in a very realistic and doable way.

This session calls on participants to:

- Become familiar with the seven keys.
- Develop an understanding of the critical connection between PLCs and PBIS’s.
- Recognize the power of personal connections and the impact these have on students and staff.

Balanced Assessment

One of the best ways to monitor learning—both our own learning as we become “assessment literate” and the learning of our students as they master our achievement targets—is to develop and examine our assessment practice. This session explores considerations for designing assessments based on the work of Dr. Thomas R. Guskey.

This session helps participants:

- Identify and apply characteristics of formative assessment.
- Examine the balance needed with formative and summative assessments.
- Determine and apply characteristics of corrective action and second chances.

Wayne Hulley

[keynote] Aligning for Success: Moving From Getting By to Getting Better

Align is defined as “to come together in agreement or alliance.” Most organizations are adequately aligned to achieve the outcomes they are getting. However, schools are more often aligned to a mindset of compliance and “getting by.” These schools plan to plan but not to improve. They often rationalize their performance based on the quality of their students, the administration, curriculum expectations, or the community. Conversely, schools that choose to align to “get better” plan with the intention of gaining real achievement at their sites and make collaborative choices that will lead to student success, teacher satisfaction, and community support.

The Hulley Centre, under the direction of Wayne Hulley and in partnership with Solution Tree—Canada, is positioned to support schools that are ready to improve. The Centre’s aims are to motivate and align staff to a common purpose. In this keynote, Wayne discusses:

- School culture
- Data in the planning process
- PLCs as the vehicle for change
- Goal setting, implementing high-yield strategies, and the importance of monitoring the process

Wayne connects the different presentations at this summit to demonstrate how alignment can ensure success for *all* students.

Mike Mattos

[keynote] On Solid Ground: How PLCs Build the Foundation for Successful RTI Interventions

The underlining premise of RTI is that schools should not delay providing help for struggling students until they fall far enough behind to qualify for special education, but instead should provide timely, targeted, systematic interventions to all students that demonstrate the need. Many school intervention programs fall short of this goal because they lack the proper foundation—that is, the collaborative culture, curricular focus, and ongoing student learning data needed to respond effectively when students don't learn.

This presentation shares practical, proven PLC tools that teams can use to put their interventions “on solid ground.”

Learning CPR: Creating Powerful Responses When Students Don't Learn

The most significant difference between a “traditional” school and a professional learning community is how a school responds when students don't learn. As Rick DuFour says, “Don't tell me you believe that all kids can learn...tell me what you are doing about the kids who aren't learning.” To this end, most schools have been using the same, worn-out interventions for years that simply don't work, and in many cases are actually harmful to student learning. In this session, participants learn the essential characteristics of effective interventions, as well as how to use these powerful characteristics to evaluate and improve our current site intervention programs.

Simplifying Response to Intervention

Compelling evidence shows that response to intervention can successfully engage a school's staff in a collective process to provide every child with the additional time and support needed to learn at high levels. Yet at most schools this potential lies dormant, buried under layers of state regulations, district protocols, and traditional school practices that are misaligned and counter-productive to the essential elements of RTI.

This session provides guiding practices and practical ideas to create a systematic RTI intervention program to guarantee that all children, no matter what teacher(s) they have, will receive the support needed to succeed.

Anthony Muhammad

[Keynote] No More Drama: Getting Everyone on the Bus and Becoming a Real PLC

This presentation deals head on with the issue of conflicting agendas within schools. A PLC has a very clear vision of its purpose: learning for all students. Anthony Muhammad examines the barriers to aligning the adults' agendas with the school agenda and what leaders and teachers must do to develop the synergy necessary to guarantee learning.

Dr. Muhammad discusses the importance of:

- Understanding the root cause of social division and how to heal old wounds
- Clarifying everyone's role in developing a healthy learning environment
- Embracing the moral imperative of teaching over personal agendas

Ainsley B. Rose

Performance Assessments and How to Create Them

The use of performance assessments needs to be a part of any teacher's toolkit of high-quality assessments. This interactive session requires some volunteers to participate in a demonstration of a performance assessment, which forms the platform for the rest of the presentation.

Attendees at this session can expect to:

- Identify the essential components of a performance assessment.
- Discuss the elements that form the basis of a performance assessment.
- Examine the most appropriate scoring methods for performance assessments.

Common Formative Assessments

If they are not already, common formative assessments *should be* the foundation of your work.

Common formative assessments drive the conversations of a PLC, bring about a powerful impact on student learning, and raise student achievement. The challenge facing many of us is how to create, administer, and use the results of these assessments to inform our work. This session is designed to help participants understand a process for building common formative assessments.

This session affords participants the opportunity to:

- Increase assessment literacy.
- Learn how to build a draft CFA.
- Share successes with CFAs or ask questions to clarify formative assessment practices.