Professional Learning Community (PLC) Sessions

Keynotes

Monday Keynote With Rehema Ellis and Irvin Scott
Monday, December 7, 2015

Tuesday Keynote With Michael Horn
Tuesday, December 8, 2015

Wednesday Keynote with Yong Zhao
Wednesday, December 9, 2015

Monday, December 7, 2015 Morning Concurrent

B09  Sustaining School Literacy Initiatives Through Targeted Leadership Strategies
Explore how to build and sustain school and district capacity for high-quality literacy instruction through strong literacy leadership and professional learning communities. Share in tools, protocols, and lessons learned from a federally funded Investing in Innovation (i3) project that used intensive training, coaching, and other resources to raise early literacy outcomes across high-needs urban schools. Learn how to establish leadership structures critical to effective professional development initiatives.

Pat Federman, Children's Literacy Initiative, Philadelphia, PA, pfederman@cli.org
Jill Valunas, Children's Literacy Initiative, Philadelphia, PA, jvalunas@cli.org
Terry Salinger, American Institutes for Research, Washington, DC, tsalinger@air.org
Kimberly Ellerbee, School District of Philadelphia, Philadelphia, PA, kellerbee@philasd.org
Christie Whitzell, Camden City School District, Camden, NJ, cwhitzell@camden.k12.nj.us

Monday, December 7, 2015 Afternoon Concurrent

C02  Embedding Professional Learning in Schools: A Toolkit
Explore tools and protocols to help you implement an improvement framework that places teacher professional learning at the center of school reform efforts. Examine tools developed in conjunction with the research report, Integrating Quality Professional Learning Into the Daily Lives of Teachers: Insights from High-Performing Systems. Use these tools to focus the work of your professional learning communities, strengthen mentoring and beginning teacher initiatives, establish an effective leadership development program, and ensure time for professional learning is embedded in every educator's work day.

Ben Jensen, Learning First, Melbourne, VIC, Australia, ben.jensen@learningfirst.org.au
Joellen Killion, Learning Forward, Lakeway, TX, joellen.killion@learningforward.org

C16  Use of Student Work in Professional Learning Communities: A Catalyst for Change
Focus on the use of student work as a catalyst for instructional change. Demystify the use of student work
as a formative data source in professional learning community (PLC) sessions by sharing a protocol and
cases studies of schools using this process. Leave with practical tools to support uses of student work as
embedded professional learning in PLC meetings.

Holly Martinez, Everett School District, Everett, WA, hmartinez@everettsd.org
Cindy Harrison, Instructional Improvement Group, Broomfield, CO, harrison.cindy@gmail.com

C23  Closing the Knowing-Doing Gap: A Model for Change
Educators rarely walk away from traditional professional development sessions with the skills and
confidence they need to integrate new ideas into their practice. Learn how a small urban school division
invests their time and attention to close the knowing-doing gap through instructional coaching and
professional learning communities. Leave with protocols designed to enhance communication and
collaboration of teams, as well as build a foundation of trust.

Paula Culver-Dickinson, Charlottesville City Schools, Charlottesville, VA,
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Carolyn Swift, Charlottesville City Schools, Charlottesville, VA, carolyn.swift@charlottesvilleschools.org

C40  Using Blended Learning to Facilitate Successful Professional Learning Communities
Understand the increased demands on professional learning that the Common Core State Standards require. 
Reflect on current professional learning practices and consider the qualities of effective collaborative 
professional learning communities that will continuously improve teacher practice and increase student 
achievement. Identify the key structures necessary for using blended learning practices to create and sustain 
an effective professional learning framework.

Kathleen Sheehy, LearnZillion, Washington, DC, kathleensheehy@learnzillion.com
Endeara Campbell, District of Columbia Public Schools, Washington, DC,
ecampbell@hydeelementary.org

Monday Afternoon, December 7, 2015 FastForward Presentations

D04  Online and Hybrid Models of Professional Learning Communities
Learn how educators create and engage teachers in online and hybrid professional learning communities
(PLCs). Drawing on scientific evidence, gain an understanding of the benefits and challenges of online
PLCs relative to traditional face-to-face PLCs. Make informed choices about which model or combination
of models best serves your needs and circumstances.
Cynthia Blitz, Rutgers Graduate School of Education, Somerset, NJ, cindy.blitz@gse.rutgers.edu

Tuesday, December 8, 2015 Four-Hour Concurrent

E03  Professional Development for Increased Student Achievement
Hear how teacher leaders, coaches, and administrators can combine professional learning communities with
instructional and peer coaching to create a positive impact on student achievement. See how instructional
coaching and peer coaching can greatly increase learning in professional learning communities. Identify
strategies and practice facilitation skills for these key leadership roles.
Steve Barkley, PLS 3rd Learning, Bethlehem, PA, lmalanowski@pls3rdlearning.com

Tuesday, December 8, 2015 Morning Concurrent

F22  The Culture of Response to Intervention: Breaking Down Classroom Walls
Examine a cultural shift that occurred while implementing a system of interventions built around the needs of students, the growth of teachers, and the effective use of data. Explore the power of RTI, paired with a culture of professional learning communities, in changing the dynamics of an elementary school. Obtain greater understanding of how students' greatest needs can be met through the faculty's cultural shift and growth.

**David Stafford**, Sumner County Board of Education, Westmoreland, TN, david.stafford@sumnerschools.org  
**Emily Stafford**, Sumner County Board of Education, Gallatin, TN, emily.stafford@sumnerschools.org  
**Nick Brown**, Sumner County Board of Education, Westmoreland, TN, nick.brown@sumnerschools.org

**F43  Impacting Students Through School and Central Office Collaboration**

Learn how two secondary schools with state accreditation concerns improved in the area of math achievement through successful collaboration within the district. Discover how stakeholders were empowered to transform unhealthy school cultures into student-centered professional learning communities through a multifaceted approach in supporting teachers, teams, and school leadership. Understand how schools blossomed into self-directed groups through common vision and progress along a professional learning communities continuum.

**Charles Hom**, Fairfax County Public Schools, Fairfax, VA, cphom@fcps.edu  
**Mark Greenfelder**, Fairfax County Public Schools, Falls Church, VA, mark.greenfelder@fcps.edu  
**Shawn DeRose**, Fairfax County Public Schools, Falls Church, VA, shawn.deroset@fcps.edu  
**James Oberndorf**, Fairfax County Public Schools, Alexandria, VA, joberndorf@fcps.edu  
**Patricia Dutchie**, Fairfax County Public Schools, Alexandria, VA, padutchie@fcps.edu  
**Megan Smith**, Fairfax County Public Schools, Falls Church, VA, msmith1@fcps.edu  
**Nardos King**, Fairfax County Public Schools, Alexandria, VA, neking@fcps.edu

**Tuesday, December 8, 2015 Afternoon Technology Showcase**

**G01  Interactive Online Presentations Made Simple**

Tuesday, December 8, 2015 from 2:15 pm to 2:45 pm  
Office Mix is an extension to PowerPoint and an associated cloud-service/web-portal that makes it easy to author, share, and get analytics for interactive online presentations. Learn how authors can easily add audio-video narration, real-time inking, quizzes and polls, and simulations. Explore how Office Mix lessons can be embedded easily within your own website or portal. Discover how the built-in analytics give information per slide, per user, or by embedded exercises to provide insights on how your audience is engaging with lessons. See how Office Mix was designed with educators in mind, allowing them to easily create compelling interactive lessons while leveraging their familiarity with PowerPoint. Leave understanding how Office Mix is a powerful tool for democratizing blended learning, for sharing best practices within professional learning communities, and for giving students a tool to use for project reports and to develop their communication skills. For more details see: http://mix.office.com and http://mixforteachers.com.

**Anoop Gupta**, Microsoft Corporation, Seattle, WA, anoop@microsoft.com

**G01  Redesigning Professional Learning With Video**

Tuesday, December 8, 2015 from 2:15 pm to 2:45 pm  
Want to do away with the old "sit-n-get" format of professional learning but not sure how to make the shift? Discover how focusing on video as the centerpiece of your professional learning program will enhance and scale coaching, professional learning communities, and blended learning initiatives for all educators within a district. Experience a demonstration of how the Teams video-based collaboration platform supports educators in uploading, sharing, and annotating videos and provides an easy way to curate content such as student work, district resources, and teacher portfolios.

**Rob Bayuk**, Teaching Channel, Oakland, CA, rbayuk@teachingchannel.org
Ellen Lugo, Upland Unified School District, Upland, CA, ellen_lugo@upland.k12.ca.us

Tuesday, December 8, 2015 2-Hour Concurrent

H02 From Students to Teachers to Schools: Teacher Leadership
Discover how classroom teachers, using skills developed in the AFT Teacher Leaders Program, are changing the course for their colleagues and their students to meet education challenges in the 21st century. Understand the protocols of a flipped classroom and begin designing components of one. Learn how a professional learning community overcame member disengagement by using the focus-point protocol to advance its work. Hear the story of a school closure and gain an awareness of ways in which mass layoffs at struggling schools can lead to instability, anxiety, and other negative outcomes for students and teachers.

Marjorie Brown, American Federation of Teachers, Washington, DC, mbrown@aft.org
Bethany Tipton, Corpus Christi Independent School District, Corpus Christi, TX, tbethany0@gmail.com
Erika Angley, New York City Department of Education, New York, NY, erika.angley@gmail.com
Afra Khan, Boston Public Schools, Boston, MA, afra.khan7@gmail.com

H12 Don’t Let the Tool Become the Rule
Learn how a Title I elementary school with a predominantly English-as-second-language population utilized the professional learning communities framework and a Plan-Do-Study-Act process to reframe, restructure, and reorganize their language arts block to maximize student engagement and learning. Discover and utilize tools to analyze data and evaluate current literacy structures and resources that can be used to ascertain program effectiveness. Discuss, evaluate, and analyze your current literacy school practices and resources and their impact on student learning.

Nathaniel Provencio, Prince William County Schools, Woodbridge, VA, provennr@pwcs.edu
Jan Smith, Prince William County Schools, Woodbridge, VA, smithjt@pwcs.edu
Ashley Bencivenga, Prince William County Schools, Woodbridge, VA, bencivar@pwcs.edu
Robyn Walker, Prince William County Schools, Woodbridge, VA, walkerra@pwcs.edu
Deborah Ellis, Prince William County Schools, Woodbridge, VA, ellisdt@pwcs.edu
Amy Simpson, Prince William County Schools, Woodbridge, VA, simpsoaw@pwcs.edu

H16 Inclusive Practices: Co-Teaching Cadre of Instructional Leaders
Discover how a professional learning community of co-teaching teams (special education and English language learners) learned and implemented evidenced-based practices. Review co-teaching models, Universal Design for Learning, and differentiated instruction to help teacher leaders effectively co-plan, co-teach, and co-assess. Leave with strategies, resources, and protocols to engage co-teachers in a systematic, reflective, and collaborative process examining inclusive classroom practices for diverse learners.

Savanna Flakes, Alexandria City Public Schools, Annandale, VA, savanna.flakes@acps.k12.va.us
Jennifer Hamilton, Alexandria City Public School, Annandale, VA, jennifer.hamilton@acps.k12.va.us

H34 Owning Our Learning Through Personalized Professional Development
Learn how to maximize resources to create meaningful, high-impact professional learning. Explore the process of using a macro-micro approach to staff development to establish effective and meaningful professional learning communities that empower school leaders to become leaders for learning within their own departments and teams. Discover ways to transform professional development by creating authentic, personalized, relevant, and engaging learning experiences in response to the implementation of the Common Core; result in thinking about content with a new or expanded perspective.

Barbara Carlstrom, Montgomery County Public Schools, Rockville, MD, barbara_carlstrom@mcpsmd.org
Yong-Mi Kim, Montgomery County Public Schools, Rockville, MD, yong_m_kim@mcpsmd.org
Darshan Jain, Montgomery County Public Schools, Rockville, MD, darshan_k_jain@mcpsmd.org
James Brameyer, Montgomery County Public Schools, Rockville, MD, james_brameyer@mcpsmd.org
I04 Grit Happens
Share one school’s journey to intentionally embed the concepts of grit and growth mindset into school culture and assess their effectiveness in raising achievement for economically disadvantaged students. Examine the impact of a Learning Forward Foundation scholarship on an action plan for student achievement. See how to apply for foundation scholarships and use that process in professional learning communities to study an emerging concept and extend the work by focusing on students in poverty to increase student achievement.

Vanessa Stuart, Lewisville Independent School District, Lewisville, TX, stuartv@lisd.net

I07 Professional Learning Communities: The Efficacy of Your Learning Culture
Learn and explore various techniques and strategies for establishing and sustaining a culture that advances teacher learning and student achievement. Apply collaborative techniques and inventory tools to authentic educational scenarios. Share, examine, and discuss various examples of organizational structures that support collaborative learning and build collective capacity within the classroom, school, or at the district level. Assess the efficacy of your current culture of collaborative learning.

Margaret Pfaff, Carroll County Public Schools, Westminster, MD, mepfaff@carrollk12.org
Janetta Jayman, Carroll County Public Schools, Westminster, MD, jjjayma@carrollk12.org

I12 Teacher Technology Institute Impacts Student Achievement and Engagement
Learn how an urban school district is helping teachers discover ways to integrate technology into their daily teaching practice. See how the creation of a sustainable professional learning community has become a conduit for change, enabling teachers to learn to use current and developing technologies in classrooms as instructional tools to improve student achievement and engagement. Leave with tools and resources to engage teachers to shift daily instructional strategies to engage and improve student performance.

Carmella Doty, Prince George's County Public Schools, Riva, MD, carmalladoty@gmail.com
Renee Henderson, Prince George's County Public Schools, Landover, MD, rhender@pgcps.org
Darlene Bruton, Prince George's County Public Schools, Capitol Heights, MD, darlene.bruton@pgcps.org
Edrika Hall, Prince George's County Public Schools, Capitol Heights, MD, edrika.hall@pgcps.org

J07 End the Isolation: Professional Learning Communities, Measurement Models, and Standards
See how one high school used a student learning objectives (SLO) process to ensure alignment between instruction and college- and career-ready standards by building a culture of collaboration and providing purposeful professional development. Recognize the importance of using an SLO process as a universal tool to ensure that instruction is aligned with all standards and has an impact on school improvement planning and school- or system-based professional development.

Joseph Collins, Harford County Public Schools, Bel Air, MD, joseph.collins@hcps.org
Jayme Harget, Harford County Public Schools, Bel Air, MD, jayme.harget@hcps.org
Tammy Taylor, Harford County Public Schools, Bel Air, MD, tammy.taylor@hcps.org
Jeanne Donlick, Harford County Public Schools, Bel Air, MD, jeanne.donlick@hcps.org
Monica Chiveral, Harford County Public Schools, Bel Air, MD, monica.chiveral@hcps.org

J08 Removing Barriers to Learning: An Integrated Support Model
Learn how a K-12 district developed an integrated student-support model by building teacher capacity, engaging in professional learning communities, and using data analysis. See how to address disparities among subgroups by working collaboratively and across disciplines. Have a working knowledge on how to start a family support center designed to improve school climate and academics.

Linda Binion, Spotsylvania County Public Schools, Spotsylvania, VA, lbinion@spotsylvania.k12.va.us
**Wednesday, December 9, 2015 Morning Concurrent**

**K06  Reset: Turn Professional Learning Communities Into Impact Action Teams**
Are you concerned that your professional learning communities aren't having the desired impact on teacher practice and student learning? Learn how to assess your school or district's current practices for teacher collaboration. Use case studies to explore how to transform teacher teams that assess, learn, plan, and act together to improve teacher practice and increase student learning. Receive examples of templates and tools to transform your teams.

**Karl Clauset**, National Center for School Change, Bellingham, WA, khclauset@comcast.net  
**Dave Nagel**, NZJ Learning, Zionsville, IN, davenagelvlplus@gmail.com  
**BR Jones**, Tate County School District, Senatobia, MS, drbrjones@gmail.com

**K28  Confirming Your Learning, Practice, and Commitment**
Learn how formative instructional practice is being implemented as a central strategy to assist educators in successfully implementing new standards. See how state and local partners are sharing this unique systems approach to efficient and sustainable professional learning, including focused content, blended learning through professional learning communities, and coaching/leading support. Apply the tools and resources to make a positive impact on your own learning, practice, and commitment.

**Mary Peters**, Battelle for Kid, Columbus, OH, drmaryp@att.net  
**Virgina Ressa**, Ohio Department of Education, Columbus, OH, virginia.ressa@education.ohio.gov  
**Jennifer Wene**, Worthington City Schools, Worthington, OH, jwene@wscloud.org

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**Wednesday, December 9, 2015 Afternoon Summit Sessions**

**L04  Inclusive Teacher Evaluation Through Coaching, Advocacy, and Equity**
Develop coaching conversations between teachers and evaluators to improve outcomes for English learners and students with disabilities. Discuss four principles of an inclusive teacher evaluation framework compatible with Danielson and Marzano frameworks and understand how the principles can frame inquiry-based discussions for professional learning communities. Learn how evaluators and teachers can effectively communicate so that the achievement of both students who are English learners and students with disabilities becomes a crucial component of the teacher evaluation process.

**Diane Staehr-Fenner**, DSF Consulting, Fairfax, VA, diane@dsfconsulting.net  
**Peter Kozik**, Keuka College, Keuka Park, NY, pkozik@keuka.edu  
**Ayanna Cooper**, Dallas, GA, rarb4@msn.com

**L06  Using Professional Learning Communities to Create Quality Performance Assessments**
Learn the process for developing quality performance assessments and hear about one district's K-12 implementation of the process through professional learning communities. Using a protocol, examine each aspect of a performance assessment from alignment to student engagement. Learn how to experience professional development on an ongoing basis with your colleagues.

**Stacy Young**, Center for Collaborative Education, Boston, MA, syoung@ccbos.org  
**Laurie Gagnon**, Center for Collaborative Education, Boston, MA, lgannon@ccbos.org  
**Kathleen Cotton**, Rochester School Department, Rochester, NH, cotton.k@rochesterschools.com  
**Heidi Zollman**, Rochester School Department, Rochester, NH, zollman.h@rochesterschools.com