

HIGHLIGHTED SESSIONS ON PLCs AND CONTINUOUS IMPROVEMENT CYCLES

Saturday, December 1

9:00 a.m. – 4:00 p.m.

PC101 | Using Collaborative Inquiry to Accelerate Culturally Responsive Practices

Schools are concerned about the chronic nature of achievement gaps for traditionally marginalized students. To address this concern, join this session to develop understanding about how to use a collaborative inquiry process to implement culturally responsive practices that leverage students' cultural and linguistic assets and accelerate diverse students' capacity for rigor. Examine case studies using the Collaborative Analysis of Student Learning, a professional learning process, and an instructional guide.

Amy Colton, Center for Collaborative Inquiry, **Rosalyn Shahid**, Wayne Regional Service Agency

Sunday, December 2

9:00 a.m. – 4:00 p.m.

PC201 | Becoming a Learning Team

Based on the latest book in Learning Forward's "learning series," this session focuses on the actions of the professional learning team in the application of a five-stage cycle of continuous learning. Participants will explore case studies and learn about ideas and actions that result in learning teams that experience and model professional learning that is long term, sustained, and standards driven; grounded in a cycle of continuous improvement; and capable of inspiring all to take responsibility for the learning of every adult and student in the school. Authors, Stephanie Hirsh & Tracy Crow, will be available for a special book signing.

Kelly Baugh, **Gretchen Polivka**, **Dwayne Young**, Fairfax County Public Schools

PC211 | Professional Learning to Promote Teacher and Student Agency: A Teacher-led, Video-based Model

Educators know that collaborative professional learning strengthens instructional practice and enhances student learning, but in reality, collaborative learning does not always lead to improved practice. Join us to explore a transformative professional learning model that uses continuous improvement cycles, teacher-led video study of classroom practice, and student-facing rubrics. Learn key practices to step up site-based collaborative learning, including guidance for how to integrate classroom video and strategies that promote teacher and student agency.

Nancy Gerzon, WestEd

Monday, December 3

8:30 a.m. – 11:30 a.m. & 2:30 p.m. – 4:30 p.m.

1107 | Focusing Your PLCs on the "Right Work"

Delve into the "right work" of PLCs as you explore a Standards-Based PLC Cycle that illustrates the core work of job-embedded professional learning. Move beyond the collaborative process to ensure improved student outcomes. Examine a concrete model and ways to utilize research-based protocols to support transference to the classroom. Leave with processes/protocols to facilitate professional learning on your campus.

Ora Meles, **Rosemarie Backhus**, **Lori Harbaruk**, Palm Beach County School District

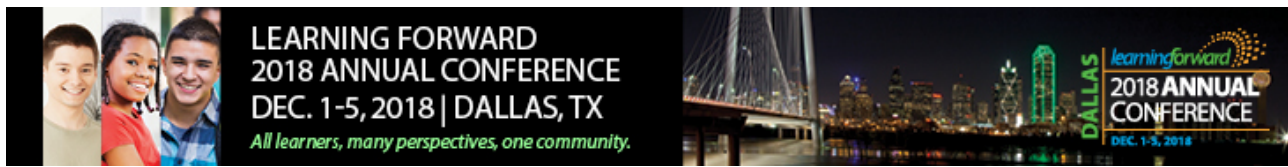
Monday, December 3

9:30 a.m. – 11:30 a.m.

1203 | Teacher-Led Improvement Science

Are you committed to closing the opportunity gap and providing all students access to mathematics that allow them to achieve at the highest levels? Hear how four Denver Public school teams partnered with the Professional Learning and Math departments and engaged in peer to peer learning around issues of equity in math classrooms, using the Improvement Science methodology. Leave with knowledge of the structure of the program, measurement plans, the impact on students and how teachers are changing their practice.

Laura Summers, Denver Public Schools



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1207 | **Persisting through a Learning Cycle: Teacher Leader Perspectives**

Learn how three teacher leaders in unique contexts persisted through five phases of an adapted learning cycle framework to help peers improve instructional practices. Collaboratively, engage with authentic professional learning scenarios, surface challenges, and apply the framework to identify strategies. Understand supports teacher leaders need to be effective, and gain ideas and resources for strengthening your abilities to lead peers through critical phases of a learning cycle—reflection and iteration. Leave with an understanding of support needed by teacher leaders and how to scaffold their learning to facilitate learning of their peers.

Tracy Huebner, Center for the Future of Teaching & Learning at WestEd, **Richard Dirksen**, NYC DOE, **E'bow Morgan**, Los Angeles Unified School District, **Elizabeth Ramos**, Chaffey Joint Union HS District, **Michael Savoy**, Teach Plus

1217 | **Teaching Amplified: Building a Culture of Coaching in your School**

How do you build a culture of coaching in an entire organization that amplifies teaching? Learn how one district grew its culture into a wall to wall coaching program through positive relationship building and strategic program development. Learn strategies for trust building at the individual and organizational level consider applications for your own setting. Develop an action plan for steps you can take to develop, grow or enhance your instructional coaching model and relationships.

Laura Kirshner, **Greg Reuhs**, **Kristi Ryken**, Maine Township District 207

Monday, December 3

3:30 p.m. – 4:30 p.m.

1426 | **Maximizing Leadership Through Communities of Practice**

How can systems attain profound impact on student achievement by ensuring that principals continuously learn? With a solid foundation of Learning Forward's Standards for Professional Learning and the change process, learn to engage principals in communities of practice to enhance and grow their craft. Walk away with ideas of ways to identify problems of practice across campuses, facilitate the learning together and build collaboration for improvement and growth for all.

Holly Hughes, **Steven Ebell**, **Stephanie McBride**, **Susan Silva**, Clear Creek Independent School District

1433 | **PEER Support: A Practical School Transformation Model**

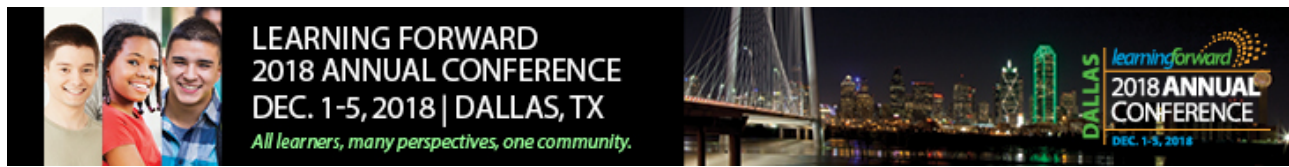
How can schools be transformed by reconfiguring the business improvement cycle for educational entities? Learn how to use the PEER model to implement effective, continuous school improvement that engages the entire school in personalizing, applying, and evaluating initiatives outlined in the School Improvement Plan. Leave with knowledge of what the PEER model for school improvement offers educators to transform schools.

Georgia Evans, **Christie Johnson**, University of West Georgia, **Trent North**, Douglas County School System

1437 | **Maximum Impact: Educator Voice, Choice, and Leadership in Professional Learning**

Learn how regional learning communities bring together single subject teachers from small and rural districts in Northeast Florida to collaborate, problem-solve, and create. Using data collected and analyzed, explore how these communities have used the transformative learning theory, Learning Forward's Standards for Professional Learning, and principles of teacher leadership to increase motivation and self-efficacy, improve retention, and ultimately increase student achievement on state summative assessments. Take away strategies to empower teachers through quality, differentiated professional learning.

Jennifer Rivera, **Adam Azula**, North East Florida Educational Consortium



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1440 | Re-imagining PLCs: Bringing Schools and Communities Together

How can professional learning communities leverage both educator and nonprofit skills and knowledge to close academic and opportunity gaps? Learn how this powerful model engages the social sector as a key player in improving student outcomes, especially in the fields of out-of-school time and social and emotional learning. Examine the process to transform marginalized communities using collective impact, collaborative leadership, equity, evidence-based interventions and data-mindedness within a tiered professional development model. Leave with knowledge from lessons learned and information on how to replicate successful learning communities.

Dana Stoltz Gray, Erin Crosby, Regina Nippert, The Budd Center; **Alyssa Peraza**, Dallas Independent School District

1439 | Multiple Perspectives to Build a Complete Vision

Engage with members of Learning Forward's Student Success Learning Network to explore their use of the Plan-Do-Study-Act cycles and implementation science to solve problems of practice. Learn from one team that is working together to build a three-dimensional view of how to support students who traditionally underperform in Algebra I. Leave with ideas for strategically testing interventions that lead to greater student learning.

Shannon Jackson, Shaun Kelly, Rob Speas, Knox County Schools

Tuesday, December 4

8:30 a.m. – 11:30 a.m.

2309 | Reimagining PLCs: Content/Curricula Inquiry Cycles in Florida

As districts seek to ensure all students receive high quality, standards-aligned instruction, teachers must be provided with high-quality and standards-aligned materials, as well as the support to implement those materials effectively. In this session, examine a professional learning model leveraging a Plan-Do-Study-Act (PDSA) cycle of continuous improvement used by several districts in Florida. Also examine how a robust, but practical data collection strategy can drive incremental and long-term adjustments. Consider how this model and subsequent lessons learned could be used to strengthen PLCs within your own school or district as well as the practical data collection strategy used to assess its success.

Torrey Palmer, Ben Jackson, TNTF

2318 | Transforming Teacher Professional Development Through Collaborative Inquiry

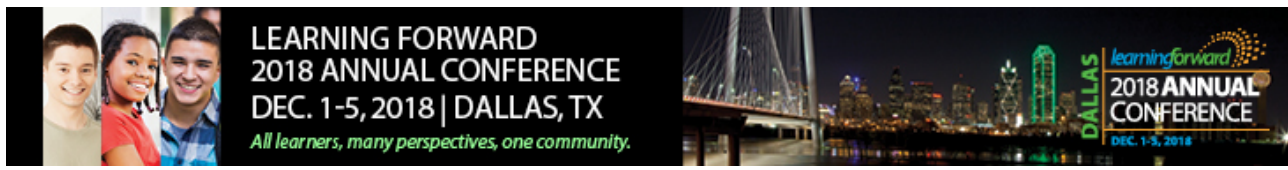
Learn how one district is transforming the way teachers collaborate to address a problem of practice within their school. Participate in an interactive cycle of inquiry using real-world data followed by a facilitated session in which you and other attendees predict, analyze, determine causal factors, and collaboratively create a plan of action for a real-world school problem of practice. Experience the process of using collaborative inquiry to create deep and lasting change within a building. Leave with strategies to build strong communities of practice and develop teacher leadership within your district.

Elizabeth Myers, Lauren Bowers, Ashley Smith, Donna Steele, Pitt County Schools

2319 | The Heart and Soul of Professional Learning: Baldrige-based PLCs

We will demonstrate how to use a theory of change and logic model when implementing professional learning communities (PLCs) and the Plan, Do, Study, Act (PDSA) process within a school setting. Join other participants to learn how to establish a PLC protocol that affords all teachers a framework in which to collaborate, informally and formally on a regular basis, about instructional decisions. Also, learn how to use PLCs to drive the PDSA process, a research-based cycle for increasing student achievement, and how to recognize the qualities of a *good* and *bad* PDSA cycle. Finally, learn ways in which you can increase stakeholder buy-in for PLCs in your own schools or districts.

Calandra Davis, Clemson University, **Carolyn Anderson**, Barnwell School District 45



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Tuesday, December 4

9:30 a.m. – 11:30 a.m.

2231 | Empowering Educators with Effective Facilitation Skills and Structures for Professional Learning Communities

Understand the foundational components of an authentic professional learning community (PLC). Practice strategies and techniques that accomplished facilitators use to lead, guide, and support the success of PLCs and its members. Identify lesson study and data teams as structures that PLC teams can use to increase teacher and student performance.

Susan Leon, Diane Raude, Broward County Schools

Tuesday, December 4

3:30 p.m. – 5:30 p.m.

2404 | Continuous Improvement: An Introduction to Root Cause Analysis

Learn how to determine the root causes of district and school problems of practice by experiencing an important part of continuous improvement: root cause analysis. Engage in an interactive case study where we study one district's problem of practice by examining summative and formative data. Create a driver diagram to best understand how to make decisions and changes that improve student learning and achievement.

Allison Escher, Institute for Learning, **Kerri Messler**, Schenectady City School District

2439 | Assessing and Analyzing Professional Learning Communities (PLCs) in Schools

Research evidence points to the positive impact of PLCs on teachers' practices and student learning outcomes. Schools, however, face challenges in their effort to sustain effective PLCs. Learn how school, teacher, and district leaders, adapted and administered the *Professional Learning Community Assessment, revised* in a research project with 20 schools to help them self-diagnose the strengths and weaknesses of their PLCs and identify high-leverage follow-up actions. Reflect, compare, and contrast PLCs in this context with your own and think about the next steps in the development of your schools as PLCs.

Sivakumar Viswanathan, Nuryani Suneh, Singapore Ministry of Education

2444 | Purposeful Leadership on the Journey to Implementing Professional Learning Communities that Work

Consider the research that shows professional learning communities are a powerful tool to enhance adult learning and collegial dialogue that directly impacts not only students and teachers, but school systems as a whole. Engage in an exploration of the process of creating systemic change through a three-tiered approach to implementation of professional learning communities. Receive technical assistance and leave with an action plan for implementation.

Julie Williams, John-Anthony Boggess, Nicole Handy, SouthTech Schools, **Debbie Cooke**, WPGI

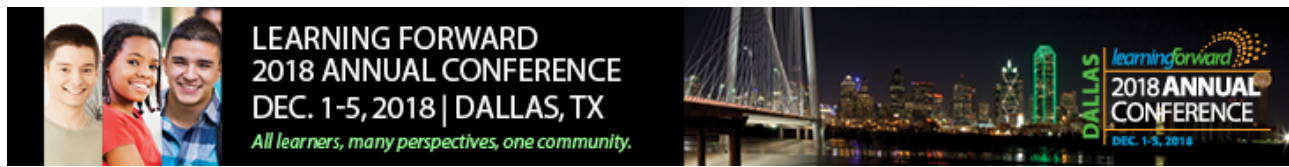
Wednesday, December 5

8:45 a.m. – 10:45 a.m.

3209 | Learning Together: One High School's PLC Culture Change

Change how your school engages in PLC Development through informed decisions grounded in data and best practices. Engage teacher-learners in evidence-based conversations about how PLCs function to collaboratively meet the demands of the school. Leave empowered to engage in data-driven conversations with teams and the ability to use a framework to identify pitfalls you may encounter along the way.

Zachary Rogstad, Benjamin Hammond, Patricia Williamson, Alexandria City Public Schools



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3222 | Becoming a Learning Team (repeated as 3420)

While many schools use PLCs or other collaborative structures for teacher learning, little information is available that attends to exactly what happens during that collaborative time. With a focus on the day-to-day actions in classrooms between students, educators, and instructional materials, this session will provide an overview of a five-stage teacher team learning cycle, and is based on Learning Forward's recent updated book *Becoming a Learning Team*. Explore steps teacher teams can take toward intentional, collaborative professional learning. Learn about one school's application of the cycle and lessons learned along the way.

Clara Howitt, Alexandra Fuentes, Learning Forward

Wednesday, December 5

1:00 p.m. – 3:00 p.m.

3419 | Interdisciplinary PLC in Middle Schools: Supporting Continuous Improvement

Interdisciplinary PLCs help advance teacher practice and support student achievement. Often, however, PLC members become overwhelmed with students' behavioral and social needs and are unable to collaborate to address their academic needs. Deepen your understanding about how to support PLCs in crafting content goals, including how to engage PLCs in professional learning that supports their ability to develop interdisciplinary foci. Join other district and school instructional leaders and PLC members to engage in a process of continuous learning that maintains a focus on academic success for all students.

Krista Morrison, Institute for Learning, **Antonio Farina**, Schenectady City Schools

3420 | Becoming a Learning Team (repeat of 3222)

While many schools use PLCs or other collaborative structures for teacher learning, little information is available that attends to exactly what happens during that collaborative time. With a focus on the day-to-day actions in classrooms between students, educators, and instructional materials, this session will provide an overview of a five-stage teacher team learning cycle, and is based on Learning Forward's recent updated book *Becoming a Learning Team*. Explore steps teacher teams can take toward intentional, collaborative professional learning. Learn about one school's application of the cycle and lessons learned along the way.

Alexandra Fuentes, Learning Forward, **Clara Howitt**, Greater Essex District School Board

Please see conference.learningforward.org/program for a complete program and fp.learningforward.org/session-selection/find-a-session.cfm for additional sessions on **PLCs and Continuous Improvement Cycles**.