



## LEARNING & LEADING COLLABORATIVE WORKSHOP PROGRAM



**#BFKSOAR**

**Thursday, April 27, 2017**

The Ohio Union  
1739 N High Street  
Columbus, OH 43210

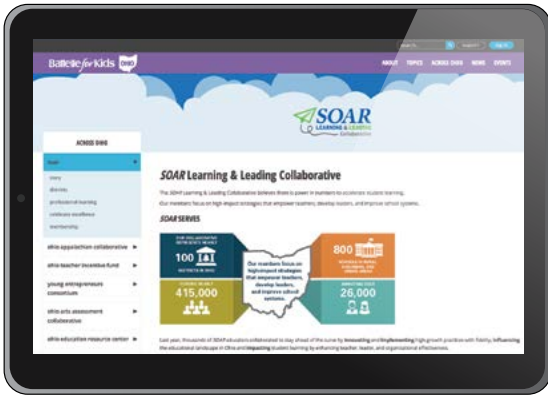
	<b>Great Hall Meeting Room 1</b> 1 <sup>st</sup> floor	<b>Great Hall Meeting Room 2</b> 1 <sup>st</sup> floor	<b>Great Hall Meeting Room 3</b> 1 <sup>st</sup> floor	<b>Cartoon Room 1</b> 3 <sup>rd</sup> floor	<b>Cartoon Room 2</b> 3 <sup>rd</sup> floor
Session 1 9–9:55 a.m.	<b>From Innovation Process to Implementation: Granville's PBL Journey</b>  Granville Exempted Village Schools	<b>Pathway to Personalization</b>  Chagrin Falls Exempted Village Schools	<b>Effective Early Literacy</b>  NORC at the University of Chicago and Literacy Organizational Capacity Initiative	<b>K–12 STEM District 12-year PBL Journey</b>  Northwestern Local Schools	<b>Implementing PLCs: The Journey in Gahanna-Jefferson Schools</b>  Gahanna-Jefferson Public Schools
Session 2 10–10:55 a.m.	<b>PBL Learning Pathways for your School, District, and Community</b>  Educational Service Center of Central Ohio	<b>New, Now, Next: Best Practices for First-Year and New Building Principals</b>  Worthington City Schools	9 a.m.: <b>What We Know About Effective Early Literacy Instruction</b>  10 a.m.: <b>Interactive Reading/ Interactive Writing</b>	<b>Being the Principal in a Literacy-Focused School</b>  Solon City Schools	<b>Personalizing Learning through Authentic Learning Experiences</b>  Perry Local Schools
Session 3 11–11:55 a.m.	<b>Developing 21<sup>st</sup> Century Skills: Learning Attributes</b>  Grandview Heights Schools	<b>Serve, Lead, and Succeed at the Middle School Level</b>  Upper Arlington Schools	11 a.m.: <b>Integrating Teacher and Student Learning in a Summer Lab Context</b>	<b>Connection between Results and School Culture</b>  Indian Hills Exempted Village Schools	
12–1 p.m. <b>LUNCH: Near registration area, 1<sup>st</sup> floor</b>					
Session 4 1–2 p.m.	<b>Mindfulness and Mental Health</b>  Generation Schools Network		<b>Early Literacy Inquiries: System Wide, Capacity-Based Approaches to Professional Learning</b>  NORC at the University of Chicago and Literacy Organizational Capacity Initiative	<b>BFK Leadership Academy</b>  (Workshop 4 of 4)	<b>BFK Teacher Leadership Academy</b>  (Workshop 4 of 4)
2–3 p.m.					



## **DON'T FORGET TO VALIDATE YOUR PARKING!**



Get a validation ticket at the BFK registration desk. When you leave, you'll insert both the ticket you received upon entering the South Garage and your validation ticket when prompted to pay.



[BFK.org/SOAR](http://BFK.org/SOAR)

## WiFi@OSU Connection Instructions

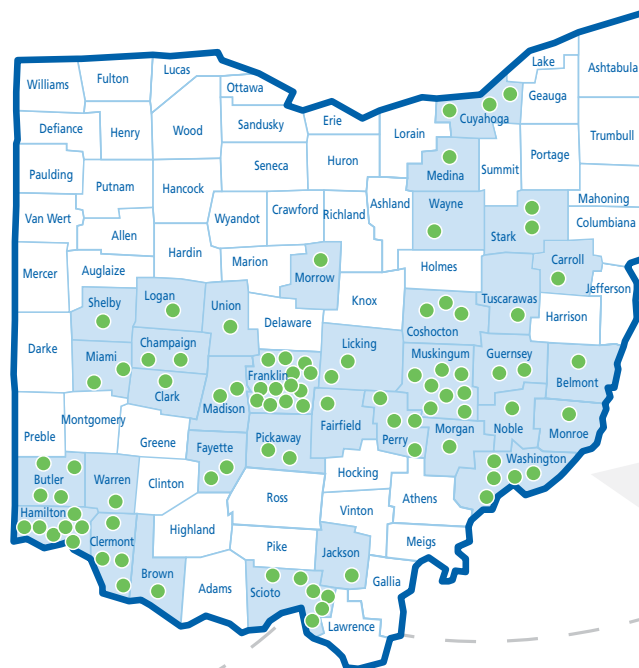
1. From your device's wireless connection utility, choose to connect to "WiFi@OSU". No password is required.
2. After waiting 10-15 seconds to establish a connection, open up a web browser.
3. Most devices will automatically be redirected to an authentication page. If this does not occur within 30 seconds of opening your browser, type any address into the browser's address bar (we recommend using "google.com").
4. Upon reaching the authentication page and reviewing the terms and conditions, check the box under the "Guests" column and click "Log-in".
5. You may be required to repeat step 4 after several hours of inactivity or after the twelve hour connection window has expired.

Please contact the Information Desk on the 1<sup>st</sup> floor of the Ohio Union to report any connection problems or for assistance with getting connected: (614) 688-4636.

## Thank you for making Ohio schools SOAR!

For 15 years, SOAR has been a model for how school systems can connect, collaborate, and innovate to improve teaching and learning.

We look forward to supporting the work you're doing in 2017–18 to ensure all students have access to an educational experience that prepares them for success in college, in careers, and in life.



## SESSION DESCRIPTIONS

### SESSION 1

#### From Innovation Process to Implementation: Granville's Project-Based Learning (PBL) Journey

**Facilitator:** Ryan Bernath, Assistant Superintendent and Jeff Brown, Superintendent, Granville Exempted Village Schools  
**9–9:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 1**

Two years ago, Granville Exempted Village Schools engaged staff and the community in an Innovation Process that would ultimately determine the course for the district's continuous improvement for the next five years. As a result of that process, PBL became the prioritized instructional methodology to add value to students. Two years later, with the assistance of the ESCCO, all staff have received extensive PBL training and are ready to implement in the 2017-18 school year. Learn best practices from Granville's journey to apply to your district.

#### Pathway to Personalization

**Facilitator:** Bob Hunt, Superintendent, Chagrin Falls Exempted Village Schools  
**9–9:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 2**

Chagrin Falls Exempted Village Schools set its focus on personalizing education for each and every student within the district by providing an educational experience empowering students to maximize their potential. Four key pillars drove the work so that all students could "Realize U": Curriculum and Instruction, Flexible Learning Experiences, Shared Leadership, and Parent & Community Engagement. In the middle of a five-year plan, the district has industriously implemented many initiatives to take them down the path of personalization. Learn more about blended learning opportunities, creating pathways and bridging options for coursework, developing business partnerships that enhance education, and structuring practices that support and evaluate decision-making.

#### Effective Early Literacy

**Designed for:** District Curriculum Leaders, School Leaders, English Teachers  
**Facilitator:** KaiLonnie Dunsmore, NORC at the University of Chicago and Jennifer Adams, Literacy Organizational Capacity Initiative  
**9 a.m.–12 p.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 3**

This session, while meant to be a coherent workshop, will be divided into three 1-hour segments. This allows attendees to take a quick break, or leave or join at the hour mark to accommodate another session.

#### **9 a.m.: What We Know About Effective Early Literacy Instruction**

Examine the characteristics of effective early literacy (PK-3) instruction by delineating research on the practices and professional learning structure that are characteristic of systems that see high achievement for all students, particularly in closing achievement gaps. Multimedia resources will support analysis of characteristics to practices.

#### **10 a.m.: Interactive Reading/Interactive Writing**

These two core practices should be (daily) at the heart of an elementary classroom and are also excellent building blocks for other instructional routines in the literacy block. The focus is on early literacy classrooms (PK-3), but we will have multimedia resources you can access on upper grade examples. We'll use resources (video, rubric, sample lesson plans, classroom artifacts) to do whole group and small group discussions focused on breaking down key components and talking about relationships to other literacy standards and practices. You will have access to multimedia resources and learning tools following the session to continue exploring these practices.

#### **11 a.m.: Integrating Teacher and Student Learning in a Summer Lab Context**

We'll share data from and explore a model that integrates time for summer teacher and student learning that has been piloted in schools in five states. In this model, intensive support for teacher professional development is paired with targeted summer student learning (and family engagement practices) to create a highly motivating literacy experience for students and a targeted, hands-on, collaborative learning experience for teachers. We will also discuss strategies to fund and support this model and how it fits into a comprehensive strategy for summer learning for both teachers and at-risk students.

#### K-12 STEM District 12-year PBL Journey

**Facilitator:** Jeffery Layton, Superintendent, Scott Smith, Curriculum Director, and Joey Brightbill, Principal, Northwestern Local Schools  
**9–9:55 a.m., 3<sup>rd</sup> Floor, Cartoon Room 1**

Northwestern Local Schools shares its 12-year journey to a pervasive STEM/PBL collaborative culture. Learn about the Ohio STEM Learning Network, the STEM designation process for elementary, middle, and high school, two StraightA Fund grant awards, as well as how they supported creation of labs, leadership, sustainability, and professional development. The middle and high school CTE pathways include: Biomedical, Engineering, Computer Sci., Agri-Business, Clean Energy, Business, and Teacher Education.

## Implementing PLCs: The Journey in Gahanna-Jefferson Schools

**Facilitator:** Mickie Sebenoler, Coordinator of Curriculum & Professional Development and Scott Schmidt, Assistant Superintendent, Gahanna-Jefferson Public Schools

**9–9:55 a.m., 3<sup>rd</sup> Floor, Cartoon Room 2**

Identifying a need to provide on-going, job-embedded professional development for our teachers and to improve the learning of every student, Gahanna-Jefferson Schools has implemented Professional Learning Communities in all schools. Learn about our journey over the last two years, our Learning by Doing process, lessons learned, and our success. Discover how to move your district closer to taking on this essential endeavor in teaching and learning.

## SESSION 2

### PBL Learning Pathways for your School, District, and Community

**Facilitator:** Teresa Dempsey, Director of Professional Development, Educational Service Center of Central Ohio

**10–10:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 1**

PBL 101 is a great start to learning how to design a high-quality PBL, but it's just the beginning of the journey. PBL done well is complex and requires a deep commitment that may begin with teacher trainings, but requires a district/school-wide commitment and understanding of the support structures it requires (which requires community and business partners buy-in) to be implemented with fidelity and have some sticking power. The “PBL 101-and-done” mindset does not typically result in long-term impact. Learn how PBL Ohio, in collaboration with the Buck Institute for Education, provides learning pathways and support to help schools and districts think through these elements before and during your PBL journey.

### New, Now, Next: Best Practices for First-Year and New Building Principals

**Facilitator:** Asia Armstrong, Principal, Worthington City Schools

**10–10:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 2**

When you are new to the principalship or new to a building, having a good sense of what to do now and next can have a positive impact on your success and your sanity. Learn useful tips and practical strategies that can help you put theory into every day practice.

### Being the Principal in a Literacy-Focused School

**Facilitator:** Mike Acomb, Principal, Solon City Schools.

**10–10:55 a.m., 3<sup>rd</sup> Floor, Cartoon Room 1**

We all know culture eats strategy for breakfast. In a highly successful, literacy-focused school, though, you need both. The principal's role is to develop and transform the school with lasting change and continuous improvement. Learn how one high-achieving, high-growth elementary school develops culture and strategy.

### Personalizing Learning through Authentic Learning Experiences

**Facilitator:** Amy Harker, Director of Student Services, Perry Local Schools

**10–10:55 a.m., 3<sup>rd</sup> Floor, Cartoon Room 2**

Perry Local Schools will take you on their journey of how personalized learning is incorporated via career pathways, authentic learning experiences, and life competencies studies. Learn about the starting point (a culture change!), and how districts collaborate to establish student-driven project-based learning challenges using the power of protocols. Also learn how they use shared resources and experts to move seven districts toward a credentialing system. Then find out if your district is ready, and where to begin.



### SESSION 3

#### Developing 21<sup>st</sup> Century Skills: Learning Attributes

**Facilitator:** Jamie Lusher, Chief Academic Officer, and Ken Chaffin, Principal, Grandview Heights Schools

**11–11:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 1**

21<sup>st</sup> century skills matter and one may argue, they matter more than academic skills. Grandview Heights School District has developed a K-12 model to support the development of 21<sup>st</sup> century skills. Discuss the process, implementation, and discussion around learning attributes. Build a foundational background knowledge around learning attributes and their importance to our students. You'll leave with an understanding of why learning attributes matter and practical application strategies for your classroom.

#### Serve, Lead, and Succeed at the Middle School Level

**Facilitator:** Robb Gonda, Principal and Jason Fine, Principal, Upper Arlington Schools

**11–11:55 a.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 2**

Student and staff engagement, coupled with thoughtful preparation, has led to meaningful gains in student growth year in and year out at Hastings and Jones Middle Schools in Upper Arlington. Principals from both buildings will share the systematic program, current initiatives, and middle school review process currently in partnership with Battelle for Kids. You'll leave with resources and ideas to help support middle school programming in your district.

#### Connection between Results and School Culture

**Facilitator:** Melissa Stewart, Principal, Indian Hills Elementary School

**11–11:55 a.m., 3<sup>rd</sup> Floor, Cartoon Room 1**

In this era of accountability, how do you remain focused on the whole child while still maintaining a relentless focus on progress? Learn specific steps to develop a school-wide culture of prioritizing students' progress, analyzing results in order to make reflective changes, and embedding strategies for social and emotional growth throughout the school day.



## SESSION 4

### Mindfulness and Mental Health

**Facilitator:** Katie Peyton, Development and Implementation Manager, Generation Schools Network

**1–1:55 p.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 1**

Schools teaching mindfulness across the country have experienced improvements in their students' self-control, ability to pay attention, class participation, and respect for others. During this interactive session, learn more about practicing mindfulness, or meditation, with your students. Together we will try out simple strategies that educators at all levels of mindfulness experience can use to boost concentration and openness. Explore the brain research that supports the benefits of mindfulness. You will leave with tips, resources, and lesson plans, energized to integrate mindfulness into your school!

### Early Literacy Inquiries: System Wide, Capacity-Based Approaches to Professional Learning

**Designed for:** Instructional Leaders (Coaches, Principals, Lead Teachers, Central Office Staff)

**Facilitator:** KaiLonnie Dunsmore, NORC at the University of Chicago and Jennifer Adams, Literacy Organizational Capacity Initiative

**1–3 p.m., 1<sup>st</sup> Floor, Great Hall Meeting Room 3**

Learn how to design an early literacy professional development strategy that is both rooted in teacher collaboration (PLC, peer observation; coaching) and is designed to integrate initiatives and focus attention to build coherence and observable change. We'll focus both on structures and practices to ensure collaboration time leads to actual change in practice and improvement in student achievement as well as concrete actions you can take to focus and align your system to clear early literacy priorities. You will take home small group activities and learning tools to use in your own school.

### BFK Leadership Academy (Workshop 4 of 4)

**Designed for:** Leadership Academy cohort only

**Facilitator:** Paul Hopkins, Battelle for Kids

**1–3 p.m., 3<sup>rd</sup> Floor, Cartoon Room 1**

The final Leadership Academy session will embed elements from the Communicate Effectively, Learn from Data, and Accelerate Student Learning and Foster Whole Child Development Leadership Pathways. Leaders will learn from one another how to lead meaningful observations with teachers that lead to deeper conversations around the development of a "Profile of an Effective Teacher."

### BFK Teacher Leadership Academy (Workshop 4 of 4)

**Designed for:** Teacher Leadership Academy cohort only

**Facilitator:** Jacque Burke, Battelle for Kids

**1–3 p.m., 3<sup>rd</sup> Floor, Cartoon Room 2**

One of the primary tasks of teams of educators is to collect, analyze, and respond to data. In this session, we will build on our prior understandings of successful team facilitation and extend into the important work of collective data analysis.





**We're passionate about collaborating with educators and sharing lessons learned to move education forward. Visit our Learning Hub to find blogs, publications, success stories, videos, and other free resources to support your work.**

**[BFK.org/SOAR](https://www.bfk.org/SOAR)**