

SOAR LLC Workshop Program



January 10, 2017

**The Ohio Union
1739 N. High Street
Columbus, Ohio 43210**



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#BFKSOAR**

| | GREAT HALL MEETING ROOM 1 1 ST FLOOR | GREAT HALL MEETING ROOM 2 1 ST FLOOR | GREAT HALL MEETING ROOM 3 1 ST FLOOR | CARTOON ROOM 1 3 RD FLOOR | CARTOON ROOM 2 3 RD FLOOR | SUZANNE M. SCHARER 3 RD FLOOR | |
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| SESSION 1 | | | | | | | |
| 9– 9:50 a.m. | Critique & Revision in PBL: The “Secret Sauce” to High-Quality Projects | Building the Talent Pipeline: Three Steps to Attract and Retain Educators | Effective Early Literacy | Starting with Why: Helping Students Make Connections from School to Life | Implementation Fidelity: What Exactly Is It, and How Do We Do It? | Unlocking the Reading Code | |
| SESSION 2 | | | | | | | |
| 10– 10:50 a.m. | Our Journey to Deeper Learning: The Story of Yellow Springs School District’s Fearless Thinkers | Engaging Teachers with Value-Added Reports | | Better Student Growth Using Technology to Enhance Assessment and Instruction | Wickliffe Student Ten-Year Plan | Unlocking the Reading Code <i>Repeat Session</i> | |
| SESSION 3 | | | | | | | |
| 11– 11:50 a.m. | Ohio Value-Added High Schools Revisited: Lessons From and Suggestions Moving Forward | Strategic Planning That Works: Prepare, Assess, Engage, and Launch! | Scheduling for Success | Getting Growth through Professional Learning Communities | Strategically Using Technology: Blended Learning and Student Success – A Journey | | |
| LUNCH 12 p.m. | | | | | | | |
| SESSION 4 | | | | | | | |
| 1–2 p.m. | Encouraging Growth Mindset and Grit | Ohio’s Equity Plan: Human Capital Strategies to Drive Equity | Leading for Change: Improving Early Literacy in Your School | BFK Teacher Leadership Academy | BFK Leadership Academy | | |
| 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.

SESSION 1

Critique & Revision in PBL: The “Secret Sauce” to High-Quality Projects

Facilitator: Teresa Dempsey, Ph.D., ESC of Central Ohio

9–9:50 a.m. | 1st Floor, Great Hall Meeting Room 1

Seeking high-quality projects from your students? “Critique and Revision” is a Buck Institute for Education Gold Standard PBL design practice that is the “secret sauce,” taking a final product from good to great. Learn what constitutes high-quality “Critique and Revision” and how it looks in practice.

Building the Talent Pipeline: Three Steps to Attract and Retain Educators

Facilitator: Thom Griffith and Tony Bagshaw, Battelle for Kids

9–9:50 a.m. | 1st Floor, Great Hall Meeting Room 2

There is no profession more important to the success of our country than teaching. However, at a time when talented educators are needed more than ever, fewer young people are pursuing a career in education, and school districts are struggling to attract and retain teachers. Join Battelle for Kids’ Human Capital team and Kelly Coash-Johnson, executive director of the American Association of School Personnel Administrators (AASPA), to explore innovative examples and promising strategies that districts can customize to help build their talent pipeline.

Effective Early Literacy

Facilitator: KaiLonnice Dunsmore, Ph.D., National Council of Teachers of English and the National Center for Literacy Education

9 a.m.–12 p.m. | 1st Floor, Great Hall Meeting Room 3

Examine the characteristics of effective early literacy 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. Review video of practice; discuss strategies to overcome challenges; and examine resource implications. We’ll examine most closely *interactive reading and writing practices* to learn how the gradual release model (model, guided practice, independent performance) informs the design of the early childhood classroom.

Designed for: District Curriculum Leaders, School Leaders, English Teachers

Starting with Why: Helping Students Make Connections from School to Life

Facilitator: Lisa Imel, Educational Consultant, Academic Innovations

9–9:50 a.m. | 3rd Floor, Cartoon Room 1

Engage in conversation about how educational relevance and intrinsic motivation are achieved, starting with why! Strategies will be shared to create an academically focused school culture resulting in decreased dropout, increased attendance, decreased course failures, increased advanced courses completed (AP, IB, and dual-enrollment), increased on-track toward graduation, increased overall grade-point average, decreased office referrals, and decreased suspensions and expulsions.

Implementation Fidelity: What Exactly Is It, and How Do We Do It?

Facilitator: Diane Stultz and Sandy Shedenhelm, Battelle for Kids

9–9:50 a.m. | 3rd Floor, Cartoon Room 2

In an effort to avoid the “we did that last year” attitude or “see, this doesn’t really work for our kids,” the focus and approach of our work as educators must change. So often programs and strategies are introduced, but as we begin to implement, we drift from our plan, misconceptions of the initiative are prevalent, nothing has stuck, or little to no evidence of student growth is apparent. Generally our effort turns into implementation palooza, and educators are overwhelmed. Join our session to learn how to implement a few instructional strategies with fidelity.

Unlocking the Reading Code

Facilitator: Trish Martin, Neuroplasticity and Education Unlocked

9–9:50 a.m. | 3rd Floor, Suzanne M. Scharer Room

Based on breakthroughs in the field of neuroplasticity, scientific research has given the world new tools for effective instruction of literacy. NEU has applied this research to develop cutting edge, revolutionary methods that have helped thousands of students K-5 learn a faster, more efficient way to break the ‘code’ and reach new levels of achievement. As the author of *Unlocking the Reading Code: Rewiring the Brain to Accelerate Learning*, Trish is passionate about teaching reading thoroughly.

SESSION 2

Our Journey to Deeper Learning: The Story of Yellow Springs School District's Fearless Thinkers

Facilitator: Mario Basaro, Yellow Springs Schools

10–10:50 a.m. | 1st Floor, Great Hall Meeting Room 1

Want to learn how to become a PBL district? Yellow Springs Schools has taken a remarkable journey in their quest as a wall-to-wall, K-12 PBL district. Learn about their quest, including examples of authentic student projects.

Engaging Teachers with Value-Added Reports

Facilitator: Jacqueline Burke, Battelle for Kids

10–10:50 a.m. | 1st Floor, Great Hall Meeting Room 2

Explore SAS® EVAAS® reporting features that can be used to engage educators in meaningful conversations to improve professional practice and accelerate student learning. Bring your computer to dive into your own data and receive information about newly developed free resources to assist you in effectively engaging others in using value-added data.

Better Student Growth Using Technology to Enhance Assessment and Instruction

Facilitator: Duane Caudill, Triad Local Schools

10–10:50 a.m. | 3rd Floor, Cartoon Room 1

Explore using a student data tracking program to track student progress with the standards. The program allows teachers to input interim and formative assessments and tracks student performance on those standards over time. The process gives teachers real time feedback so they can develop instructional strategies based on student needs.

Wickliffe Student Ten-Year Plan

Facilitator: Julie Ramos and Joseph Spiccia, Wickliffe Schools

10–10:50 a.m. | 3rd Floor, Cartoon Room 2

The Ten-Year Plan is a career and workforce development program in which all Wickliffe students participate beginning in the 4th grade. The purpose of the plan is to provide academic and career planning for students to enable them to best prepare for college or career when they graduate high school. Students participate in a wide range of programming including: regular individual meetings with their counselors to build and/or modify their plan, site visits, and professional interactions in a wide variety of careers, job shadowing experiences, and internships.

Unlocking the Reading Code (Repeat Session)

Facilitator: Trish Martin, Neuroplasticity and Education Unlocked

10–10:50 a.m. | 3rd Floor, Suzanne M. Scharer Room

Based on breakthroughs in the field of neuroplasticity, scientific research has given the world new tools for effective instruction of literacy. NEU has applied this research to develop cutting edge, revolutionary methods that have helped thousands of students K-5 learn a faster, more efficient way to break the 'code' and reach new levels of achievement. As the author of *Unlocking the Reading Code: Rewiring the Brain to Accelerate Learning*, Trish is passionate about teaching reading thoroughly.

SESSION 3

Ohio Value-Added High Schools Revisited: Lessons From and Suggestions Moving Forward

Facilitator: Mark Hartman, Battelle for Kids

11–11:50 a.m. | 1st Floor, Great Hall Meeting Room 1

The work in OVAHS was important and meaningful work that improved college and career readiness in all types of schools across Ohio. In our final report, validated by the Voinovich Center at Ohio University, students improved college readiness by five points in all four sections of the ACT. What are the lessons that hold true today, with a few modifications, to improve results on the ACT in Ohio?

Strategic Planning That Works: Prepare, Assess, Engage, and Launch!

Facilitator: Suzanne Amos and Bobby Moore, Ph.D, Battelle for Kids and Thomas Tucker, Ph.D., Princeton City Schools

11–11:50 a.m. | 1st Floor, Great Hall Meeting Room 2

Princeton City Schools just launched their 2016–19 strategic plan with 5,700+ students and their parents/families, 650+ staff, and the broader community. After 10 months of careful study, broad stakeholder engagement, and preparation, the process used by Princeton has received positive feedback from the greater community. AASA's 2016 National Superintendent of the Year, Dr. Thomas Tucker, has been Princeton's superintendent since 2015. He has held the positions of classroom teacher, assistant principal, principal, director of secondary curriculum, and superintendent. Supported by the district's strategic planning partner, Battelle for Kids, Dr. Tucker will speak to the district's intentional and stakeholder-focused process for strategic planning, both in developing the plan and implementing it. Attendees will leave the session with examples from Princeton's efforts.

Scheduling for Success

Facilitator: Mike Kauffeld, Teays Valley West Middle School

11–11:50 a.m. | 3rd Floor, Cartoon Room 1

Teays Valley West Middle School has collaborated with all stakeholders to create a schedule for success. The schedule includes common planning time, team time, and common lunch for each grade level. At the end of each day students report to Viking Period for advisory, intervention, and/or enrichment opportunities. Professional development activities are scheduled once a week and include Learning Walks, a book study, or team building activities. All core content teachers meet vertically by department once a month. Other highlights of West's schedule for success include guest reading time for all students, double blocked math and ELA classes, time to plan cross-curricular learning activities, and set times for student clubs and groups to meet every month.

Getting Growth through Professional Learning Communities

Facilitator: Scott King-Owen, Ph.D., Bexley City Schools

11–11:50 a.m. | 3rd Floor, Cartoon Room 2

Secondary teachers have been described as independent contractors connected by a parking lot. Helping students grow academically can be enhanced by purposeful and regular collaboration through professional learning communities. Independent contractors becoming collaborators creates equitable learning experiences across classrooms, leading to academic growth through a pooling of talents. Learn how the process of PLC work has unfolded within a suburban high school in general and, more specifically, through its social studies department. Topics highlighted include: curriculum design, assessment design, data analysis, and the PLC model.

Strategically Using Technology: Blended Learning and Student Success – A Journey

Facilitator: M. Denise Lutz, Anthony Budy, and Melissa Brown, South-Western City Schools

11–11:50 a.m. | 3rd Floor, Suzanne M. Scharer Room

See blended learning in action, take away practical information about classroom blended models, understand the spectrum of strategical digital content selection, learn strategies to decrease the feedback loop with students in order to gain instructional time, and learn how to make data actionable on a daily basis.

LUNCH

12 p.m.

SESSION 4

Encouraging Growth Mindset and Grit

Facilitator: Kate Lister and Katie Payton, Generation Schools

1 p.m.–2 p.m. | 1st Floor, Great Hall Meeting Room 1

Together, let's explore the current research on growth mindset and grit and discuss how we, as educators, can encourage student growth. We will identify promising teacher practices as well as share resources, lesson plans, and activities that will help you work with students to set and attain goals, practice a growth mindset, and have grit and tenacity through difficult academic and personal challenges. Walk away with new techniques and lesson plans that you can put into practice right away!

Ohio's Equity Plan: Human Capital Strategies to Drive Equity

Facilitator: Tracy Najera and Emily Douglas-McNab, Battelle for Kids and Cheryl Krohn, Office of Educator Equity, Ohio Department of Education

1 p.m.–2 p.m. | 1st Floor, Great Hall Meeting Room 2

Too often, poor and minority students receive less effective teachers than their counterparts. Recognizing that teachers are the most important school-based factor affecting student achievement and school leaders are the second factor, the U.S. Department of Education announced in 2014 the Excellent Educators for All initiative that required every state to submit a comprehensive educator equity plan. This initiative has spurred conversations across the country about the critical importance of educator quality. Ohio's 2015 Educator Equity Plan brings together multiple facets of human capital management to ensure that every student in the state is served by an excellent educator. Join us to discuss the work that districts are engaging in to identify educator equity gaps at the local level, share case studies where districts are developing innovative and targeted strategies to reduce those gaps, and the state plans for monitoring progress over time.

Leading for Change: Improving Early Literacy in Your School

Facilitator: KaiLonnice Dunsmore, Ph.D., National Council of Teachers of English and the National Center for Literacy Education

1 p.m.–3 p.m. | 1st Floor, Great Hall Meeting Room 3

Focus on how to design and set up an effective early literacy program. Drawing from the past decade of intervention research in early learning classrooms, including current federally funded early literacy work in rural communities in five states, we'll examine the characteristics of an effective early learning curriculum, school organizational structure, and professional learning strategies. The discussion will provide real life examples and the opportunity to discuss applications to your school/district.

Designed for: Instructional Leaders (District Office Staff, Administrators, Instructional Coaches)

BFK Teacher Leadership Academy (Workshop 3 of 4)

Facilitator: Denise Snowden, Ph.D., NBCT, Battelle for Kids

1 p.m.–3:30 p.m. | 3rd Floor, Cartoon Room 1

Continue the journey of facilitative leadership to create healthy team learning experiences toward a shared purpose.

Designed for: Teacher Leadership Academy cohort only

BFK Leadership Academy (Workshop 3 of 4)

Facilitator: Paul Hopkins, Ed.D, Battelle for Kids

1 p.m.–3:30 p.m. | 3rd Floor, Cartoon Room 2

As many districts struggle to recruit and retain top talent and ensure equitable access to excellent educators, schools need knowledgeable and skilled human capital professionals now more than ever. Learn how to recruit, select, empower, and retain talent in your school.

Designed for: Leadership Academy cohort only

BOOKMARK OUR SOAR SITE TO FIND EVERYTHING YOU NEED THROUGHOUT THE UPCOMING YEAR OF COLLABORATION.

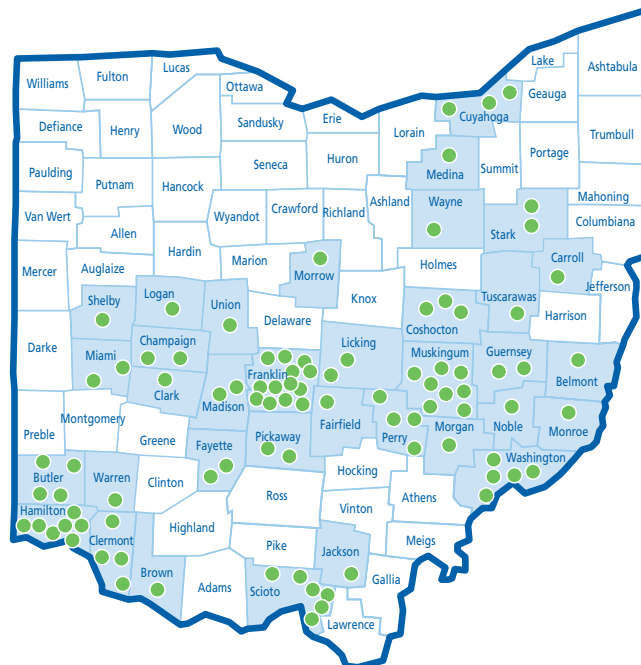
Go to: portal.battelleforkids.org/Ohio/collaboration/soar



OUR 2016-17 SOAR MEMBERS REPRESENT SCHOOL DISTRICTS FROM ACROSS THE STATE. VISIT OUR “DISTRICTS” PAGE TO SEE EXAMPLES OF HOW SOAR DISTRICTS ARE COMMUNICATING THEIR STORY.



If you're interested in developing or enhancing your district profile, email Bobby Moore at bmoore@bfk.org.



SAVE THE *SOAR* DATES...



INNOVATION LAB

March 1 (location TBD)

(including the Leadership Academy and Teacher Leadership Academy cohorts)



LLC COLLABORATIVE WORKSHOP

April 27 at The Ohio Union

(including the Leadership Academy and Teacher Leadership Academy cohorts)