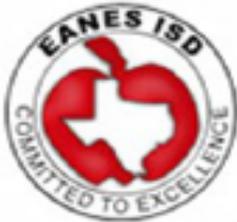


SUMMER PROFESSIONAL
LEARNING
CONFERENCE

2014

EANES ISD



Westlake High School

7:30 am – 4:00 pm

Aug 14 & 15

AUGUST 14, 2014

7:30-8:20

Breakfast Provided in Chap Court

8:30-10:10

KEYNOTE: DR. DYLAN WILIAM Assessment is the Bridge Between Teaching and Learning

CONCERT

RECITAL

LECTURE

GYM

CHOIR HALL

GREEN ROOM

10:10-10:20

Transition

10:20-11:30

DR. JUDY WILLIS-
Promoting
Engagement &
Motivation for
Enduring
Understanding,
Transfer, &
Concept Memory

RAMSEY
MUSALLAM-
Explore-Flip-
Apply: A Learning
Cycle Approach
to "Flip"
Instruction

DR. SUSAN
BROOKHART-
Learning Targets:
Put Yourself in the
Student's Seat

**DR. DYLAN
WILIAM-
Feedback &
Questioning
Strategies
(HIGH
SCHOOL) ***

DR. KEVIN
WASHBURN-
Increasing
Learning by
Minding Mindset

DR. NATHAN
BOND- We're
All Teacher
Leaders!

11:30-11:40

Transition

11:40-12:50

Lunch
(3-5, Middle
School)

RAMSEY
MUSALLAM-
Explore-Flip-
Apply: A Learning
Cycle Approach
to "Flip"
Instruction

**DR. SUSAN
BROOKHART-
Learning
Targets: Put
Yourself in the
Student's Seat
(Kinder-2nd) ***

Lunch
(3-5, Middle
School)

DR. KEVIN
WASHBURN-
Increasing
Learning by
Minding Mindset

DR. NATHAN
BOND-
Successful
Professional
Learning
Communities

12:50-1:00

Transition

1:00-2:10

DR. JUDY WILLIS-
Promoting
Engagement &
Motivation for
Enduring
Understanding,
Transfer, &
Concept Memory

ANNE GRADY-
Taking Teams
from Good To
Great

Lunch
(K-2, High School)

**DR. DYLAN
WILIAM -
Feedback &
Questioning
Strategies
(MIDDLE
SCHOOL) ***

Lunch
(K-2, High
School)

Lunch
(K-2, High
School)

2:10-2:20

Transition

2:20-3:30

DR. JUDY WILLIS-
Promoting
Engagement &
Motivation for
Enduring
Understanding,
Transfer, &
Concept Memory

ANNE GRADY-
Taking Teams
from Good To
Great

**DR. SUSAN
BROOKHART-
Learning
Targets: Put
Yourself in the
Student's Seat
(3rd-5th) ***

RAMSEY
MUSALLAM-
Explore-Flip-
Apply: A
Learning Cycle
Approach to
"Flip" Instruction

DR. KEVIN
WASHBURN-
Increasing
Learning by
Minding Mindset

DR. NATHAN
BOND-
Successful
Professional
Learning
Communities

THEMES

Assessment
FOR Learning

Learner-Centered
Culture

Professional
Learning
Communities

***Bolded Sessions indicate group assignments**

<p>Susan Brookhart</p>	<p>Breakout Session for all staff: Learning Targets: Put Yourself in the Student's Seat</p>	<p>Learning targets are often characterized as simply instructional objectives in student-friendly language. This is not true! A learning target is only a target if students are aiming for it, and a learning target is tied to what students actually do in an individual lesson. In this breakout session, participants will learn to see learning targets, performances of understanding, and student look-fors from the student's-eye-view, and to use them together in lessons that make clear to students where they are going, how to get there, and how to know when they have arrived. Participants in this session will learn: How to create and use student-friendly learning targets; how to emphasize learning targets that require higher-order thinking, and how to involve students in aiming for understanding.</p>
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<p>Kevin Washburn</p>	<p>Breakout session for all staff: Increasing Learning by Minding Mindset</p>	<p>Teachers can positively influence student belief, effort, and achievement. Drawing from current research, this session examines how to recognize student mindset, to respond effectively to student effort, and to help students foster healthy patterns of thinking for maximum learning. Teacher actions that motivate and sustain student learning will also be addressed.</p>
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<p>Nathan Bond</p>	<p>Session for all staff: We're All Teacher Leaders!</p>	<p>This interactive workshop will focus on the definition of teacher leadership, the multiple ways that classroom teachers can lead, and the reasons why teacher leadership is critical to the continued success of Eanes ISD. Teachers will analyze common barriers to serving as leaders in schools and will develop a personal leadership plan to put into action during the upcoming academic year.</p>
	<p>Breakout Session for all staff: Successful Professional Learning Communities</p>	<p>Would you like to maximize the effectiveness of your PLC? This workshop will examine problems that facilitators and participants experience in PLC's and possible solutions to address the issues. Teachers will learn about other professional development approaches that are considered to be PLCs and will outline concrete steps they can take to have a more successful PLC year.</p>

<p>Anne Grady</p>	<p>Breakout Session for all staff: (repeat from last year)- Taking Teams from Good to Great</p>	<p>Good teams are those that believe in a consistent mission and vision and work together to achieve a common goal. Great teams do this while capitalizing on individual and team strengths, communicating effectively, and maintaining a culture of accountability. This fun and engaging session is an opportunity to take the team from good to great.</p> <p>By the end of this session, you will be able to:</p> <ul style="list-style-type: none"> • Identify essential personal leadership characteristics • Understand human behavior and motivation • Modify communication and behavior styles to inspire others to action • Leverage individual and team strengths • Create a culture of accountability
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AUGUST 15, 2014

7:30-8:20	<i>Breakfast Provided in Chap Court</i>					
8:30-10:10	KEYNOTE: DR. FRANK LOCKER High Performance Learning Places					
	CONCERT	RECITAL	LECTURE	GYM	CHOIR HALL	GREEN ROOM
10:10-10:20	Transition					
10:20-11:30	ANNE GRADY-The Secret to Success: Leveraging Emotional Intelligence to Minimize Conflict & Maximize Results	DR. CAROL ANN TOMLINSON- Role of a Learning Environment in a Differentiated Classroom (Elementary)*	DR. SUSAN BROOKHART-Using Rubrics to Support Student Learning	RAMSEY MUSALLAM-Intentionally Sparking Student Curiosity	DR. KEVIN WASHBURN-Teaching the Constructing Brain	DR. FRANK LOCKER-Transformation + Development MAP
11:30-11:40	Transition					
11:40-12:50	ANNE GRADY-The Secret to Success: Leveraging Emotional Intelligence to Minimize Conflict & Maximize Results	DR. CAROL ANN TOMLINSON- Grading and Differentiation: Can They Coexist? (Middle School)*	DR. SUSAN BROOKHART-Using Rubrics to Support Student Learning	RAMSEY MUSALLAM-Intentionally Sparking Student Curiosity	Lunch (K-2, High School)	Lunch (K-2, High School)
12:50-1:00	Transition					
1:00-2:10	Lunch (3-5, Middle School)	DR. CAROL ANN TOMLINSON- Grading and Differentiation: Can They Coexist? (High School)*	Lunch (3-5, Middle School)	Lunch (3-5, Middle School)	DR. KEVIN WASHBURN-Teaching the Constructing Brain	DR. FRANK LOCKER-Transformation + Development MAP
2:10-2:20	Transition					
2:20-3:30	ANNE GRADY-The Secret to Success: Leveraging Emotional Intelligence to Minimize Conflict & Maximize Results		DR. SUSAN BROOKHART-Using Rubrics to Support Student Learning	RAMSEY MUSALLAM-Intentionally Sparking Student Curiosity	DR. KEVIN WASHBURN-Teaching the Constructing Brain	DR. FRANK LOCKER-Transformation + Development MAP
THEMES	Assessment FOR Learning	Learner-Centered Culture	Professional Learning Communities	*Bolded Sessions indicate group assignments		

Aug 15, 2014

Frank Locker	Keynote for 15th: High Performance Learning Places	In this presentation Dr. Locker will outline the shift in educational goals and values that characterize innovative 21st century learning, and will share examples of school organizational concepts, daily practices, and furniture and facilities that support them. He will challenge the faculty audience with several questions related to how these apply to teaching and learning at Eanes ISD, and facilitate small group reflection and sharing despite the auditorium setting.
	Breakout Session for all staff: Working with the School Transformation + Development MAP	These interactive workshops for elementary, middle, and high school educators will focus Eanes ISD educators to reflect on their current daily educational deliveries and facilities use, and guide them to imagine appropriate and effective teaching and learning, and facilities, in Eanes ISD's future. Participants will collaborate in three-person micro-groups.

Anne Grady	Breakout Session for All Staff (follow-up to last year or August 14th) The Secret to Success: Leveraging Emotional Intelligence to Minimize Conflict and Maximize Results	<p>Emotional Intelligence (EQ) is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal success. People with a higher EQ are better able to form lasting, positive relationships, adapt to changing conditions in their environment, effectively manage conflict and be a positive influence on others. This session will provide practical strategies to harness the power of your emotions, manage challenging situations and conversations, and accelerate your EQ in order to get the most from yourself and the people around you.</p> <p>After this session you will be able to:</p> <ul style="list-style-type: none">• Identify productive vs. unproductive conflict• De-escalate conflict and difficult conversations• Use emotional intelligence to connect with others• Identify your triggers• Become more resilient• Create a personal plan of action to go to the next level
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Aug 15, 2014

<p>Carol Ann Tomlinson</p>	<p>Breakout Session for all staff (first two sessions): Role of a Learning Environment in a Differentiated Classroom</p> <p>Breakout Session for all staff (third session): Grading and Differentiation, Can They Coexist?</p>	<p>In schools, we spend a great deal of time talking about curriculum, textbooks, schedules, and testing. While these are appropriate concerns in elementary classrooms, indications are that a much more powerful source of student achievement is a high quality learning environment. In fact, the degree to which students feel their teachers believe in their capacity as learners, feel connected with their teachers, and feel part of an effective team of learners are better predictors of student success than almost anything else we do to support their achievement. In this session, we'll examine the key attributes of powerful learning environments, why they matter, and the role of teachers in crafting and sustaining such environments.</p> <p>Middle and high school teachers often reflect that the grading systems they use make it difficult to differentiate instruction. In fact, grading practices recommended by experts in assessment not only make the learning process much stronger for students, but they also align very well with the practice of differentiation. Participants in this session will examine principles and practices of effective grading, their alignment with the goals of differentiation, and ways in which the recommendations support more robust student achievement.</p>
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<p>Susan Brookhart</p>	<p>Using Rubrics to Support Student Learning</p>	<p>Rubrics are coherent sets of criteria for students' work that include descriptions of levels of performance quality on the criteria. As such, they are excellent means for connecting formative assessment and summative assessment (grading). The same criteria and performance quality that students aim for in a formative manner as they learn can become the basis for the students' grades if students and teachers have a shared understanding of the criteria and performance descriptions. Participants in this session will learn: How to create or select effective criteria and performance level descriptions for rubrics; how to distinguish rubrics from checklists and rating scales and how to use rubrics with students to link learning and formative assessment.</p>
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<p>Ramsey Musallam</p>	<p>Breakout Session for all staff: Day 2: Intentionally Sparking Student Curiosity</p>	<p>As Sir Ken Robinson states: "When students are curious, they will often times learn without any further assistance." This session will un-package curiosity into its' cognitive elements and provide tangible examples of how to intentionally spark curiosity in different ways. Teachers will engage in a simulation that models the process of sparking curiosity, followed by creation of their own curiosity artifacts.</p>
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<p>Kevin Washburn</p>	<p>Breakout session for all staff: Teaching the Constructing Brain</p>	<p>Students construct new learning; an effective teacher engages a student's mind in building knowledge, understanding, and application. This session offers a comprehensive introduction to how learning is constructed and illustrates through examples how a thorough understanding of learning can positively influence teaching.</p>
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EISD Professional Learning Conference

August 14-15, 2014

Nathan Bond – “Teacher Leadership of PLCs”



Dr. Nathan Bond is an associate professor in the Department of Curriculum and Instruction at Texas State University where he teaches education courses to pre-service and in-service teachers. He also serves as the faculty sponsor of Kappa Delta Pi, International Honor Society in Education. He served as the national president of Kappa Delta Pi from 2010 to 2012. In addition to his teaching and service responsibilities, he leads the office that coordinates faculty development for the professors at Texas State University.

His teaching and research interests include teacher leadership and professional learning communities at the K-12 and collegiate levels. His recent publications include *Creating Your Own Professional Learning Community* in *The New Teacher Advocate* (Summer, 2012) and *Developing a Professional Learning Community among Pre-service Teachers* in *Current Issues in Education* (August, 2013). In 2014, Dr. Bond edited a book titled *The Power of Teacher Leaders: Their Roles, Influence, and Impact*. He wrote the chapter titled *Teacher Leaders as Professor Developers*, which showcases six teachers in Eanes Independent School District who led PLCs for their colleagues.

Susan Brookhart – “Learning Targets: Put Yourself in the Student’s Seat” and “Using Rubrics to Support Student Learning”



Susan Brookhart is an ASCD Faculty member and a senior research associate in the School of Education at Duquesne University. Before becoming a consultant, she was professor and chair of the Department of Educational Foundations and Leadership at Duquesne University and was an elementary and middle school classroom teacher.

Brookhart has spent the last 20 years studying and writing about classroom assessment practices and is internationally known as a scholar in this field. She specializes in combining research-based strategies and practical applications, working with classroom teachers and school administrators to customize strategies for their locations. Her interests include the role of both formative and summative classroom assessment in student motivation and achievement, the connection between classroom assessment and large-scale assessment, and grading, and she currently works as both a researcher and professional developer in those areas.

Anne Grady – “Taking Teams from Good to Great” and “The Secret to Success: Leveraging Emotional Intelligence to Minimize Conflict and Maximize Results.”



Anne Grady is the founder and President of Acclivity Performance. With a master's degree in organizational communication and over fifteen years of experience, Anne has helped a diverse array of companies, non-profits, and government agencies to leverage the strengths of individuals and teams. A nationally recognized speaker and consultant, Anne helps guide organizations toward changes that build communication and team work, increase productivity and reduce stress. Anne provides keynote addresses, presentations, and development sessions for groups of all sizes around the country. Her topics cover the entire spectrum of conversations that organizations and teams need to have to be fully functioning, productive, & profitable. Anne is an agent of change. She is passionate about providing practical tools and strategies that make a difference in people's lives.

Frank Locker – “Design Thinking of the 21st Century” and “Transformative: Where Are You Now? Where Do You Want to Go?”



Honored as a Planner of the Year by the Council of Educational Facilities Planners, Intl., **Frank Locker** has taught at the university level and is a trained facilitator and a registered architect. He conceived and co-teaches the Harvard University School of Education/School of Design course for educators and architects, *Effective Education/Innovative Learning Environments*. A frequent speaker at international, national, and regional school planning conferences, his recent keynote addresses have been in Vancouver; Dallas; London and Manchester, England; Frankfurt; and Abu Dhabi. Frank is an affiliate of the Partnership for 21st Century Skills.

Ramsey Musallam –“Explore-Flip-Apply: A Learning Cycle Approach to ‘Flip’ Instruction” and “Intentionally Sparking Student Curiosity”



Technological innovation in education can be a slow and painful process, with new technology difficult to acquire, implement and adopt. But that doesn't stop **Ramsey Musallam**, a chemistry teacher at Sacred Heart Cathedral Prep in San Francisco, whose mission is "to meaningfully integrate multimedia into a hands-on, inquiry-based learning cycle" and to empower other educators to do the same. Musallam is a vocal advocate for tools like flipteaching, tabcasting, video podcasting and screencasting in the classroom. He runs the education blog Cycles of Learning, where he gives written and video tutorials on how to turn everyday apps like Google Docs, screencasting from an iOS device, YouTube, KeepVid and word clouds as effective teaching tools. Musallam received an Ed.D. from the University of San Francisco in 2010.

Carol Ann Tomlinson –“Role of A Learning Environment in a Differentiated Classroom” and “Grading and Differentiation: Can They Coexist?”



Carol Ann Tomlinson's career as an educator includes 21 years as a public school teacher, 12 years as a program administrator of special services for struggling and advanced learners. She was Virginia's Teacher of the Year in 1974. More recently, she has been a faculty member at the University of Virginia's Curry School of Education, where she is currently a William Clay Parrish Jr. Professor and Chair of Educational Leadership, Foundations, and Policy. Also at UVa., she is Co-Director of the University's Institutes on Academic Diversity. She was named Outstanding Professor at Curry School of Education in 2004 and received an All University Teaching Award in 2008. Special interests throughout her career have included curriculum and instruction for struggling and advanced learners, effective instruction in heterogeneous settings, and encouraging creative and critical thinking in the classroom.

Kevin Washburn – “Increasing Learning by Minding Mindset” and “Teaching the Constructing Brain”



Kevin D. Washburn holds a doctoral degree in Educational Leadership with an emphasis in instruction and curriculum. His experience as a teacher in elementary through college level classrooms and positions in curriculum and instruction combine with his penchant for reading and research in both educational and scientific areas to uncover important implications for learning. Whether speaking in the classroom or convention setting, Dr. Washburn seeks to imbue a passion for quality instruction.

Dr. Washburn is the author of the Architecture of Learning instructional design model and its training program and co-author of an instructional reading program used by schools across the country. He's also the author of *The Architecture of Learning: Designing Instruction for the Learning Brain* (9780984345908).

Kevin is also a Road Runners Club of America-certified running coach and coaches runners, both in-person and via e-tools, through condifentranner.com. He says, "I have a great interest in the influence of mindset on learning and on how we, as teachers, can foster the correct mindset within our students. I present frequently on this topic, usually as part of a workshop that includes the related topics of how the brain/mind constructs authentic learning, motivation, appropriate challenge, self-regulation, and executive function. Additional information on this presentation can be found at <http://www.clerestorylearning.com/prof-development/teaching-the-learning-brain/>.

Dylan Wiliam, PhD – “Assessment is the Bridge Between Teaching and Learning” and “Feedback and Questioning Strategies”



Dylan Wiliam, PhD, is a consultant who works with educators in the United Kingdom and North America to develop effective, research-based formative assessment practices. He is former deputy director of the Institute of Education at the University of London. From teaching in urban public schools to directing a large-scale testing program to serving in university administration, his professional path has led to a variety of positions at the forefront of education. Dr. Wiliam is also senior research director of the Learning and Teaching Research Center at the Educational Testing Service in Princeton, New Jersey. During his early years of teaching in private and inner-city classrooms, Dr. Wiliam focused on physics and mathematics. He later joined the faculty of Chelsea College, University of London, which later became part of King's College London. Here, he worked on developing innovative assessment schemes in mathematics before accepting leadership of the King's College Mathematics Education Program. For three years, Dr. Wiliam served as the academic coordinator of the Consortium for Assessment and Testing in Schools, which developed a variety of assessments for the national curriculum of England and Wales. He then returned to King's College to serve as Dean of the School of Education before being promoted as assistant principal of the university. He coauthored a major review of research evidence on formative assessment with Paul Black and has worked with many teachers in the United Kingdom and United States on developing formative assessment practices to support learning. In addition to a doctoral degree of education, Dr. Wiliam holds numerous degrees in mathematics and mathematics education.

Judy Willis – “Promoting Engagement and Motivation for Enduring Understanding, Transfer, and Concept Memory”



Dr. Judy Willis, a board-certified neurologist in Santa Barbara, California, has combined her 15 years as a practicing adult and child neurologist with her teacher education training and years of classroom experience. After five years teaching at Santa Barbara Middle School, and ten years of classroom teaching all together, in 2010, Dr. Willis reluctantly left teaching middle school students and dedicated herself full-time to teaching educators. With an adjunct faculty position at the University of California, Santa Barbara graduate school of education, Dr. Willis travels nationally and internationally giving presentations, workshops, and consulting while continuing to write books for parents and educators. She is an authority in the field of learning-centered brain research and classroom strategies derived from this research.



EANES ISD
AUSTIN, TEXAS



Chap Court

Breakfast-Provided by Eanes ISD

14th-Rudy's

15th-Chick-fil-A



7:30 -8:20 am



Chap Court
Parking Lot

Lunch -Food Trailers On your own

\$10.00 and Under

Veggie & Salad Options Available

Austin Pizza

Pinkberry

Slab BBQ

Nothing Bundt Cakes

Short Bus Subs

Hat Creek Burger Co.



11:40am-2:30 pm