



Leadership Academy

July 19–21, 2010
8:30 am – 3:00 pm
Holmen High School



Dr. Sharon Kramer
Solution Tree

Fees and Credit:

\$425 per person plus non-refundable \$50 registration fee (\$390 plus \$50 registration fee for teams of 4 or more). Includes meals and handouts.

1st Graduate Credit: \$105
2nd Graduate Credit:
\$375.93 for Independent
Study option through
UW-La Crosse

Connecting the Dots: From Essential Outcomes...to Formative Assessment...to Interventions/Enrichment

Professional Learning Communities (PLCs) are recognized as one of the most effective strategies for sustained, substantive school improvement. Drawing on the expertise of Dr. Sharon Kramer, a Solution Tree Associate, the 2010 Academy will help school and teacher leaders learn a process to clarify essential student learning outcomes, understand common assessment design, and collaboratively analyze data to determine next steps. Peg Vogel, PLC Facilitator at CESA #4, will guide participants in their planning time on Day 3.

This training will build on previous work of districts that are functioning as Professional Learning Communities. Districts that do not have formal PLCs at this time will gain an understanding of the principles of the PLC model as they participate in this session. In order to build capacity for sustained improvement, it is essential teacher leaders participate! It is most beneficial to attend as a school and/or district team. Participants will learn a variety of models of "collaborative teaming" including strategies that specifically work in small school districts.

Be sure to bring hard copies of your standards, assessments, curriculum, and any other resources relevant to the design process. A team laptop will also be helpful to save your work.

■ Day 1

What do we want our students to learn? How will we know if students have learned it?

How does a collaborative

team use essential learning outcomes to create common assessments, and use the data to plan next steps for students? Day 1 will provide tools for determining essential learning outcomes. Rick Stiggins says, "Students can hit any target that they can see and that holds still for them." Explore the power of clearly defined targets for increasing teacher effectiveness and student learning. Gain hands-on experience in writing learning targets in student-friendly language and practical strategies for engaging students in the process.

Research is clear that regular formative assessments are the key to improving student achievement. This session will provide practical strategies for designing, implementing and using common formative assessments to measure and manage student learning. Participants will gain practical strategies for deconstructing essential learning outcomes and mapping an assessment plan.

■ Day 2

*How will we respond when students do not learn?
How will we respond when students already know the essential learner outcomes?*

Formative assessments are particularly powerful when teams of teachers share and discuss the results. This collaborative learning process leads to improved results for students and improved teaching practices. Explore protocols for creating reliable data. Learn a process for examining data to determine next steps.

Plan an integrated response to meeting the diverse

needs of students in the classroom. Discover intervention and enrichment strategies that have been implemented in schools across the country.

How will we involve students in their learning?

Students in today's classroom are poised to take ownership of their learning. They are a part of a generation that understands the concept of tracking their progress to reach the next level. Unfortunately, in some classrooms student involvement in the learning process is limited. It is clear that if students are involved in the assessment process, motivation to succeed increases. Participants will explore a variety of ways to engage students in their own learning and assessment. Practical examples and samples of student work will be shared.

■ Day 3

Day 3 is an integral part of the Academy. Time is utilized to reflect on the learning and develop an action plan for incorporating the strategies and activities in the participants' own setting. Day 3 is not only a planning day, but a day for each team to begin "the work," identifying: Where will we start? What specific steps need to be taken? How will this team guide the process back in their district? This work is differentiated for participants. Some teams develop a district plan, some develop a school plan, and some develop a collaborative team plan. It is the intention that each team will leave Day 3 with practical strategies to implement in the upcoming school year.