2018
POWERFUL LEARNING CONFERENCE
January 29-30 • Tan-Tar-A Resort • Osage Beach, Mo.
CONFERECE REGISTRATION

YOUR REGISTRATION INCLUDES:
• Three national keynote presentations and over 60 breakout sessions
• Breakfast, lunch and evening social on Monday
• Breakfast on Tuesday morning
• Lunch on Tuesday for those who register for the special featured presentation by Mike Mattos

FEES AND ONLINE REGISTRATION INFORMATION

If your online registration is received on or before December 8, 2017, you will receive the early registration rate of $200. If your online registration is received after December 8, your registration fee will be $250.

Please register early. Registration deadline is January 11, 2018, however registration will close when conference registration reaches maximum capacity. No on-site registrations will be accepted.

To register, please complete online registration at www.moplc.org.

Make checks payable to Custom Meeting Planners. A purchase order will be accepted and must be faxed to 573-447-0102 within five (5) business days of receipt of the online registration confirmation.

A confirmation email for your registration and session assignments will be sent to you immediately after completion of online registration. If you do not receive a confirmation email, please contact Tammy Bagley at 573-881-4849 or tammy@custommeetingplanners.com.

All sessions require a ticket for entry. If you are unable to attend your designated session or you wish to make a change, please take your ticket to the Ticket Exchange in the registration area at the conference.

REFUND POLICY

Registration fees, minus a $50 processing fee, can be refunded if a request is emailed to Custom Meeting Planners at tammy@custommeetingplanners.com no later than January 11, 2018. No refunds will be authorized after this date, but substitutions will be permitted. Full payment of fees will be expected from registrants who are unable to attend the conference but fail to notify Custom Meeting Planners in writing by January 11, 2018.

No cancellations will be accepted after this date and any subsequent registrations are not eligible for refund, however substitutions are allowed. Full payment of fees will be expected from registrants who are unable to attend the conference, but fail to notify Custom Meeting Planners in writing by January 11, 2018.

LODGING

Conference participants are responsible for making their own room reservations. A block of rooms has been reserved for the Powerful Learning Conference at the discounted single or double rate of $87.36 per night. This rate is available until January 2, 2018, based on availability. A tax exemption letter must be provided to the hotel in order to receive this rate.

Conference Hotel:
Tan-Tar-A Resort
494 Tantara Drive
Osage Beach, MO 65065

To make a room reservation, call 800-826-8272 and identify yourself as an attendee of the Powerful Learning Conference. The conference group code is POWE. You may also make your reservation online at www.tan-tar-a.com.

Please enter your arrival date and the number of nights you will be staying and “Search for Availability.”
REGISTRATION NOTES

Please review the following information before you begin online registration. You will be asked to select a registration type from the list below. If you have questions about which registration type you are, please contact Cathi Rust at catherine.rust@dese.mo.gov or Tammy Bagley at tammy@custommeetingplanners.com.

CONFERENCE ATTENDEE – Please select this registration type if you are an attendee whose school/district is paying for your registration fees, OR a co-presenter for a breakout session and your school/district is paying for your registration fees.

EXEMPLARY SCHOOL ATTENDEE – Please select this registration type if you are an attendee whose school will be recognized as a 2018 Exemplary School.

LEAD PRESENTER – Please select this registration type if you are the lead presenter for your breakout session.

The lead presenter and one co-presenter will receive complimentary registrations. Additional co-presenters should select a different attendee type.

BASIC PARTNERSHIP AGREEMENT/CONTRACT WITH YOUR RPDC (BPA) ATTENDEE – Please select this registration type if you are an attendee whose school/district has included the 2018 Powerful Learning Conference registration fees in the Basic Partnership Agreement (BPA)/contract with your Regional Professional Development Center (RPDC), OR a co-presenter for a breakout session and your school/district has included the 2018 Powerful Learning Conference registration fees in the BPA/contract with your RPDC.

Please click on the following link, BPA/Contracts List, to see if your school/district is listed.

REGIONAL SCHOLARSHIP ATTENDEE – Please select this registration type if you are an attendee who has been selected by your RPDC to receive a scholarship to attend the conference.

DESE ATTENDEE – Please select this registration type if you are an attendee who works for DESE and has approval to attend from an assistant commissioner.

RPDC ATTENDEE – Please select this registration type if you are an attendee who is a contracted consultant for an RPDC.

SPECIAL NOTE

When you begin to personalize your conference itinerary, you will be asked to first select your lunch on Monday, January 29. You may choose the Powerful Learning Lunch from 9:45 a.m. – 12:15 p.m., which incorporates a presentation by Luis Cruz, or a session in the Concurrent Session A time frame (9:45 – 11:00 a.m.) and the regular lunch (11:00 a.m. – 12:15 p.m.).

If you cannot attend the Leadership Learning Lunch but would like to hear the Cruz presentation, it will be repeated in Session B3.
GREETINGS!

Please help us celebrate our 20th Powerful Learning Conference: “Team Driven, Data Driven, Student Driven for Success.” Join educators from all across our state at Tan-Tar-A Resort in Osage Beach on January 29-30 for a powerful learning opportunity! Sponsored by the Missouri Department of Elementary and Secondary Education and coordinated through the efforts of the Missouri Professional Learning Communities school improvement initiative, this conference has almost three decades of history beginning with the Accelerated Schools Program in the early 1990s, and it has continued to grow to over 1700 attendees.

As always, the conference will feature engaging, nationally acclaimed presenters. Luis Cruz, internationally recognized presenter and practitioner, is back again year to take us deeper into PLC. He will open the conference with a highly motivating keynote address entitled, “Realizing Hope is Not a Strategy,” followed by two breakout sessions on PLCs and the power of common formative assessment.

This year’s afternoon keynote session will feature education consultant, author and motivational speaker Darrell “Coach D” Andrews. A former child of poverty who overcame life success barriers through education, he will present “Strategies for Developing Cultures of Success.”

On day two, Mike Mattos, author, teacher, international speaker, and consultant, will present “Raising the Bar and Closing the Gap.” Mattos also will present a morning breakout session as well as a special featured afternoon session. In this special featured session, he will explore the critical questions: How will we respond when some students do not learn? How will we extend the learning for students who already are proficient?

All conference registrants receive a copy of the book, “Taking Action: A Handbook for RTI at Work” by Austin Buffum, Mike Mattos and Janet Malone. This book, just released in September, is filled with new research, insights, strategies, tips and templates, and it will be the focus of the special featured session with Mike Mattos. Your registration will include this session, and lunch is included for those who register for the session.

Just as important as the keynoters are the over sixty breakout sessions presented by expert practitioners and regional consultants sharing best practices, effective school reform and evidence of successful school improvement efforts. A social is planned for Monday evening, providing conference participants the opportunity to meet and network with educators from across the state in an informal setting.

While in the Lake of the Ozarks area, perhaps you would like to extend your stay to visit some of the beautiful sites there, enjoy shopping or dine at some of the many wonderful restaurants. If so, ask the hotel about their offer to extend the very affordable conference rates for additional days.

Bring a team of learners and join us for a powerful learning opportunity. We expect 2018 to be our biggest conference ever so don’t delay – register now. Don’t let this conference reach capacity without YOU!

Sincerely,

Cathi Rust, Ed.S.
Supervisor of School Improvement
Department of Elementary and Secondary Education
catherine.rust@dese.mo.gov
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CONFERENCE AGENDA

SUNDAY, JANUARY 28
4:00 – 7:00 p.m.  Registration

MONDAY, JANUARY 29
6:30 a.m. – 5:00 p.m.  Registration
7:00 – 7:45 a.m.  Breakfast Buffet
8:00 – 8:15 a.m.  Opening and Welcome
8:15 – 9:30 a.m.  General Session
Keynote Speaker: Luis Cruz
“Realizing Hope is Not a Strategy”
9:45 – 11:00 a.m.  Concurrent Session A
9:45 a.m. – 12:15 p.m.  Powerful Learning Lunch
Featured Speaker: Luis Cruz
“PLCs and the Power of Common Formative Assessment”
11:00 a.m. – 12:15 p.m.  Lunch
12:30 – 2:00 p.m.  General Session
Keynote Speaker: Darrell “Coach D” Andrews
“Strategies for Developing Cultures of Success”
2:15 – 3:30 p.m.  Concurrent Session B
3:45 – 5:00 p.m.  Concurrent Session C
Enjoy Dinner on Your Own
8:00 – 11:00 p.m.  Evening Social with Karaoke

TUESDAY, JANUARY 30
7:00 – 11:00 a.m.  Registration
7:00 – 7:45 a.m.  Breakfast Buffet
8:00 – 8:30 a.m.  Opening Remarks
Commissioner of Education Margie Vandeven
Awards Presentation: Missouri Exemplary Professional Learning Communities Schools
8:30 – 10:15 a.m.  General Session
Keynote Speaker: Mike Mattos
“Raising the Bar and Closing the Gap”
10:30 a.m. – 11:45 a.m.  Concurrent Session D
11:45 a.m.  Powerful Learning Conference Adjourns

12:30 – 3:30 p.m. • Special Featured Session
In this special featured session, Mike Mattos will focus on his new book “Taking Action: A Handbook for RTI at Work.” He will explore the critical questions: How will we respond when some students do not learn? How will we extend the learning for students who already are proficient?
Lunch will be provided for those who register for the session.
KEYNOTE SPEAKERS

GENERAL SESSION • MONDAY, JANUARY 29 • 8:15 a.m.

DR. LUIS F. CRUZ has been a teacher and administrator at the elementary, middle and high school levels. He is the former principal of Baldwin Park High School, located east of Los Angeles, California. Cruz was a recipient of the Hispanic Border Leadership Institute’s fellowship for doctoral studies, and since becoming a public school educator, he has won numerous education and community leadership awards. Cruz presents on methods from the best-selling book “Transforming School Culture” by Anthony Muhammad.

GENERAL SESSION • Monday, January 29 • 12:30 p.m.

DARRELL “COACH D” ANDREWS is an internationally recognized motivational strategist, education consultant and author. Coach D’s work in helping schools and school districts motivate and develop systems of connectedness and personalization with minority and at-risk youth is legendary. His life philosophy has been the same for close to two decades, “It is not what you have accomplished in your life that counts, but what others are able to accomplish because of your life.” Coach D is a first generation college graduate and proudly proclaims that this is a result of his mother being a first generation high school graduate (GED).

GENERAL SESSION • Tuesday, January 30 • 8:45 a.m.

MIKE MATTOS is an internationally recognized author, presenter and practitioner who specializes in uniting teachers, administrators and support staff to transform schools by implementing response to intervention and professional learning communities. Mattos co-created the RTI at Work model, which builds on the foundation of the PLC at Work process by using team structures and a focus on learning, collaboration and results to drive successful outcomes.
### A1: Focused Leadership in a PLC
As the old adage goes – if you have too many priorities, you essentially have none. Discover how to help your school identify its top priorities. Learn how to engage staff in selective abandonment with a less-is-more school-improvement approach by focusing on the four questions of a PLC.

**Session Outcomes:**
- Focus selective abandonment and school improvement on the four questions of a PLC.
- Discover processes, action steps to take and templates to develop agreed-upon teaching, learning and instructional-leadership priorities.
- Learn strategies to engage staff in selective abandonment.

**PLC Implementation:** Developing
**Level:** All
**Target Audience:** All
**Demographic:** All
**Lead Presenter:** Patricia Munsey, Teacher, Dye Elementary School, Crocker R-II School District

### A2: The PLC Process – It’s a Journey!
The PLC process is a journey. It takes time and commitment by all faculty members from administrators to educators. Once begun, you will see the benefits of your commitment in student growth. We are all here for our students, and they must be first and foremost in our thinking. Through collective commitments, data collection and trusting in the process, all parties involved will prosper and grow together.

**Session Outcomes:**
- Discover ways to start the PLC process and how to keep the positive energy rolling.
- Recognize that all parties must be committed to students first.

### A3: S-B-G Made E-A-S-Y
Receive a road map for implementing standards-based grading (SBG) through the PLC process. Focus will be placed on creating buy-in with staff and parents as well as providing participants with ready-to-use resources to aid in implementation.

**Session Outcomes:**
- Learn strategies to engage students, staff and parents/community in the implementation process.
- Gain access to ready-to-use resources to implement in the classroom, building or district for all stakeholders.

**PLC Implementation:** Beginning, Developing, Sustaining
**Level:** Grades PK-2, Grades 3-5, Grades 6-8
**Target Audience:** All
**Demographic:** All
**Lead Presenter:** Holli Sears, PBL Teacher, Seneca Intermediate School, Seneca R-VII School District

### A4: Welcome to the Jungle – Working Together to Drive Student Success
Learn about driving student success using intervention strategies such as student-led conferences, tutoring, data binders and student accountability. These strategies can be used while enhancing staff culture and implementing cross-curricular team time.

**Session Outcomes:**
- Gain ideas on implementing student-tracked data.
- Learn how to improve staff collaboration.
- View examples of various data-tracking systems.

**PLC Implementation:** Sustaining
**Level:** Grades 6-8
**Target Audience:** All
**Demographic:** Rural
**Lead Presenter:** Tiffani Collins, Principal, Cameron Veterans Middle School, Cameron R-I School District
A5: Using the Powerful Learning Team (PLT) Cycle to Increase Student Achievement
Nashua Elementary School has been implementing the PLT cycle during weekly grade-level collaboration for two years. Each week, teams use data from unit assessments and common formative assessments (CFAs) to plan units based on their students’ progress. Teams also implement the development of scales as students move to become assessment-capable learners. Conversations have become richer and more focused around students, and data is tracked in a more manageable way. Discover how to use our clear PLT cycle to use data to drive decision-making, instruction and assessments during weekly meetings.

**Session Outcomes:**
- Gain a clear understanding of the steps of the PLT cycle.
- Learn how data drives instructional decisions.
- Apply the steps of the PLT cycle to grade-level teams.

**PLC Implementation:** Developing
**Level:** Grades 3-5
**Target Audience:** Administrators, Classroom Teachers
**Demographic:** All
**Lead Presenter:** Heather Stukey, Building Administrator, Nashua Elementary School, North Kansas City 74 School District

A6: Play, Choice and Quality Instruction: Teaching Standards While Letting Kids Be Little
Intended primarily for early childhood classroom teachers, this session will offer strategies on how to implement play and student choice in the classroom while simultaneously teaching to the Missouri standards. Using play and small-group instruction, this effective strategy allows students to engage with intentional materials that will lead them to academic and social success. It is also targeted to teach skills and concepts with depth and meaning and to offer immediate feedback to every child.

**Session Outcomes:**
- Understand the importance of shared control with students in the classroom setting.
- Connect new strategies to those already in place for greater ease of implementation.
- Understand the importance of teaching content/standards in the small-group setting to meet the needs of each student.
- Identify the importance of play in the classroom for the young child.

**PLC Implementation:** Developing
**Level:** Grades PK-2
**Target Audience:** Classroom Teachers
**Demographic:** All
**Lead Presenter:** Samohya Stallons, Teacher, Normandy Schools Collaborative

A7: Student Learning in Drive
This session will keep participants engaged in understanding how standards-driven instruction can be exciting, innovative and fun. Learn how focusing on standards will give students a clear target of what they will be accomplishing in class throughout the year. Discover how students tracking their own growth helps them to become responsible, motivated and engaged learners.

**Session Outcomes:**
- Gain a clear understanding of how to select priority standards for various content areas.
- See how standards-based instruction can be fun and innovative and can create enthusiasm for the learner.
- Receive examples of how students track their learning by using standards as a guideline for student growth.

**PLC Implementation:** Sustaining
**Level:** High School
**Target Audience:** All
**Demographic:** All
**Lead Presenter:** April Campbell, Assistant Principal, Mid-Buchanan Elementary School, Mid-Buchanan R-V School District

A8: Establishing Personalized Learning Through Flexible Scheduling
Hear about Platte County High School’s journey to create a sustainable shift in educational practices by blending personalized learning with flexible scheduling. Our teachers have personalized student-learning goals through the selection of power standards and student interests, and they provide varied pathways through which students can prove their mastery of the identified standards. Embedded PLC time is provided daily for instructors, and ongoing PLC conferencing, planning and coaching occurs with students via learning coaches. It is critical for students to be a part of the PLC process as it relates to goal-setting, the monitoring of goals and continued improvement. Learn how we prepared the staff, created the environment and implemented the actual process.

**Session Outcomes:**
- Gain insight into how to shift from a traditional bell schedule to a flexible schedule.
- Discover how to systematically make use of PLCs as avenues of change.
- Learn how to convince staff, teams and groups to change their mindsets about personalized learning.

**PLC Implementation:** Beginning, Developing, Sustaining
**Level:** Grades 6-8, High School
**Target Audience:** All
**Demographic:** All
**Lead Presenter:** Aaron Duff, Coordinator of Academic Services, Platte Co. R-III School District
A9: Crack Open Critical Thinking...Again
How do we define good thinking? How do we develop the thinking of the students we teach? Using critical-thinking strategies in the classroom offers students the necessary practice to become disciplined thinkers, which ultimately improves the quality of their lives. In this session, you will examine your understanding of what it means to think critically. We will explore the work of the best scholars in the discipline of thinking to deepen our understanding of how we can use instructional strategies to train students’ minds to think more clearly and logically. Whether or not you attended last year’s session, you will experience new learning and will leave with additional strategies that can be implemented into any classroom.

**Session Outcomes:**
- Refine an understanding of the elements of thought needed to develop a fair-minded thinker.
- Experience a paralleled learning environment through various means.
- Gain specific strategies (including templates) that can be utilized immediately in the classroom.

**PLC Implementation:**
- Beginning, Developing, Sustaining
- Level: All
- Target Audience: All
- Demographic: All
- Lead Presenter: Julie Steele, Tier 1 Instructional Specialist, Lee’s Summit R-VII School District

A10: Developing an Advanced Placement Program in a Small, Rural School
Developing Advanced Placement programs can be challenging in small, rural schools for many reasons. As part of the Scotland Co. R-I School District’s commitment to providing a high-quality education, the district initiated its Advanced Placement program during the 2014-15 school year. Administrators, teachers and students have all been dedicated to developing and growing the AP program. Walk through the process of developing and implementing a successful AP program through the use of professional learning communities and extensive collaboration. Although challenges faced by rural schools will be specifically addressed, many of the methods showcased will also be applicable to suburban and urban schools.

**Session Outcomes:**
- Learn about the steps required to develop and implement an AP program.
- Understand how to create an AP culture through the use of vertical teams and data teams.
- Discover various ways to track the growth and progress of an AP program.

**PLC Implementation:**
- Developing
- Level: High School
- Target Audience: Administrators, Classroom Teachers
- Demographic: All
- Lead Presenter: Kimberly McCluskey, Teacher, Scotland County High School, Scotland Co. R-I School District

A11: Tracking the Journey of Learning
Due to overwhelmingly positive feedback from the 2017 presentation, we will revisit “Tracking the Journey of Learning” with additional information and techniques. Student-data notebooks are living documents that show progress and growth and provide a place to reflect and make goals. With the data found in this process, both teachers and students gain powerful insights into the strengths and weaknesses of learning as well as how to pinpoint and address the needs of all students.

**Session Outcomes:**
- Discover the what and why behind kid-friendly data notebooks.
- Receive information on how to implement and sustain data notebooks.
- Acquire step-by-step instruction on goal-setting, data-tracking and reflection.

**PLC Implementation:**
- Beginning, Developing,
- Level: Grades PK-2, Grades 3-5
- Target Audience: Classroom Teachers
- Demographic: All
- Lead Presenter: Amy Moore, Teacher, Seneca Elementary School, Seneca R-VII School District

A12: Involve! Inspire! Ignite! PD that Counts
Learn how educators in the Platte Co. R-III School District have used the topic-study initiative to systematically improve teaching and learning in all classrooms. Through this effort, educators engage in job-embedded professional development focused on research, peer observation, reflection and application.

**Session Outcomes:**
- Understand quality continuous improvement and see what it looks like in a school district.
- Experience a topic study and learn how to incorporate this model into school districts.
- Understand how to expand professional development through developing teacher leadership roles.
- Learn how Platte Co. R-III has changed and improved the topic-study initiative since its inception.

**PLC Implementation:**
- Beginning, Developing,
- Sustaining
- Level: All
- Target Audience: Administrators
- Demographic: All
- Lead Presenter: Shelli Baldwin, Coordinator of Professional Development and Instructional Technology, Platte Co. R-III School District
A13: Electives Teachers! How Can You Use Standards-Based Grading to Increase Student Learning? 🎨

When data teams meet in your school, the core teachers all teach the same grade level or content, and they seem to have objectives given to them by the state. As an elective or specials teacher, you are expected to do what they do without the guidance to help. Learn how to use standards from the National Art Education Association that will reach all visual arts, music and performing arts classes.

**Session Outcomes:**
- Select objectives from the NAEA standards that will work for a variety of visual or performing arts classes.
- Create learning targets for at least one of the objectives selected.
- Design at least one rubric for one of the learning targets created.
- Understand how to measure student growth and collaborate using results from common rubrics.

**PLC Implementation:** Beginning

**Level:** All
**Target Audience:** All
**Demographic:** All
**Lead Presenter:** Kristi Ponder, Art Teacher, Ritenour High School, Ritenour School District

◆ B2: Connecting Dreams to Education! *(Repeated in Session C2)*

Get into specifics on connecting dreams to education. We will discuss the power of student connections, assessing and supporting student affinities, and how to encourage “at-risk” youth to take ownership of their current education and experience career and life success.

**PLC Implementation:** All
**Level:** All
**Target Audience:** All
**Demographic:** All
**Presenter:** Darrell “Coach D” Andrews, Keynote Speaker

◆ B3: PLCs and the Power of Common Formative Assessment *(Repeat of Powerful Learning Lunch Presentation)*

Discover how to build common formative assessments and analyze the data to both remediate and extend instruction. A balanced assessment plan for your school or district will ensure student investment in their own learning as well as frequent and specific feedback, gap analysis, improved instruction and collaboration. Learn strategies to help students really understand classroom expectations and how their success will be measured. Research-based approaches to standards-based grading and reporting also will be shared.

**PLC Implementation:** All
**Level:** All
**Target Audience:** All
**Demographic:** All
**Presenter:** Luis Cruz, Keynote Speaker

◆ B4: Running the PLC Marathon: Facilitating Long-Term School Change 🏑

Going the distance with PLC makes for a structured and strategic journey in reaching for school-improvement goals. Windsor Middle School has utilized PLCs beyond academic-team meetings and has retooled the model for an integrative building-improvement plan with MSIP 5 and character education as overarching goals. Learn how our school-change process has improved our school culture, learning for all students, collaboration and data use.

**Session Outcomes:**
- Understand how PLCs can evolve through the organizational-change process.
- Review school structure and culture changes in preparation for PLC revitalization.
- Observe the application of technology and effect of in-depth planning on meeting outcomes.
- Envision the use of PLCs for buildingwide initiatives.
PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Karl Shiningerr, Principal, Windsor Middle School, Windsor C-1 School District

**B5: The School Leader’s Guide to Social Media**
Learn how to increase productivity with staff, improve communication with families, and connect to the greater community in an essential and natural way through the use of social media tools.

**Session Outcomes:**
- Increase productivity with staff through online networking and professional development.
- Improve interaction with families using the latest communication tools.
- Create a fun and engaging school culture by sharing and showcasing the awesome things that happen in your building every day.
- Utilize technology in ways that model best practices for the greater school community.

PLC Implementation: Developing
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Karl Shiningerr, Principal, Windsor Middle School, Windsor C-1 School District

**B6: A Transformation That Worked**
The transformation of high schools in the Independence School District to career academies has led to 20 percent APR growth in every building. Experience the journey of our teacher teams from strategic planning to freshman academies and into our second year of wall-to-wall implementation. Learn the keys to industry involvement in education, course sequencing, scheduling and instructional professional development that engaged our students and changed the culture in our high schools.

**Session Outcomes:**
- Learn how highly effective teaming improves student learning.
- Discover how to improve secondary student engagement through instructional methods.
- Understand how to engage industry partners in order to provide student experiences.

PLC Implementation: Beginning, Developing, Sustaining
Level: High School, Career/Tech
Target Audience: All
Demographic: All
Lead Presenter: Brad MacLaughlin, Assistant Superintendent, Independence School District

**B7: The Climb**
This session will identify key elements on the path to a changed culture. Learn about our struggles, challenges and successes as we share video interviews with team members so you can see firsthand the elements in need of improvement. The implementation of these elements and the tools needed to bring a changed culture to your school also will be shared. You will be given an opportunity to brainstorm the critical elements needed to ascend to an improved school culture where the focus is on teaching and learning.

**Session Outcomes:**
- Assess the need for change in your school.
- Identify the key elements for implementing change.
- Receive tools and techniques for successful ascension of “the climb.”

PLC Implementation: Beginning, Developing
Level: All
Target Audience: All
Demographic: Rural
Lead Presenter: Traci Reinbott, Teacher, Neelyville R-IV School District

**B8: Raising the Bar for Collaboration and Student Learning Through Instructional Rounds**
Instructional rounds are continuous, collaborative learning processes that encourage conversations focused on instruction and student engagement. Rounds are designed as a learning experience for the observer and shift the culture of classroom visits from evaluation to collaborative learning. This session will cover preparing for rounds, the beginning steps of implementation, modifications along the way, lessons learned and suggestions for adapting the process in other buildings.

**Session Outcomes:**
- Discover how instructional rounds can be implemented and adapted to support the mission and vision of a school in a variety of schedules.
- Gain an awareness of and learn the steps to begin instructional rounds as tools to support PLCs through action research.
- Understand that instructional rounds are focused on student engagement, not teacher performance, and are primarily intended as a learning experience for the observer.

PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Gregory Gilmore, Instructional Technology Coach, Fort Osage R-I School District
B9: ACL for Everyone
Are you looking for ways to implement assessment-capable learners (ACL) in your school or classroom? This session will explore techniques in a variety of areas such as kindergarten, third grade and the visual arts. Learn how to approach, set up and direct student-led conferences as well as gain resources to create data binders for lower elementary grade levels.

Session Outcomes:
• Receive an overview of ACL.
• Collect resources to build data binders for the classroom.
• Learn how to implement student-led conferences with parents.

PLC Implementation: Beginning, Developing,
Level: Grades PK-2, Grades 3-5
Target Audience: All
Demographic: All
Lead Presenter: Michelle Merseal, Principal, Viburnum Elementary School, Iron Co. C-4 School District

B10: Mash Up! Blending Technology in the 21st-Century Classroom
Communication, collaboration, critical thinking and creativity are the 21st-century skills our students need to prepare for the future. But, where do you start? How do you make sure you are using the right tool for the job? Technology like the Google Suite for Education and Web-based apps allow teachers to promote 21st-century skills in any content. Learn the background of instructional technology and how to establish a culture of digital citizenship, then explore quick and easy ways to integrate the G Suite and a variety of apps into your classroom to support communication, collaboration, critical thinking and creativity. Receive strategies you can utilize whether your school is 1:1, BYOD or has limited access to devices. (If you can, bring a device to participate in activities that you can start using immediately.)

Session Outcomes:
• Understand how to build a culture of digital citizenship to support the responsible use of instructional technology in the classroom.
• Participate in a variety of Web-based apps utilizing strategies that promote communication, collaboration, critical thinking and creativity.
• Gain specific strategies and tools that can be utilized immediately in classrooms.

PLC Implementation: All
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Shahr Rezaiekhaligh, Teacher, Summit Lakes Middle School, Lee’s Summit R-VII School District

B11: Tiers Not Tears: Implementing Successful RTI
Does your middle or high school struggle with RTI and meeting the needs of all students, even the ones who get it? Do you feel like your advisory time is nothing more than a glorified study hall? Do you want to cry because it is so frustrating? Our goal is to guide participants through a description of each model and how it is implemented in our district. This will spark ideas for other schools who struggle with RTI and with how to meet all students’ needs. Our overall purpose is to help guide other districts through the ins and outs of intervention so they can focus on tiers and avoid the tears of frustration.

Session Outcomes:
• Learn tiered intervention strategies that can be utilized by leadership teams at the building level.
• Use the strengths of your staff members to provide advisory and enrichment opportunities for all of your students.

PLC Implementation: Developing
Level: Grades 6-8, High School
Target Audience: All
Demographic: All
Lead Presenter: Anastasia Prothro, Teacher, Crocker High School, Crocker R-II School District

B12: Who’s on First, What’s on Second, and What About Third and Home?
The first two essential questions seem to be easier to implement for many schools. In this session, get a front-row seat to gain new knowledge as it relates to responding to corollary questions three and four. Receive specific strategies and ideas on how to reach all levels of learners within the RTI model. Specific topics will include differentiated instruction, Bartley Elementary’s RTI program, feedback, tutoring and computer instructional programs.

Session Outcomes:
• Learn strategies to address the needs of struggling and accelerated learners.
• Understand specific strategies that are used effectively within one school community.
• Learn how one school implements its RTI time, and participate in discussions about individual RTI programs.

PLC Implementation: Developing
Level: Grades 3-5
Target Audience: All
Demographic: All
Lead Presenter: Helen Jarvis, Reading Specialist, Bartley Elementary School, Fulton 58 School District
B13: Using Data to Drive Response to Intervention
The “Pyramid of Learning” Seneca Elementary has been using for the past three years has provided data to show the effectiveness of the tiered RTI model. We will explore the three tiers of RTI with a focus on what we do when our students don’t reach learning targets. We also will identify how we enrich the instruction when our students have already mastered the learning targets. Learn a variety of data-collection methods to use when determining appropriate interventions.

Session Outcomes:
• Gain a clear understanding of the RTI decision-making process.
• Understand the layering of interventions.
• Learn which data collections to use and how to use data to determine appropriate interventions.
• Discover how to appropriate resources and strategies.

PLC Implementation: Beginning, Developing,
Level: Grades PK-2
Target Audience: Classroom Teachers
Demographic: All
Lead Presenter: Nita Hanes, Teacher, Seneca Elementary School, Seneca R-VII School District

B14: Joy in the Journey: Student-Driven Digital Portfolios with Seesaw
Discover how you can collect evidence that displays a student’s journey of learning over time. Seesaw will inspire students’ critical thinking, creativity and collaboration as they progress toward their personal learning goals (gaining communication along the way).

Session Outcomes:
• Gain knowledge on the features of Seesaw.
• Discover ideas on possible classroom implementation.
• Learn how to communicate with parents, students and fellow staff members through Seesaw.
• Experience Seesaw from a student perspective.

PLC Implementation: Beginning, Developing,
Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Ashlie Renfro, Digital Learning Teacher, Stonegate Elementary School, Raymore-Peculiar R-II School District

B15: Leadership Teams
Discover how effective leadership teams look in action. Learn tips on how to run a quick and effective leadership-team meeting that touches on PBS, PLC and collaborative work (CW) all in the same meeting.

Session Outcomes:
• Understand how to manage team meetings that discuss PBS, PLC and CW data and information.
• Observe how a leadership team can meet frequently and bring together all elements of PBS, PLC and CW.
• See how a leadership team looks at data from behavior and academics to make effective decisions that drive a building.

PLC Implementation: Sustaining
Level: Grades 3-5
Target Audience: Administrators, Classroom Teachers
Demographic: Rural
Lead Presenter: Ashley Pauley, Principal, Milan Elementary School, Milan C-2 School District

B16: Shared Leadership: The Secret to Changing School Culture
Staff from Hickman High School, a 2016 Exemplary PLC School, will discuss their shared-leadership philosophy. This approach has been used to create a professional learning culture that includes a systemwide tiered intervention program, data-based decision-making and a buildingwide grading philosophy.

Session Outcomes:
• Understand the characteristics of a shared-leadership model.
• Learn how shared leadership can be used to change school culture.
• Discover how to apply the shared-leadership philosophy to individual school-leadership structures.

PLC Implementation: Beginning, Developing,
Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Tony Gragnani, Principal, Hickman High School, Columbia 93 School District

Follow us online at moplcl.org or on Twitter at #moplcl18
**C1: How’d They Do That? (Group B)**
Meet with the 2018 Exemplary Schools and see how they experienced academic success by implementing professional learning communities in their buildings. Each school will share what implementation strategies worked best for them. Join the 2018 Exemplary Schools as they share best practices from their buildings.

**PLC Implementation:** All  
**Level:** All  
**Target Audience:** All  
**Demographic:** All  
**Presenters:** Kratz Elementary and Marion Elementary, Ritenour School District; Jana Elementary, Hazelwood School District; Dogwood Elementary, Kearney R-I School District; Cedar Hills Elementary, Jefferson City Public Schools; Stonegate Elementary and Peculiar Elementary, Raymore–Peculiar R-II School District

**C2: Connecting Dreams to Education! (Repeat of Session B2)**
Get into specifics on connecting dreams to education. We will discuss the power of student connections, assessing and supporting student affinities, and how to encourage “at-risk” youth to take ownership of their current education and experience career and life success.

**PLC Implementation:** All  
**Level:** All  
**Target Audience:** All  
**Demographic:** All  
**Presenter:** Darrell “Coach D” Andrews, Keynote Speaker

**C3: Breaking Down Walls: Redefining Learning Through Project-Based Learning**
Project-Based Learning (PBL) is a student-driven approach to learning with essential components that ensure learning for all students as they develop 21st Century skills. With support and encouragement within our district, we have completed the first phase of our PBL implementation. Hear about the successes and trials of our PBL journey as well as evidence that supports our decision to implement PBL.

**Session Outcomes:**  
• Gain a basic understanding of Gold Standard PBL.

**C4: Growth Mindset – Goal Setting, Feedback and Student Motivation**
Growth Mindset unleashes student potential through student goal setting, empowering messages and innovative teaching. It also results in higher test scores, improved grades and more in-class involvement. Your students will understand intelligence is not limited, and your feedback will motivate students to believe in themselves and achieve anything.

**Session Outcomes:**  
• Discover how to help students develop academic, behavior and attendance goals using Leadership Binders.  
• Learn how to determine exactly what students need next in their learning process.  
• Understand the importance of feedback, both in PLC teams and with students.

**PLC Implementation:** All  
**Level:** Grades PK-2, Grades 3-5  
**Target Audience:** Administrators, Classroom Teachers  
**Demographic:** Rural  
**Lead Presenter:** Stacie Goldsmith, Principal, Daniel Boone Elementary, Warren Co. R-III School District

**C5: The Struggle Bus: The Road from Less than Optimal to Exemplary**
Learn about Sterling Elementary School’s ongoing PLC journey process. Sterling’s staff uses effective practices to turn their struggles into team-driven, data-driven, and most importantly, student-driven decision-making.

**Session Outcomes:**  
• Gain strategies to overcome struggles within buildings.  
• Collaborate with other professionals in order to problem-solve specific areas.

**PLC Implementation:** Beginning, Developing, Sustaining  
**Level:** All  
**Target Audience:** All  
**Demographic:** All  
**Lead Presenter:** Susan Kohl, Instructional Coach, Sterling Elementary School, Warrensburg R-VI School District
C6: Our Cure for DRIP (Data-Rich, Information-Poor) Syndrome
Learn how our school took the wealth of information it had and used the data cycle to move from Focus School designation to Exemplary. For the past five years, Cameron Intermediate School has been running its RTI class period based solely on the process presented by Northwest Missouri RPDC. In our efforts to evolve the process, we learned to focus less on the numbers and more on the essentials and data needed to assess individual learning and successful instructional strategies. Although we saw an increase in student learning, we did not believe the yield reflected our students’ highest potential. This year has brought us a renewed plan of action for the deepest implementation of the data cycle.

Session Outcomes:
• Gain insight from teachers who have collaborated in the data-cycle process.
• Acquire knowledge of the data cycle.
• Discover how to enhance all tiers of instruction through an effective data cycle.

PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Laurie Mefford, Principal, Cameron Intermediate School, Cameron R-I School District

C7: Source-Based Writing Across the Content Areas
In this session, teachers across content areas will learn how to use the new blended writing scoring guide in source-based writing assignments. Ideas will be shared for integrating writing in multiple disciplines as well as tips for efficient grading practices and providing effective feedback to students. PLCs will learn how to take data from student writing and how to set goals for improvement based on that data. This session will galvanize teachers behind multiple purposes for writing as well as support non-ELA teachers in the use of and grading of writing in their classrooms.

Session Outcomes:
• Become more comfortable assigning writing in various content areas.
• Gain familiarity with source-based writing and the blended writing scoring guide.
• Learn effective grading practices for various lengths of writing-performance tasks.

PLC Implementation: Developing, Level: Grades 6-8, High School
Target Audience: All
Demographic: All
Lead Presenter: Jennifer Hecktor, Assistant Superintendent, Wright City R-II School District

C8: Viburnum High School: Effective Secondary Response to Intervention
This session is an examination of our junior high and high school RTI program. We will discuss the creation and implementation process, ongoing administration, and data pertaining to effectiveness. We also will share electronic resources to adapt and utilize in any school’s RTI journey.

Session Outcomes:
• Learn the steps for creating and administering a secondary RTI program.
• Discover how to gather and share data regarding student-progress monitoring and RTI program effectiveness.
• Access and utilize resources for the administration of a secondary RTI program.

PLC Implementation: Beginning, Developing, Sustaining
Level: Grades 6-8, High School
Target Audience: All
Demographic: All
Lead Presenter: Gretchen Hill, Counselor, Viburnum High School, Iron Co. C-4 School District

C9: Creating a Standards-Based Classroom
Discover how to structure collaboration, instruction and assessments around the standards, and then use the assessment data to structure further instruction for different levels of learners.

Session Outcomes:
• Learn how to write short, standards-focused formative assessments to determine a learner’s level of mastery.
• Understand how to use formative-assessment data to extend the learning of each student.
• Get ideas about continual standard practice.

PLC Implementation: Beginning
Level: All
Target Audience: Classroom Teachers
Demographic: Rural
Lead Presenter: Victoria Mueller, Teacher, Savannah R-III School District

Twitter Handles: @moplcc and @MoEducation
C10: Aligning Tasks to Content Standards
How do we develop a curriculum that is resilient to changes in standards and assessments? Can a curriculum embody the values of choice, independence and inquiry and still have common assessments that produce evidence of student growth? How do we embed what parents, students and teachers care about most in our common assessments? At Fox C-6, we have committed to developing a curriculum and assessments around common complex tasks. We focus our improvement processes exclusively on the quality of work our students produce. We strive to ensure that our curriculum, assessments and PLC improvement process all emphasize the same values. Experience engaging, complex tasks from across grade levels and subject areas.

Session Outcomes:
• Learn how to engage with a complex task and produce work that demonstrates core skills and concepts.
• Discover how to provide success and growth feedback to work at all levels using aligned scoring guides.
• Understand how to prioritize repeatable tasks that reflect the work of disciplinary experts yet have a low-bar entry point.

PLC Implementation: Developing
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Declan FitzPatrick, Executive Director of Curriculum and Instruction, Fox C-6 School District

C12: Developing a 21st-Century Classroom
Learn how to transform instructional practices and student learning to develop the necessary 21st-century skills that will insure future success for all learners. Your students can move from consumers of knowledge to creators and producers of their own learning. Explore various Web 2.0 tools that promote engagement while increasing student skills in the content areas.

Session Outcomes:
• Receive a variety of technology resources to meet the needs of and to engage all learners.
• Understand the 21st-century skills needed to ensure student success.
• Learn what effective technology integration looks like in the classroom.
• Gain a variety of assessment tools that can be used for data-driven instructional decision-making.

PLC Implementation: Developing
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Casey Echelmeier, District Instructional Technology Facilitator, Mexico 59 School District

C11: TEAM = Together, Every Assessment Matters
Join our team as we share our playbook of practices that led to a victory with assessment and collaboration. View live game footage of collaborative huddles, and leave with a playbook to kick off implementation on your own turf.

Session Outcomes:
• Tackle assessment work using DOK, curriculum units of instruction and MLS with your team.
• Score with collaboration.
• Obtain victory with assessment data.
• Create a game plan for the implementation of immediate goals for assessment and collaboration.

PLC Implementation: Developing, Sustaining
Level: Grades PK-2, Grades 3-5
Target Audience: Classroom Teachers
Demographic: All
Lead Presenter: Amanda Simmons, Title I Math Teacher/Coach, Potosi Elementary School, Potosi R-III School District

C13: Road Map to Young Writers’ Success
This session will keep participants engaged in understanding how standards-driven instruction can be exciting, creative and beneficial to student learning. Learn how focusing on fluency will direct students to become confident writers.

Session Outcomes:
• Learn how standards-driven instruction through Writer’s Workshop can be exciting, creative and beneficial to student learning.
• Understand how to build fluency in writing.
• Learn how to guide individual needs through the use of notebooks.
• Receive examples of the strategies used to achieve standards through Writer’s Workshop.

PLC Implementation: Developing
Level: Grades 3-5
Target Audience: Classroom Teachers
Demographic: All
Lead Presenter: Sarah Chellew, Teacher, Mid-Buchanan Elementary School, Mid-Buchanan R-V School District
C14: Calm Waters and Stormy Seas: Embracing the Positive and Negative Aspects of a Growth Initiative
Making it through the ups and downs of the school-change process is not always easy and can get quite messy. When staff at Bartley Elementary set out to make changes involving processes and systems, we found out very quickly that the needed changes would affect the existing group norms, beliefs and values. Initiatives for schoolwide improvement are complicated, and it is easy to see why many fail. We will revisit the process of starting our PLC, sharing our hits and misses and giving all participants our strategies to focus on the four corollary questions. Empower yourself to learn more about ways to address the challenges you might be experiencing in your own change process.

**Session Outcomes:**
- Learn the four parts of successful school change.
- Discover how one school has successfully devised, implemented and executed school-improvement initiatives.
- Understand the specific strategies that one school has used to focus instruction on the four corollary questions.

**PLC Implementation:** Developing

**Level:** Grades 3-5

**Target Audience:** All

**Demographic:** Rural

**Lead Presenter:** Robyn Frame, Teacher, Bartley Elementary School, Fulton 58 School District

C15: The Edunator’s Guide to Grading for Learning
Are you looking for a way to make your grades more meaningful? Or perhaps looking for a way to make your instruction more data-driven? Whether you’re only exploring grading reform, looking for a few new classroom ideas or hoping to lead a schoolwide change, join us for practical, real-world solutions to the hurdles of standards-referenced grading.

**Session Outcomes:**
- Understand the implementation of standards-referenced grading.
- Discover how to improve both the focus on learning and teacher efficacy.
- Learn about differentiation techniques.

**PLC Implementation:** Beginning, Developing, Sustaining

**Level:** All

**Target Audience:** All

**Demographic:** All

**Lead Presenter:** Mark Clements, Teacher, Fulton Middle School, Fulton 58 School District

C16: There’s a Story in Every Song (STEAM Activities to Inspire Creativity Using the Arts)
STEAM is the process of adding arts to the STEM subjects (science, technology, engineering and mathematics). Arts integration is an approach to teaching in which students construct and demonstrate understanding through one or more art forms. Activities will be provided for a variety of subjects. Get ready to open the door to creativity!

**Session Outcomes:**
- Explore comfort zones within the arts and use methods to enrich the classroom.
- Implement classroom activities using the fine arts (music, visual arts, dance and theater).
- Use standards from individual areas as well as the fine arts to enrich a unit.
- Track data showing the growth of students during the activities.

**PLC Implementation:** Sustaining

**Level:** All

**Target Audience:** Non-Core/Specialist

**Demographic:** All

**Lead Presenter:** Andrea Branstetter, Teacher, Crocker R-II School District

**CONCURRENT SESSION D**

**Tuesday, January 30**

**10:30 – 11:45 a.m.**

◆ **D1: How’d They Do That? (Group C)**
Meet with the 2018 Exemplary Schools and see how they experienced academic success by implementing professional learning communities in their buildings. Each school will share what implementation strategies worked best for them. Join the 2018 Exemplary Schools as they share best practices from their buildings.

**PLC Implementation:** All

**Level:** All

**Target Audience:** All

**Demographic:** All

**Presenters:** Viburnum High School and Viburnum Elementary, Iron Co. C-4 School District; Seneca Intermediate and Seneca Elementary, Seneca R-VII School District; Neelyville High School, Neelyville R-IV School District; Parkside Elementary, North St. Francois Co. R-I School District; Kelly A. Burlison Middle School, Fredericktown R-I School District
◆ D2: The Power of One: Creating High-Performing Teams for Singleton Staff

High-performing collaborative teams are the foundation for any professional learning community – the engines that drive the entire process! Nearly every school or district has educators who are singletons (the only person who teaches a particular course or grade level); educators who support multiple grade levels, such as a special education teacher or reading coach; or educators who provide supplemental support, such as a school counselor, psychologist, or librarian. How do these individuals fit into collaborative teams? Discover guiding principles and real-life examples of how to create meaningful, powerful, collaborative teams for educators looking to connect to the power of one.

Session Outcomes:
• Consider teaming options for elective or specials teachers, special education staff, and staff who oversee unique programs.
• Repurpose a site intervention team into a high-performing collaborative team.

PLC Implementation: All
Level: All
Target Audience: All
Demographic: All
Presenter: Mike Mattos, Keynote Speaker

◆ D3: Navigating Successful Implementation of PLC in the Middle

Join us as we share strategies to help leverage successful implementation of the PLC process in the middle school setting. It often takes something different to make the same magic happen in the middle years as it does in the elementary years. This enthusiastic session will showcase the power of shared leadership through systemic teaming processes and collaboration tools as well as how to integrate other initiatives (such as PBIS as part of PLC). Learn about real-life examples including our house system, problem-solving team model, leadership team model, Thrive Hive school store, use of social media to showcase our mission daily and much more!

Session Outcomes:
• Learn how to boost collaborative and positive culture.
• Gain ideas on how to set up structures for successful teaming.

PLC Implementation: Beginning, Developing, Sustaining
Level: Grades 6-8
Target Audience: All
Demographic: All
Lead Presenter: Beth Houf, Missouri Featured Speaker, Principal, Fulton Middle School, Fulton 58 School District

◆ D4: Transforming Curriculum and Assessments Through Standards-Referenced Grading

This session will help attendees see the errors in the current traditional grading system. Within the standards-referenced grading model, districts are able to ensure a guaranteed and viable curriculum because the expectations for learning are the same from teacher to teacher and classroom to classroom. Reporting of grades or levels of mastery is based on a student’s ability to provide evidence of his or her learning, and the subjective grades of a traditional grading system are squashed with this model. Understanding where you are and where you want to go in terms of your curriculum and assessment program needs to be firmly rooted in accuracy, consistency and sincerity.

Session Outcomes:
• Understand why standards-referenced grading is necessary and important for a guaranteed and viable curriculum and assessment program.
• Understand how to evaluate your district and find a starting point to chart individual courses to standards-referenced grading.

PLC Implementation: Beginning, Developing
Level: Grades PK-2, Grades 3-5, Grades 6-8
Target Audience: All
Demographic: All
Lead Presenter: Ashley Anderson, Curriculum Director, Savannah R-III School District

◆ D5: RTI: Renovation and Restoration of Effective RTI Using Data, Dreams and Determination

Learn what one middle school did to change reading scores, improve executive functioning, and support a schoolwide Advancement Via Individual Determination (AVID) curriculum through RTI. Oakland Middle School revamped and restructured their RTI program from a glorified study hall to targeted and tiered intervention.

Session Outcomes:
• Discover how using Peer-Assisted Learning Strategies (PALS) and ST Math intervention, paired with data and assessment results can strengthen and revitalize Tier Two interventions.
• Learn to evaluate RTI format effectiveness using data teams and shared leadership.

PLC Implementation: Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Helen Porter, Principal, Oakland Middle School, Columbia 93 School District
D6: All Means All: Data-Driven, Differentiated Instruction that Engages Students of All Learning Levels

This active and practical session will provide proven methods and strategies that take classroom data and turn it into engaging and differentiated learning opportunities for students. Learn to gather relevant and timely data and to plan lessons that minimize student opt-out by providing tiered activities. Receive ideas that can be implemented immediately.

**Session Outcomes:**
- Understand how to collect and analyze student data effectively.
- Learn to utilize data to create differentiated lessons.
- Discover how to create engaging lessons that allow for no students to opt-out.

**PLC Implementation:** Beginning, Developing, Sustaining

**Level:** Grades 6-8, High School

**Target Audience:** All

**Demographic:** All

**Lead Presenter:** Ashley Moore, Teacher, Wright City Middle School, Wright City R-II School District

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D8: Small Steps to Big Success

Walk through the development of a tiered system of support showing how classroom teachers and interventionists have collaborated to determine the most-effective interventions. Timber Creek Elementary has been using a tiered system of support for about seven years. This system efficiently presents information to allow for collaboration about students, which is critical for student success. While the Timber Creek model will be used as one example, the system's strength lies in its function rather than its form. Gain insight into the process for developing and documenting a tiered system and be able to create a system based on your specific situations.

**Session Outcomes:**
- Understand how to think about tiered support within your current system.
- Learn to differentiate between systemic interventions and activities.
- Discover possibilities that exist for collaboration in a focused and productive environment.

**PLC Implementation:** Beginning, Developing

**Level:** Grades PK-2, Grades 3-5

**Target Audience:** Administrators, Classroom Teachers

**Demographic:** All

**Lead Presenter:** Peggy Miller, Reading Interventionist, Timber Creek Elementary School, Raymore-Peculiar R-II School District

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D9: Making Data Work

By promoting a positive school culture, data can be taken from reflection to action. Engaging in professional dialogue and discussions creates informed instructional decisions. Hear about one school’s journey to become a collaborative learning community focused on student learning and results.

**Session Outcomes:**
- Learn how to utilize a data protocol to help guide conversations that promote action.
- Create a learning environment that promotes taking action on data (reflection to action).
- Discover activities and ideas on how to create a positive school culture.
- Explore a student/parent data sheet that drives reflective conversations.

**PLC Implementation:** Beginning, Developing, Sustaining

**Level:** All

**Target Audience:** Administrators

**Demographic:** Rural

**Lead Presenter:** Amy Salvo, Principal, Troy South Middle School, Lincoln Co. R-III School District
D10: Easy Formative-Assessment Tools
Finding ways to check for understanding, assess learning on the fly, engage students actively and do it all without being bogged down in the registration/more passwords/new interfaces quagmire can be difficult. Come and see several easy-to-use, teacher-tested tools that can be utilized stand-alone or wrapped into your presentations or Google Classroom.

Session Outcomes:
- Research new tools for online formative assessments.
- Explore the features of these tools in a live demo.
- See the student perspective of several different tools.
- Collect resources for assessment tools.

PLC Implementation: Beginning
Level: Grades 3-5, Grades 6-8, High School
Target Audience: All
Demographic: All
Lead Presenter: Bob Martin, Tech Integration Specialist, MOREnet

D11: Schedule Change as an Impetus for Cultural Change
This session will give educators a clear understanding of the importance of process in the implementation of a school-change initiative. Second-order change is hard, and it cuts to the core values of any organization. The adoption of a modified block schedule gave us the opportunity to discuss our values and align them with research-based practices (PLCs, interventions) while simultaneously implementing a 1:1 initiative and renovating our high school.

Session Outcomes:
- Understand the purpose, process and context for a master-schedule change.
- Recognize that the frame of the schedule does not matter – it is what educators do with their instructional time (PLCs, collaboration, interventions) that matters.
- Review data (attendance, grades, behavior, intervention data) for all students since implementation.

PLC Implementation: Beginning, Developing
Level: High School
Target Audience: Administrators
Demographic: Suburban, Urban
Lead Presenter: Brad Griffith, Principal, Ladue Horton Watkins High School, Ladue School District

D12: Putting It All Together: How Data Teams Can Provide Students with What They Need
Data teams (PLCs) are the drivers of changing our instructional practices to align to student needs. By creating a structure that encompasses data teams at the grade, school and district levels, all students will benefit and practices will change.

Session Outcomes:
- Understand the data-team process that incorporates each element of a PLC.
- Practice the data-team process at the grade, school and district levels.
- Understand the connection between the data-team process and informing the tiered systems of support.

PLC Implementation: Beginning, Developing
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Juan Cordova, Assistant Superintendent, Grandview C-4 School District

D13: How a PLC School Starts the School Year
This session will cover the basic processes that a PLC school should go through when planning the teacher work days that take place at the start of every school year. Receive key guidance on how to effectively plan for the start of the school year, learn important elements to include for any PLC school and collaborate with peers to develop your own action plan for better approaching the start of the school year.

Session Outcomes:
- Gain a better understanding of key planning strategies that can be implemented while preparing for the start of the school year.
- Receive a list of key elements that should be included at every PLC school.
- Collaborate with other educators to share and develop ideas and best practices on how to effectively start the school year.
- Develop an action plan to implement change at individual districts and buildings.

PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: Administrators
Demographic: All
Lead Presenter: Kevin Creighton, Principal, Dent-Phelps Elementary School, Dent-Phelps R-III School District
D14: If You Want To Go Fast, Go Alone – If You Want To Go Far, Go Together

We never have enough time to get things done. In this session, see the steps we took to implement shared leadership buildingwide and how that improved our time efficiencies. This collaboration is important to the culture and climate of a building, and it has the biggest impact on student learning in the classroom. In addition, we will show you how to involve students in leadership roles and strengthen their understanding of 21st-century skills. After seeing the process and asking questions, you will be able to implement this concept the day you get back!

Session Outcomes:
• Gain a better understanding of how to encourage leadership at all levels.
• Learn how different teams in the school district can work together to achieve a common goal of student success.
• Develop an implementation plan that allows students to take an active role in the district’s success.

PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Matt Schroer, Instructor, Crocker High School, Crocker R-II School District

D15: Cool Tool Duel

Looking for a fun session filled with strategies you can take back to your classroom and implement immediately? In this session, join three instructional leaders who work for the Lee’s Summit School District to support teaching and learning. Each presenter will highlight a handful of engaging instructional tools that will have a powerful impact on collaboration, data collection/analysis and student success. Experience four duels each focusing on a different instructional theme: critical thinking, engagement, formative assessment, and routines and protocols. At the end of each duel, you will vote for your favorite!

Session Outcomes:
• Experience instructional strategies designed to increase student engagement and achievement.
• Decide on the strategies that best meet the outcomes of learning targets and the needs of your students.
• Gain strategies that can be shared with professional Learning Communities.

PLC Implementation: Beginning, Developing, Sustaining
Level: All
Target Audience: All
Demographic: All
Lead Presenter: Sara Taylor, Tier 1 Instruction Specialist, Lee’s Summit R-VII School District

D16: Data-Team Dreams vs. Data-Input Nightmares!

Learn how to create a shared, schoolwide data tracker using Excel or Google Sheets to help data teams work through grade level, classroom and individual student needs.

Session Outcomes:
• Learn how to use conditional formatting in order to identify students who are performing at expected levels, to show growth and to identify tiers for instructional purposes.
• Discover how to plan for and instill a schoolwide culture in which data-team meetings are truly about student data and the plan that follows instead of being a data-input session.
• Receive forms that are currently used at Garrett Elementary, a state-recognized and nationally recognized PLC.

PLC Implementation: Beginning, Developing
Level: Grades PK-2, Grades 3-5
Target Audience: All
Demographic: All
Lead Presenter: Erik Melton, Principal, Garrett Elementary School, Hazelwood School District

Save the Date!

2019 Powerful Learning Conference
January 28-29, 2019
In this special featured session, Mike Mattos will focus on his new book “Taking Action: A Handbook for RTI at Work.” Research has found that response to intervention (RTI) is the most effective process for ensuring students the time and support needed to learn at high levels. Mattos will share information about the essential elements required to build a successful RTI at Work program at your school.

Mattos will provide research, evidence and rationale behind recommended actions as well as a step-by-step process to successfully implement the essential element. Tools needed to support the implementation process and coaching tips for leadership team members also will be shared.

Mattos will explore the critical questions: How will we respond when some students do not learn? How will we extend the learning for students who already are proficient? Learn why RTI works best in schools that function as a PLC and how to avoid common implementation missteps.

Lunch will be provided for those who register for this session.