

Please list the names, positions, schools, city/town, phone, and e-mail of others attending the series, **Supporting the Development of a School-wide Response When Students Don't Learn**

Name: _____
 Position: _____
 School: _____
 Street: _____
 City/Town/Zip: _____
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 (* Required—Conference confirmation sent by e-mail only)

✓ _____ Fee (see the other side for amounts)

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 Position: _____
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Please attach an additional sheet if necessary.

About the presenter...

Dr. Catherine Glaude is an experienced educator with a strong background in curriculum, instruction, and assessment. She has taught elementary, middle, and secondary students. She has consulted at the state level and has taught university and district classes. She served as a district-level administrator supporting team, professional, and organizational development by offering tools and resources as educators worked toward improving student learning. Catherine has facilitated a number of successful series on assessment and using protocols for the Maine Principals' Association. She is the author of two books focused on protocols for professional learning communities. Her latest book, published in the summer of 2010, is the focus of this series. Previously an administrator in Maine, Catherine is currently the principal of Bryantville Elementary School in Pembroke, Massachusetts.



Directions to the Maine Principals' Association Conference and Meeting Center, Augusta (622-0217)...

The MPA office is located at 50 Industrial Drive. From the Augusta/Belgrade exit, Exit 112B (coming from the south) or Exit 112 (from the north) off Interstate 95, turn right onto Route 27 (Civic Center Drive) as if to go towards Belgrade and travel 7/10 of a mile. At the traffic light, take a left on the Leighton Road (opposite the Elks Lodge) and an immediate right on Industrial Drive. The MPA Conference and Meeting Center is the third building on the left.

Supporting the Development of a School-wide Response When Students Don't Learn with Dr. Catherine Glaude—October 1, 2010



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Supporting the Development of a School-wide Response When Students Don't Learn with Catherine Glaude

*Meeting the Challenges of the Principalship—
 A Professional Development Series Designed for Teams of Building Administrators and Teacher Leaders*

**Sponsored by the
 Maine Principals' Association**

*October 1, 2010
 MPA Conference Center, Augusta*

Supporting the Development of a School-wide Response When Students Don't Learn

with Dr. Catherine Glaude

Sponsored by the Maine Principals' Association

Agenda

October 1, 2010

Maine Principals' Association Conference and Meeting Center, Augusta

8:00-8:30 a.m.

8:30-3:00 p.m.

Registration and Continental Breakfast

Program and Lunch



About the series ...

As a follow-up to the late-September 2009 workshop, *Advancing the PLC Journey by Closing the Knowing-Doing Gap* with Rick and Becky DuFour, and the 2010 Spring Conference with Mike Mattos, co-author of *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Students Don't Learn*, the MPA is pleased to offer *Supporting the Development of a School-wide Response When Students Don't Learn*.

While schools in the United States, as a result of the Individuals with Disabilities Education Act (IDEA) 2004, have been required to develop and implement Response to Intervention (RTI), RTI is most effective when implemented on the foundation of a professional learning community (PLC). Addressing this requirement thoughtfully necessitates a school-wide response when a student does not learn. As a result, teams of educators must learn new ways of working together to support the learning of each child who is struggling. Teachers must be comfortable sharing their students' needs—and their own struggles to respond—with colleagues.

To implement a school-wide response when a student does not learn, teams of educators must be skillful in collaboration and collectively possess a depth and breadth of expertise in teaching. Educators must also have a specialized set of tools and competencies, which include protocols for problem solving and decision

making, knowledge of a range of interventions to support learners who are struggling, and structures to help them use and reflect on data from a variety of formal and informal assessments used to monitor student progress in academic and behavioral areas.

This series offers resources to support educators as they continue their journey toward creating a school-wide response when a student does not learn. The tools and protocols offered through the series are used to build trust, as well as shared knowledge and skills for analyzing and interpreting student assessment data needed to shift thinking from "my students" to "our students"—where everyone in the school is invested in *each* student's learning.

This three part series is designed for **school teams** of administrators and teacher leaders who want to reflect on their development toward a school-wide response when students do not learn. Each participant will receive a copy of *When Students Fail to Learn: Protocols for a School-Wide Response*, (Connections Publishing, 2010) to explore topics discussed during the sessions. Catherine Glaude, the author of the text, will facilitate the series.

Note: We encourage principals to attend with a team of teacher leaders; likewise we encourage district teams to attend. **Teams with teachers must include an administrator.**

The goals of this series are for leadership teams to:

* Analyze their schools' development of systemic responses when students do not learn and design action steps to promote further development;

* Experiment with a variety of protocols or process tools used to prompt learning with others;

* Practice and refine facilitation skills; and

* Explore team and school-wide protocols and tools used to reflect on student learning, to design interventions, and to monitor learning progress.

Description of the Series...

Session One ~ October 1, 2010

Self-Assessment of a School's Response When Students Do Not Learn—As a school begins its journey to develop and implement a response when students do not learn, leaders need effective assessment tools to gain insights about their school's progress toward learning success for each student, and to reassess the progress made over time. The use of critically selected self-assessment tools can also prompt a common understanding of what educators envision for the school's future, as well as areas needing further development. These can become the context for further conversations about goals or next steps. Participants will learn protocols to be used with an entire faculty or a leadership team to assess their school's development and the implementation of a response when students do not learn. The insights and learning from the discussions when using the protocols may help a school frame the successes, challenges, and next steps in continuing its development.

Session Two ~ November 5, 2010

Promoting a Culture Focused on Student Learning—In a school that is serious about responding when students do not learn, the focus of all team meetings becomes improving student learning. Conversations and decisions about teaching practice, resources, and examination of assessment data are focused on gaining insights into student learning needs and strengths, and determining how to work together to improve students' learning. Where individual students or groups of students consistently struggle to learn, thoughtful collaborative decisions about appropriate ways to intervene are needed. Assessment in the midst of learning is an essential component of carrying out and determining the effectiveness of any intervention and making informed decisions about next steps, as implementation takes place. This session is designed to assist teams of educators as they plan, implement, monitor and adjust their joint efforts to make a positive impact on the learning of students. Included are protocols for collectively analyzing student learning results, examining research, assessing the effectiveness of strategies used, and sharing best practices.

Session Three ~ December 3, 2010

Supporting a Team's Response When Students Do Not Learn—The protocols in the previous sessions supported the shift in culture needed for educators to respond collectively and systemically when a student does not learn. As the foundation for collaborative work is established, educators become comfortable sharing their students' needs and their own struggles to respond with colleagues. The final step in a school's development is the creation of a team that uses a variety of data to identify students needing additional support, to determine which interventions have the most likelihood of success, and to monitor the effectiveness of strategies used. The protocols in the final session can be used or adapted to support the work around a school team's response when a student does not learn.

Registration is limited to 78 participants. The MPA reserves the right to cancel due to low enrollment.

Supporting the Development of a School-Wide Response When Students Don't Learn

*** Please Register by September 17, 2010 ***
Sorry, no refunds after September 27, 2010.

Name _____

Badge Name _____

Position _____

School _____

School Address _____

Phone _____

E-mail _____

(* Required—Conference confirmation sent by e-mail only)

IMPORTANT: Check here if form is part of a school team registration.

_____ Check Enclosed. _____ Bill School.

Registration Fees (*The fee includes session, materials, morning refreshments, and lunch.*)

MPA member attending solo
_____ Series (3 Sessions)—\$358/MPA member

MPA member with teachers
_____ Series (3 Sessions) \$358/MPA member
teachers \$358/person

Superintendent/Central Office Personnel
_____ Series (3 Sessions) \$358/person

Non-member
_____ Series (3 Sessions) \$438

Non-member with teachers
_____ Series (3 Sessions) \$438/non-member
teachers \$358/person

Mail registration and check payable to MPA to:

Maine Principals' Association

PO Box 2468

Augusta, ME 04338-2468

Please turn to the reverse side of this registration form to register more participants.