

Good lesson planning is key. Focused PLC's should drive instruction. The teacher makes the difference, not the program.

	Enduring Understanding (Quotes)	Improving Core (Classroom Level)	Improving Schoolwide Structures and Policies (School Level)	How we become a Turnaround School (National Level)	Links to AVID	Value of this Conference as a Teacher Leader
K-1	Curiosity Propels Motivation - We need to model curiosity	Allowing for play with materials, manipulatives, and movement increases learning. Implementing these strategies into already known and used sheltered/GLAD/intervention strategies will increase effectiveness.	We, as teachers, have the ability to implement effective strategies, reflect on what works, and share those strategies amongst us.	Mind Set: we ALL have to believe ALL students can achieve and succeed. The levels may vary, the strategies will, but our collective work can help each child grow.	Beginning to use Costa's level of questioning. Learning to process, interpret, and develop WICOR strategies.	There are teachers everywhere doing what we do, teaching who we teach, and succeeding along with us and more. We can learn and improve from this "Nation-Wide PLC" taking strategies and ideas to our specific schools. Teachers learn from teachers well.
2-3	"Kids are learners when they become thinkers" "Working memory is the greatest predictor to a child's academic success."	Good lesson planning is key. A structured PLC should drive instruction. Children have common core abilities. We need to know the child to	It's the teacher, not the program that makes the difference in the students growth. Set conditions for learners 25% Strategy	We plan for every child to succeed. We set planned time for intervention. We teach students how to learn	Costa's level of questioning Students read and talk about complex text	Let strong teachers lead other teachers

		make their learning relevant.	75% mind set			
4-5	"To be a role model, I'll set goals so high that I can't achieve them... until I grow into one who can"	We need to look at the whole child and instruct with 21st century attributes & abilities: critical thinking creative thinking communication collaboration responsibility and leadership	- good teaching trumps genes ~ it is the teacher's responsibility to build on each child's strengths; it is how the brain is wired - structure of brain can change in 5 days - continuous urgency ~ a student who lives in poverty needs 5 years of exceptional teaching	We need to target the GAPS ~ the solution: VOCABULARY instruction cognitive control relationships/ climate attitude/mindset social/emotional engagement	Student leaders; Costa's Levels of Questioning; students read and discuss complex text and connect to real life purpose	Validates the experts that teachers are. As teacher leaders, we are able to collaborate with our teams and work from the ground up. Teachers tend to be more open to ideas when heard from their colleagues.

Theme:

Whole Child:

- Relevance to their next 70+ years!!!!
- Not just academic success, but success in life
- How to be a learner
- How to think critically
 - Apply thinking to new situations
- Getting kids to their best learning state
 - With what we can control
 - Teacher makes the difference

- Integrate Literacy through:
 - Brain research
 - Social emotional literacy
 - Integration of movement
 - Collaboration