These workshops differ from other events because they emphasize hands-on learning, small group discussion, and high-level interaction with the facilitator. Each presenter draws from frontline experience and the featured book (included with your registration) to share what works in the classroom.

All workshops include a featured book.

“Overall, excellent workshop. I walked out the door with usable, relevant, and clear information that can be used immediately.”

—Beth Alcamo, teacher
Thomas Paine International Elementary
New Jersey

Assessments for State and Common Core Standards

April 2–3 Orlando, FL
April 10–11 Atlanta, GA
May 1–2 St. Louis, MO

Featuring Kay Burke
Bring a team to transition your present standards to common core standards. Identify what will or will not change in your curriculum, instructional strategies, and assessments. Explore the formative assessments that will improve learning, and prepare students for high-stakes standardized tests.

Building Common Assessments

March 13–14 Nashville, TN
March 19–20 Las Vegas, NV
April 3–4 Orlando, FL
April 4–5 San Diego, CA
April 10–11 Dallas, TX
April 18–19 Minneapolis, MN
April 23–24 Salt Lake City, UT
May 3–4 Baltimore, MD
May 15–16 Seattle, WA

Featuring Cassandra Erkens, Janet Malone, or Nicole Vagle
Learn how to work as collaborative teams to develop common formative assessments. Leave with a framework for working interdependently to create high-quality assessments and to collect meaningful instructional data that informs interventions and enrichment planning.

Creating a Coaching Culture in a PLC

March 14–15 Seattle, WA

Featuring Jane A. G. Kise
One of the most difficult challenges of building a professional learning community is developing productive, sustainable teams. Learn how a common framework based on personality types can help administrators, teachers, and students become active, engaged, and successful learners.

Creating a Digital-Rich Classroom

May 9–10 Denver, CO
May 17–18 Seattle, WA

Featuring Meg Ormiston
Teachers must catch up with the changing digital landscape to maintain student engagement. This workshop will help your team implement the standards while utilizing web 2.0 tools to prepare students for the world beyond the classroom.

Differentiated Instruction in a PLC

April 4–5 Orlando, FL
April 18–19 Chicago, IL

Featuring Robin J. Fogarty and Brian M. Pete
Supporting differentiated instruction is not about teaching louder and slower. It is about creating a rich, robust instructional repertoire with different entry and end points to learning. This workshop provides targeted tools and techniques specifically designed for use within the culture of a professional learning community.
Elementary Reading Intervention Strategies  
April 12–13  Atlanta, GA  
Featuring Elaine McEwan-Adkins  
Discover the most effective reading intervention strategies for struggling K–6 students. Acquire a toolkit for scaffolding instruction for all students, and learn how to design a customized intervention plan for your classroom, school, or district.

Implementing Collaborative Action Research in PLCs  
May 1–2  Baltimore, MD  
Featuring Richard Sager  
Schools that make dramatic gains use collaborative action research in their professional learning communities. Get a step-by-step process for implementing the research that will drive reform and increase student learning.

Implementing RTI With ELs  
May 16–17  San Diego, CA  
Featuring Douglas Fisher  
When English learners stall in their progress toward second-language proficiency, the underlying factors are often difficult to identify. This workshop, designed expressly for ELs, promotes an RTI framework that integrates meaningful instruction into the classroom and grade-level curricula.

Literacy 2.0  
May 7–8  Denver, CO  
Featuring Nancy Frey  
In today's classrooms, the way to exceed core standards is by using the tools students know best. Literacy 2.0 is where traditional literacy and technological literacy meet. This workshop presents the specifics of teaching, reading, and writing using 21st century tools.

Motivating Students  
March 29–30  San José, CA  
April 17–18  Columbus, OH  
May 17–18  Seattle, WA  
Featuring Carolyn Chapman or Nicole Vagle  
Explore practices designed to create conditions in the classroom and school that promote, support, and cultivate motivation and increased achievement. Receive tools and strategies to address some of the most common behaviors that get in the way of learning.

Pyramid Response to Intervention  
March 15–16  Nashville, TN  
March 21–22  Las Vegas, NV  
March 22–23  Cerritos, CA  
March 28–29  Boston, MA  
April 2–3  San Diego, CA  
April 5–6  Houston, TX  
April 5–6  Orlando, FL  
April 16–17  Chicago, IL  
April 16–17  Minneapolis, MN  
April 19–20  Columbus, OH  
April 25–26  Salt Lake City, UT  
May 3–4  St. Louis, MO  
May 14–15  San Diego, CA  
Featuring Austin Buffum, Mike Mattos, or Geri Parscale  
Understand why RTI is most effective when implemented on the foundation of a professional learning community. Learn how to create three tiers of interventions to address student learning gaps and how to make RTI work in your school.

Teaching Reading and Comprehension to K–5 ELs  
March 20–21  Cerritos, CA  
April 3–4  Houston, TX  
Featuring Margarita Calderón  
Close the learning gap for English learners by addressing their language, literacy, and content instructional needs. The presenter will demonstrate effective schooling structures for implementing RTI, and model new instructional strategies and student performance assessment processes.

Teaching the iGeneration  
March 26–27  Boston, MA  
April 12–13  Dallas, TX  
Featuring William Ferriter  
Moving learning forward begins by using digital tools to encourage higher-order thinking and innovative instruction. Today’s students can be inspired by technology—but only after we bridge what they know about new tools and what we know about good teaching.

Transition to Common Core Standards With Total Instructional Alignment  
April 26–27  Oklahoma City, OK  
Featuring Lisa Carter  
Plan ahead to transition seamlessly from current state standards to the new national common core standards. This workshop helps schools and districts make this transition using the Total Instructional Alignment process for creating high-achieving classrooms, schools, and districts through alignment of curriculum, instruction, and assessment.

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Using this guide

This discussion guide is intended to assist Kappan readers who want to use articles in staff meetings or university classroom discussions.

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A broader and bolder approach to school reform: Use education to break the cycle of poverty

By Pedro A. Noguera

 Phi Delta Kappan, 93 (3), 8-14

OVERVIEW OF THE ARTICLE
A school-in-community approach to helping students in poverty succeed is likely to be more successful than a school-alone approach because it aligns community resources with school improvement.

KEY POINTS

• Poverty and social conditions related to it (such as lack of health care, early childhood education, stable housing, and safety) affect how children grow, learn, and achieve.

• Students succeed in school if they have sufficient external support outside school; few environmental obstacles or adverse conditions affecting health, safety, and well-being; and positive family influences on schools.

• Neither an “excuses” approach (absolving educators from improving education in poverty environments), nor a “no excuses” approach (blaming teachers and schools) has been found to help poor children learn better.

• Instead, what works is a joint school and community effort to improve the environment for learning in concentrated and historically impoverished neighborhoods, towns, and cities.

• One example of schools and communities working together can be found in Newark, N.J., where the Broader, Bolder Approach (BBA) has introduced school-based interventions designed to improve social services and increase civic engagement.

• Although not everyone agrees that the BBA approach is the best plan, a full-service strategy appears to improve schools and the community around schools and is being tried in Pittsburgh, San Francisco, Houston, Orlando, Syracuse, and Denver.

FULL VALUE
Community schools and community in schools are different entities, according to web sites that represent them. The Coalition for Community Schools states, “A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health, and social services, youth and community development, and community engagement leads to improved student learning, stronger families, and healthier communities. Schools become centers of the community and are open to everyone — all day, every day, evenings, and weekends” (www.communityschools.org).

According to the Community in Schools web site, “We are a nationwide network of passionate professionals working in public schools to surround students with a community of support, empowering them to stay in school and achieve in life” (www.communityinschools.org). More specifically, “Communities In Schools works within the public school system, determining student needs and establishing relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to provide needed resources.”
**DEEPEN YOUR THINKING**

Choose one or more of these individual inquiry topics for thinking and writing.

1. What was the relationship between your community and your schools when you were a student?
2. As an educator, what have been the relationships between schools and communities where you have worked?
3. In your opinion, can education break the cycle of poverty? What has to happen to break the cycle of poverty?
4. What experiences have you had in terms of either “Don’t blame us. Students come to us unprepared” or “Student achievement depends on quality teachers and schools.” Think of these situations as “Excuses” and “No Excuses.”
5. What experiences have you had with students from concentrated poverty environments and those from wealthier environments? In the same school?
6. How would you characterize the relationship of parents and schools in poor neighborhoods and in economically sound neighborhoods?

**EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION**

**Fishbowl protocol**

To deepen your understanding of this article, engage in a fishbowl protocol with colleagues. Divide the group into two equal smaller groups, A and B. Arrange chairs to create an outer and an inner circle:

Have members of Group A sit facing each other in the inner circle, with Group B sitting in the outer circle facing inward. Group A should have an open discussion about the topic below (or another topic related to this article that is important to the whole group) while Group B is silent, listening to Group A, and taking notes.

**Topic: How can education break the cycle of poverty?**

At the end of 10 minutes, have the groups move so that Group B is in the inner circle and Group A is in the outer circle. Group B should take up the topic where Group A left off, carrying it further and deeper.

At the end of 10 minutes, members of Group B in the inner circle should turn their chairs to face members of Group A. In pairs or triads, the two groups should talk together and at the end contribute one key idea to the whole group (ideas can be recorded on chart paper). In an extension activity, have the groups consider one small step they might take in their own environments to break the cycle of poverty.
Teacher beliefs shape learning for all students

By Bruce Torff

Phi Delta Kappan, 93 (3), 21-23

OVERVIEW OF THE ARTICLE

Educators’ beliefs about disadvantaged students trigger a “rigor gap” leading to lower expectations that are represented in the persistent achievement gap between haves and have-nots.

KEY POINTS

• The achievement gap is affected by poverty, injustice, scarce resources, poor teachers, lack of accountability, and other factors; however, more than anything, it’s affected by teachers’ beliefs about what and how disadvantaged students learn.

• These beliefs can be understood through a theory of cultural literacy (Bruner’s folk psychology), which describes the tools people have to make sense of their world.

• Despite the efforts of preservice and inservice providers, teachers mostly believe that disadvantaged students cannot use higher-order thinking skills or engage in challenging activities.

• An “appropriate” low critical-thinking curriculum for disadvantaged students, with an emphasis on basic skills and worksheet-type activities, perpetuates the problem.

• Evidence demonstrates that disadvantaged students can handle the challenges of a more challenging curriculum.

• Teachers can change their beliefs about teaching disadvantaged students through teacher-education activities such as conversations, journals, reflection with peers, case studies of the effect of less-rigorous curriculum on disadvantaged students, study of best practices that support challenging curriculum with these students, and curriculum-writing projects.

FULL VALUE

According to the Stanford Encyclopedia of Philosophy, folk psychology is used “to predict and explain behavior.” It can also “refer to a theory of behavior represented in the brain.” Finally, it is “a psychological theory constituted by the platitudes about the mind ordinary people are inclined to endorse.” In the second and third definitions, it is sometimes called mind-reading, which means “that set of cognitive capacities, which include (but is not exhausted by) the capacities to predict and explain behavior.”

Folk psychology is often expressed as beliefs, desires, pains, or hungers. It often takes the form of platitudes that are “common knowledge among us — everyone knows them, everyone knows that everyone knows them.” So, for example, “I have a toothache” elicits expressions of concern because everyone knows that a toothache is painful.

In terms of this article, it can be said (according to folk psychology) that disadvantaged students cannot think at higher levels or engage in activities more challenging than worksheets.
DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. What beliefs do you have about teaching and learning, especially as they apply to disadvantaged students?
2. What experiences have you had working with disadvantaged students?
3. To what extent have disadvantaged students been seen as incapable of higher-order thinking and challenging activities in the schools you know?
4. What examples of folk beliefs come to your mind immediately (that is, beliefs that are so common that people don’t have to describe them implicitly; see the examples in the article and in Full Value)?
5. How can educators break out of the self-perpetuating cycle of low expectations and low achievement?
6. Think about Benjamin Bloom’s taxonomy. To what extent does its use (not Bloom’s intention) promote a hierarchy of thinking skills, with the implication that lower skills have to be mastered first before higher skills can be tackled?
7. What evidence do you have that disadvantaged students can think and work at higher levels?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

A survey on beliefs about teaching and learning

With colleagues, consider the list of beliefs about teaching and learning below. Individually or as a group, agree or disagree with each item (or use a Likert scale to rate degree of agreement — perhaps 1-4 with 1 being “not at all” and 4 being “absolutely”). Discuss your responses and then address this question “What does this belief mean in terms of what we do in schools?”

Do I/we believe that:

1. The role of schools is to educate students for leadership?
2. The role of schools is to prepare students for the future?
3. The role of schools is to prepare students for further education?
4. The role of schools is to prepare students for citizenship?
5. All students want to learn?
6. Students are generally curious and want to learn?
7. Students can all learn more than the minimum?
8. Students can teach each other?
9. Students bring some amount of experience or knowledge to new learning?
10. Students learn best through active rather than passive processes?

References


Overcoming the education challenge of poverty in the Mississippi Delta

By Angela S. Rutherford, Tamara Hillmer, and Ashley Parker

Phi Delta Kappan, 93 (3), 40-43

OVERVIEW OF THE ARTICLE

Achievement in a high-poverty school in Mississippi increases when the principal and teachers partner with a university program related to literacy, implement their learning with the help of coaches, and gradually shift from external to internal expertise.

KEY POINTS

• At Dundee Elementary School in Tunica County, Miss., poverty was high and achievement low, despite substantial support from state and federal funding agencies.
• School leaders initiated a partnership with the Center for Excellence in Literacy Instruction (CELI) at the University of Mississippi in the belief that an effective teacher in every classroom would make the difference.
• The school's work with CELI began with data and the basics of literacy instruction, led to monthly professional development meetings and implementation of key literacy learning strategies with the help of CELI coaches and mentors, and continues with a focus on vocabulary, collaboration, a school-based literacy leadership team, and development of in-school expertise.
• Success is evident in the data and also in the shift of attitudes, as illustrated in the case study of a 4th-grade teacher.
• Recommendations from the authors include 1) no excuses; 2) differentiated professional development; 3) job-embedded professional development; 4) strong relationships between school educators and outside experts; 5) involvement of school leaders in professional development and follow-up; and 6) keeping the focus on students.

FULL VALUE

“Here comes Edward Bear now, down the stairs behind Christopher Robin. Bump! Bump! Bump! on the back of his head. It is, as far as he knows, the only way of coming down stairs. He is sure that there must be a better way, if only he could stop bumping for a moment to think of it”
— Winnie the Pooh, by A.A. Milne.

This quote from Winnie the Pooh suggests that, sometimes, outside consultants can help people think of better ways to do things. In a paper on internal and external consultants in business, Beverly Scott and Jane Hascall compare the two approaches to making change. In their words, “External consultants are often brought in because they bring wisdom, objectivity, and expertise to the organization. They are seen as gurus or saviors bringing wise counsel. Internal consultants have expertise, but it is valued differently as an organization insider.” As the authors of this Kappan article make clear, referencing the work of Douglas Fisher and Nancy Frey (2008), at some point there needs to be a gradual release of responsibility from external to internal resources.
DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. How similar to or different from Dundee Elementary School are the schools with which you’ve worked?
2. What partnerships have you participated in to enhance student achievement? How well have these partnerships worked?
3. Another article in this month’s *Kappan* (Noguera) describes the “excuses” and “no excuses” approaches to improving student learning in high-poverty schools. How did the Dundee Elementary School leaders approach improving student learning there? What would they have done if they’d followed the other approach?
4. What strategies can external experts use to help school-based educators continue to make improvement, even after external experts have left?
5. What are some good ways to address the needs of educators resistant to change? What examples can you think of related to teachers who overcame resistance to change and made significant changes in their classrooms? Teachers who didn’t?
6. What can schools do when resources for professional development days have been cut or drastically reduced?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Four-by-four

Place the following 4 X 4 matrix on a whiteboard or large piece of chart paper.

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Working with colleagues, brainstorm words that relate to this article. As words are called out, write each in one square of the matrix. Then, challenge the whole group (as a group, in pairs or triads, or individually) to compose a single sentence using as many of the words as possible and making sense of the article (and making sense, generally!). Have them share these sentences and discuss the nuances of each sentence.

References


Rediscovering hope: Building school cultures of hope for children of poverty

By Kevin Sheehan and Kevin Rall

*Phi Delta Kappan, 93 (3), 44-47*

**OVERVIEW OF THE ARTICLE**

A Catholic school serving children from poverty has discovered that focusing on hope makes a difference for male students of color in grades 5-8 who are two grade levels behind New York’s state-mandated levels.

**KEY POINTS**

- Students may experience the lack of hope in two ways: 1) that they can’t achieve and 2) that education will not release them from poverty.
- Hope — or lack of it — can be altered in terms of ability to set goals, develop strategies to reach them, take action, and sustain motivation; these abilities can also be understood as agency and pathways for action.
- There is a correlation that goes both ways between hope and emotional and behavioral engagement, and hope and achievement.
- De La Salle School, a Catholic school in Freeport, N.Y., has discovered that its small size (65 students), focus on male students of color, and activation of hope theory have resulted in the “gentleman of De La Salle” who succeed there, in high schools, and later in institutions of higher education.
- Mastery experiences (success), vicarious experience (seeing how others have succeeded), effective persuaders (such as the head of school and teachers), and a positive social-emotional climate (a hopeful school, with hopeful adults) have led to hopeful students.
- Educators can use strategies such as hope finding, hope bonding, hope enhancing, and hope reminding to help a school become a “hope factory.”

**FULL VALUE**

In 1995, Daniel Goleman, from the perspective of a *New York Times* science writer, brought to the public’s consciousness a different kind of intelligence — emotional intelligence — by writing and publishing *Emotional Intelligence: Why It Can Matter More than IQ*. Goleman has developed his ideas about emotional intelligence in subsequent books and has been both the target of criticism and the sage about the personal, professional, and social impact of emotions.

In *Emotional Intelligence*, Goleman suggests that people need to bring intelligence to emotions. Only with emotional intelligence can they:

- Motivate themselves to persist in the face of frustration;
- Regulate their moods and delay gratification;
- Regulate their moods and keep distress from swamping their ability to think; and
- Empathize and hope.

They do so through self-awareness, self-management, social awareness, and relationship management, using a set of emotional competencies or learned capabilities.
DEEPEN YOUR THINKING

Choose one or more of these individual inquiry topics for thinking and writing.

1. As you think about children raised in poor communities, to what extent do they suffer from a lack of hope (regarding either their own abilities or the ability of schools to help them succeed)?
2. In what ways is hope a matter of capacity?
3. What experiences have you had in or with religious schools? Are they more likely than other schools to be successful in inspiring hope?
4. How important is a hopeful environment in the schools you know?
5. In your experience, how malleable is hope? Are other aspects of emotional intelligence malleable, especially in schools?
6. What factors that are out of the control of educators can erode hope? Can schools “hope” to override those with the strategies described in this article?

EXTEND YOUR THOUGHTS THROUGH ACTIVITIES FOR GROUP DISCUSSION

Considering the possibilities

Transfer the chart below to a large piece of chart paper or a large white board. Then, with your colleagues, consider each of the strategies used at De La Salle School. Which could you use in your own school (or a school you know well)? Which might not work but could be adapted so that they would work in your school?

<table>
<thead>
<tr>
<th>De La Salle's strategy</th>
<th>What De La Salle does and whether we could do this in our school</th>
<th>Adaptation of this strategy so that it would work in our school</th>
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<td>Small school</td>
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<td>Being a religious school</td>
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<td>Enrolling similar students</td>
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<td>Focusing on middle school students</td>
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<td>Having affirmations</td>
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<td>Weekly assemblies related to goal achievers</td>
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<td>Mastery experiences</td>
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<td>Vicarious experiences</td>
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<td>Effective persuaders</td>
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<td>Positive social-emotional climate</td>
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<td>Hope-finding experiences</td>
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<td>Hope-bonding experiences</td>
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<td>Hope-enhancing experiences</td>
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<td>Hope-reminding experiences</td>
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<td>Children's Hope Scale</td>
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<td>Educating teachers about hope</td>
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<td>Building the capacity for hope</td>
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References

Applications

This Professional Development Guide was created with the characteristics of adult learners in mind (Tallerico, 2005):

- Active engagement
- Integration of experience
- Choice and self-direction
- Relevance to current challenges
- Learning style variation

As you think about sharing this article with other adults, how could you fulfill the adult learning needs above?

This Professional Development Guide was created so that readers could apply what they have learned to work in classrooms (Marzano, Pickering, & Pollock, 2001):

- Identifying Similarities and Differences
- Reinforcing Effort and Providing Recognition
- Nonlinguistic Representations
- Setting Objectives and Providing Feedback
- Cues, Questions, and Advance Organizers
- Summarizing and Note-Taking
- Homework and Practice
- Cooperative Learning
- Generating and Testing Hypotheses
- Cues, Questions, and Advance Organizers

As you think about sharing this article with classroom teachers, how could you use these strategies with them?

References


About the Author

Lois Brown Easton is a consultant, coach, and author with a particular interest in learning designs — for adults and for students. She retired as director of professional development at Eagle Rock School and Professional Development Center, Estes Park, Colo. From 1992 to 1994, she was director of Re:Learning Systems at the Education Commission of the States (ECS). Re:Learning was a partnership between the Coalition of Essential Schools and ECS. Before that, she served in the Arizona Department of Education in a variety of positions: English/language arts coordinator, director of curriculum and instruction, and director of curriculum and assessment planning.

A middle school English teacher for 15 years, Easton earned her Ph.D. at the University of Arizona. Easton has been a frequent presenter at conferences and a contributor to educational journals.

She was editor and contributor to Powerful Designs for Professional Learning (NSDC, 2004 & 2008). Her other books include:

- The Other Side of Curriculum: Lessons From Learners (Heinemann, 2002);
- Engaging the Disengaged: How Schools Can Help Struggling Students Succeed in (Corwin Press, 2008);
- Protocols for Professional Learning (ASCD, 2009); and
- Professional Learning Communities by Design: Putting the Learning Back Into PLCs (Learning Forward and Corwin Press, 2011).

Easton lives and works in Arizona. E-mail her at leastoners@aol.com.
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- Brain-Based Learning
- Common Assessments
- Classroom Management and Behavior
- Collaboration and Teaming
- English Learners
- Formative Assessments
- Grading and Data
- Homework
- Instruction
- Leadership
- Literacy
- Professional Learning Communities
- Response to Intervention
- School Improvement
- Youth at Risk
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