

PLS 2017 SESSION DESCRIPTIONS

CONFERENCE STRAND OUTCOMES

Culture—The participants will leave with an understanding of how culture and climate establish a campus as a learning zone.

School Design—The participants will analyze various structures of school design that promote students' academic success and development of positive behavior and healthy relationships.

Social and Emotional Learning—The participants will learn how to establish their campus as a space where social and emotional learning skills are taught and the students experiencing adverse effects of trauma can heal.

SESSION TITLES	STRAND	PRESENTERS	DESCRIPTIONS	OFFERINGS
CULTURALLY PROFICIENT PARENT-TEACHER PARTNERSHIPS (AVOIDING IMPLICIT BIAS) <i>This session content is mandatory for Achieve 180 Schools.</i>	Culture	Dr. Marina Gillmore, Generation Ready	This workshop will empower participants with high octane plans to engage parents in students' success by creating culturally proficient relationships.	Day 1, 3x Day 2, 4x
EQUITY DATA TALKS AND AVOIDING IMPLICIT BIAS	Culture	Kevin Taylor, Generation Ready	This interactive session explores the power of conducting equity data talks. Equity data talks! Participants will learn a framework for conducting powerful conversations regarding equity, student learning, and high expectations.	Day 1, 3x Day 2, 4x
RESTORATIVE DISCIPLINE PRACTICES FOR CAMPUS LEADERS	Culture	Dr. Roberta Scott, Ecomet Burley, Frances Watson-Hester; HCDE	Built specifically for administrators, this session will provide campus leaders with new strategies to support teachers and students as they implement restorative practices on their campuses. Traditional school management practices fail to create a constructive learning environment, in which students can flourish, and reduce student misconduct. There is mounting evidence that a shift toward a restorative school climate can achieve these goals. Successful implementation begins with school administrators who understand and embrace the theory, values, and principles of restorative practices and apply them with fidelity in their schools.	Day 1, 3x Day 2, 4x
THE EQUITY LEADER'S BRIDGE TO SUCCESS AND ACKNOWLEDGEMENT OF IMPLICIT BIAS	Culture	Dr. Erick E. Witherspoon, Natalie McGee; Generation Ready	This session will include powerful strategies to ensure equitable academic success for all students, such as the Cultural Proficiency Continuum and the Four Tools of Cultural Proficiency. The participants will be enlightened, motivated, inspired, and propelled to new levels of transformative leadership.	Day 1, 3x Day 2, 4x

PLS 2017 SESSION DESCRIPTIONS

THE EQUITY LEADER'S CLASSROOM TOOL KIT AND UNDERSTANDING OF IMPLICIT BIAS	Culture	Tia Lott, Generation Ready	This hands-on workshop will engage leaders in a highly effective protocol for assessing classroom equity and the impact of implicit bias. Instructional practices and student-teacher relationships will be amplified under the lens of educational equity.	Day 1, 3x Day 2, 4x
THE INSTRUCTIONAL LEADER'S GLOBAL EQUITY LENS, WITH IMPLICATIONS OF IMPLICIT BIAS	Culture	Dr. Daniel Moirao, Generation Ready	This interactive session will explore equitable practices in relationship to the school and district environment. Participants will engage in a cultural proficiency discourse (including implicit bias) and activities to plan for a culturally proficient learning environment.	Day 1, 3x Day 2, 3x
SCHOOL LEADERSHIP AGAINST THE PRISON PIPELINE: 10 ACTIONS STEPS FOR HISD ADMINISTRATORS	Keynote Address	Dr. Crystal Laura	Dr. Crystal Laura, the conference keynote speaker, explores the sociopolitical context of education for Houston students, including the "school-to-prison pipeline" and the trauma it imposes on young people and their families. She will offer ten specific strategies that HISD leaders can adopt in order to work against the prison pipeline.	Day 1, General Session
CREATING A CULTURE OF INCLUSION IN YOUR CLASSROOM	School Design	Barbara Mullen, Office of Special Education Services	Participants will examine the four pillars of Inclusion: Collaborative Problem Solving, Organic Relationships, Student Sense of Belonging, and Universal Design for Learning.	Day 1, 3x Day 2, 4x
CREATING A SCHOOL CULTURE TO DEVELOP EXPERT LEARNERS USING THE UDL PRINCIPLES	School Design	Juan Gonzalez, Principal, Patterson ES; Gerardo Leal, Principal, Neff ECC; Dr. Kirsten Omelan, Region 4	Elementary Schools An early childhood center and an elementary school share their experiences on their journey of implementing the Universal Design for Learning (UDL) framework in lieu of the traditional "cookie cutter" instructional approach. The UDL provides multiple means of representation, action and expression, and engagement by removing learning barriers that traditionally marginalize students. Campus instructional leaders will share strategies, best practices, and the challenges in implementing the UDL.	Day 1, 1x Day 2, 1x
CREATING CULTURE, CLIMATE, AND STRUCTURES FOCUSED ON ENGAGEMENT <i>This session content is mandatory for Achieve 180 Schools.</i>	School Design	Monica Solomon, The Schlechty Center; Steven Stapleton, McReynolds Middle School	Through a partnership with the Schlechty Center, McReynolds Middle School embarked on a journey to create a collaborative culture and design systemic structures focused on increasing engagement for students, teachers, and support staff. The campus	Day 1, 3x Day 2, 4x

PLS 2017 SESSION DESCRIPTIONS

			principal and a Schlechty Center associate will share their first-hand experience in developing campus beliefs and vision; creating a common language focused on growth mindset; shifting to a participatory leadership model of decision-making; developing teacher leaders; supporting a Campus Design Team; designing professional learning; and providing targeted support to grade-level teams.	
DYSLEXIA: ADDRESSING THE HIDDEN ISSUE BEHIND READING DIFFICULTIES IN SCHOOLS	School Design	Natalie Blasingame, Assistant Superintendent, Interventions Office School Support Officers	The participants will understand the HISD's expectations for implementation of a school wide dyslexia program, including the why, what, and how (process) of screening and treatment for dyslexia and related disorders. They will learn about the data tools available for identifying students in need of support, have clear expectations for the referral process, and develop an action plan for creating the campus program.	Day 2, 2x
EFFECTIVE FIRST TEACH: ALIGNING SCHOOL AND HISD INITIATIVES TO STRENGTHEN CULTURE AND IMPROVE ACADEMIC PERFORMANCE	School Design	Rene Sanchez, Principal; Courtney Bensch, Assistant Principal; Juan Gallardo, UDL Facilitator/AP Spanish Teacher; Chavez High School	Secondary Schools Are your teachers tired of “one more thing” added to their responsibilities? Would you like to support them with a framework that identifies the core aspects of the district initiatives so that they can truly focus on teaching and learning? The participants will learn how one high school moved from mere compliance with double-digit initiatives to utilizing one concept to support the core initiatives while incorporating teaching, learning, culture, and engagement for all students.	Day 1, 1x Day 2, 1x
ENVISIONING A LEARNING ORGANIZATION	School Design	Monica Solomon, George Thompson, Roland Chevalier Vicki Phelps Annie Wimbish John Horn; The Schlechty Center	Through this hands-on experience, school leaders will come to understand how to sustain the campus focus on social and emotional learning and endure the changes that threaten to disrupt the current structure and culture of schools. This session is designed to provide a platform for school leaders to think anew, envision new possibilities, and imagine healthy learning environments for students and staff.	Day 1, 3x Day 2, 4x
FOUNDATIONS OF SPECIAL EDUCATION: WHAT PRINCIPALS NEED TO KNOW	School Design	Sharon Cole-Braxton, Office of Special Education Services	Foundations of Special Education will engage the participants in reviewing federal, state and local laws, policies, initiatives and processes necessary to	Day 1, 3x Day 2, 4x

PLS 2017 SESSION DESCRIPTIONS

This session content is mandatory for all campus principals and Special Education chairpersons/deans.			provide appropriate and relevant special education services for students on their campuses.	
IAT: OVERVIEW AND RESPONSIBILITIES This session content is mandatory for all campus principals and their teams, including IAT administrator, IAT chairperson, Special Ed chair, dyslexia interventionist, and general ed teacher.	School Design	Natalie Blasingame, Assistant Superintendent, Interventions Office School Support Officers	The Intervention Assistance Team (IAT) from each school will gain tools for overseeing the layers of academic and behavioral interventions necessary to ensure that no students slip through the cracks at their school. School teams will participate in round table discussions around promising IAT practices, such as team leadership, use of data, academic interventions, and family/community partnering. School teams will develop IAT action plans.	Day 1, 3x Day 2, 4x <i>Each concurrent session is dedicated to schools from one area:</i> Day 1 , 9:30-11:00, Chief Orozco; 11:15-12:45, Chief Trevino; 2:00-3:30, Chief Dimmit; Day 2 , 8:00-9:30, Chief Arredondo; 9:40-11:10, Chief Pruitt; 12:30-2:00, Chief Gutierrez; 2:10-3:40, Chief Mouton
INCREASING STUDENT ENGAGEMENT AND PROFOUND LEARNING	School Design	Monica Solomon, George Thompson, Roland Chevalier Vicki Phelps Annie Wimbish John Horn; The Schlechty Center	Profound learning happens when students are engaged, and engagement hinges on customized classroom experiences that address students' needs, motives, and values. Engaging experiences do not happen by chance; they result from teachers' designing work for their students. This session provides campus leaders with an introduction to the Schlechty Center frameworks for creating engaging learning experiences for students, including 10 Design Qualities--attributes associated with how students learn profoundly. A powerful approach to improving student achievement focuses on providing students with engaging experiences that result in development of social and emotional skills, both cognitive and non-cognitive.	Day 1, 3x Day 2, 4x
REACHING ALL LEARNERS: A UNIVERSAL DESIGN FOR LEARNING PRIMER	School Design	Rene Sanchez, Principal Juan Gonzalez, Patterson ES, Principal Gerardo Leal, Neff ECC, Principal	UDL 101 If schools are truly charged to educate and engage all students, classrooms and schools cannot be one-size-fits-all. Lesson design, assessment, discipline, interventions, and even teacher feedback will not reach all students, including those in the margins, if a teacher or a school uses only one approach to serve them. The participants will learn the three principles of the UDL— Multiple Means of Action and Expression, Representation, and Engagement, as well as ideas and resources to	Day 1, 1x Day 2, 1x

PLS 2017 SESSION DESCRIPTIONS

			extend the UDL practices to their campus. Campus examples will be shared to demonstrate how teachers are implementing the UDL to impact student learning.	
SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDERS	School Design	Lorraine Klim, Office of Special Education Services	Participants will receive an overview of Autism Spectrum Disorders and how these characteristics affect instruction. This course provides evidence-based instructional strategies to promote independence and encourage academic, social, and behavioral success for students with autism in the classroom setting.	Day 1, 3x Day 2, 3x
ARE THE KIDS ALL RIGHT? MENTAL HEALTH IN STUDENTS	Social and Emotional Learning	Janet Pozmantier, Betsy Blanks; Center for School Behavioral Health at Mental Health America of Greater Houston	The reduction of the stigma associated with behavioral health concerns and successful, evidence-based prevention, early intervention, and treatment programs can literally save children's lives. Through activities, including role play, video, and demonstrations, the participants will learn about signs and symptoms of student behavioral health concerns; how trauma affects learning and what to do about it; how to appropriately respond to young people experiencing mental health issues; and what the Center for School Behavioral Health is doing to improve the psychological well-being of students in Houston.	Day 1, 3x Day 2, 4x
CREATING AN AWESOMESAUCE DAY: MINDFULLY MANAGING CAMPUS BEHAVIOR	Social and Emotional Learning	Athea Davis, CP, E-RYT, RYT 500, RCYT; Tammie Daily, Principal, Shadydale ES	This session will cover a variety of social and emotional learning tools and techniques that provide teachers and campus leaders with accessible research-based skills and resources that will positively impact the student, classroom, and campus culture and promote personal attention and universal success, placing students and schools at the cutting edge of the global economy.	Day 1, 2x
EFFECTIVELY USING COUNSELING SERVICES TO IMPACT CHANGE ON YOUR CAMPUS <i>This session content is mandatory for Achieve 180 Schools.</i>	Social and Emotional Learning	Clara Gerard, Cynthia Nemons	How do you develop a counseling program that supports all students? Is your current counseling program designed to support effectively the whole child? This session will focus on understanding the impact of a counseling program on academic success, creating a positive campus environment, and developing strategies that help mitigate barriers to learning.	Day 1, 3x Day 2, 4x

PLS 2017 SESSION DESCRIPTIONS

EMPATHY: THE ART & SCIENCE OF EFFECTIVE LISTENING	Social and Emotional Learning	Russell Richard, FuelEd	Empathy is a person's capacity to understand and communicate his or her understanding of others. Research demonstrates that when teachers and school leaders are more empathic, the positive outcomes are significant: relationships are more productive and satisfying; school culture and school leadership are viewed more positively; employees are happier and even use fewer sick days! In this workshop, the participants will learn a new way of communicating with empathy--the skill of "mirroring" with staff, parents, and students. By learning this skill, the participants can improve their ability to implement restorative practices, increase others' self-awareness and independent problem solving, and improve overall school relationships and culture.	Day 1, 3x Day 2, 4x
FOURTH R: SEL & TEACHING HEALTHY RELATIONSHIPS	Social and Emotional Learning	Jeff R. Temple, PhD, Behavioral Health & Research, University of Texas Medical Branch-Galveston	Secondary Schools ONLY Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Fourth R (4R) is an evidence-based SEL program, which teaches healthy relationships through skill-based learning while addressing the risk and protective factors of youth behaviors.	Day 1, 3x
SOCIAL AND EMOTIONAL LEARNING CURRICULUM	Social and Emotional Learning	Annie Middlemist, Danette Maldonado; Sanford Harmony Program	Sanford Harmony is a research-based Pre-K-6th grade Social Emotional Learning (SEL) program designed to create a positive learning environment and school climate essential to social and emotional development and academic learning.	Day 1, 3x Day 2, 4x
THE SCIENCE OF RELATIONSHIPS	Social and Emotional Learning	Angelina Hudson, Fuel Ed	Decades of research have shown that a relationship with a consistent and caring adult, known as a secure attachment, provides the conditions for optimal learning and development, such as self-regulation, communication skills, emotional balance, flexibility, and the development of insight, empathy, and morality--basically, the qualities we hope for in our children, our neighbors, and ourselves. Unfortunately, because many of America's students are born amongst community violence, family discord, and	Day 1, 3x Day 2, 3x

PLS 2017 SESSION DESCRIPTIONS

			unstable, abusive, or nonexistent relationships, they experience a state of stress that impedes learning capacities before they even enter the classroom. This workshop explores the impact of secure relationships on learning and what educators can do about it.	
WHAT PUSHES YOUR BUTTONS? UNDERSTANDING YOUR TRIGGERS	Social and Emotional Learning	Kallie Allen, FuelEd	What can we do when a student, parent, or colleague pushes our buttons, gets under our skin, and takes us off our game? Without understanding our triggers, our automatic negative reactions can create stress for ourselves and others, cause ruptured relationships, contribute to a negative climate at our schools, and stand in the way of our ability to implement restorative practices. This fun and interactive workshop will help the participants analyze their triggers, enabling them to regulate reactions and respond appropriately to stressful situations. This new awareness will have a positive impact on the participants' own well-being, their relationships, and culture in their schools.	Day 1, 3x Day 2, 4x
WHAT'S YOUR STYLE? THE FOUR RELATIONSHIP STYLES	Social and Emotional Learning	Brian Jaffe, FuelEd	Every day school leaders must interact with dozens of personalities of staff, students, and parents, wearing many different hats. In this workshop, the participants will learn about the research on the four styles of building relationships, also known as "attachment styles," so they may better navigate the school world of relationships. By understanding their own and others' attachment styles, the participants will be better equipped to explain challenging interactions, meet their own and others' needs, and, most importantly, change the way they respond to others, building stronger relationships and creating a change in the school culture.	Day 1, 3x Day 2, 4x