

**Adlai E. Stevenson High School**  
**A Professional Learning Community in Motion**

TIME	SESSION NUMBER	SCHEDULE OF PRESENTATIONS	PRESENTERS	LOCATION
7:00-7:30		<b>Welcome and Overview of Day</b>	<i>Dr. Eric Twadell</i> Superintendent and <i>Troy Gobble,</i> Principal	Recital Hall Room 4100
7:30 – 8:20	O-A	<b>Attend Curriculum Team Meeting</b>	Various	Various
	O-B	<b>Tour of School with Students from Ambassadors Club</b>	<i>SHS Student Ambassadors</i>	Meet in 4100
Session 1: 8:30 – 9:21	1-A	<b>Sustaining a Rigorous Curriculum for ALL Students</b> Stevenson’s participation in the AP Program is emblematic of its transformation into a PLC. Where once this rigorous offering was reserved for the select few, it has now become a regular part of nearly every student’s high school experience. Learn how SHS opened doors and minds to ensure that our college-bound students have college-level coursework by the time they graduate. The session will examine the intensive communication, articulation, professional development and results-orientation that were necessary to establish and grow this program.	<i>Troy Gobble</i> Principal and <i>Dr. Steve Wood</i> Director of Science	Recital Hall Room 4100
	1-B	<b>Think Positive – Not Punitive</b> At Stevenson High School, our system of interventions for student behavior is built on the idea that students earn privileges for exhibiting appropriate behaviors. Students can earn a 50-minute lunch period, an unscheduled period, and other opportunities not available to students who make consistently poor decisions. The system is administered by the Assistant Principal for Operations and a team of 6 full-time deans. In this session, participants will learn how we establish behavioral expectations with an emphasis on the development of social and emotional competence.	<i>Ken Latka</i> Asst. Principal for Operations and <i>Daryl Wallace</i> and <i>Nick Valenziano</i> Deans of Students	Room 6110
Session 2: 9:26 – 10:13	2-A	<b>How Do We Respond When Students Do Not Learn? The Pyramid Response to Intervention at SHS</b> Working to achieve its goal of success for every student, SHS has developed a nationally recognized multi-tiered approach to ensure that each individual student is a valued member of the school community. At the heart of our effort are the Student Support Teams that assess, intervene and monitor the progress of our students throughout their time here. Learn how we keep abreast of our students’ academic, emotional and social growth and provide them with appropriate supports when they are not meeting expectations and learning objectives.	<i>Dr. Marla Israel</i> Director of Student Learning Programs and <i>Sarah Bowen</i> Director of Student Services	Recital Hall Room 4100
	2-B	<b>What about me? Singletons and Collaboration in a PLC</b> This session will explore the roadblocks, benefits, and how to’s of collaborating in diverse, blended curricular teams, to address the uniqueness of being the only teacher of a course. Applied Arts and Fine Arts Divisions have embraced these challenges in creating highly successful programs.	<i>Dr. Wendy Custable</i> Director of Applied Arts and <i>Jonathan Grice</i> Director of Fine Arts	Little Theater Room 4200
	2-C	<b>Explore the Positive Impact of Instructional Coaching in Mathematics/Computer Science</b>	<i>Darshan Jain</i> Director of Mathematics	Room 6110

		SHS values the PLC culture and has specific goals for teachers and curricular teams. One way to support teachers towards these goals is through instructional coaching. In this session, you will learn how coaching is used to support instructional change and transform instructional practices that improve student outcomes. Teaching is an ever-changing profession where teachers are engaged in continuous learning. Instructional coaching supports teachers to integrate new learning to positively impact student growth. This session will allow you to walk away with coaching structures and protocols that can support your leadership in transforming teacher practices.	and <i>Sue Ellen Vozza</i> Math Instructional Specialist	
Session 3: 10:18 – 11:05	3-A	<b><i>The Role of Student Services in a PLC</i></b> The Student Services Division is committed to supporting all students in the development of the social-emotional skills necessary to achieve their post-secondary goals and positively contribute to the world around them. Learn about many of the programs and supports created by our counselors, social workers, and psychologists and how these team members collaborate to support the success of all students.	<i>Angela O'Brien,</i> <i>Tricia Ebel- School Psychologists</i> <i>Jorie Walton,</i> <i>Hector Vazquez- School Counselors</i> <i>Janet Sushinski- Social worker</i>	Room 6110
	3-B	<b><i>Assessing Student Learning</i></b> Student achievement data is the oil in the Stevenson machine. This session explores how the school's assessment strategies supports the learning of academic content and provides key information that teachers use in adapting instruction to the needs of their students. The session will explore the nature and value of formative and summative assessments and demonstrate the impact of longitudinal tracking and provide information on how Stevenson is working to develop standards based grading practices at the curriculum team levels.	<i>Tony Reibel</i> Director of Assessment, Research and Evaluation and <i>Doug Lillydahl</i> Director of Communication Arts	Recital Hall Room 4100
	3-C	<b><i>Teaching and Assessing Social and Emotional Learning at SHS</i></b> This interactive session will explore how Stevenson is working to build an SEL culture using student voice to develop SEL practices in curriculum, instruction and assessment. Our district goal is to increase students' SEL skills identified by CASEL (Collaborative for Academic, Social and Emotional Learning): Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision Making.	<i>Molly Gosline</i> Coordinator of Social Emotional Learning <i>Patty Martin</i> Counselor and <i>Mark Onuscheck</i> Director of Curriculum, Instruction and Assessment	Little Theater Room 4200
Session 4: 11:10 – 11:57	4-A	<b><i>Freshman Advisory Program</i></b> This session will provide the essentials of developing a transition program for high school freshmen. Our transition program called FMP (Freshman Mentor Program), facilitates our freshmen's adjustment to high school, teaches them our expectations and traditions, and provides the opportunity to develop a special friendship with an upperclassman. FMP is our "Friendly Meeting Place."	<i>Zara Dittman</i> FMP Coordinator and <i>FMP Student Mentors</i>	Recital Hall Room 4100
	4-B*	<b><i>Effective Collaboration in a PLC</i></b> This session examines the role that effective teams have had in building the capacity of our personnel and in shaping our PLC. We will explore the structures, practices, and supports that have informed our past 20-plus years of collaborative teaming and discuss what conversations are emerging as we look to the future.	<i>Brad Smith</i> Director of Social Studies, and <i>Justin Fisk</i> Director of World Languages	Little Theater Room 4200

Please note: Lunch will be served during session 5. Sodexo will provide a farmers' market style lunch featuring a choice of sandwich or salad, local fruits from our partners at Midwest Foods, house made sides, chips and of course, something

*sweet. Using the bags provided, you can create a personalized experience so you only get what you love.*

Session 5: 12:02 – 12:49	5-A	<p><b><i>Food for Thought: Discussion with Stevenson Students over Lunch</i></b> Have a break, restore your energy and learn about our school from the students' perspective! One of our most popular sessions, Stevenson students are available to describe their classroom experiences, the school's comprehensive co-curricular and extra-curricular programs and our support and discipline systems.</p>	FMP Student Representatives	Room 2104
	5-B	<p><b><i>Beyond the Classroom: Athletics and Student Activities in a PLC – Lunch and Learn</i></b> At SHS, we believe that our students' education extends beyond the classroom. To that end, we seek to provide rich and comprehensive activities outside the classroom that allow students to grow emotionally, mentally, physically and culturally. The wide variety of activities available ensures that leadership opportunities are available to nearly all students, which helps us to develop a sense of ownership among the student body. The session will explore the mission and vision of Stevenson's Athletics and Student Activities Division's and describe their responsiveness to student interests. In this session, participants will learn the keys to assessing current athletics and co-curricular offerings and developing an effective marketing strategy intended to attract high levels of participation.</p>	Trish Betthausen Director of Athletics and Ted Goergen Director of Student Activities	Room 2104
Session 6: 12:54-1:41	6-A	<p><b><i>Instructional Technology: Redefining Teaching &amp; Learning Environments</i></b> In a world where there is an app for almost everything, educators and technology leaders may get lost in the latest and greatest trends. In order to maximize technology, we put in the hands of our students and teachers, we must hold our instructional goals at the center of how we think about technology. This session will give an overview of how we work to meet the diverse instructional technology needs of our faculty. This session will also review how we are working to support teachers in our SMART 1:1 iPad program. Ultimately, by using technology more effectively, we put students at the center of their own learning, challenging and supporting them to not only evolve how they work but also what they are able to produce.</p>	Brandi Argentar, Christina Wood Instructional Technology Coaches	Recital Hall Room 4100
	6-B	<p><b><i>Every Teacher is a Literacy Teacher</i></b> In this session, Stevenson's literacy coaches will share how they have built a schoolwide literacy program. Attendees will leave with concrete ideas around how to build a school-wide literacy program, build coaching relationships that meet both school and individual literacy needs, build intervention focused on literacy, increase leadership capacity in the area of literacy, and nurture a culture of lifelong readership.</p>	Maureen Rubenstein, Brian Wise and Daniel Argentar Literacy Coaches	Little Theater Room 4200
	6-C	<p><b><i>Teacher Leadership in a PLC: A Panel Discussion</i></b> Faculty from the Applied Arts, English, Fine Arts, Mathematics, Physical Welfare, Science, and Social Studies departments discuss their experiences as team leaders and core leaders, key roles in the management of the school's curriculum, instruction, and assessment. This panel discussion provides insight on the challenges and benefits of building effective curriculum teams.</p>	Amanda Cummings, James Dzialo, Kristen One, Michelle Gammelgaard, Christina Mueller, Tim Foley, Holly Swansen, Kellie Dean, Michael Martinez, Patrick Grady and Aaron Wellington	Room 2104

Session 7: 1:46 – 2:33	7-A*	<b><i>Special Education in a PLC</i></b> This session will focus on Stevenson’s cross-categorical special education program and the varying levels of support that are provided based on student need. Participants will learn the mission and vision of the department and its role in the larger school. The facilitators will describe the ongoing articulation and collaboration between special education personnel and their colleagues in the school’s other divisions and the middle schools.	<i>Lauren Frick, Andrew Schroeder, Kristen Velazquez</i> Core Leaders	Little Theater Room 4200
	7-B	<b><i>Grading for Learning in a PLC: From Traditional to Standards Based Grading</i></b> This session will explore Stevenson High School’s efforts to move beyond traditional grading practices toward a more learning centered approach. Participants will explore the faulty assumptions of traditional grading practices such as: the use of zeros, averaging, weighting, etc. and begin to identify how to develop grading practices based on evidence of student learning and achievement.	<i>Dr. Eric Twadell</i> Superintendent And <i>Tony Reibel,</i> Director of Assessment, Research & Evaluation	Recital Hall Room 4100
Session 8: 2:38 – 3:15	8-A	<b><i>Stevenson High School as a Professional Learning Community</i></b> The District 125 Mission, Vision, and Values are the “moral purpose” (Fullan, 2002; Sergiovanni, 2005) that guides the goals, projects, and initiatives at Stevenson High School. This session describes the Vision and Values of Stevenson High School while providing a question and answer session with Stevenson’s superintendent and principal.	<i>Dr. Eric Twadell</i> Superintendent and <i>Troy Gobble</i> Principal	Recital Hall Room 4100

Before departing Stevenson High School:

- (1) Please return your visitor badge, badge holder, and lanyard to the box near the door after Session 8 in the Recital Hall (Room 4100).
- (2) Please complete your evaluation at your earliest convenience

To depart, please return to the Main Office Entrance at the Circle Drive for shuttle/bus departures and for Port Clinton visitor parking.

*Thank you for visiting us today. Have a safe trip home!*