

Seminar Agenda

August 20-24, 2018



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Sessions presented by Kristin Rouleau from McREL International

Monday, August 20, 2018

From Chicago to Shanghai:

8:00–12:00 (coffee break 10:30–11:00)

Trends in Teaching and Learning

What current trends in education does McREL see in the U.S. and across the globe? Hear about lessons we've learned from colleagues across the world and how those best practices apply to teachers, leaders, and learners everywhere.

Making a Case for Curiosity in Schools

14:00–18:00 (coffee break 15:30–16:00)

Learn why curiosity is an important lever for learning and how to cultivate to create joyful learning for students, teachers, and leaders.

Tuesday, August 21, 2018

Applying the Science of Learning to Strengthen Instruction: Improving Learning for All

8:00–12:00 (coffee break 10:30–11:00)

Presenting a model of learning based on brain science and memory science, which helps schools create a consistent approach to “best first instruction” across all grades and subject areas.

Unleashing Student Curiosity to Learn, part 1

14:00–18:00 (coffee break 15:30–16:00)

Explore how curiosity can be sparked and sustained within your students, helping them become engaged, motivated, self-directed learners. Learn specific tools and strategies for:

- Creating learning intentions, narrative, and pacing that engages students with lessons.
- Providing students with feedback that motivates them to improve and expand their learning.

Wednesday, August 22, 2018

Unleashing Student Curiosity to Learn, part 2

8:00–12:00 (coffee break 10:30–11:00)

Continuing Tuesday afternoon's session, learn specific tools and strategies for:

14:00–18:00 (coffee break 15:30–16:00)

- Helping students develop understanding of new content and concepts.
- Creating challenging learning tasks and higher-order questions that push students to deeper levels of content understanding and application.

Thursday, August 23, 2018

Collaborating for Student Success and Teacher Effectiveness

8:00–12:00 (coffee break 10:30–11:00)

14:00–18:00 (coffee break 15:30–16:00)

Learn a new approach to teacher collaboration that is focused on strengths-based peer coaching, cultivating and sustaining a belief that personal and team growth are possible, as they use data and peer-coaching protocols to guide activities that will have positive effects students.

Friday, August 24, 2018

Changing Together: Creating a Purposeful Community

8:00–12:00 (coffee break 10:30–11:00)

A high-performance school culture is strongly linked to higher student achievement. In this session, participants will learn:

- The four key elements of strong school cultures: strong moral purpose (why we teach), shared values (how we work together), asset-based thinking (how we view challenges), and collective efficacy (what we believe about ourselves and our students).
- How to create and leverage quick wins to develop a “can-do” culture in a school.
- How to help their school engage in reflective data analysis (seeing data as a mirror, not a window).
- Why school culture is important for everyone.

McREL International

McREL International is a nonprofit organization that provides schools and school systems with research, program evaluation, professional development, technical assistance, consulting services, and resources to improve system conditions and student success.

Established in 1966, McREL is headquartered in Denver, Colorado, with additional offices in Honolulu, Hawai'i and Charleston, West Virginia. Our team of researchers, evaluators, and education experts work with school systems across the U.S., the Caribbean, the Pacific region, and other locations around the world.

In all our work, we focus on what matters most to change the odds of success for students and staff, collaborating with educators to create better ways to help learners of all ages flourish. We draw on a vast knowledge base to provide the tools, strategies, and information that educators need to improve their policies, practices, and programs in ways that support increased student achievement. In addition, we help schools understand how to sustain their improvement efforts over the long term and build their capacity to do so.

Our work is influenced and informed by our years of experience assisting schools and districts with change processes. McREL staff help educators understand the nature of change and how to best implement changes in their classrooms, schools, districts, or agencies. Our professional development and resources provide tools and techniques to improve teaching, leading, and learning. We also believe that collaboration is necessary to ensure coherence and coordination of improvement efforts and our technical assistance helps educators at all levels improve these aspects.

Kristin Rouleau

Senior Director of Learning Services and Innovation



Kristin Rouleau works with schools, districts, and state departments of education, providing consulting, coaching, and professional learning to help them increase instructional quality and consistency, system performance, and student achievement. She

is committed to ensuring equitable achievement for all students and is passionate about supporting educators in their continuous improvement journeys.

Rouleau is a co-author of McREL's *Curiosity Works: A Guidebook for Moving Your School from Improvement to Innovation*, and *Unstuck: How Curiosity, Peer Coaching, and Teaming Can Change Your School*. She helps develop McREL's new products and services, with a focus on leveraging curiosity to improve teaching, leading, and learning.

Rouleau has more than 25 years of experience in education, working in a variety of racially and culturally diverse communities as a classroom teacher, curriculum specialist, school principal, and district-level curriculum administrator.

In 2009, she was part of a College Board delegation to China, spending two weeks learning from and with educators in Beijing and Chongqing.

Ms. Rouleau earned her administrative credentials at the University of Washington, her master's degree in Curriculum and Teaching from Michigan State University, and her bachelor's degree in Elementary Education from Western Michigan University. She is currently a doctoral candidate in Leadership for Educational Equity at the University of Colorado.