

Testimonials

These are the hard questions we need to ask, have the courage to ask them, and use strategies to make it safe to speak honestly and openly about them.

Teacher
Student Assistance Program Summer Institute

Thank you again for the efforts you made for us and how you got me thinking again about what I'm doing and what I can do.

Principal, Curriculum & Instruction
Leadership Academy

You've truly made me think critically of my practice—so much so that I will have difficulty sleeping tonight.

District Administrator
Cultural Proficiency and Learning Seminar



Dr. Linda Jungwirth, recently recognized as a California League of High Schools (CLHS) 2007 **Educator of the Year** for Region 10 in support of high school reform, is also the recipient of the 2008

Association of California School Administrators (ACSA) **Wilson A. Grace Award**. This award recognizes Dr. Jungwirth as a person who exemplifies ideals of tolerance, compassion, and professional leadership, and as a person who is well respected and can motivate and inspire personal and professional growth in others. Dr. Jungwirth's experience includes leading the transformation of 19 high schools in 11 districts into small learning environments. She has also directed K-12 professional development services in leadership, curriculum, instruction, and assessment for districts throughout California. Dr. Jungwirth teaches part time in the Educational Leadership, Administration, and Policy Doctoral Program at Pepperdine University.

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Conversations for Change

Dramatic, sustainable improvement is possible in which all students are successful on a daily basis.

Achieve dynamic results with visionary leadership, a collaborative spirit, a tenacious focus on results, a drive for continuous improvement, and decision-making grounded in *what's best for kids.*



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for Action-Oriented Results



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Leadership

SECOND-ORDER CHANGE Understand second-order change as you transform your organization and create the extreme paradigm shift needed in order for all students to succeed.

CULTURAL PROFICIENCY Lead conversations that matter as you address equity and diversity issues using the inside-out approach of Cultural Proficiency. Examine personal beliefs and behaviors as well as organizational practices and policies to increase cultural competence and cultural proficiency system-wide.

PROFESSIONAL LEARNING COMMUNITIES Ask the difficult questions that unearth hidden beliefs and assumptions as you lead a laser-like focus on student results, collaboration, and continuous improvement.

SMALL LEARNING COMMUNITIES Transform secondary schools while attending to the golden triangle:

(a) structure; (b) curriculum, instruction, and assessment; and (c) culture. Create a common vision for powerful teacher–student relationships while engaging students in rigorous and relevant curriculum.

COGNITIVE COACHINGSM Change your sense of being to become a *mediator of thinking* for yourself and others in order to be more self-directing, self-monitoring, and self-modifying. Use Cognitive CoachingSM to increase your coaching effectiveness and to guide planning, reflecting, and problem-resolving conversations.

FACILITATION Facilitate difficult conversations through powerful conversation protocols. Create safe environments for deep, critical conversations. Surface unexamined beliefs and assumptions in order to create a common vision for student success. Use Polarity Management to distinguish between problems to solve and issues to manage, focusing on the best of both polarities.

QUALITY Achieve greater quality through systems thinking and focus as a client-based organization. Use Baldrige criteria to guide your transformation.

Menu of Services

Philosophy

Professional development is based on organizational needs, relevancy, and active learning. Of utmost importance is working together to *customize* and *co-design* learning experiences and to *build capacity* within organizations. Our belief is that sustained support and monitoring of impact will provide the greatest success for implementation and changes in professional practice. Professional development is based on the National Staff Development Council's *Standards for Staff Development* (www.nsd.org).

Curriculum

RIGOROUS AND RELEVANT CURRICULUM Engage students in rigorous and relevant curriculum with real-world connections, interdisciplinary teaming, and 21st Century skills. Add parallel supports and an effective pyramid of interventions to ensure greatest success for all students.

DIFFERENTIATED INSTRUCTION Examine your curriculum for differentiation and see how attending to content, process, and product can lead to increased student engagement, motivation, and success.

CULTURALLY RESPONSIVE PEDAGOGY Is your curriculum right-brain or left-brain centered? Does your curriculum promote students' connections to prior experiences? Create a curriculum and classroom environment that embraces diverse experiences and cultures.

PROBLEM-BASED LEARNING & 21ST CENTURY LEARNING Bring excitement to learning with problem-based curriculum grounded in Understanding by Design. Connect with business partners, community experts, and university researchers to embed hard / soft skills as well as real-world relevancy into your curriculum.

CRITICAL THINKING AND ETHICAL REASONING Engage students in critical thinking and ethical reasoning while addressing standards of thinking, listening, reading, writing, and speaking.

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Instruction & Assessment

DATA-DRIVEN INSTRUCTION Create a safe environment for data dialogue as teachers and administrators examine student work and achievement data. Use simple protocols that support effective data team meetings and conversations about students' academic success. Set SMART goals based on prioritized needs. Use research-based instructional strategies and expertise among staff to improve pedagogical practices and support continuous improvement. Provide all students equity of access to quality teachers.

CONDITIONS OF LEARNING Create a common vision of *Whatever it Takes* for powerful student learning. Examine the conditions that create learning for all students. Use protocols to identify and articulate expected learning conditions. Determine actions, support, and monitoring processes that will sustain desired change throughout the system.

RESEARCH-BASED INSTRUCTIONAL STRATEGIES Raise the bar for professional practice using Marzano's research-based strategies for instruction, Thinking Maps, content literacy strategies, culturally responsive pedagogy, technology integration, critical thinking, and differentiated instruction. Increase implementation with a focus on collaboration, coaching, and continuous improvement.

INTERDISCIPLINARY TEACHING AND LEARNING Interdisciplinary teaching and learning as well as problem-based learning results in changing roles for teachers. Learn how to make that paradigm shift from being an isolated expert to becoming a facilitator, learner, and coach. Examine ways to work more effectively as collaborative teams.

PERFORMANCE-BASED ASSESSMENT Learn to create performance-based assessments that engage students in critical thinking and ethical reasoning. Use digital portfolios to capture students' growth as well as their best work. Examine belief systems and grading practices that can restore students' hope and belief in the possibility of success.

