Act for Impact
#MSC2019

MODEL SCHOOLS CONFERENCE 2019
JUNE 23–26 | National Harbor
## CONTENTS & CONFERENCE AT-A-GLANCE

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### Sunday, June 23
- **9 am – 7 pm** Conference Services — Potomac Registration Desk
- **11 am – 4 pm** Pre-Conferences — Various Locations
  (See page 14 for more information.)
- **7 pm – 8:30 pm** Keynote: Weston Kieschnick — Potomac Ballroom

### Monday, June 24
- **7 am – 5 pm** Conference Services — Potomac Registration Desk
- **7 am – 8 am** Coffee/Pastry — Prince George’s Exhibit Hall
- **8 am – 9:30 am** Keynote: Dr. Bill Daggett — Potomac Ballroom
- **10 am – 12:30 pm** Concurrent Sessions
- **12:30 pm – 2 pm** Lunch — Prince George’s Exhibit Hall
- **2 pm – 5 pm** Concurrent Sessions
- **3:15 pm – 3:45 pm** Beverage Break

### Tuesday, June 25
- **7 am – 5 pm** Conference Services — Potomac Registration Desk
- **7 am – 8 am** Coffee/Pastry — Prince George’s Exhibit Hall
- **8 am – 9:15 am** Keynote: Linda Cliatt-Wayman — Potomac Ballroom
- **9:45 am – 11:45 am** Concurrent Sessions
- **12:15 pm – 1:45 pm** Lunch — Prince George’s Exhibit Hall
- **1:45 pm – 4:45 pm** Concurrent Sessions
- **3 pm – 3:30 pm** Beverage Break

### Wednesday, June 26
- **7 am – 11 am** Learning Zone and Bookstore — Cherry Blossom Lobby
- **7 am – 8 am** Coffee/Pastry — Prince George’s Exhibit Hall
- **8 am – 10:30 am** Concurrent Sessions
- **11 am – noon** Closing Keynote: Simon Sinek — Potomac Ballroom
- **1 pm – 4 pm** Post-Conference — Annapolis
WELCOME, EDUCATORS!

Thank you for joining us at the 27th Annual Model Schools Conference (MSC). Our theme this year, Act for Impact, is one that we hope you will fully embrace over the next four days as we share high-impact ideas for innovative teaching and learning.

MSC is a vibrant community of educators who instinctively know that small changes can lead to big impact. Vincent Van Gogh once said that “Great things are done by a series of small things brought together.” We invite you to start a journey that will lead to a ripple effect of growth for your students.

For 27 years, we have showcased Model Schools—with the recent addition of Innovative Districts—that are seeing rapid improvement in and transformation of student learning. This peer-to-peer learning model offers proven strategies and best practices, data that shows sustainable growth, and tools to help you replicate the outcomes in your classroom, school, or district.

Explore the 100+ unique concurrent sessions featuring our Model Schools, Innovative Districts, guest keynoters, thought leaders, and expert practitioners who will share their critical thinking and high-impact practices in the areas of:

› Rigor, Relevance, and Relationships
› Blended Learning
› Equity
› Social-Emotional Learning
› Data and more

We hope this year’s program and presenters will inspire, excite, and invigorate you with fresh approaches to new and old challenges and encourage you and your team to pause and reflect on your current practices, processes, and the needs of your students. Adopt the mindset of Act for impact and start planning those first small steps. Sometimes all it takes is one small change to create a ripple effect that will make all the difference.

If you have questions or would like to discuss how you can effectively implement any of the innovative practices learned at MSC, stop by the Learning Zone in the Cherry Blossom Lobby where our staff will be available to assist you.

Thank you for joining this community of educators who are committed to transforming their school culture to create new and exciting opportunities for students.

DR. BILL DAGGETT
Founder and Chairman, ICLE

SUSAN A. GENDRON
President, ICLE
Name Tags
Please wear your name tag at all times. Your name tag provides you access to all MSC sessions, lunch, and refreshment breaks. Hotel and ICLE staff will be monitoring meeting rooms and food/beverage functions for everyone’s security.

Conference Services
If you have questions at any time, please visit Conference Services at the Potomac Registration Desk.

Learning Zone
In the Cherry Blossom Lobby you will find the Learning Zone, the hub of all things MSC. Stop by and learn more about ICLE’s consulting services, compete in the Quad D Dash gaming experience, check out a quick Tech Talk or Mind Meetup, or get help from our tech experts at the Tech Bar. Check the schedule on page 7 for our author book signing/meet-and-greet opportunities.

Bookstore
Visit the Bookstore in the Cherry Blossom Lobby to learn more about publications from ICLE and partners. Don’t forget to check out our Creative Space to relax and recharge.

Food and Beverage
Coffee and pastry will be provided Monday–Wednesday mornings in Prince George’s Exhibit Hall.
Lunch for all attendees will be provided on Monday and Tuesday in Prince George’s Exhibit Hall.
Check the MSC app or with Conference Services for additional meal options at the Gaylord National Resort.

Conference Session Evaluations
Please evaluate sessions by going to ModelSchoolsConference.com or through the MSC app. We hope you will share your comments and suggestions with us so we can continuously improve your conference experience.

Lost and Found
Please take any found items to Conference Services at the Potomac Registration Desk. We will hold items until the end of the day at which time they will be turned over to hotel security.

Conference Materials and Resources
Go to ModelSchoolsConference.com or the MSC app to download or complete:
› Presenter PowerPoints and Handouts
› Conference Paper
› Certificate of Attendance
› Session Evaluations
› Overall Conference Evaluation

Luggage Storage
Luggage storage will be available Wednesday from 7 am – 1 pm in Prince George’s Exhibit Hall E.
New to MSC? Maximize Your Experience!
› It’s easy to become overwhelmed by the 125+ sessions and massive Convention Center. Don’t worry—we’ve got you covered! Our consultants will help you get your bearings so you can maximize your time at MSC. See session 67 for more details.

Quad D™ Live!
› Discover rigorous and relevant hands-on learning activities that pique curiosity and spark creativity. See session 109 for more details.

Active Learning
› Enjoy our active learning space in the Cherry Blossom Ballroom for sessions that are fun, collaborative, and flexible while imagining the possibilities for your own classroom. Furnished by Ernie Morris. Win a free classroom! Visit the Ernie Morris table in the Cherry Blossom Lobby for more details.

Creative Space
› Technology is awesome, but our constant online multitasking can cause technological overload. Take advantage of our Creative Spaces throughout the Convention Center to unplug and relax your amygdala. Spark your imagination with adult coloring, and take a moment to reflect on and share how you Act for Impact.

Makerspace
› We’ve partnered with Innovation Tech Camp to create a makerspace learning environment where students will create and tinker throughout the conference. See them in action in the Potomac Ballroom Foyer.
THE MODEL SCHOOLS CONFERENCE APP
To access the MSC app, open your device's store and search for CrowdCompass AttendeeHub. Download and open AttendeeHub, then search for “Model Schools Conference” and download the MSC app.
› Search sessions and create your personal schedule
› Give quick feedback about the sessions you attended
› Connect with other attendees before, during, and after MSC
› View maps of the convention facilities
› Get information about sponsors and partners
› Stay connected to the latest MSC updates

DIGITAL HANDOUTS AND SLIDES
Go to ModelSchoolsConference.com to download session handouts, slides, and your Certificate of Attendance.

WIRELESS INTERNET AND CHARGING STATIONS
Wireless internet is available for all attendees in the Convention Center. Network: ModelSchools  Password: msc2019!
*Note: Login information is case sensitive.
Charging Stations are located in the Learning Zone in the Cherry Blossom Lobby.

THE TECH BAR—YOUR MSC HELPDESK
Visit the Tech Bar in the Learning Zone – Cherry Blossom Lobby for assistance with downloading and using the Model Schools Conference app, building your Personal Learning Network via social media channels, or to learn how to leverage digital tools.

TECH TALKS
Back by popular demand!
Explore trending digital educational tools in our quick 20-minute Tech Talk sessions.
Located in the Convention Center Foyer.
See pages 64-65 for more details.
SOCIAL MEDIA & COMMUNITY

TWITTER

Follow us on Twitter @RigorRelevance. ICLE will be tweeting with program updates, room changes, and educators’ perspectives on what is happening at the Conference.

Check the latest updates by going to Twitter.com/RigorRelevance. Use the hashtag #MSC2019 when tweeting about the Conference.

FACEBOOK

Like @RigorRelevance on Facebook and keep up to date with us during and after MSC.

Don’t forget to tag your posts with #MSC2019 and check out our Facebook Live interviews throughout the Conference.

INSTAGRAM

Follow @RigorRelevance on Instagram and share your MSC experience by using the hashtag #MSC2019.

VOLUNTEER AND MAKE AN IMPACT!

Take a break and give back!
Help assemble 500 literacy kits to benefit local students.

DAY:       TUESDAY, JUNE 25
TIME:      10:30 AM – 2:30 PM
PLACE:     OUTSIDE PRINCE GEORGE’S EXHIBIT HALL

Sponsored by HMH Classroom Corps in partnership with City Year
AS EDUCATORS, WE KNOW THAT MOVEMENT AND MINDFULNESS ENHANCE LEARNING.

Join us for morning yoga and sessions focused on wellness.

Gentle Yoga
Tuesday, 6 am . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Potomac 1-6 Foyer
Conference pace is exhausting, and let’s be honest: taking care of yourself while traveling usually gets put on the back burner. Start your morning off right with this gentle yoga class that will set your intentions for the day and prioritize self-care. Meditation, stretching, and relaxation will be the focus of this session, which is suitable for all abilities. This session is 45 minutes.

Mindfulness Can Be a Game Changer - Session #85
Monday, 11:30 am . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Cherry Blossom
Wednesday, 9:30 am . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Maryland A 1-3
Shannon Pitcher-Boyea, Literacy Coach, St. Lawrence-Lewis BOCES and Mindfulness Teacher, Breathing Room
Let’s face it—teaching and leading is hard work! Mindfulness is becoming increasingly popular in mainstream America, from classrooms to courtrooms, to board rooms. Come and explore what mindfulness is all about and why it’s catching fire as a simple, no-cost coping mechanism for life’s daily stressors. Participants will learn the science of mindfulness and its benefits; engage in foundational mindfulness practices; and discover how mindfulness can be a game changer for your personal and professional life. Self-care matters for everyone and this is especially true for those whose jobs ask them to care for others (ahem: all educators). Join Shannon in this session to learn how to carve out time and create space to take care of yourself first so that you remain energized as you continuously care for others. This session is 60 minutes.

Toolkit to Increase Your Internal Bandwidth - Session #86
Tuesday, 9:45 am and 11:15 am . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . National Harbor 2-3
Shannon Pitcher-Boyea, Literacy Coach, St. Lawrence-Lewis BOCES and Mindfulness Teacher, Breathing Room
Your breath is your superpower! Taking a few moments to feel your breath is one of the most accessible actions you can do when living and working with people. Stop in to learn how to come back to the present moment and fine-tune your attention and focus by resetting and recharging. You will increase your internal bandwidth and capacity with practical, innate tools and a focus on eating, sounds, and the breath. You will continue to build your mindfulness toolkit with practices that focus on communication, the body, compassion, and dealing with challenging and intense emotions. This session is 60 minutes.
MEET THE AUTHORS!

BOOK SIGNINGS
CHERRY BLOSSOM LOBBY

MONDAY

- TYRONE HOWARD
  Monday, 1:35 pm

- ADAM DRUMMOND
  Monday, 3:20 pm

TUESDAY

- BILL DAGGETT
  Tuesday, 10:50 am

- LINDA CLIATT-WAYMAN
  Tuesday, 9:20 am

- WESTON KIESCHNICK
  Tuesday, 12:20 pm

- LISSA PIJANOWSKI
  Tuesday, 1:20 pm

- SHERRY ST. CLAIR
  Tuesday, 3:05 pm
Visit us at the Learning Zone to learn how ICLE can help you address your most pressing challenges including:

› Articulating a vision  
› Identifying needs and creating a plan  
› Cultivating instructional excellence  
› Building instructional leadership capacity  
› Developing an engaging, standards-driven curriculum

Quad D Dash Gaming Experience!
Race against the clock—and other MSC attendees—and assess your knowledge of the Rigor/Relevance Framework® quadrants by sorting student learning tasks.

› Visit the Learning Zone to stop, drop, and dash your way to the top of the leaderboard for a chance to win an assortment of giveaways throughout the conference!
LEARNING ZONE HOURS

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The Tech Bar—Your MSC Helpdesk

Our onsite specialists are available to:
› Assist with downloading and navigating the MSC app
› Share Twitter (and other social media) tips and tricks
› Grow your knowledge of digital educational tools

Book Signings

Meet and Greet MSC Authors/Presenters!
› See page 7 for schedule and details.

TECH TALKS

Explore trending digital educational tools in our quick 20-minute Tech Talk sessions.
Located in the Convention Center Foyer
See pages 64–65 for more details.

MIND MEETUPS

More heads are better than one!

Join us in the Learning Zone – Cherry Blossom Lobby for these exclusive and intimate mini sessions for real dialogue around relatable and pressing topics such as:
› Culture Trumps Strategy
› Sticky Instructional Coaching Situations
› Curriculum Tweaks to Increase Student Progress
› Doing Data Right
› Fixing Relationships that Need Fixing
› and more

Sign-ups required. Secure your spot now!

tinyurl.com/MSC2019MindMeetups

BACK BY POPULAR DEMAND!
For two decades, Dr. Bill Daggett and his colleagues at the International Center for Leadership in Education have observed, studied, and supported many of the nation’s most rapidly improving schools. This work has led to his belief that the key to improving student performance is rigorous and relevant instruction built on strong relationships. Moreover, every level of the education organization—teaching, instructional leadership, and organizational leadership—must be aligned and coordinated to accomplish this goal. In The Daggett System for Effective Instruction: Alignment for Student Achievement, Daggett offers a future-focused vision and coherent strategy for developing and supporting instructional effectiveness across the entire education organization to maximize the achievement of all students.
BOOKSTORE HOURS

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Session #30

Session #35

Session #41

Session #46

Session #74 and #75

Session #91

Session #71
The Daggett System For Effective Instruction®

› The Daggett System for Effective Instruction (DSEI) provides a coherent focus across the entire education organization on the development and support of instructional effectiveness to increase rigorous learning opportunities for ALL students.

Organizational Leadership

› Create a culture of high academic expectations, positive relationships
› Establish a shared vision and communicate to all constituent groups
› Align organizational structures and systems to the vision
› Build leadership capacity through an empowerment model
› Align teacher/administrator selection, support, and evaluation
› Support decision making with relevant data systems

Instructional Leadership

› Use research and establish the urgent need for change to promote higher academic expectations and positive relationships
  › Develop, implement, and monitor standards-aligned curriculum and assessments
  › Integrate literacy, math, and technology across all disciplines
  › Facilitate data-driven decision making to inform instruction
  › Provide opportunities for professional learning, collaboration, and growth focused on high quality instruction and increased student learning
  › Engage family and community in the learning process

Instructional Effectiveness

› Rigorous Learning for ALL Students

Teaching

› Teaching
  › Possess and continue to develop content area knowledge and make it relevant to the learner
  › Plan and provide learning experiences using effective research-based strategies that are embedded with best practices including the use of technology
  › Use assessment and data to guide and differentiate instruction
  › Further content and instructional knowledge through continuous professional learning that is both enriching and collaborative

Our Philosophy

The Daggett System For Effective Instruction®

Look for these icons throughout the program for sessions aligned to the DSEI.
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.

Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.

Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.

Students think in complex ways and can apply their knowledge and skills. Even when confronted with perplexing unknowns, students can create solutions and take action that further develops their skills and knowledge.
Leading a Culture Focused on Learning

For Leaders  Annapolis 1-4

Dr. Bill Daggett, Founder and Chairman, International Center for Leadership in Education and Anthony Colannino, Senior Fellow, International Center for Leadership in Education

Leading others, especially in the K–12 space, has evolved through the years to include more responsibilities than ever before: instruction, curriculum, assessment, technology integration, security and safety, budgeting, marketing, and more—not to mention balancing athletics and the arts. Developing your staff to stay engaged with the main thing and creating a culture focused on learning for all can be a daunting task. During this pre-conference, you will learn specific leadership strategies for working smarter, not harder.

Quad D™ Idea Lab: Be Ready for the Unpredictable

For Teachers and Leaders  Baltimore 3-5

Dr. Erika Tate, Senior Consultant, International Center for Leadership in Education; Venola Mason, Senior Fellow; Kristin Gainer, 5th Grade Teacher; and Kelly Gilstrap, Teacher

The Quad D Idea Lab is an exploratory space for participants to discover learning that aligns with the Rigor/Relevance Framework®. In this pre-conference, you will engage in multiple learning experiences that integrate hands-on activities with physical materials, digital tools, and instructional strategies that promote student choice, differentiation, collaboration, and academic discussion. These learning experiences are intended to pique curiosity and spark creativity as you reflect on and plan Quad D learning for your own classroom. Come experience a unique learning environment and be ready to engage in unpredictable situations!

Why Race and Culture Matter in Schools

For Teachers and Leaders  Baltimore 1-2

Dr. Tyrone C. Howard, Senior Fellow, International Center for Leadership in Education and Associate Dean of Equity, Diversity, & Inclusion; Professor; and Director, Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles and Maisah Howard, Co-Founder, The Howard Group and Senior Fellow, International Center for Leadership in Education

It is human nature to disengage from conversations that make us uncomfortable, such as gaps in equity, issues around race and implicit bias, and the effects of acute, chronic, and complex trauma on students. However, this only contributes to the problem. Educators must be prepared to understand the messy, complex, emotional, cruel, shameful, and often contradictory messages that come with these topics in order to educate the whole child. In this eye-opening pre-conference, Tyrone and Maisah will lead you through an open exchange of real stories and real perspectives. They will share strategies to engage stakeholders in courageous conversations around subgroups, race-related topics, and the effects of trauma. You will be encouraged to speak your truth, while acknowledging your own biases in a safe space.

Brains, Behavior, and Building Relationships

For Teachers and Leaders  Chesapeake 4-6

Erica Battle, Consultant, International Center for Leadership in Education and Author

We as educators know how social–emotional development can impact our students. Emotion drives so much of what our students do—both during school and outside of school. As such, situations, problems, ideas, and relationships influence behavior on a day-to-day basis, and in some cases result in a pendulum swing of emotional highs and lows. During this pre-conference, you will engage in discussions around brain development and how to connect with every student. Specific strategies will be modeled and shared to build relationships with students to elicit behaviors most conducive to learning.
Register Onsite for the Post-Conference

Post-Conference Registration: Monday and Tuesday, 10 am – 5 pm
Conference Services – Potomac Registration Desk

Wednesday, June 26 | 1 pm – 4 pm

Next Steps: Planning for Impact

For Teachers and Leaders

Nuri Ayres, Senior Consultant, International Center for Leadership in Education

During this interactive, personalized learning experience, you will engage in meaningful conversations related to your needs. Take time to process what you learned during the event, highlight key areas of need, and explore ways to address those specific areas. Nuri will model strategies, provide time to share ideas, and help to problem solve as you begin to develop your plans for next steps.
Breaking Bold: Ignite a Love for Learning

Sunday, 7 pm  Potomac Ballroom

**Weston Kieschnick**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

More than pedagogical understanding, instructional strategies, or even content knowledge, the number one factor in predicting a child’s academic success is the absence, or presence, of positive teacher-student interactions. Teachers can be educated and equipped with the most effective teaching strategies, but if those teachers can’t build meaningful relationships with students, they will never be able move students to transformational Quad D learning. If literacy and numeracy are the lifeblood of the school, then its beating heart is the creativity, high expectations, resilience, and belief systems of its teachers. Based on Weston’s critically acclaimed podcast “Teaching Keating” and research from education’s most respected institutions, this session will invite you to explore habits shared by master educators around the world. You will also reflect on hiring and professional development practices to determine whether you are recruiting and cultivating for these “too important to ignore” traits among faculty, as well as recommendations for shifting focus.

Our Children Are Our Future

Monday, 8 am  Potomac Ballroom

**Dr. Bill Daggett**, Founder and Chairman, International Center for Leadership in Education

Our children are not just their own futures—they are our future. For our children’s sake and for the sake of our nation, we have to prepare our students for the future, not the past. Dr. Daggett will provide vivid examples of how advancing technologies and the increased use of data analytics are and will continue to fundamentally change how we work, interact, communicate, and manage our personal health. In doing so, the disconnect between the skills and knowledge we now teach and those needed for success and independence in a looming future will be unambiguously clear. Less clear is how to close that disconnect. Yet we are in a literal race against time. This is the year we must decide to act for impact. Join Dr. Daggett’s always inspiring and eye-opening keynote, as well as breakout sessions throughout the conference, for successful practices to move your classroom and your school into the future unfolding before our eyes.
Lead Fearlessly, Love Hard: Finding Your Purpose and Putting It to Work

Tuesday, 8 am
Potomac Ballroom

Linda Cliatt-Wayman, Passionate Educator and Turnaround Principal

Educators: Do you know your purpose and are you leading fearlessly? How do you help children living in poverty achieve more than they ever thought possible? In this keynote, turnaround principal Linda Cliatt-Wayman will share how to focus your passion, apply your skills, and lead your students down the path to a better future. Linda, also a popular TED Talk speaker, provides hope, optimism, and a call to action to help all students reach their true potential. Learn the key strategies to shift from a culture focused on adults to a culture focused on students. With steadfast leadership and clear principles, educators can make an impact and help kids overcome almost anything—academically, socially, and emotionally.

Closing Keynote

Be the Best You Can Be: How Finding Your Why Will Help You Act for Impact

Wednesday, 11 am
Potomac Ballroom

Simon Sinek, Unshakable Optimist and Best-Selling Author of Start with Why

In finite games, like football or chess, the players are known, the rules are fixed, and the endpoint is clear. The winners and losers are easily identified. In infinite games, like business or education or life itself, the players come and go, the rules are changeable, and there is no defined endpoint. There are no winners or losers in an infinite game; there is only ahead and behind. Many of the struggles that organizations face exist simply because their leaders are playing with a finite mindset in an infinite game. These organizations tend to lag behind in innovation, discretionary effort, morale and ultimately performance. Leaders who embrace an infinite mindset, in stark contrast, build stronger, more innovative and more inspiring organizations. Their people trust each other and their leaders. Ultimately, they are the ones who lead the rest of us into the future. Any worthwhile undertaking starts with WHY—the purpose, cause or belief that inspires us to do what we do and inspires others to join us. Good leaders know how to build Circles of Safety that promote trust and cooperation throughout their organizations. But that’s not enough to help us thrive in an ever-changing world. In this closing keynote, Simon Sinek will explain that the ability to adopt an infinite mindset is a prerequisite for any leader who aspires to leave their organization in better shape than they found it.
1 LAKE POINTE ELEMENTARY SCHOOL, FORT WORTH, TX

Igniting Rigorous Learning: A One Team Approach

Monday, 10:00 am and 2:00 pm

Audrey Arnold, Principal; Vanessa Kiser, Assistant Principal; and Veronica Anderson, Learning Coach and Teacher

Does your school’s culture allow teachers and students to take risks without fear of failure or disapproval? Growing research indicates that a teacher’s quality is significantly influenced by the environment, climate, and influence of their colleagues within their school. By establishing a safe and mutually beneficial environment where staff can “fail forward,” students, in turn, will grow and thrive as well. With a foundation for the risk-taking needed to prevent successful mediocrity, students will feel empowered to fully engage in rigorous learning and critical thinking. In this interactive session, you will explore a continuous improvement model for developing a One Team environment through culture, collaboration, and reflection. You will have the opportunity to take a “culture quiz” to discern the level of emotional, social, and instructional support available in your school—and how to create the environment that ignites rigorous, high-impact learning.

2 LILLIAN SCHUMACHER ELEMENTARY SCHOOL, LIBERTY, MO

Growing All Learners The Schumacher Shark Way

Monday, 11:30 am and 3:45 pm
Tuesday, 9:45 am

Chris Gabriel, Principal

Lillian Schumacher Elementary is built on the belief that all learners must grow. With supports for success in place, everyone—students and teachers included—can take the risks that accelerate growth while focusing on their individual goals. With a foundation of positive relationships, teachers are able to diagnose and prescribe laser-like intervention to meet the specific needs of all learners. Join this session to explore the school’s Innovation and Engagement Journey and the academic and social-emotional support structures that are changing the lives of students. Not only will the school’s successes and progress be shared, but also the struggles and challenges. You will leave with strategies that are transferable to every school, every classroom, and every student.
Believing is Achieving: From Grade F to A in Two Years

Monday, 2:00 pm
Tuesday, 9:45 am and 1:45 pm

MERRIAM CHERRY STREET ELEMENTARY SCHOOL, PANAMA CITY, FL

Blythe Carpenter, Principal and Barbara Hicks, ELA Interventionist

As a result of a shared vision and mission, Merriam Cherry Street Elementary School (MCS) rose from a state accountability grade of F to A in just two years. In this session, you will explore strategies used by teachers and students to achieve double-digit learning gains in both ELA and math. Join the MCS Believes team as they share how they implemented a schoolwide transformational culture shift with a focus on meeting the needs of individual students. They will walk you through their journey to success, revealing the solutions, obstacles, and triumphs along the way.

Balancing Culture and Climate with Data-Driven Instruction

Tuesday, 11:15 am and 3:30 pm

MOUNTAIN VIEW ELEMENTARY SCHOOL, MANCHESTER, GA

Todd McRae, Principal

In today’s educational world, we often find ourselves struggling to balance school climate and culture with high performing classrooms. Instilling a positive school climate while also creating a rigorous classroom can be a challenge. This session will provide tips and tools that will enable you to enhance your school climate while also creating a culture where failure is not an option. You will leave with proven strategies that will increase student achievement and strengthen the perception of your school.
5  SANDY GRADE SCHOOL, SANDY, OR

Academics, Attitude, and Attendance:
A Culture of Growing All Kids

Tuesday, 9:45 am
Wednesday, 8:00 am and 9:30 am
Chesapeake A–C
Annapolis 1–4

Dr. Rachael George, Principal

In just four short years, Sandy Grade has moved from being one of the lowest performing elementary schools in the state (bottom 10 percent) to now performing in the top 20 percent. This rapid growth and student achievement wasn’t left to chance, but strategically formulated with an intentional focus on growing all students through academics, attitude, and attendance. Key to the school’s upward movement was establishing a culture of continuous school improvement, improving instruction; fostering high levels of engagement; making data-based decisions; holding high expectations for all; and differentiating instruction. Want to replicate this kind of rapid growth? Join this session to learn the strategies key to Sandy Grade School’s success in not only changing the trajectories of its students but also for sustaining excellence.

6  SUGARLAND ELEMENTARY SCHOOL, STERLING, VA

What Is Your Why? Personalized Learning with Purpose

Monday, 10:00 am and 11:30 am
Monday, 3:45 pm
National Harbor 12–13
National Harbor 6–7

Dr. Gail Brady, Principal; Dr. Gregory Mihalik, Assistant Principal; Tim Sparbanie, Former Assistant Principal; Kim Grim, Librarian; Jennifer Clouden, 5th Grader Teacher; and Teresa Blondin, Reading Specialist

When a school understands its why, everyone is driven by a greater purpose. Sugarland Elementary fosters excellence among students, staff, and the community through a common vision of success in academic outcomes with a whole child approach. In this session, you will explore how personalized learning can dynamically tailor learning experiences to the strengths, needs, and interests of students. Looking for unique and replicable ways to motivate students and inspire them to succeed? Join this session to learn best practices for designing learning experiences that are rigorous, authentic, and engaging while also meeting students’ social and emotional needs.
Warrensville Heights City Schools has been a failing district for more than a decade, ranking as the lowest performing district in the state of Ohio in 2015. With shared visioning, high expectations, equity, and culturally responsive teaching in a 100 percent inclusive environment, Westwood Elementary School is well on its way to meeting an indicator on the Ohio State Report Card for the first time in Warrensville’s history. Join the Westwood team as they share how they have fueled rapid improvement in just two years. In this short time, reading proficiency has increased by more than 37 percent. Now, more than 60 percent of the school’s predominantly African-American students are proficient in reading with 100 percent meeting the third-grade promotion criteria. Even more impressive, more than 67 percent of students met proficiency in mathematics. If you’re looking to transform your school and achieve results that will make your school rise to the top, this session is for you.
FOOTHILLS COMMUNITY SCHOOL, MARION, NC

Passion, Purpose, Play: Integrating STEM Schoolwide

Monday, 2:00 pm; Tuesday, 9:45 am National Harbor 12-13

Melanie Shaver, Principal; Tracy Childers, Teacher; Hank Hunt, Teacher; Kelly Powell, Teacher; Michelle Tyler, Teacher; Susan Yergler, Teacher; and Mark Garrett, Superintendent

Foothills Community School (FCS) is challenging school norms by promoting learning through passion, purpose, and play. With thought-provoking, driving questions and project-based learning methods, FCS scholars grow and expand their horizons. The school’s integrated curriculum of science, math, ELA, and social studies content is in organized units that each have a culminating STEM project. Students work in multi-grade teams to collaborate, create, and share ideas in an interactive format. Community engagement is embedded in each unit, with business and organization partners that help students understand the relevance to careers, career technical educational pathways, and college options. Join this session and discover how FCS is ensuring student success through a redesigned educational experience.

GLADYS POET-CHRISTIAN K-8 SCHOOL, TRACY, CA

Under the Microscope: From Hell No to Hell Yes!

Monday, 10:00 am and 2:00 pm; Tuesday, 3:30 pm Chesapeake 1-3

William Maslyar, Principal; Renee Garcia, Kindergarten Teacher; Heidi Preece, 6th Grade Teacher; and June Yasemsky, 8th Grade Teacher

Gladys Poet-Christian School (GPC) began its journey of increasing rigor, relevance, and relationships, with the goal of building on a strong foundation and collaborative staff to move our students forward. They soon, however, realized that they didn’t have that foundation and couldn’t move forward without first focusing on creating and fostering a collaborative team. During this presentation, the GPC team will share where they started and how they are achieving success with both staff and students, with the importance of relationships as a central theme. You will hear about the struggles, successes, and “aha” moments that happened along the way as they transformed into a strong team focused on collective improvement. The team will discuss the brutal beginnings in learning and following the Daggett System for Effective Instruction and how that led to successes with microteaching, the high-impact strategy that involves video review of lessons. You will walk away from this session with activities and strategies you can use to create positive and productive relationships at your school and how that will impact your growth as a learning community.

MODEL OF
› Creativity
› Engagement
› Interdisciplinary
› Project-Based Learning

BY THE NUMBERS
› 200 Students
› 80% White
› 10% Black
› 10% Hispanic
› 15% Receiving Special Education Services
› 1% English Learners
› 56% Free/Reduced Lunch
› 3% Experiencing Homelessness

MODEL OF
› Collaborative Leadership
› Culture
› Professional Learning Communities
› Rigor, Relevance & Relationships

BY THE NUMBERS
› 518 Students
› 36% White
› 3% Black
› 44% Hispanic
› 13% Asian
› 7% Receiving Special Education Services
› 16% English Learners
› 6% Transiency
› 96% Attendance Rate

LEARNING STRANDS
R RIGOR, RELEVANCE, RELATIONSHIPS
M MATH
L LITERACY
E EQUITY
SE SOCIAL-EMOTIONAL LEARNING
D DATA
BL BLENDED LEARNING

LEGEND
Org Organizational Leadership
P Instructional Leadership
T Teaching
10 MAN MIDDLE SCHOOL, MALLORY, WV

Changing School Culture through the Implementation of a Literacy Plan

Tuesday, 11:15 am and 3:30 pm

Cynthia Caldwell, Principal; Cindy Paynter, Assistant Principal; and Jason Browning, Secondary Curriculum Director

At Man Middle School, staff and students are leading the way with literacy. Historically underperforming and in an area where drug abuse and overdose is common and almost one-third of students are in foster care or being raised by grandparents, Man Middle faced a desperate need to overcome students' daily struggles and improve learning. In addition, a high percentage of uncertified teachers decreased the chances for student success. Recognizing the need to improve student achievement, a strategic laser focus on creating and implementing a school-wide literacy plan has enabled a paradigm shift to a collaborative culture of learning for—both staff and students. Thorough planning and well-structured, rigorous strategies have positively impacted student success in the areas of achievement, discipline, and attendance while teachers are teaching each other once a week in mini professional development sessions. Everyone is learning every day, and with the focus on literacy, students have vastly improved skills in writing, reading, speaking, and reasoning, positively affecting every content area. Join the Man Middle team to discover the steps taken to break down barriers, shift the culture, and dramatically improve teaching and learning.

11 THORNTON MIDDLE SCHOOL, CYPRESS, TX

Believe in Every Student, Every Day: A School's Journey from Good to Great

Monday, 10:00 am
Tuesday, 1:45 pm
Wednesday, 9:30 am

Reginal Mitchell, Principal

Thornton Middle School is on the brink of greatness. Over the last three years, this traditionally good school has been working hard to become a better version of itself every day by building a positive campus culture and climate; establishing meaningful and purposeful relationships with students, parents, and staff; creating a school-wide cultural awareness, where all stakeholders genuinely care about students’ futures; and implementing a campus-wide initiative focused on literacy. As a result, Thornton has earned its first state distinction for closing the achievement gap, moving to the top 25th percentile; reduced discipline by 54 percent; and moved from the bottom in state-tested areas of reading, math, and science to the top, second, or third spot in its district’s cluster. Join the Thornton leadership team as they share their inspiring three-year journey from good to great. You will walk away with strategies and common sense practices in how to create a positive culture, how to build meaningful and purposeful relationships with all stakeholders that truly make an impact, as well as how data was utilized to drive the instructional focus.
12 DEL VALLE HIGH SCHOOL, DEL VALLE, TX
One Family, One Destiny: Achieving Excellence Against All Odds
**Tuesday, 9:45 am and 1:45 pm; Wednesday, 8:00 am**

Antonio Acuña, Principal

Del Valle High School, located a half mile from the Mexican border, is a Title I school that has created a culture of academic success. Despite demographic challenges, Del Valle is ranked as one of the best public schools in the state and the nation with 66 percent of students achieving mastery in algebra—higher than the best high school in Texas. Its visionary commitment to One Family, One Destiny comes alive on a daily basis. The school boasts one-of-a-kind academic courses and electives and strong extracurricular and athletic programs, which create a learning environment in which students thrive. Student data is analyzed weekly and all students receive focused academic support. To further support students, freshmen and sophomores are grouped into small learning communities while juniors and seniors leverage the academic center, modeled after a college environment. Join this session to explore the initiatives that are driving excellence against all odds.

13 FARRINGTON HIGH SCHOOL, HONOLULU, HI
Transforming Learning Through Culture
**Tuesday, 11:15 am; Wednesday, 8:00 am**

Alfredo Carganilla, Principal

Farrington High School has taken great care to create a culture that encourages innovative practices based on a foundation of trust, empowerment, and collaboration. The result has been teacher-led professional development, a teacher-designed blended learning program inspired by Bold School that supports students with special needs, and a multitude of highly rigorous and relevant, multidisciplinary Quad D lessons. Join this session where Farrington teachers and leaders will share how creating a positive culture has transformed the way teachers engage with their students and has elevated their instruction. You will leave inspired by the possibilities for your teachers and school.
14 GLASGOW HIGH SCHOOL, GLASGOW, KY

Maximizing Potential: Creating a Culture of Greatness

Amy Allen, Principal

How does a school with more than 70 percent of its students qualifying for free or reduced lunch continuously rank in the top 10 percent of schools nationwide? Despite being identified as the “poorest community” in Kentucky, Glasgow High School (GHS) has created a culture of greatness where relationships and innovative opportunities for students reign. Learn how GHS uses the mindset of “greatness” to remove economic and societal barriers for students and improve the trajectory of their lives after graduation. GHS is a testament that ensuring access and opportunity to rigorous learning for all students generates academic growth, post-secondary options, and an inspiring culture. In this session, the GHS team will share its strategies for maximizing student and teacher potential through open enrollment for advanced classes, creating relevant career opportunities for students based upon their interests, and creating and sustaining a culture of greatness. Join them and see how they are successfully closing the achievement gap by closing the opportunity gap.

15 MIDLOTHIAN HIGH SCHOOL, MIDLOTHIAN, VA

Developing a Growth Mindset to Ensure College and Career Readiness for ALL

Shawn Abel, Principal and Elizabeth Baber, Associate Principal

In 2014, Midlothian High School embarked on a journey to increase the number of students enrolling in higher level coursework including AP, IB, and Dual Enrollment. Through thorough data analysis and the development of faculty and student growth mindset, Midlothian High School doubled the number of higher level courses taken and increased the number of students enrolled in at least one AP course by 50 percent in just three years. Increasing college readiness and providing exposure to higher level coursework is essential to any high school education. By identifying underrepresented student groups, gaps in AP course offerings, and providing necessary student and teacher supports, Midlothian High School has seen tremendous growth in its higher level programming. In this session, you will explore which data is relevant for understanding where growth is needed, how to use the data to increase enrollment in higher level courses, and how to support students who are striving for their greatest level of success.
ORESTIMBA HIGH SCHOOL, NEWMAN, CA

Instructional Transformation Through Peer Observation: One School’s Passion for Student Success

Monday, 11:30 am; Tuesday, 9:45 am

Chesapeake 1-3

Justin Pruett, Principal; Kelli Sharpe, Assistant Principal; Liliana Esquivez, Assistant Principal; Melissa Doerksen, Learning Director; Stacey Costilla, Agriculture Teacher; Gabie Layne, Art Teacher; Skyler Loo, Computer Arts Teacher; Andre Powell, English Teacher; Hardy Reeves, Computer/Robotics Teacher; and Miguel Vazquez, Agriculture Teacher

Through a comprehensive, boardroom-to-classroom approach, Orestimba High School (OHS) has transformed the learning environment to better serve its students. From creative scheduling to collaborative team meetings for staff, to a heavy emphasis on rigor, relevance, and relationships, these changes have made a significant difference in the school’s culture. During this session, the OHS team will share their approach to peer observation and how teachers observing teachers is an effective form of professional development that improves teaching practices and student performance. Being observed in the classroom by peers can rattle any teacher’s nerves, but once those nerves are overcome, real growth can and will occur. Join this session and see how OHS made this uncomfortable form of PD a win-win for students and teachers.
PARK VIEW HIGH SCHOOL, STERLING, VA

What, Why, How, and Show Me:
Four Points to Transforming High School Culture

Tuesday, 1:45 pm; Wednesday, 8:00 am and 9:30 am
Chesapeake 1-3

Kirk Dolson, Principal

Loudoun County Public Schools, a culturally and linguistically diverse learning community, is improving the learning outcomes of the entire population and especially ensuring equitable access for historically underserved groups. By creating an inclusive learning environment that can adapt and respond to the needs of diverse students while putting an emphasis on the importance of relevance and relationships, for the first time, Loudoun County Public Schools’ only Title I funded high school has surpassed the district average in student achievement in reading and math after four years of steady gains, respectively. Using the framework of the four-point objective What, Why, How, and Show Me, this session provides an overview of how Park View High School staff are challenging and personalizing the traditional models of schooling at the high school level to transform school culture, valuing each student by name and need through relevance and relationships to achieve rigorous learning for all.
CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, HOUSTON, TX

Achieving and Sustaining Student Improvement and Growth

This session will explore Cypress-Fairbanks’ journey from struggling to achieving and sustaining student improvement and growth. Through deeply embedded professional learning, effective use of data, creating and effectively using a framework to guide teachers and administrators, actions and developing curriculum that is focused on rigor and relevance, the district has become a model of school improvement for other districts to emulate. Join this session and explore Cypress-Fairbanks’ journey and the strategic structures and steps developed to drive student improvement.

INNOVATIVE DISTRICTS

MODEL OF

› Data-Driven Decision Making
› High Expectations
› Professional Learning Communities
› Rigor, Relevance & Relationships

BY THE NUMBERS

› 116,849 Students
› 24% White
› 17% Black
› 45% Hispanic
› 9% Asian
› 3% Other
› 9% Receiving Special Education Services
› 14% English Learners
› 14% Migrant Students
› 94% Free/Reduced Lunch
› 99% Graduation Rate
› 99% Attendance Rate

Fasten your seatbelts and take a journey with the Asbury Park School District as we continue building a brighter future for students. Listen to how a failing school district has flipped from dependence on intervention programs needed to support core instruction to instructing students that are able to access on-grade level instruction.

ASBURY PARK SCHOOL DISTRICT, ASBURY PARK, NJ

Strengthening Your Core - Life After Interventions

#NextLevelAPSD

Monday, 3:45 pm; Tuesday, 11:15 am and 1:45 pm

National Harbor 12-13

Sancho Gray, Superintendent

BY THE NUMBERS

› 1,770 Students
› 3% White
› 55% Black
› 42% Hispanic
› 1% Receiving Special Education Services
› 10% English Learners
› 100% Free/Reduced Lunch
› 35% Transiency
› 83% Graduation Rate
› 92% Attendance Rate

Monday, 11:30 am

National Harbor G-I

Sancha Gray, Superintendent, Curriculum & Instruction and Accountability

Dr. Ashley Clayburn, Assistant Superintendent for District Improvement and Accountability

Dr. Tonya Goree, Assistant Superintendent for School Improvement and Transformation

Cypress-Fairbanks ISD has experienced tremendous student growth over multiple years. Through deeply embedded professional learning, effective use of data, creating and effectively using a framework to guide teachers and administrators, actions and developing curriculum that is focused on rigor and relevance, the district has become a model of school improvement for other districts to emulate. Join this session and explore Cypress-Fairbanks’ journey and the strategic structures and steps developed to drive student improvement.

CYPRESS-FAIRBANKS INDEPENDENT SCHOOL DISTRICT, HOUSTON, TX

Achieving and Sustaining Student Improvement

BY THE NUMBERS

› 116,849 Students
› 24% White
› 17% Black
› 45% Hispanic
› 9% Asian
› 3% Other
› 9% Receiving Special Education Services
› 14% English Learners
› 14% Migrant Students
› 94% Free/Reduced Lunch
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› 99% Attendance Rate

Fasten your seatbelts and take a journey with the Asbury Park School District as we continue building a brighter future for students. Listen to how a failing school district has flipped from dependence on intervention programs needed to support core instruction to instructing students that are able to access on-grade level instruction.
20 FAIRVIEW PARK CITY SCHOOLS, FAIRVIEW PARK, OH
Making Transformative Change a Reality

Tuesday, 3:30 pm; Wednesday, 8:00 am and 9:30 am

Dr. Bill Wagner, Superintendent and Melanie Wightman, Director of Teaching and Learning

Are you ready to make that big shift happen? You can do it without breaking the budget or starting labor wars. (OK, there may be a few skirmishes!) In this session, we will discuss immediately applicable, innovative strategies you can use to turbocharge your leadership engine, build and sustain that culture of systemic change in teaching and learning you’ve always dreamed about, balance (or not) high-tech with high-touch, and truly achieve that goal of all meaning ALL. Fasten your seatbelts and start your engines—Fairview Park has the roadmap to make change happen!

21 FAYETTEVILLE-MANLIUS SCHOOL DISTRICT, MANLIUS, NY
Middle School Innovation: Creating Agents of Change

Monday, 11:30 am and 3:45 pm

Dr. Craig J. Tice, Superintendent; Melissa Corbin, Principal; Dr. Mary Coughlin, Assistant Superintendent; Jennifer Leslie, Teacher; Maureen McCrystal, Principal; and Vanessa Rose, Teacher

Following the pilot year of offering an eighth grade elective driven by student innovation, two teachers, two building principals, and an assistant superintendent from the Fayetteville-Manlius School District will present the design and implementation of the course called Agents of Change. In this course, students are asked to identify a community need (school, neighborhood, or regional) and work within small groups to generate solutions that address that need. Students determine the path of their inquiry, engage in targeted research and community outreach, and apply new knowledge of project management to deliver feasible actions and solutions. Join this session to learn how these students have voice and choice in creating innovative solutions to real-world, community-relevant problems, and how you can adapt this approach in your school or district.
22 FERNDALE PUBLIC SCHOOLS, FERNDALE, MI

Essential Learning: Putting Social-Emotional Competencies at the Core

Monday, 10:00 am and 2:00 pm

Dina Rocheleau, Assistant Superintendent

Many times we hear that the competencies of social-emotional learning (SEL) are the "soft skills" students need. In Ferndale, those skills aren't just necessary—they're essential. With a focus on the whole child, intentional teaching of social and emotional skills, and providing a safe, positive climate in which students feel more confident and accepted, teachers have more time to support learning, resulting in increased academic achievement. Join this session where Ferndale will share its systematic districtwide SEL plan based on CASEL's five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. You will reflect on the importance of emotional intelligence and social-emotional learning and learn how to shift from a traditional discipline model to a true community relationship model. You will walk away with specific tools to support your district in creating a systemwide SEL plan.

23 MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207, PARK RIDGE, IL

Changing the Trajectory of Students through Innovative Practices

Monday, 10:00 am
Monday, 3:45 pm

Dr. Ken Wallace, Superintendent; Jill Geocaris, Innovative Adult Learning Coordinator; Dr. Mike Pressler, Maine East High School Principal; Dr. Eileen McMahon, Maine West High School Principal; Dr. Ben Collins, Maine South Principal; and Shawn Messmer, Assistant Superintendent for Curriculum and Innovation

A number of things are uniquely innovative about Maine Township High School District 207, but its key driver of success is the focus on what research indicates makes the biggest impact on student learning: great teaching. Since 2002, the percentage of low-income students has tripled, as has diversity within the student population. (Prior to 2004, the district had no majority minority schools. Since then two of its three high schools have become majority minority.) These two factors typically result in falling standardized test scores. However, in spite of changing demographics, students are achieving at levels far above the days when the district was an affluent, predominantly white suburb of Chicago. While test scores are not the focus, improved scores are considered a natural and productive byproduct of an improved personalized and effective learning program. Every teacher, every year, has an instructional coaching plan to improve instruction and service for students. As a result, student college graduation rates are at an all-time high, and cutting-edge work in career advisement centered around “return on investment” for post-secondary planning is changing each student’s trajectory for the future. Join this session to explore the details of these innovative ideas and more.
**INNOVATIVE DISTRICTS**

**24 SAN BENITO CONSOLIDATED INDEPENDENT SCHOOL DISTRICT, SAN BENITO, TX**

Implementing Rigor and Relevance: Tips for Getting Started

| Tuesday, 9:45 am | Maryland B 4–6 |
| Tuesday, 1:45 pm | Chesapeake A–C |
| Wednesday, 8:00 am | Maryland A 1–3 |

Dr. Nate Carman, Superintendent; Hector Madrigal, Assistant Superintendent of Academic Services; Stephanie Ramirez, M. Ed., Director of Professional Development; Mamie Lopez, Principal; Ron Díaz, Principal; and Eliza Jensen-Gomez, Principal

Is every teacher in your district using instructional strategies with fidelity to ensure rigorous and relevant learning? That is the districtwide goal for San Benito schools. Wrapping up Year 1 of districtwide rigor and relevance implementation, Superintendent Dr. Nate Carman and colleagues will share how the district has successfully increased rigor and relevance across the district with an emphasis on purposeful technology usage to raise student achievement. Join this session for straight talk on what works and gain practical tips to use at all levels to ease implementation, track progress, and measure results.

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**25 SELMA CITY SCHOOLS, SELMA, AL**

Aim for Excellence: Transforming to a Culture of Joy

| Monday, 11:30 am and 2:00 pm | National Harbor 6-7 |

Dr. Avis Williams, Superintendent; Concetta Burton, Principal; and Stacy Williams, Director of Personnel Services

Feed the teachers or they will eat the kids? If there is any truth to this adage, then leaders must be intentional in our efforts to show our teachers that they are valued. A positive school culture depends on this! In this interactive session, learn how this high-poverty school district infused core values such as excellence and joy into everyday expectations to encourage, motivate, and empower teachers and leaders. Despite being in a city known for history-making civil rights engagement, Selma City Schools—in the heart of the Black Belt of Alabama—found itself suffering from poor academic outcomes and low employee morale after experiencing an unusually high turnover rate of superintendents. Additionally, the district was taken over by the state for nearly four years. Now, with a new strategic plan—A Framework for Excellence—Selma City Schools has a laser-like focus on achieving academic excellence. With a clear instructional framework and through the use of social media, strong community partnerships, and an emphasis on teamwork, this district is now on a journey to excellence. Join this session and you will leave with concrete ideas on how to infuse excellence and joy into your school or district—everyday!
From Social-Emotional Learning to Mental Health: Addressing a Crisis in Our Schools

**26**

**From Social-Emotional Learning to Mental Health: Addressing a Crisis in Our Schools**

*Monday, 11:30 am*  
*Potomac Ballroom AB*

**27**

**Career Ready Trumps College Ready**

*Tuesday, 9:45 am*  
*Potomac Ballroom AB*

**28**

**Moving Vision to Action**

*Wednesday, 9:30 am*  
*Potomac Ballroom AB*

**29**

**'Teaching Keating' Live Podcast! Unpacking Iconic Teaching Moments from the Big Screen (and Small)**

*Monday, 2:00 pm*  
*Potomac Ballroom AB*
# Go Forth and Be Bold: Educating for the Future

Tuesday, 11:15 am  
Potomac Ballroom AB

**Weston Kieschnick**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

Wisdom informs innovation; the latter simply cannot exist without the former. In the push for schools of the future, we need to take an honest look at the strategies and practices of our past. Which need to accompany us on the path forward, and which need to go the way of the floppy disk? The world’s best educators operate in the space where wisdom and innovation coalesce, rather than compete for time. The elite skills of our predecessors need a place in classrooms of the future. Weston Kieschnick will share his findings after spending more than 15 years coaching some of the most talented educators from all 50 states and more than 30 countries around the world. He will explore how these masters of pedagogy and technology try early, fail often, and pursue excellence with joy to create bold, blended learning experiences that work.

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# Leading Change in the Digital Age

Monday, 10:00 am  
Cherry Blossom

**Eric Sheninger**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

Change isn’t coming as it is already on our doorstep. Educators need to recognize this in order to prepare learners with the critical competencies to thrive in a dynamic world. As the world continues to evolve so must educational practice. Digital leadership represents a strategic shift in mindset and actions that work to usher in needed changes to improve teaching, learning, and leadership while building powerful relationships with stakeholders in the process. The time is now to work smarter, not harder, to achieve better results. Using the Pillars of Digital Leadership, a framework to assist all educators implement sustainable change, attendees will be exposed to actionable strategies to support and enhance current areas of professional practice through a digital lens.

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### LEGEND

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**32 Learning Transformed: 8 Keys to Designing Tomorrow’s Schools, Today**

*Monday, 3:45 pm*  
*Potomac Ballroom AB*

**Eric Sheninger**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

The current speed of technological breakthroughs has led to the coming age of workplace automation, dramatically altering the world of work that our students will enter. With all that is known about how students learn and the predictions regarding the world that our students will face tomorrow, a one-size-fits-all approach to teaching and learning is educational malpractice. Built on the foundation of leadership and school culture, a redesigned learning experience fundamentally shifts the teaching and learning paradigm to one that's personal. It alters the use of authentic assessments, how technology is leveraged, the spaces in which the learning occurs, the way educators grow professionally, how schools collaborate with the community, and the sustainability of the system as a whole. Eric will dissect this approach to unlocking tomorrow’s schools so that today’s modern learners leave ready to create new industries, find new cures, and solve world problems.

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**33 Tell Your Story**

*Tuesday, 9:45 am*  
*Maryland A 1-3*

**Eric Sheninger**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

The work you are doing in education is amazing. Do your stakeholders and colleagues near and far know about it? Every educator and school has a unique story. If you don’t tell it then someone else will. Regardless of your position or where you work the digital age compels you to define your school, organization, and yourself or risk being defined by others. Stories that pull on emotions while linking to successful outcomes can drive and sustain change. By becoming the storyteller-in-chief all educators can harness the magic power of storytelling to showcase all the good that happens in our schools while building dynamic relationships and creating opportunity. Eric will present research that supports how important storytelling is both in and out of the classroom, as well as practical strategies that will help you control the narrative immediately.

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**34 Four Keys to Effective Blended Learning**

*Tuesday, 11:15 am*  
*Potomac Ballroom 4-6*

**Eric Sheninger**, Senior Fellow and Best-Selling Author, International Center for Leadership in Education

To prepare students for their future we can no longer reside in the past. A more personalized approach that blends sound pedagogy, flexible spaces, and use of data can empower kids to think and apply what they have learned in more effective ways. This session will dive deep into what this looks like by focusing on a pivotal shift from instruction to learning. Blended instruction is what the teacher does with tech. Blended learning is where students use tech to have control over path, place, and pace in a high-agency environment. Attendees will leave with a firm understanding of the four keys (strategies, elements, models, solutions) needed to effectively implement blended learning in K-12 environments through practical examples from schools across the country.

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**35 Architects of Deeper Learning: Let’s Design Experiences, Not Just Lessons**

*Monday, 11:30 am and 3:45 pm*  
*Potomac Ballroom 4-6*

**Dr. Lissa Pijanowski**, Senior Fellow and Author, International Center for Leadership in Education

Learning Architects design experiences that are authentic, relevant, and engaging to students. Join Lissa to learn how to design teaching and learning focused on solving complex problems while addressing competencies such as critical thinking, effective communication, and collaboration. This work takes Rigor/Relevance to the next level and makes the quest for Quad D learning both intentional and achievable. As a Learning Architect, you will explore a blueprint for renovating student learning experiences while modernizing instructional practices that engage students in meaningful work. Based on ICLE’s publication, Architects of Deeper Learning (#AODL), this session will provide you with practical ideas for bringing the joy back to teaching and learning. You will leave with a toolbox filled with resources and strategies appropriate for any grade level or content area. Let’s design future ready learning today!
36  Let’s Not Reform Education, Let’s Renovate It!

Dr. Lissa Pijanowski, Senior Fellow and Author, International Center for Leadership in Education

Education doesn’t need to be torn down; we need to build it up! Building a culture of rigorous learning requires both skill and will. In a learning renovation, we modernize, upgrade, refurbish, and improve upon existing practices. Collaboration among leaders, coaches, and teachers is essential to establish a culture where teachers feel supported in taking risks and empowered to create, innovate, and design authentic and engaging learning experiences. Join Lissa’s session for straight talk about focusing on the right work. For student-centered learning to be achieved, it must be intentionally planned, implemented, and monitored. Tools and resources will be provided so that you can begin your own Learning Renovation in your school or district.

37  Balancing Transformation and Innovation with Strategy and Discipline

Raymond McNulty, President, Successful Practices Network and National Dropout Prevention Center, and Author, International Center for Leadership in Education

In the world today, if you care deeply about the future of learning for all children, standing still is not an option. Fostering a school culture of creativity—one that sparks inspiration, collaboration, and innovation—is essential, yet many educators feel schools are trapped and can’t innovate. This often stems from a sense of overwhelm or misunderstanding about what innovation is and how schools can adopt innovative practices. The hard truth about innovation is that it is messy, creates tension, and requires discipline while the breakthrough to innovation is in accepting this and launching change from there. In this session, Ray McNulty will share strategies used to help several schools across the country achieve this breakthrough needed for successful 21st-century learning.

38  Creating Trauma-Skilled Schools

Raymond McNulty, President, Successful Practices Network and National Dropout Prevention Center, and Author, International Center for Leadership in Education

Over the past 15 years there has been a steady—and at times overwhelming—shift in the challenges presented to our schools. These challenges are different from the continued focus on content mastery and student performance levels; they are deeper and outside the general scope of traditional educator training. High numbers of students (data shows 67 percent) are negatively impacted by adverse childhood experiences (ACEs). These traumas and stressors can alter the beliefs and mindsets of our children, producing negative school behaviors and performance—and doubling down on content is not a solution. The National Dropout Prevention Center has designed a process by which educators can move beyond being trauma-informed and trauma-sensitive to create truly trauma-skilled schools. In this session, you will learn about the process and the research to address the gaps in our nation’s school trauma systems.

39  Instructional Leadership: Focus, Focus, Focus

Dr. Sue Szachowicz, Senior Fellow, Successful Practices Network and Author, International Center for Leadership in Education

Effective instructional leadership is essential to school success. But what does instructional leadership actually look like, and how does it occur in the midst of the many demands faced daily by school leaders? The key to success for students is often about adult learning; you must make sure to plan the instructional process thoughtfully through the professional learning you provide to your staff. When you think about the professional development opportunities your staff currently have, how much is focused on instructional strategies that all staff will integrate into their classrooms, every day, no exceptions, and how do you ensure that the entire school embraces a culture of learning? Join Sue in this session for answers to these questions.
40 Leadership: Navigating Sticky Situations

Monday, 10:00 am
Wednesday, 8:00 am
Potomac Ballroom AB
Potomac Ballroom 4-6

Dr. Sue Szachowicz, Senior Fellow, Successful Practices Network and Author, International Center for Leadership in Education

The idea of educational leadership sounds lofty: establishing a vision, charting the course, leading the change. But often, the greatest challenges to leadership come from sticky situations. Challenges with no easy solutions; issues that may have political implications or explode in the media; or scenarios that involve heightened emotions or tricky personnel circumstances. So how do you solve the unsolvable, make everyone happy, and stay out of the quicksand? Join Sue in this interactive session to take on some of these sticky situations and engage in a dialogue with peers on the current dilemmas you are facing.

41 A Vision for Closing the Gaps in Achievement and Opportunity

Monday, 10:00 am
Potomac Ballroom C

Dr. Tyrone C. Howard, Senior Fellow, International Center for Leadership in Education and Associate Dean of Equity, Diversity, & Inclusion; Professor; and Director, Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles

Schools today are more diverse than ever. Explanations for disparities in the academic achievement of low-income, minority, and mainstream students have a long, complex and contested history. Each of us has a moral and professional responsibility to ponder the role and actions we are taking, or can take, to challenge injustice and end exclusion and disparities in educational experiences and outcomes. Bold and different approaches need to be considered to create equitable schools. By adopting greater awareness and comprehensive understanding—and having the courage to pay attention to race, trauma, implicit bias, and cultural relevance—we can begin to make a difference. Tyrone Howard, nationally renowned scholar on educational equity, will inspire you to become a visionary leader in improving the equity of achievement outcomes and increasing expectations for all students.

42 Understanding the Impact of Trauma on Learning: Strategies for Supporting Students

Monday, 2:00 pm and 3:45 pm
Woodrow Wilson A

Maisah Howard, Co-Founder, The Howard Group and Senior Fellow, International Center for Leadership in Education

In this interactive session, you will be introduced to the importance of understanding trauma and how it affects children. This session will highlight how trauma can profoundly affect students academically, socioemotionally, psychologically, and physiologically. You will discover strategies, classroom arrangements, and instructional approaches that can be used to create supportive and trauma-sensitive classrooms.

43 Disrupting Inequality: Innovation for Equity

Monday, 11:30 am
Potomac Ballroom C

Matthew Mugo Fields, Executive Vice President and General Manager, Supplemental and Intervention Solutions, Houghton Mifflin Harcourt; Dr. Tyrone C. Howard, Senior Fellow, International Center for Leadership in Education and Associate Dean of Equity, Diversity, & Inclusion; Professor; and Director, Black Male Institute, Graduate School of Education & Information Studies, University of California, Los Angeles; Sancha Gray, Superintendent, Asbury Park School District; Curtis Valentine, Board Member, Prince George's County Public Schools; and Henry Hipps, Deputy Director, K-12 Education, Bill & Melinda Gates Foundation

We all know equity in education is a critical issue, but how do we tackle it from a fresh perspective? What if we apply innovation principles from other industries—like design thinking and cross-disciplinary collaboration—to these big challenges? Join founding members of Innovation for Equity—a diverse group of African American leaders from across sectors—for an action-oriented discussion with concrete recommendations for how we can all play a role in creating lasting social change.
44  The Biggest Impact: Examining Teacher-Student Relationships

Speaker: Anthony Colannino, Senior Fellow, International Center for Leadership in Education

In this session, Anthony Colannino will explore how meaningful relationships with students can lead to significant improvements in student outcomes. He will discuss the importance of establishing and maintaining these relationships with students.

45  Are You a Contagious Educator?

Speaker: Dr. Kevin Dyson, Assistant Principal, Independence Center, University of Texas at Austin; Consultant

Dr. Kevin Dyson will share his personal journey and experiences, drawing on his life lessons and strategies to help kids overcome adversity. He will discuss his personal struggles and successes to connect with them and help them grow their character and confidence, and in turn, grow their own impact.

46  Overcoming Obstacles: Making Students Overcome Adversity and Find Their Character in the Process

Speaker: Dr. Matthew Lemons, Senior Fellow, Mind Meetups

In this session, Dr. Matthew Lemons will explore how to overcome obstacles and help students find their character in the process. He will share strategies for helping students overcome challenges and establish a strong foundation for future success.

47  Bringing Strategies to Life: Workshop on Comprehending What You’ve Read

Speaker: Jennifer Serravallo, Author and Literacy Consultant

Jennifer Serravallo will provide practical strategies for helping students comprehend what they’ve read. She will demonstrate how to use video examples and opportunities for hands-on practice to help students improve their reading comprehension.

48  A New Normal: Leading Kids with Love

Speaker: Akbar Cook, Principal, West Side High School, Newark, NJ

In this session, Akbar Cook will share his inspiring story of leadership in both the school and the community. He will discuss how he is striving to create a new normal for public, urban schools and the importance of expanding the project, offering a pantry full of toiletries and hygiene products. He will also briefly talk about the school’s efforts to provide education and students who are experiencing homelessness or are unable to do laundry at home now have a place to wash their clothes while they learn.

49  Overcoming Obstacles: Making Mathematics Work for Students

Speaker: Jennifer Serravallo, Author and Literacy Consultant

Jennifer Serravallo will engage you in examining principles of effective mathematics programs and determine the action steps necessary to overcome these obstacles. She will discuss how to simultaneously close learning differentials, we must overcome the current obstacles and ensure learning is happening for all students. She will also discuss the importance of establishing relationships with these students and the action steps necessary to overcome them.

50  STEM Equity: Start with the ‘M’ to Unlock Every Student’s Potential

Speaker: Dyson, who now holds an Ed.D. and “One Yard Short,” will share how he applies his life lessons and experiences to help kids overcome adversity. He will discuss the importance of having a strong math background and how to prepare students to think, reason, create, imagine, and apply their mathematical knowledge.
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**Sunday, June 23**
- Maximizing MSC
- Put Me in Coach
- Where They Are
- Leadership: Learning
- Let Them Talk
- Zoom 1-6

**Monday, June 24**
- (Session A)
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**Tuesday, June 25**
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**Wednesday, June 26**
- (Session A)
- (Session B)
- (Session C)
- (Session D)
- (Session E)
- (Session F)
- (Session G)
- (Session H)
- (Session I)
- (Session J)
- (Session K)
52 Simplify and Strategize: Shifting Learning with the Rigor/Relevance Framework

Wednesday, 8:00 am  
Potomac Ballroom AB

Dr. Linda Jordan, Senior Implementation Advisor, International Center for Leadership in Education

Initiative overload? Too many committees? Too many strategies? Simplify your focus on the following vision: rigor, relevance, and relationships for ALL. The Rigor/Relevance Framework can help get you there. This powerful tool defines rigor and relevance once and for all to help you analyze curriculum, instruction, and assessments in K-12 classrooms. With four simple, yet complex, quadrants, you can improve the learning environment in your schools/districts. Begin to build your own vocabulary and common language around the Framework, learn strategies aligned to each of the quadrants, and begin to see a shift in learning. So many schools, districts, and teachers have benefited from applying this Framework to daily practice; you can too with rapid results!

53 The Chemistry of Culture: Brain-Based Strategies for Creating a Culture of Learning

Monday, 2:00 pm and 3:45 pm  
Maryland D

Jim Warford, Senior Consultant, International Center for Leadership in Education and Author

Neuroscientists and social scientists agree there is a crisis of empathy in our culture, and an epidemic of narcissism, particularly among the young. What happens to a culture, or a country, when empathy declines? When we lose the ability to trust each other? And what does this mean for our schools? In this session, Jim will dive deep into his forthcoming book, The Chemistry of Culture, and take a close look at Honolulu-based Farrington High School, a three-time Model School and its highly effective teacher-led culture of learning. This session brings brain research out of the lab and into schools. Learn how to apply brain-based strategies from the principals and teachers using them, why culture is too important to be left to chance, and how a positive school environment can be built by design. You will leave with strategies to “bathe brains” in the neurochemicals needed to improve the culture of any classroom or school.

54 Implementing Effective Social and Emotional Learning (SEL) Strategies: Three Big Ideas

Tuesday, 9:45 am and 3:30 pm  
Maryland D

Dr. Stephanie M. Jones, Thought Leader, International Center for Leadership in Education; Director of the Ecological Approaches to Social Emotional Learning (EASEL) Lab and Professor of Education, Harvard Graduate School of Education

Empowering teachers to design their own SEL instruction makes sense; they know their students best. However, many SEL programs adopted by schools consist of scripted and sequenced curricula designed to be used in a weekly 30-minute block often led by a school counselor or designated SEL facilitator. These programs tend to be expensive, require significant training and ongoing support, and limit individual autonomy or choice as adaptations or deviations from the script are seen as threats to program fidelity. While these programs are an important option, schools may have difficulty implementing them as intended, integrating them throughout the day and across multiple settings, and sustaining them over time. There is a pressing need for an approach to SEL that is more flexible and feasible to implement, and adaptable to individual and place-based needs, while still achieving meaningful outcomes for children. In contrast to a one-size-fits-all approach, imagine an approach to SEL that is developmental, flexible, responsive to local needs, and focused on strategies for teachers to implement as appropriate, rather than a sequenced curriculum for them to follow. In this session, Stephanie will share three big ideas to consider for reimagining how SEL can happen in and outside of school.
55 Coaching Redefined: The Power of Instructional Coaching

Monday, 11:30 am  
Tuesday, 1:45 pm

Woodrow Wilson A

Cherry Blossom

Sherry St. Clair, Senior Consultant and Author, International Center for Leadership in Education

Highly effective teachers not only build meaningful relationships with students, but their teaching also leads to increased student achievement. Simply put, highly effective teachers can change the trajectory of a learner’s life. Whether you’re a school administrator or school instructional coach, supporting teachers through coaching is a critical part of impacting instructional growth within a school.

Join Sherry as she immerses you in various coaching experiences to help demonstrate tips and strategies found in her newly released book, Coaching Redefined. You will walk away with ideas and techniques that will begin to guide your growth into a coach redefined, leading teachers toward their own unlimited growth so that they, in turn, can do the same for students.

56 Leading Transformational Change through Systematizing Values

Monday, 3:45 pm; Tuesday 3:30 pm

Potomac Ballroom C

Jose Luis Navarro IV, Support Coordinator, Los Angeles Unified School District

We all say we love our students, but what does love look like on your campus? What values and skills do you want to cultivate within each of your students and staff? Does your vision, mission, and operations reflect those values? How do you systematize your values? Are we asking our students to be good students or good people? While we want our students to do well academically, there is much argument from employers that “soft skills” may be more vital than hard skills. While technology and curriculum will change, the need for compassion, empathy, and integrity will not.

Do the systems in our schools foster those values? By making genuine connections with students and staff, you will unlock the key to shifting your school or district’s culture. Join this session to learn new tips for connecting with students and community through data and systems. You will leave inspired to support students and colleagues in bringing forward their best selves every day and with ways to use your instruction and operations as a means to change lives.

57 Utilizing Data Analytics to Promote College and Career Readiness for All Students

Monday, 10:00 am and 11:30 am  
Woodrow Wilson D

Dr. Malbert Smith III, CEO, President & Co-Founder, MetaMetrics

In this session, Dr. Malbert Smith will share how it is possible to chart a growth trajectory for every student toward college and career readiness. Through the use of conjoint measurement models (such as The Lexile® Framework for Reading and The Quantile® Framework for Mathematics) teachers, parents, and students can interactively and in real time examine their readiness for hundreds of careers and college programs. These models allow clear transparency so that teachers, parents, and policymakers can intervene and take action to “bend the growth trajectory” for students who are off track. Dr. Smith will also share how classroom data can be deployed to drive instructional practice and optimize student growth.

58 Rigorous Curriculum Design 2.0

Monday, 10:00 am  
Monday, 3:45 pm

National Harbor 10-11  
Woodrow Wilson D

Larry Ainsworth, Author, Consultant, Larry Ainsworth Consulting and Kyra Donovan, Author and Director of Professional Learning, International Center for Leadership in Education

The need for a cohesive and comprehensive curriculum that intentionally connects standards, instruction, and assessment has never been greater than it is today. In this interactive session, co-authors Larry and Kyra will present a first look at their forthcoming book Rigorous Curriculum Design, 2nd Edition (RCD). They will reintroduce this carefully sequenced, hands-on model that curriculum designers and educators in every school system can follow to create a progression of units of study that keep standards, instruction, and assessment tightly focused and connected. Educators must have a clear road map to follow throughout the school year. RCD guides the way toward progressive learning and the high-quality delivery system—the curriculum—for getting there.
59 The Journey to a Rigorous Curriculum

Tuesday, 9:45 am and 11:15 am  Maryland C

Larry Ainsworth, Author, Consultant, Larry Ainsworth Consulting and Kyra Donovan, Author and Director of Professional Learning; International Center for Leadership in Education

After nearly a decade of leading Rigorous Curriculum Design nationwide, Larry and Kyra will offer practical and highly beneficial insights from schools engaged in the revision of their curricula as well as those just beginning the journey. You will hear stories from school districts on what works and what doesn’t when designing a new curriculum, and other lessons learned along the way.

61 Transforming Your School through Social and Emotional Learning

Monday, 10:00 am  Potomac Ballroom 4-6
Monday, 3:45 pm  Woodrow Wilson BC

R. Keeth Matheny, Teacher, Speaker, Author and Founder, SEL Launchpad

Are you ready to launch your schoolwide social and emotional learning (SEL) program? This moving, interactive and highly engaging workshop offers an inspiring vision for what a transformational SEL program can and should be. Join Keeth in this session where you will gain a basic understanding of SEL, the data behind it, and the components and best practices of an effective program in an immersive, collaborative experience that will show you what SEL feels like when done well.

60 Wanted: Instructional Change Agent

Monday, 11:30 am and 2:00 pm  Maryland C

Dr. Adam Drummond, Author, International Center for Leadership in Education

Being charged with making systemic improvements and advancements in student outcomes and teacher efficacy can be a daunting task. In this session, you will reflect on your role as a school leader and how you will lead and transform your school culture, instructional planning, learner engagement, and community partnerships. Together, we will meet the leadership tasks in front of you head on—so that we can do the important work of identifying what you can do to grow your leadership capacity and enhance your skillset.

62 Time to Thrive

Wednesday, 8:00 am and 9:30 am  Potomac Ballroom C

Meenoo Rami, Manager, Minecraft Education and Author

In a time when top-down mandated reforms are trying to define what it means to be a teacher, there is a groundswell of teachers who are working together to empower their students. By finding mentors, building and joining networks, and discovering the intellectual challenge in the craft of teaching, teachers are returning to the commitment that inspired their journey in the first place. Join this session and uncover the ways your peers are redefining what it means to be a teacher and how to spark joy and energy in your work.
63 Leveraging Community Partnerships to Transform High-Poverty Schools

**Monday, 10:00 am and 2:00 pm**
**Chesapeake 4-6**

Dr. Ronald Woodard, Assistant Superintendent, Maury County Public Schools

This power-packed session for school and district-level leaders will offer best practices for creating symbiotic partnerships among the community and schools. By leveraging the knowledge and capacity of community partners to help improve and transform school learning environments, your students will be equipped to apply skills relevantly in real-world scenarios. You will leave this session with the tools to transform low-performing, high-poverty schools through civic engagement and transformational leadership practices, not to mention increased levels of energy, enthusiasm, and inspiration!

64 Why and How Authentic Relationships Foster Rigorous Learning

**Tuesday, 3:30 pm**
**Potomac Ballroom AB**

Erica Battle, Consultant, International Center for Leadership in Education and Author

When you think of developing authentic relationships with all students, what comes to mind? As educators, it is vital that we know what turns our students into engaged learners. It happens as we form relationships with them that go beyond merely knowing their names. In taking the time to truly know about your students, what’s important to them, and their interests, you earn their trust and help them learn to trust themselves to engage in more rigorous learning. In this session, Erica will share tools to help you connect meaningfully with all your learners—no matter how diverse they are—so that you can create a culture of rigor and learning leaps of faith in your classroom.

65 Leadership R³: Reflection, Resistance, and Rigor

**Monday, 2:00 pm**
**Cherry Blossom**

**Tuesday, 1:45 pm and 3:30 pm**
**Woodrow Wilson D**

Wanda Guillaume, Consultant, International Center for Leadership in Education

Transformational leaders have a tremendous impact on teaching and learning. They can empower teams to grow and work collaboratively, envision the future, embrace change, and maximize performance. Yet most of us do not know how to become transformational leaders; we must learn. In this inspiring and practical session, Wanda will share how she grew into a transformational leader, one who leveraged her strengths to overcome complex issues that plagued student academic outcomes during her tenure as a school and district leader. She will outline how to reflect on challenges and inquisitively explore them; how to push through resistance and discover creative solutions to difficult issues and tasks; and how to use the Daggett System for Effective Instruction to support teachers to increase rigorous learning for ALL students.

66 Vertical Analysis of Standards: A Powerful Districtwide Practice

**Monday, 11:30 am**
**Woodrow Wilson BC**

**Monday, 3:45 pm**
**Maryland B 4-6**

Tera Gall, Consultant, International Center for Leadership in Education

We have all dived deeply into our content standards. We have prioritized them, identified rigor levels, designed assessments, and led data discussions around standards. Yet it is just as important to zoom out to examine how the progression of K-12 standards can impact curriculum, instruction, and assessment. In this session, we will analyze the distinctions between power standards from one grade level to the next. We will evaluate the implications of these nuances on learning targets, essential questions, instructional strategies, proficiency expectations, and common assessments. Finally, you will have time to plan how to implement all or portions of this analysis process in your district.
Maximizing Your Model Schools Conference Experience

Sunday, 5:00 pm  Annapolis 1-4
Monday, 10:00 am  Baltimore 3-5
Tuesday, 9:45 am  Chesapeake G-I
Wednesday, 8:00 am  Woodrow Wilson D

Nicole Hochholzer, Literacy Coach, Kaukauna Area School District and Consultant, International Center for Leadership in Education and Dr. Gregg McGough, Director of Curriculum & Coordinator of Federal Programs, Columbia Borough School District

Whether you are here as part of a team or as an individual, it’s important to design a plan that makes the most of your MSC experience. Join Nicole and Gregg as they walk you through the program, identify key sessions, and help you design a plan to maximize your learning. Attend all sessions or those that work for your schedule, each session will provide reflection time as well as planning time for when you leave MSC. Bring a laptop, smartphone, or other digital device and all of your materials to this highly interactive session. Set realistic goals and actions without getting overwhelmed, and build your community of like-minded educators so you can Act for Impact!

In the "Write" Mindset

Monday, 11:30 am  Maryland B 4-6
Wednesday, 8:00 am and 9:30 am  Maryland C

Felicia Turner, Consultant, International Center for Leadership in Education

What qualities do you want to see in your students? Resilience? Dedication? Determination? Fearlessness? Grit? In this experiential session, we will explore an array of innovative writing strategies designed to ignite a growth mindset in the ELA classroom. Be prepared to create, collaborate, and connect with fellow educators as we practice ways to use literacy instruction to guide students toward the belief that hard work and dedication can change their performance—not only in the ELA classroom, but onward in life as well. All writers and non-writers are welcome! Bring a laptop, smartphone, or other digital device to this session.

Relationships, Relevance, and Rigor: Creating Classrooms of Creative, Critical Thinkers

Tuesday, 3:30 pm  Potomac Ballroom 4-6
Wednesday, 9:30 am  Potomac Ballroom 4-6

Lauretta Williams, Consultant, International Center for Leadership in Education

In an organization, the people are what make or break success. Imagine schools where all stakeholders, including students, not only support the mission but also responsibly carry out roles. In this session, you will learn how to create that foundation for success by promoting and enhancing relationship-building to encourage commitment from all so that systems, processes, and plans can function and unfold effectively and strategic goals can be achieved. You will also gain best practices to help you establish and sustain student-centered classrooms to nurture creative, critical thinkers and make learning more relevant while preparing them for new and ever-increasing levels of rigor. Learning is a journey, not a destination. Let’s go!

Effective Facilitation Strategies to Engage Hearts and Minds

Monday, 10:00 am  Woodrow Wilson BC
Wednesday, 9:30 am  Maryland B 4-6

Dr. Linda Jordan, Senior Implementation Advisor, International Center for Leadership in Education

Discoveries made through brain research reveal the complexities of the human brain and validate the need for student-centered learning environments to engage hearts, as well as minds. A focus on interdisciplinary teams, service learning, and technology are essential in implementing a culture focused on learning. Join Linda in this interactive session where she will facilitate and model effective grouping strategies to engage you in unique collaborative experiences you can take back to your classrooms.

LEGEND

**DAGGETT SYSTEM FOR EFFECTIVE INSTRUCTION**

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**LEARNING STRANDS**

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71 Switching on the Adolescent Brain: Keys to Teaching and Leading How the Brain Learns

Monday, 3:45 pm
Maryland C

Alisa Braddy, Senior Consultant, International Center for Leadership in Education and Author and Denise White, Senior Consultant, International Center for Leadership in Education and Author

Keep calm and switch it on!
A “turned-off” brain is an all too common occurrence in school. This interactive session will help teachers and leaders deepen their understanding of what makes the adolescent brain so unique. We will discuss how to capitalize on this crucial time of brain development and experience strategies for teaching and leading according to how the brain learns.

73 Creating Quad D Moments in Every Lesson, Every Day

Tuesday, 1:45 pm; Wednesday, 9:30 am Woodrow Wilson A

Denise White, Senior Consultant, International Center for Leadership in Education and Author

Guiding students to reach high levels of rigor and relevance doesn’t have to be lengthy or overwhelming. Nor does it have to happen all the time. This interactive session will equip you with a toolkit full of brief Quad D Moment activities that achieve high rigor and relevance and can be used in every lesson, every day—really!

72 Let Them Talk: Structuring Academic Discussions and Effective Communication

Tuesday, 11:15 am; Wednesday, 8:00 am Woodrow Wilson A

Alisa Braddy, Senior Consultant, International Center for Leadership in Education and Author

Behind true academic discussion are higher levels of thinking and a host of career-relevant skills. However, without guidance and structure, most student conversation will devolve into merely taking turns talking and listening, usually with a lack of focus or purpose. The goal is to create an actual dialogue where students respond thoughtfully to each other and build on each other’s ideas—a task for which they often need your help. You will leave this interactive session with strategies to teach students to communicate effectively and engage in rich, meaningful academic discussions.

74 Rigor: Do You Know It When You See It?

Tuesday, 11:15 am; Wednesday, 8:00 am Maryland B 4-6

Glenn Ledet, Senior Consultant, International Center for Leadership in Education

Educators struggle to pinpoint exactly what rigor is and what it looks like in the classroom. In this fun and interactive session, Glenn Ledet will help you build common understanding through exploration of the Collaborative Instructional Review Rigor Rubric, a tool that supports teachers in building effective instruction. The Rigor Rubric provides three indicators of intentionally rigorous instructional design and student learning: thoughtful work, high-level questioning, and academic discussion. Through video, you will observe student learning in an authentic classroom and rate the level of rigor. You will then discuss with a team and calibrate your ratings. When complete, Glenn will guide discussion around the results.
Relevance and Learner Engagement: Pinpointing the Hallmarks

How can you design engaging instruction and learning tasks that are relevant to today’s students? In this interactive session, you will build common understanding of academic relevance and engagement through exploration of the Collaborative Instructional Review Relevance and Learner Engagement Rubrics, two tools that help to support teachers in building effective instruction. You will explore three indicators to gauge the level of relevance in student learning—meaningful work, authentic resources, and learning connections—and three indicators of learner engagement—active participation, learning environment, and formative processes and tools. Through video, you will observe student learning in an authentic classroom and rate the levels of relevance and engagement. You will then discuss with a team and calibrate your ratings. When complete, Glenn will guide discussion around the results.

Meeting Students Where They Are

Urban schools face the same, constant struggle: students floating in and out of their systems compounded with the daily fight to get their most basic needs met. Clear and focused systematic structural changes that specifically meet the needs of students who face daily challenges—socially, emotionally, and academically—are critical. By meeting students where they are when they arrive, determining their strengths and deficits, and consistently assessing their progress to make adjustments to their instruction, schools in the Clark County School District, such as Matt Kelly and Mary & Zel Lowman Elementary Schools, have made significant growth with students experiencing the toughest of challenges. Join Alaina in this session for replicable strategies to meet students where they are, and help them get to where they need to be.

Put Me in Coach—I’m Ready to Teach!

With a vision to re-engineer instruction, one district created a game plan to leverage instructional coaches with a focus on blended learning and increasing rigor, relevance and learner engagement. This intentional coaching plan is building capacity within the learning organization and supports investment in both individual teachers and professional learning communities. A well-developed and focused “playbook” is necessary to truly impact instruction. In this session, the district’s Instructional Framework and high-impact strategies will be shared along with coaching videos from the field. You will reflect and begin to formulate ideas for your own coaching plan.

Rapid Response: Aligning Resources to the Right Place

How do you coordinate and align support across multiple district offices to ensure the needs of the most fragile schools are being met? In Miami-Dade County Public Schools—the fourth largest district in the country—a Rapid Response support model is used to facilitate ongoing dialogue and problem-solving within all levels of the district to provide supported schools the appropriate resources to reduce and/or eliminate barriers. Instructional support is allocated to schools using a tiered approach that is designed to provide schools with the resources necessary to close the achievement gap. Join this session to glean ideas for creating a similar model in your own district to more efficiently and effectively use resources to meet all school and student needs.
79 It’s Never Too Personal: Personalized Learning Pathways

Monday, 2:00 pm; Tuesday, 3:30 pm
Chesapeake D-F

Dr. Nelson Brown, Principal; Toni Bailey, Instructional Partner; and Summer Neely, Teacher, Athens Renaissance School

At Athens Renaissance School, student experiences are personalized through learning pathways developed to meet the instructional needs of today’s learners. In this session, you will explore various components of a personalized program, such as project-based learning, relationship building, and resources for intervention. You will leave this session equipped with a multitude of rigorous and relevant tools and strategies to personalize learning and support learners at all levels in blended and virtual learning environments.

80 Innovation in Schools: A Systems Approach

Monday, 10:00 am
Chesapeake 7-9

Monday, 3:45 pm
Chesapeake 4-6

Dr. David Moyer, Superintendent, Elmhurst Community Unit School District 205

Innovation can feel abstract and overwhelming, but there are tested approaches that help demystify it and bring it to life. Elmhurst Community Unit School District was drawn to the idea of controlled innovation, which is characterized by a deliberate and methodical structure. This approach is supporting Elmhurst on its journey to become a national leader in future ready learning. In this session, Elmhurst leaders will highlight key tenets and considerations of controlled innovation, such as: a common vocabulary; future focused vs. forward focused; managing polarities; exploring and exploiting; and best vs. next practices. You will also learn how the concepts of learning by doing, moving to action quickly, and the need to change experiences before beliefs can change, interrelate, and promote innovation. You will also gain insight into the use of innovation pilots, which break down content barriers and create a culture that supports the vision of all students graduating college-, career-, and life-ready.

81 No Alarm Clock Needed: Creating Powerful Organizational Cultures

Monday, 2:00 pm
Tuesday, 3:30 pm
Chesapeake D-F

Rob Carroll, Principal, South Heights Elementary School and Co-founder, Ideas Rule Leadership Consultants and Dr. Stacey Keown, Assistant Professor, University of Southern Indiana and Co-founder, Ideas Rule Leadership Consultants

How do you create an organizational culture that makes hard work worth it? It’s possible, and we can tell you how! Rob and Stacey have moved a school from the edge of state takeover to status as a national innovation leader and sustained Model School. The transformation began and continues with an intense, purposeful focus on culture. Join this presentation that will inform, challenge, and energize you. You will leave with a clear pathway to create a culture so strong that your members do not need an alarm clock to wake up and come to work. Don’t listen to the educational naysayers who swear it can’t be done. We are positive proof that it can. Let us show you how!

82 MSC Was Awesome, But Now What? Crafting a Plan to Transform Your School or District

Tuesday, 3:30 pm; Wednesday, 8:00 am
Chesapeake G-I

Dr. John Marciante, Superintendent; Dr. Nicole Santora, Assistant Superintendent of Curriculum; Melissa Foy, Principal, John I. Dawes Early Learning Center; Jayme Orlando, Principal, Clark Mills School; and Rebecca Seery, Principal, Wemrock Brook School, Manalapan-Englishtown Regional Schools

Have you ever left a conference and thought, “That was awesome, but now what?” Hear firsthand from a district that, in 2015, attended the Model Schools Conference (MSC) and felt inspired and energized, but were unsure about how to approach next steps. After careful planning, they executed a deliberate and successful strategic plan with the purpose of transforming the district to one that resonated the principles of rigor, relevance, and relationships. Since implementing the plan, Manalapan-Englishtown Regional Schools have increased academic achievement across the district, closed the achievement gap for a number of subgroups, and created a collaborative culture of shared ownership. In this session, they will show you how to take what you’ve learned at MSC back to your districts, schools, and classrooms to make a purposeful, effective, and lasting impact.
Dynamic Teaching Yields Dynamic Results: An Introduction to Pre-assessment, Differentiation, and Tiered Instruction

Steve Pond, Principal, Peak Charter Academy

While a dartboard’s surface area is 254 square inches, the center is only one-fifth of a square inch. Aiming only at the bulls-eye can cause you to miss up to 99.9% of the board. The same can be said if you teach only to one learning level in your classroom. This session will engage you in an introduction and exploration of pre-assessment, differentiation, and tiered instruction—and the profound impact your mastery of these practices can have on every last one of your students and their growth.

How to Drive Change Using the Collaborative Instructional Review (CIR) Process

Dr. Matthew Gutierrez, Superintendent; Allison Pape, Director of Secondary and Advanced Academics; and Michael Garza, Principal, Seguin Independent School District

To confront and embrace the challenge of a rapidly transforming district culture and changing student needs, Seguin ISD sought one simple tool all educators could use to find common ground, create common goals, and use a common language: the rubric-based Collaborative Instructional Review (CIR) process. For Seguin ISD, the CIR is a vehicle to drive change and growth—for both educators and students. In this session, you will explore a roadmap of how the district implemented the CIR process at three secondary campuses during the 2018-19 school year. You will learn how to use ongoing professional learning, build powerful professional learning communities, and model a coaching culture to achieve meaningful growth for campus leaders and teachers and, ultimately, all students. You will leave with a sample plan and strategies that can guide your district’s transformation through the CIR process.

Mindfulness Can Be a Game Changer

Shannon Pitcher-Boyea, Literacy Coach, St. Lawrence-Lewis BOCES and Mindfulness Teacher, Breathing Room

Let’s face it—teaching and leading is hard work! Mindfulness is becoming increasingly popular in mainstream America, from classrooms to courtrooms, to board rooms. Come and explore what mindfulness is all about and why it’s catching fire as a simple, no-cost coping mechanism for life’s daily stressors. Participants will learn the science of mindfulness and its benefits; engage in foundational mindfulness practices; and discover how mindfulness can be a game changer for your personal and professional life. Self-care matters for everyone and this is especially true for those whose jobs ask them to care for others (ahem: all educators). Join Shannon in this session to learn how to carve out time and create space to take care of yourself first so that you remain energized as you continuously care for others.

Toolkit to Increase Your Internal Bandwidth

Shannon Pitcher-Boyea, Literacy Coach, St. Lawrence-Lewis BOCES and Mindfulness Teacher, Breathing Room

Your breath is your superpower! Taking a few moments to feel your breath is one of the most accessible actions you can do when living and working with people. Stop in to learn how to come back to the present moment and fine-tune your attention and focus by resetting and recharging. You will increase your internal bandwidth and capacity with practical, innate tools and a focus on eating, sounds, and the breath. You will continue to build your mindfulness toolkit with practices that focus on communication, the body, compassion, and dealing with challenging and intense emotions.
HOW-TO SESSIONS

87 Putting Students First with Math Workshop
Tuesday, 9:45 am and 3:30 pm Woodrow Wilson A

Jennifer Lempp, Coordinator, Office of School Support, Fairfax County Public Schools and Author

A shift from teacher-led direct instruction to a student-centered mathematics classroom must be made in order to change the story for students in mathematics. Engaging students in deep discourse, meaningful learning stations, rich problem-solving tasks, and small guided groups is the path to closing achievement gaps and providing equitable access to mathematics. The Math Workshop model of instruction creates an environment where teachers are facilitators and students believe in themselves as mathematicians, expressing a growth mindset regarding mathematics. Math Workshop focuses on differentiation, meeting the needs of all students while creating a learning environment that is easy for teachers to maintain.

88 Imagine, Invest, Inspire: Leading the Way for Ambitious Mathematics Instruction (Grades K-12)
Monday, 2:00 pm and 3:45 pm National Harbor 2-3

Lisa Bush, Senior Director of Professional Learning, Math Solutions

How do you support and empower teachers to become more effective in their teaching of mathematics? Is there a clear and shared vision of teaching and learning? What structures are in place to support ongoing professional learning? In this session, you will experience tools and structures that foster collaboration among all stakeholders to promote ambitious mathematics teaching at all levels.

89 Meeting the Needs of Diverse Learners: Identifying Language Demands and Instructional Goals to Design Lessons (Grades K-5)
Monday, 2:00 pm and 3:45 pm National Harbor 4-5

Brenda Konicke, Director of Professional Learning, Math Solutions

Before providing specific support for English learners in mathematics, teachers first need to consider the academic and social language demands of a lesson. During this session, participants analyze how the language demands of a math lesson drive instructional goals and strategies that support the learner in understanding and producing the language needed to interact with and comprehend the content.

90 Meeting the Needs of Diverse Learners: Identifying Language Demands and Instructional Goals to Design Math Lessons (Grades 6-8)
Tuesday, 9:45 am and 11:15 am National Harbor 4-5

Nikki LaLonde, Director of Professional Learning, Math Solutions

Before providing specific support for English learners in mathematics, teachers first need to consider the academic and social language demands of a lesson. During this session, participants analyze how the language demands of a math lesson drive instructional goals and strategies that support the learner in understanding and producing the language needed to interact with and comprehend the content.
Why Is Everybody Talking About Number Talks? (Grades K-6)

Tuesday, 1:45 pm and 3:30 pm
National Harbor 2-3

Lisa Rogers, Director of Professional Learning, Math Solutions

How do we best develop students’ flexibility with numbers and computational skills? Come investigate the role of number talks in shifting from telling students procedures to empowering students to think and reason. During this session, you will participate in number talks using whole numbers, fractions, and decimals, analyze classroom video, and use mathematical relationships as you consider how to make number talks part of math instruction in your schools and classrooms.

At the Intersection of Challenge and Choice: Maintaining Math Rigor (Grades 6-12)

Wednesday, 8:00 am and 9:30 am
National Harbor 4-5

Treve Brinkman, Director of Professional Learning, Math Solutions

We know that choice matters, yet finding ways to incorporate meaningful choices in middle and high school classes can be challenging. Math menus and learning stations can and should extend beyond rote practice or tasks that simply occupy students’ time and maintain the rigor that deepens students’ mathematical understanding. During this interactive session you will analyze features of high-level tasks and consider how to incorporate rigorous, meaningful learning opportunities into menus and stations in grades 6-12.

Amplifying Opportunity: Turning Up the Volume on Agency, Equity, and Courageous Teaching (Grades K-12)

Wednesday, 8:00 am and 9:30 am
National Harbor 2-3

Jennifer Lenhardt, Senior Instructional Designer, Math Solutions

This interactive session will engage you in designing and facilitating equitable learning experiences that both develop and leverage students’ mathematical agency. Through understanding implicit bias and the importance of courageous teaching, participants learn essential components of math instruction that effectively disrupt the opportunity gap and move students to deeper, longer lasting learning in math.

At the Intersection of Challenge and Choice: Maintaining Math Rigor (Grades K-5)

Tuesday, 1:45 pm and 3:30 pm
National Harbor 4-5

Diane Reynolds, Director of Professional Learning, Math Solutions

We know that choice matters, yet maintaining the rigor of math tasks while providing students with choices can be challenging. Math menus and learning stations can and should extend beyond rote practice or tasks that simply occupy students’ time. During this interactive session you will analyze features of high-level tasks and consider how to incorporate rigorous, meaningful learning opportunities into menus and stations in grades K-5.
HOW-TO SESSIONS

95 Dyslexia and Foundational Reading: Best Practices for Cracking the Reading Code

Tuesday, 1:45 pm and 3:30 pm
Woodrow Wilson BC

Patricia Starek, National Services Specialist, Literacy Solutions

This interactive session will explore what we know about dyslexia and the best practices for addressing these learners’ needs while also benefitting all readers. Efficient readers employ many cognitive functions, including word recognition, language comprehension, and executive function to mediate both. Research provides us with clear guidance on how we can meet the needs of all students and particularly older students in grades 3 and up who struggle with foundational literacy. However, teachers of upper-grade students often feel ill-equipped to effectively intervene with those who are not yet fluently decoding. Join this session where we will unpack how to leverage research-based instructional practices; adaptive technology; application of systematic, explicit, multi-sensory, phonics instruction; brain research; and differentiated instruction techniques to crack the reading code.

96 Developing Readers and Thinkers: A Framework to Maximize Independent Reading

Wednesday, 8:00 am and 9:30 am
Woodrow Wilson BC

Brandon Shivers, Professional Services Consultant, Literacy Solutions and Noelle Morris, Professional Services Consultant, Literacy Solutions

If it were only as easy as build it and they will come. To get to the field of dreams of independent reading, the actual classroom library is only a part. Choice, access, accountability, discussion, and goals are significant pieces, and must be planned and managed for each reader. In this session, you will experience a framework, effective tools for managing and conferring with readers, and instructional practices that will increase the value of independent reading time.

97 At-Risk Students: Creative Solutions to Meet Diverse Needs

Monday, 10:00 am
Maryland C
Tuesday, 11:15 am
Woodrow Wilson BC

Rob Carroll, Principal, South Heights Elementary School and Co-Founder, Ideas Rule Leadership Consultants

Can a community organization collaborate with a school to meet the needs of students considered most “at-risk”? Yes, with South Heights Elementary as living proof. In this session, Rob, along with his team, will highlight the details of an innovative partnership between South Heights and the Audubon Kids Zone (AKZ), an organization that seeks to break the cycle of poverty and provide high-impact learning opportunities for the most underprivileged students. South Heights uses Adverse Childhood Experiences (ACE) scores to differentiate services; from there, the school collaborates with the AKZ to seek creative solutions to meet the diverse needs of their most at-risk students. Thanks to an outside-of-the-box partnership, an idea that was once thought to be too big for a school to take on is now two years in and getting great results. Come learn how you can replicate this kind of partnership to meet the needs of your most economically challenged students—really!

98 Expanding Your Comfort Zone

Monday, 3:45 pm; Tuesday, 9:45 am
Cherry Blossom

Anthony Colannino, Senior Fellow, International Center for Leadership in Education

Fear of failure and appearing dumb is a power fix-minded trigger that curtails learning and growth. Mistake tolerant and skill-based learning through guided practice allows children and adults to face their fears and create environments in which meaningful learning occurs. In this session, participants will reflect on their past and current mindsets and how each effected an outcome. Through self-realization, educators will gain a greater sense of empathy and understanding for their staff and students and how to create learning cultures where fear is constricted through the expansion of comfort—a place where the hard work of a rigorous and relevant curriculum becomes the norm.
99 Five Principles, 5,000 Freshmen: Creating a Fantastic First Year

Todd Novak, Freshman Academy Coordinator, Washington High School

Firsts matter: that first impression, that first date, that first job, and that first year of high school. In order for our students to have a fantastic first year, we focus on five big ideas. Over the last four years, our fixation on these principles has facilitated a transition rate of more than 95% to tenth grade. Culturally diverse and economically impacted, The Freshman Academy at Washington High School gives testimony through its data and positive school culture that a student’s first year of high school can be fantastic if you have The Five. Intrigued? Join this session and The Five will be at your fingertips, ready for you to replicate.

100 Retaining and Developing Effective, Growth-Minded Teachers

Nicole Isley-McClure, Principal, High Point High School

The stressors and realities of teaching are driving too many good people from the profession. But there are things we can do to keep our best talent and support and motivate all teachers. This presentation will offer structures and strategies for large, diverse high schools to develop teachers so they want to stay and grow with you. Using the Rigor/Relevance Framework and a range of mini-case studies, Nicole will discuss how to adjust and personalize teacher development and retention tools and practices in different scenarios. You will leave this session with ideas for adapting these concepts to your own school’s circumstances.

101 Making the Most of Your Weekly Admin Meeting

Taylor Barton, Principal, Lake Forest Elementary School

Does your weekly admin meeting seem dull, distracted, or detached from what’s going on in classrooms? In this session, members of the Lake Forest Elementary School administrative team will share what they do on a weekly basis to enhance team effectiveness, keep connected to classrooms, and improve student learning outcomes. Strategies such as reflective journaling, classroom walkthroughs, using protocols to give feedback, and integrating technology to collaborate on the agenda will be presented in easily replicable ways that you can take right back to your schools. You will walk away with next steps to refresh and re-energize your admin meetings for the upcoming school year!

102 Creating a Culture of High Expectations, Exploration, and Discovery

David Swank, Principal, Canyon Lake Elementary School and Erin Bauer, Dean of Students, Canyon Lake Elementary School, Rapid City Area Schools

Canyon Lake Elementary School has leveraged rigor, relevance, and relationships to foster engagement through exploration and discovery and create a learner-centered culture of high expectations. In this session, Dave and Erin will provide background on the overall school redesign process, including the work done to unpack standards, develop success criteria, and personalize the learning experience, with a focus on the school’s Student Interest Group initiative. Student Interest Groups are 25-30 day classes that are collaboratively created by learners and facilitators and built around diverse shared interests. To date, Canyon Lake Elementary has provided students with more than 70 options, including coding, 3D printing, yoga, paleontology, and principles of construction (affectionately known as “Hammer Time”). Core to the program’s success has been engaging local partners such as the Game, Fish, and Parks office; the South Dakota School of Mines International Student Center; and local businesses. By providing creative opportunities that let students explore and imagine their futures, office referrals, truancy, and summer student attrition have significantly decreased. Join this session to explore how you can create the same powerful environment in your school.
**103 Social-Emotional Learning and Equity: Removing Barriers to Reach Every Student**

Monday, 2:00 pm
Potomac Ballroom C

**Monday, 3:45 pm**
Maryland A 1-3

*Savanna Flakes, Consultant, International Center for Leadership in Education*

When the entire school community commits to promoting students’ social-emotional learning (SEL), we create a safe, equitable, and engaging school climate so that each student acquires the essential knowledge, attitudes, and skills necessary for interpersonal and life success. To remove barriers that limit access and prevent some students from developing SEL competencies, we must apply an equity lens to SEL. In this session, we will together explore three practices critical to supporting SEL and equity: 1) integration of SEL with instruction; 2) creating caring relationships and classroom culture; and 3) supporting culturally competent and equity literate educators.

**104 Vision to Impact: Making a Difference, One Child at a Time**

Monday, 11:30 am; Tuesday, 9:45 am
Chesapeake D-F

**Erika Gilbert, Teacher; Monica Fitzgerald, Teacher; and Cynthia Ciesla, Teacher, North Syracuse Central School District**

In this session, three teachers who attended the Model Schools Conference (MSC) in 2018 will share with you what life has been like in the past year. Specifically, they will tell you how MSC impacted their school, teaching, and educational philosophies in numerous positive ways. Thanks to concrete takeaways from MSC, they implemented a mentor-type program focused on relationship and trust building. The program has knocked down barriers and helped students attain higher levels of rigor and engagement. Learn firsthand from educators who were in your chair just a year ago, and how they have successfully implemented practices to nurture relationships, use data to drive decisions, form effective teams, and listen to and learn from students to drive real growth in their school. You will walk away with ideas to better your experience and the belief that anyone can make a powerful impact upon their return from MSC.

**105 Collective Teacher Efficacy: Too Powerful to Ignore**

Monday, 10:00 am and 2:00 pm
Maryland A 1-3

*Dr. Jenifer Severson, Educational Consultant*

John Hattie ranked collective teacher efficacy (TE) as the number one influence on student achievement. Collective TE is three times more powerful and predictive of student achievement than socioeconomic status, and even more than three times likely to influence student achievement than student motivation, concentration, persistence, and engagement. Collective TE is, simply put, too important to ignore. How do we begin this approach? Where do you start as a school? As a leader? With your team? This session will provide a road map to harness all the potential of collective TE to transform your school and classrooms forever!

**106 Developing Capacity and Accountability in Our Students**

Monday, 11:30 am; Tuesday, 1:45 pm
Maryland A 1-3

*Cami Eiskamp, Educational Consultant*

The self-regulated student is best poised to grow into a lifelong learner capable of managing his or her own emotions, thoughts, and behaviors. Successful educators must be able to discern when and how to increase a student’s independence, capacity, and responsibility to promote social-emotional learning (SEL) and nurture self-regulation skills. Join Cami to explore internal and external motivation, master the art of student-centered engagement, and dive into facilitating self-discipline through purposeful instructional design. This inspiring and practical skill-building session will make you think, laugh, and develop a deeper understanding of self-managed learning.
107 Take Your Strategic Planning to the Next Level

Monday, 11:30 am and 3:45 pm Chesapeake A-C

Jaime Bissa, Consultant, International Center for Leadership in Education; Dr. Andrea Tottossy, Director of Professional Learning, International Center for Leadership in Education; Denise Lowe, Consultant, International Center for Leadership in Education; and Sara Seligson, Managing Director of Day Schools, The Jewish Education Project

The best reason of all for strategic planning comes back to every great school’s number one priority: students. This enables all stakeholders to work toward a shared vision. With a well-communicated and executed strategic plan, everyone is informed of their school’s goals and how their actions are contributing to the achievement of the goals. But to set those goals, you first need to have a strong handle on where you are. A comprehensive needs assessment includes classroom visits, interviews, data collection, and surveys of school community groups that drive strategic planning for a school or district. In this session, the presenters will demonstrate the power of these connected pieces in the strategic planning process. You will discover the impact of teacher and leader professional learning that fosters whole school innovation, and how a systemwide focus on instructional initiatives can rapidly improve student learning outcomes.

108 The Whole Child: Customizing a Multi-Tiered System of Support

Monday, 3:45 pm; Tuesday, 11:15 am Chesapeake D-F

Kelly Boeing, Assistant Principal, Lucerne Valley Middle/High School

Yes, you can educate the whole child—even at the middle and high school levels. As educators, we have experience and are familiar with Maslow’s hierarchy of needs, and often understand that students have many areas of their lives that need to be addressed before they can focus on education. If those areas are not met, behavior and psyche suffer. The solution: bring together academics, behavioral supports, and social-emotional learning by establishing a Multi-Tiered System of Support, or MTSS, team. In this session, Kelly will walk you through her team’s 20-, 60-, and 90-day plans to support and grow whole child systems. Topics include character development programs; restorative justice programs; counseling; online courses to address cyber-bullying, self-harm, and communication with peers and adults; note taking across all disciplines; and blended learning.

109 Quad D Live!

Tuesday, 11:15 am Cherry Blossom
Wednesday, 9:30 am Cherry Blossom

Venola Mason, Senior Fellow, International Center for Leadership in Education; Dr. Erika Tate, Senior Consultant, International Center for Leadership in Education; Kelly Gilstrap, Teacher, Cherokee County Schools; and Kristin Gainer, 5th Grade Teacher, Rutherford Elementary, Central Dauphin School District

Quad D Live! offers participants the opportunity to discover learning that aligns with the Rigor/Relevance Framework. In this session, you will engage in a Quad D learning experience that integrates hands-on activities with physical materials, digital technologies, and instructional strategies that promote collaboration, choice, and creativity.

110 Unleashing Student Creativity Through Visual Note-Taking

Monday, 2:00 pm and 3:45 pm National Harbor 10-11

Wendi Pillars, Author and ESL Teacher, Jordan-Matthews High School

Do you wish your students would remember more from your class? That they would be more engaged as they take notes? Or make more connections? Come experience the power of visuals to engage your learners, no matter your content level, or their age! Wendi began edusketching with English learners as an efficient, yet fun way to clarify content and ideas, and has since extended its use into several content areas in grades K-12. Be prepared to learn about and experience edusketching for yourself. Learn a bit of neuroscience to explain its importance to learners of today, and walk away filled with ideas to implement in your very next class! Wendi will also challenge you to #edusketch your way through MSC2019, a delicious mental stretch. This session is not one to be missed! (No artistic talent necessary. Pinky promise!)
**How-to Sessions**

**111 Visual Note-taking Mini-Workshop**  
Tuesday, 1:45 pm and 3:30 pm  
National Harbor 10-11

Wendi Pillars, Author and ESL Teacher, Jordan-Matthews High School

Whether you're new to visual notes or a seasoned practitioner, this jam session will fire up your fingertips and your thinking powers! We will cover tools, techniques, and drawing tips, plus how to synthesize and structure your thoughts. You'll leave this hands-on practice session ready to implement similar ideas with your students. Bring your sketchbook and be ready to burst with inspiration to capture your world in a more memorable way! (Limited to 40 participants.)

**112 Rigorous and Relevant Project-Based Learning**  
Monday, 10:00 am and 11:30 am  
National Harbor 4-5

Dr. Robert Zywicki, Superintendent, Mount Olive Township School District and Professional Development Coordinator, Rutgers University Center for Effective School Practices

Make Quad D a reality with impactful project-based learning. Join Dr. Robert Zywicki, former Superintendent Weehawken Township—a two-time Innovative District and current Superintendent of Mount Olive Township—who will share instructional leadership strategies to institutionalize rigor and relevance through project-based learning. Through a blended approach and framework, not only are teachers able to demonstrate the statistical and research-based impact of project-based learning—leaders are able to measure it. Come explore how digital tools can turn project-based learning into a personalized system of intervention and enrichment for ALL learners. Leave with best practices for designing learning experiences, monitoring and assessing blended project-based units, and creating a safe space to develop and share innovative projects across teams.

**113 Using the Rigor/Relevance Framework to Prepare Students for an Unpredictable World**  
Tuesday, 3:30 pm  
Maryland C

Mark White, Consultant, International Center for Leadership in Education

Technological advances are speeding up. What can we do to stay ahead of it? We live in an era of hyper-change, and the Rigor/Relevance Framework has never been more necessary. In this session you will explore the disruptions reshaping society and classrooms, and discover how to view rigor and relevance through a 21st century lens. When educators understand disruptions, they’ll be more prepared to help their Gen Z students thrive in a future radically different from today.

**114 Eliminating Barriers for a Collaborative Classroom**  
Tuesday, 3:30 pm  
Baltimore 1-2  
Wednesday, 8:00 am  
Cherry Blossom

Patricia Cadigan, Learning Environments Leader, Artcobell/Ernie Morris

What, how, and where we provide learning experiences for children today are being influenced by internal and external factors such as innovative technologies and student engagement. The furniture in the learning environment is also an important part of transforming classrooms to meet this continuous change. Drawing from modern concepts, Patricia, a veteran teacher and administrator, will walk you through an action plan for evaluating, identifying, and implementing a collaborative conversion to support flexible, active, and personalized learning.
115 Designing Creative Learning Environments
Monday, 2:00 pm  Woodrow Wilson D
Tuesday, 1:45 pm  Baltimore 3-5

Lance Wild, Regional Director and Apple Certified Educator, Fomcore; Kelby Hirr, Regional Director, Fomcore

Our economy is evolving and needs and rewards people who are creative, artistic, and empathic problem solvers. In this fun, collaborative, and engaging session, we will explore why your learning environment is critical to equipping our kids to succeed in the world today. We’ll discuss why flexible seating is an important component of these learning environments, as well as strategies to introduce and manage a flexible learning environment. Come be a part of our discussion and help to inspire us as we hope to inspire you with our passion for seating and choice and the role it plays in our shared commitment to our kids and their education.

116 The Quad D Life: Cultivating a Community of Critical Thinkers
Tuesday, 11:15 am; Wednesday, 9:30 am  Chesapeake G-I

Dr. Tonya Clarke, Coordinator of K-12 Mathematics; Regina Wallace, Coordinator of K-12 Social Studies; Charlene Matthew, K-12 Mathematics Lead Teacher; and Dr. Ebony Lee, Director of Curriculum, Instruction, and Assessment, Clayton County Public Schools

In this session, the Clayton County team will introduce you to their unique interdisciplinary program, Widening Options through Knowledge and Empowerment, or the “I’m W.O.K.E.” project. Using the components of the Daggett System for Effective Instruction (DSEI) to improve student achievement, Clayton County’s W.O.K.E. project uses math simulations and modeling to integrate academic content with cognitive processing skills. Students apply the standards of critical thinking to address a social, economic, political, or personal issue, and with guidance from their facilitator, work in consultation with peers to investigate intriguing phenomena. They apply mathematical computations and simulations, research historical connections, and explore patterns and trends in order to uncover the critical components of the issue and separate fact from fiction. An immediate hit with students and teachers, this interdisciplinary Quad D learning model has elevated student engagement and academic achievement in ways like never before. Join this session to learn how your school can widen options through knowledge and empowerment and experience immediate gains in student engagement and achievement.

117 Building Students' Academic Vocabulary Across the Disciplines
Tuesday, 11:15 am  Maryland D
Tuesday, 3:30 pm  Cherry Blossom

Nicole Hochholzer, Literacy Coach, Kaukauna Area School District and Consultant, International Center for Leadership in Education

Is literacy a priority for your school? Do you need a "vocabulary reboot" like our staff needed? This session will provide you with a mini-reboot so you can increase success for teaching both Tier 2 and Tier 3 vocabulary in your classroom. Make vocabulary instruction part of your student learning objectives (SLO) for the year! Ideas for professional development will be shared, as well as strategies, graphic organizers, and games that all staff can easily implement in every classroom.

118 An RTI Framework for Mental Health
Monday, 11:30 am; Tuesday, 9:45 am  Baltimore 3-5

Duncan Young, CEO, Effective School Solutions and Lisa Ciappi, Executive Clinical Director, Effective School Solutions

Everyone knows the Response to Intervention (RTI) model, right? For decades, the RTI model has provided educators with a common framework for how to organize support structures in their districts to ensure that every student is getting a differentiated treatment based on the intensity of need. While most educators are familiar with RTI as a tool for the domains of literacy or math instruction, its principles can also apply to the area of greatest urgency for today’s educators: mental health care for students. Join this session for the why and how to use the RTI framework as a lens addressing the social and emotional needs of students at the prevention, development, intervention, and treatment levels.
119 Architects of Deeper Learning Design Workshop

Wednesday, 8:00 am and 9:30 am  National Harbor 10-11

Dr. Lissa Pijanowski, Senior Fellow and Author, International Center for Leadership in Education

Calling all Learning Architects! Ready to design rigorous, relevant, and engaging learning experiences? Join Lissa for this interactive design workshop where you will experience firsthand how to develop a Blueprint for Deeper Learning. Bring your standards, your creative ideas, and a willingness to think outside the box. We will be building from the ground up: Foundation for Learning, Framing the Problem, Construction of Knowledge, and Inspecting Results. Participants will be provided an online #AODL Toolbox filled with templates and resources to guide the design. You will leave with a clear understanding of the design principles that lead to deeper learning for all students and how this instructional model can prepare future ready learners for anything.

120 Putting Your Data to Work

Monday, 11:30 am and 3:45 pm  Baltimore 1-2
Tuesday, 3:30 pm  Baltimore 3-5

Sheila Harrison, Associate Superintendent of Education Services, Tracy Unified School District
and April Jackson, Lead Data Services Consultant, International Center for Leadership in Education

Have you ever found it challenging to measure change? How do you know if what is being implemented is working? Come hear how Tracy Unified School District—with the help from education experts and easy-to-use technology—was able to filter the right data into digestible information, leading to actionable insights and a way to measure initiatives.

121 Healthy Students, Healthy Communities: Addressing Students’ Mental Health Needs Collaboratively

Tuesday, 11:15 am  Maryland A 1-3

Denise Moody, MSW, LICSW, Assistant Director of Student Services, Rochester Public Schools;
Graham Briggs, MS, Director of Public Health, Olmsted County Public Health Services;
Chris Pierret, Ph.D. Assistant Professor, Mayo Clinic;
Rachel Lynch, MD, Community Pediatric and Adolescent Medicine, Mayo Clinic; and
Michael Muñoz, Superintendent, Rochester Public Schools

Rochester Public Schools has committed to making social-emotional wellness a priority districtwide. This work includes creating a powerful, cross-sector partnership with Mayo Clinic and the Public Health Department to screen, identify, intervene, and treat students with mental health concerns. This partnership began with an initial pilot of universal screening for social-emotional concerns at one elementary school. The screening results showed that more than 30 percent of students were identified as being in the concern range for internalizing or externalizing behaviors. A committed group of community stakeholders came together to develop a plan of how to respond to the identified mental health needs. Recognizing that addressing mental health concerns is not a responsibility that can be addressed solely in the educational or medical contexts, the team determined that the best results will be achieved through a plan of shared responsibility and collaboration. Join this session for a review of the screening process used, initial results, and plans for a multi-stakeholder response at the elementary and secondary level.
122 The Few. The Proud.
School Superintendents:
Dialogue for Addressing and
Solving Operational Concerns

Monday, 10:00 am
Tuesday, 9:45 am
Wednesday, 9:30 am
Baltimore 1-2
Woodrow Wilson D
Woodrow Wilson D

Dr. Rodney S. Lofton, Consultant, International Center
for Leadership in Education

As a superintendent, your number one priority and focus
is the needs of students, primarily academic achievement.
However, navigating your various roles and responsibilities can
be difficult. A myriad of pressures compete for your attention,
leaving you to find balance among intense and challenging
forces. How do you lead districts, and lead them well? In this
session, you will reflect on your role and responsibilities and
engage in a dialogue to help you solve operational concerns.
We will address such issues as recruiting and retaining
high-quality teachers; aligning budget with vision and top
priorities; monitoring professional development with student
performance indicators; ensuring schools are safe and secure;
and keeping pace with evolving technology. Join this session for
superintendent straight talk.

123 Calling All Teachers: Strategies for
Being a GPS for Learning

Wednesday, 8:00 am and 9:30 am
Chesapeake 7-9

Polly Patrick, Consultant, International Center
for Leadership in Education

Teachers can serve as a GPS, guiding
students down the road to success.
We can provide routes that keep
pace, incorporate necessary
standards, and teach students to
think and learn. However, as we
consider new routes and perspectives
for learners, the reroute function can
keep us on track. Join this discussion
on how to guide learning with
effective questioning and create lively classes where students
and teachers collaborate in meaningful ways. We’ll demonstrate
everyday instructional practices that use rigor and relevance to
move students fluidly to Quadrant D thinking!

124 Innovation is Your Secret Weapon
to Engagement

Wednesday, 8:00 am and 9:30 am
Chesapeake 4-6

Dr. Steve Kurti, Founder and Chief Innovator,
Innovation Academy, a division of Kurtech, Inc.
and Josh Burker, Educational Technologist, Columbia
University

Can all teachers be innovators? Yes, you can! Engaging middle
school students in the learning process and inspiring them
to actively participate can be a challenge. Innovative learning
experiences are your secret weapon in the attention economy.
We will discuss the shifts in thinking and practice that will
lead to the successful implementation of innovative projects,
including letting go of the label “expert”, releasing the tyranny
of “if I only had a …” harnessing hands-on projects for multi-
sensory and cross-disciplinary experiences and unleashing
the power of relevance to rivet attention. Educators looking for
innovative and engaging learning for middle schoolers will find
this presentation philosophically grounded and yet powered by
practical experience from two educators at opposite ends of the
country.
**125 Leveraging the “T” in STEM/STEAM to Increase Relevance in Student Learning**

**Monday, 11:05 am**
Convention Center Foyer

**Dr. Erika Tate**, Senior Consultant, International Center for Leadership in Education

Join Erika in this Tech Talk to gain inspiration for integrating technology into STEM/STEAM learning. Thoughtful selection and use of digital technologies engage students in authentic learning experiences where they collaborate, communicate, and create like STEM/STEAM professionals. *This session is 20 minutes.*

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**127 Twitter Tips**

**Monday, 1:35 pm**
Convention Center Foyer

**Venola Mason**, Senior Fellow, International Center for Leadership in Education, and **Kristin Gainer**, 5th Grade Teacher

Whether your interest is networking with educators across the country, or sharing the great things happening in your school with the world, Twitter is a robust tool to help you establish connections and make your work more visible. Join Venola and Kristin for this Tech Talk that will support you in understanding the value of using Twitter to build your professional learning network and tell your story. *This session is 20 minutes.*

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**126 Tech to Achieve Goals**

**Monday, 12:35 pm**
Convention Center Foyer

**Erica Battle**, Consultant, International Center for Leadership in Education and Author

Do you have a personal goal? Professional? The ability to set goals, develop actions, and execute accordingly is a skill we can all improve upon and is one that supports self-management and self-awareness, as described by the Collaborative for Academics and Social Emotional Learning (CASEL). During this session, Erica will share with you strategies for creating goals and actions, sticking to them, and making them a reality with the help of tech tools. *This session is 20 minutes.*

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**128 Using Vlogging to Assess Speaking and Listening Skills**

**Monday, 3:20 pm**
Convention Center Foyer

**Dr. Gregg McGough**, Director of Curriculum & Coordinator of Federal Programs, Columbia Borough School District

“Kids these days just have their noses in their phones and don’t know how to carry on a conversation.” If you work in public education, you have heard this statement, but what are you doing to improve your students’ public speaking skills? Participants will learn how to leverage vlogging—video logging of short video clips—to assess students’ ability to participate in a public speaking activity. Leaders and teachers: please bring digital devices to this highly interactive session to learn how to leverage technology in learning, not work against it. *This session is 20 minutes.*
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**Leading Smarter with Tech Tools**

Dr. Lissa Pijanowski, Senior Fellow and Author, International Center for Leadership in Education

Are you interested in becoming a more effective and efficient leader? Join Lissa for this Tech Talk to learn how to lead smarter, not harder with tools for managing time, curating and sharing content, organizing notes, and communicating effectively. Serving as a leader in education can be daunting, but it doesn’t have to be. By leveraging technology, we can increase our productivity and sharpen our message—and choosing the right tools personalized to your needs can make all the difference. *This session is 20 minutes.*

**Being Boisterous**

Felicia Turner, Consultant, International Center for Leadership in Education

It’s time to get feisty, folks. Prepare to access your inner rowdy as Felicia Turner reveals the art of injecting new life into digital learning. You won’t need access to the shiny new tech tool in this session—this one’s all about your personality, your voice, your story, and making connections that’ll get the best from your kids. *This session is 20 minutes.*

**Gamification: How’s the Rigor?**

Mark White, Consultant, International Center for Leadership in Education

Gen Z loves digital learning games in the classroom. Kahoot! and other games are engaging, but are they rigorous? What can be done to ensure that they are challenging students at the proper levels? This session will provide tips for assessing the rigor of digital games and ways for teachers to increase the rigor while keeping games fun and interactive. *This session is 20 minutes.*

**Flipping Student Presentations to Deepen Learning**

Dr. Erika Tate, Senior Consultant, International Center for Leadership in Education

Join Erika in this Tech Talk to learn how to “flip” student presentations. By having students create and share digital presentations prior to “presentation day”, they will not only become more comfortable presenting, but are also able to spend more time learning. In this flipped learning model, class time is spent asking and discussing questions, generating connections, and synthesizing key ideas across presentations. Are you ready to flip? *This session is 20 minutes.*

**WikiSmart: Publishing Student Research on Wikipedia**

Dr. Gregg McGough, Director of Curriculum & Coordinator of Federal Programs, Columbia Borough School District

In the age of 1:1 technology, crowdsourcing efforts can make the world a smarter place to live, work, and interact. Join this session and learn how you can leverage Wikipedia to impart student knowledge around the globe. Designed with both leaders and teachers in mind, please bring a digital device to this highly interactive session. *This session is 20 minutes.*
Share your success.

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This course highlights Math Workshop, a model for organizing standards-based instruction to support all learners in the mathematics classroom. Participants engage in the Math Workshop model of instruction, reflect on how the structures and learning environment leverage increased learning for all students, and create a plan to implement Math Workshop in the classroom.

ISBN: 978-1-3280105-97-6

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Bring your leadership team to our day-long Leadership Institutes and work one-on-one with experts to create an actionable plan for rapid improvement and visible achievement.

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ICLE’s MISSION

Our mission is to challenge, inspire, and equip teachers and leaders to prepare our students as future-ready learners. We do this by identifying innovative practices that make a positive impact on student learning and sharing those successful practices with educators.

OUR PHILOSOPHY

At the heart of all we do is our proven philosophy that the entire system must be aligned around instructional excellence—rooted in rigor, relevance, and relationships—to ensure every student is prepared for a successful future:

The Daggett System for Effective Instruction (DSEI) offers a vision and strategy for supporting systemwide instructional effectiveness.

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Our bench of thought leaders and consultants understand your needs because they have walked in your shoes. They are ready to invest in you and your school and are equipped with practices and strategies that create sustainable change. Standing by you every step of the way, they help you implement initiatives and monitor progress toward your goals for continuous improvement in student success.

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- Create a shared vision for rigorous learning and a clearly defined path of how to get there
- Align every level of an organization around a common focus
- Build instructional leadership capacity to drive and support change

ICLE has focused on improving our instructional practice in order to guide students to become investigative learners and critical thinkers, and who’ll be confident in their abilities beyond school.

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<td>Pitcher-Boyea, Shannon</td>
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<td>37, 38</td>
<td>McNulty, Raymond</td>
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<td>Preece, Heidi</td>
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<td>Pruett, Justin</td>
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<td>Moody, Denise</td>
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<td>Rami, Meenoo</td>
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<td>Tice, Dr. Craig J.</td>
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</table>
For each time period, write down the number and location of the session you intend to see. Plan to arrive early to ensure a seat. Every effort has been made to match room size with expected audience, but you might want to note a second choice in case that session is filled. Most sessions repeat more than once.

### Sunday

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION # AND TITLE</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 pm–8:30 pm</td>
<td>Keynote – Weston Kieschnick</td>
<td>Potomac Ballroom</td>
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### Monday

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION # AND TITLE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>8 am–9:30 am</td>
<td>Keynote – Dr. Bill Daggett</td>
<td>Potomac Ballroom</td>
</tr>
<tr>
<td>10 am–11 am</td>
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<tr>
<td>11:30 am–12:30 pm</td>
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<tr>
<td>2 pm–3:15 pm</td>
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<tr>
<td>3:45 pm–5 pm</td>
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### Tuesday

<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION # AND TITLE</th>
<th>ROOM</th>
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<tbody>
<tr>
<td>8 am–9:15 am</td>
<td>Keynote – Linda Cliatt-Wayman</td>
<td>Potomac Ballroom</td>
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<tr>
<td>9:45 am–10:45 am</td>
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<tr>
<td>11:15 am–12:15 pm</td>
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<tr>
<td>1:45 pm–3 pm</td>
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<tr>
<td>3:30 pm–4:45 pm</td>
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### Wednesday

<table>
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<tr>
<th>TIME</th>
<th>SESSION # AND TITLE</th>
<th>ROOM</th>
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</thead>
<tbody>
<tr>
<td>8 am–9 am</td>
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<tr>
<td>9:30 am–10:30 am</td>
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<tr>
<td>11 am–noon</td>
<td>Keynote – Simon Sinek</td>
<td>Potomac Ballroom</td>
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</table>
Use the following action planning template to guide your experience through sessions you attend during the Conference. Based on the strategies and experiences shared, as well as insight gained through networking with colleagues and personal reflection, use this template to set goals and record the actions you will take to achieve those goals upon your return.

<table>
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<th>Goal:</th>
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<table>
<thead>
<tr>
<th>Sessions that informed this goal:</th>
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<table>
<thead>
<tr>
<th>Action steps to be taken: What do you plan to do?</th>
<th>Who will do this?</th>
<th>By when?</th>
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<tr>
<th>How will the progress be monitored?</th>
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## KEY SESSIONS
### BY FOCUS AREA

<table>
<thead>
<tr>
<th>FOCUS AREA</th>
<th>KEYNOTES, FEATURED AND HOW-TO SESSIONS</th>
<th>MODEL SCHOOLS AND INNOVATIVE DISTRICTS</th>
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<tbody>
<tr>
<td><strong>BLENDED LEARNING</strong></td>
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<td>30 Go Forth and Be Bold: Educating for the Future</td>
<td>9 Gladys Poet-Christian K-8 School</td>
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<td>34 Four Keys to Effective Blended Learning</td>
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<td>79 It's Never Too Personal: Personalized Learning Pathways</td>
<td>20 Fairview Park City Schools</td>
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<td><strong>DATA</strong></td>
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<td></td>
<td>57 Utilizing Data Analytics to Promote College and Career Readiness for All Students</td>
<td>2 Lillian Schumacher ES</td>
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<td></td>
<td>120 Putting Your Data to Work</td>
<td>4 Mountain View ES</td>
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<tr>
<td></td>
<td>121 Healthy Students, Healthy Communities: Addressing Students’ Mental Health Needs Collaboratively</td>
<td>11 Thornton MS</td>
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<td>19 Cypress-Fairbanks ISD</td>
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<td>41 A Vision for Closing the Gaps in Achievement and Opportunity</td>
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<td>42 Understanding the Impact of Trauma on Learning: Strategies for Supporting Students</td>
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<td>43 Disrupting Inequality: Innovation for Equity</td>
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<tr>
<td><strong>SOCIAL-EMOTIONAL LEARNING</strong></td>
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<td>26 From Social-Emotional Learning to Mental Health: Addressing a Crisis in Our Schools</td>
<td>5 Sandy Grade School</td>
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<td>44 The Biggest Impact: Examining Teacher-Student Relationships</td>
<td>6 Sugarland ES</td>
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<td>54 Implementing Effective Social and Emotional Learning (SEL) Strategies: Three Big Ideas</td>
<td>22 Ferndale Public Schools</td>
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<td>121 Healthy Students, Healthy Communities: Addressing Students’ Mental Health Needs Collaboratively</td>
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<td><strong>RIGOR, RELEVANCE, RELATIONSHIPS</strong></td>
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<td>52 Simplify and Strategize: Shifting Learning with the Rigor/Relevance Framework</td>
<td>1 Lake Pointe ES</td>
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<td>64 Why and How Authentic Relationships Foster Rigorous Learning</td>
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<td>74 Rigor: Do You Know It When You See It?</td>
<td>18 Asbury Park School District</td>
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<td>75 Relevance and Learner Engagement: Pinpointing the Hallmarks</td>
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<td>109 Quad D Live!</td>
<td>24 San Benito CISD</td>
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<td>113 Using the Rigor/Relevance Framework to Prepare Students for an Unpredictable World</td>
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