

July 20-21, 2021 | 9 Keynotes | 43 Breakouts

2021



Learner FIRST Virtual Summit



Conference Agenda

Tuesday, July 20, 2021

9:00 am – 9:45 am CST

KEYNOTE SESSIONS

Keynote with Cale Birk

"Building the Ark Before the Rain" - COVID Recovery Planning for Observable Impact"

Keynote with Thomas Murray

"Personal & Authentic: Designing Learning Experiences that Impact a Lifetime"

10:00 am – 11:00 am CST

BREAKOUT SESSIONS

- **Michael Atkins** - *"The Importance of Intercultural Development: From Denial to Adaptation"*
- **Cale Birk** - *"The Time Thief - Practical tools to 'steal time' and implement differentiation strategies that close the gap for all students in our classrooms."*
- **Rachel Carillo-Fairchild** - *"Reaching and Teaching English Learners in the Post Pandemic Classroom"*
- **Richard Cash** - *"When Students Return: Moving Back to In-Person Instruction"*
- **Rebecca Coda** - *"Activating Student Voice Throughout Your School: The Gateway to Increasing Student Engagement"*
- **Jenni Donohoo** - *"What's Essential in Developing Student Self-Efficacy?"*
- **Thomas Murray** - *"Personal & Authentic: Designing Learning Experiences that Impact a Lifetime"*

11:15 am – 12:15 pm CST

BREAKOUT SESSIONS

- **Cale Birk** - *"The Time Thief - Practical tools to 'steal time' and implement differentiation strategies that close the gap for all students in our classrooms."*
- **Shelly Daun** - *"High Impact Strategies that Increase Math Discourse"*
- **Jenni Donohoo/Stef Arzonetti Hite** - *"Communities that Learn: Case Studies of Collective Efficacy in Action."*
- **Dennis Griffin** - *"Seeing Me for Me: Understanding the Need to Be Seen (Now More Than Ever!)"*
- **Victoria Hansen** - *"How do we re-cover, re-imagine, and re-design for Equity?"*
- **Eric Youngman** - *"Model and Empower Learning with a Growth Mindset"*
- **Rick Wormeli** - *"Cultivating Tenacity, Motivation, and Self-Efficacy in Student"*

12:15 – 12:45 CST – Lunch Break

Conference Agenda

Tuesday, July 20, 2021

12:45 – 1:45 pm CST **BREAKOUT SESSIONS**

- | | |
|--|---|
| <ul style="list-style-type: none">• Amanda Ironside – <i>“The Importance of Productive Struggle”</i>• Rick Jetter – <i>“Recovery Mode for Educators.”</i>• Jethro Jones– <i>“How to be a Transformative Principal: Stop Putting Out Fire and Start Leading”</i>• Jay McTighe– <i>“Toward Deeper Learning”</i> | <ul style="list-style-type: none">• Danica Lewis – <i>“Rapid Fire Formative Assessment Strategies in Literacy”</i>• Jeffrey Klein, Ph.D. & Byron McClure, D.Ed. – <i>“Learn How to Build SEL into MTSS/RTI to Ensure SEL Success for All Students”</i>• Rick Wormeli – <i>“Reflective Coaching for Teachers”</i> |
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2:00 pm – 2:45 pm CST **KEYNOTE SESSIONS**

Keynote with Greg Wolcott
“Coke Cans, Curb Cuts, & COVID”

Keynote with Rick Wormeli
“What We Can Do When We Are Brave Together”

Let's Connect!



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Conference Agenda

Wednesday, July 21, 2021

9:00 am – 9:45 am CST

KEYNOTE SESSIONS

Keynote with Myron Dueck

"Ch-ch-ch-Changes & CONSTRAINT - The Upside of Uncertainty and Restrictions"

Keynote with LaVonna Roth

"Ignite Your S.H.I.N.E.®"

10:00 am – 11:00 am CST

BREAKOUT SESSIONS

- **Myron Dueck** - *"Shared Ownership - Welcoming students as partners in the assessment conversation"*
- **Peter DeWitt** - *"Collaborative Leadership: 6 Influences That Matter Most"*
- **Garth Larson** - *"Target-Based Grading and Reporting? Why Not Standards-Based?"*
- **Michael McDowell** - *"Teaching for Transfer: Designing Learning with Real World Application"*
- **Katherine McKnight** - *"The Reading Gap and What we Can Do About It!"*
- **Ken O'Connor** - *"Hot Button Issues in Grading"*
- **LaVonna Roth** - *"SEL must be F.I.R.S.T."*

11:15 am – 12:15 pm CST

BREAKOUT SESSIONS

- **Stefanie Arzonetti Hite** - *"Collective Efficacy is the Key to Becoming a Trauma Responsive School"*
- **Myron Dueck** - *"What Exactly is Feedback, and How Can I Make it Meaningful, Effective and Manageable?"*
- **Amy Lubben** - *"Conferring with Confidence"*
- **Becky Peppler** - *"Creating High Quality Assessments"*
- **Heidi Salm** - *"Using Unconventional Time in the School Day for Science. (K-5)"*
- **Dominique Smith** - *"Creating Positive Relationships Through the Use of Restorative Practices"*
- **Greg Wolcott** - *"Strategies for SEL Success: 50 Ways for Teacher to Infuse Social-Emotional Learning in the Classroom"*

12:15 – 12:45 CST – Lunch Break



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Conference Agenda

Wednesday, July 21, 2021

12:45 – 1:45 pm CST **BREAKOUT SESSIONS**

- | | |
|---|---|
| <ul style="list-style-type: none">• Rae Hughart – <i>“Isolation vs. Integration: Authentic SEL in the Classroom”</i>• Kathy Myles – <i>“Equity-Minded Coaching for Systems Change.”</i>• Dominique Smith– <i>“Building Equity: Practices to Empower All Learners”</i>• Todd Stanley– <i>“Underachievement Amongst Gifted Students”</i> | <ul style="list-style-type: none">• Matt Townsley – <i>“Making Grades Matter 201: How do I get started?”</i>• Lisa Van Gemert – <i>“Using the Depth & Complexity Framework to Raise Math Thinking Level”</i>• Greg Wolcott– <i>“Creating the Emotionally Safe and Academically Challenging Classroom”</i>• Julie Wright– <i>“What’s Our Response?: Ready to Use Tips, Tools and Templates to Support ALL Learners”</i> |
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2:00 pm – 2:45 pm CST **KEYNOTE SESSIONS**

Keynote with Rae Hughart
“Your Mindset Leads to Your Impact”

Keynote with Dominique Smith
“Building Equity: Practices to Empower All Learners”

Bonus Pre-Recorded Keynote
with Rufus Lott, III

“We Walk the Walk, But Can We Talk the Talk?”



Learner FIRST Virtual Summit

July 20-21, 2021 | 9 Keynotes | 43 Breakouts

Session Descriptions



9:00 – 9:45

Opening Keynotes *(2 from which to select)*

Cale Birk Presents: Building the Ark Before the Rain” – COVID Recovery Planning for Observable Impact

For many of us in our schools today, we are still knee-deep in virtual learning, synchronous learning, hybrid learning, or some variation in between! So the very idea of committing the last few bits of our available bandwidth to planning for the uncertainties of the fall seems crazy, illogical and impossible all at once. Yet as schools begin to see a brightening light at the end of the tunnel of the COVID pandemic, leaders, teachers and learners are being confronted by one thing that IS certain: there will be gaps in student learning when students come back to our schools after summer break. And while we may not be sure what the gaps are or how large they might be, when that first bell rings in the fall, we know we will quickly need to determine where our students are at and the most promising practices to get them back on track, all while trying to keep them on a pathway to move forward. But how can we begin to create a plan that meets the needs of our learners AND our busy teachers before that first day? In other words, “How can we build the ark before the rain?”.

In this upbeat and uplifting keynote presentation join Cale Birk, author, District Head of Innovation and Observable Impact/PLC 2.0 imagineer to use what we have learned through the COVID crisis and what we know about plans gone bad to create an inclusive approach to COVID recovery planning, to find time where there seems to be none, and to differentiate for students AND educators so we can have lasting observable impact in our classrooms through (and beyond!) the COVID pandemic.

Thomas Murray Presents: Personal & Authentic: Designing Learning Experiences that Impact a Lifetime

Recent work in the learning sciences has helped paint a detailed picture of what it is kids need to thrive. Grounded in relationships, and built upon a culture for learning, personal and authentic experiences respect the hidden stories within each child and are learner-centered by design. These experiences are filled with moments of awe, and the learning is inherently relevant and contextualized. Appropriate levels of flexibility in pace and path are granted so that agency can develop, while authentic feedback ensures fidelity in the learning process. To support the personal and authentic experience, spaces and tools are leveraged in evidence-based, meaningful ways. The work is hard, but our kids are worth it!

10:00 – 11:00

Breakout Sessions *(7 from which to select)*

Michael Atkins: The Importance of Intercultural Development: From Denial to Adaptation

Do you know your cultural biases? What about your colleagues? In this session, Michael Atkins will focus on helping educators identify their present level along the cultural competency continuum. He will walk learners through the process and share how he has implemented this process with his staff helping them learn how to adapt to their students' authentic needs and cultures.

Cale Birk: The Time Thief – Practical tools to ‘steal time’ and implement differentiation strategies that close the gap for all students in our classrooms.

One of the most common questions when it comes to meeting the needs of all of our learners is “Where am I going to find the time?”. But it’s not just about ‘finding’ the time, it’s also about ‘designing’ the time so it is productive for those students who need to be pulled up to a learning standard AND those who need to be pushed beyond. In this session, participants will use the popular Time Thief tool from the PLC 2.0 Toolkit to find ways to ‘steal’ time from our busy days and plan for differentiation for each of the learners in our diverse classrooms..

Rachel Carillo-Fairchild: Reaching and Teaching English Learners in the Post Pandemic Classroom

The past year has presented challenges in teaching and learning for all populations but particularly for special populations such as English Learners. In this session, we will challenge deficit thinking to help us learn strategies to close the persistent achievement gap for English Learners that many fear may have widened over the past year. This hands-on session will model and incorporate strategies throughout that will equip teachers to better meet the needs of this growing population and that can be used immediately in the classroom, regardless of the setting. Participants will leave with strategies that challenge deficit thinking and instead help us to focus on the skills and strengths that all students bring to our classroom.

Goals or Learning Intentions:

- Define and identify deficit thinking in our classrooms
- Understand and recognize the impact of virtual and hybrid teaching on our English Learners
- Re-examine Funds of Knowledge in light of pandemic teaching
- Learn to identify and apply strategies that build upon the strengths of our students

Richard Cash: When Students Return: Moving Back to In-Person Instruction

There is light at the end of this exceptionally long pandemic tunnel! As students move back to in-person learning, we must understand their regulatory learning skills may have diminished during the time of virtual instruction. In this episode Dr. Richard Cash will share with you what students have told him about their fears and anxieties relate to returning to the classroom. These students want you to know what you can do to make the transition back to the classroom smooth and successful.

Learning Objectives

- Know: How to identify anxiety, stress and/or depression,
- Be able to: Infuse strategies of self-regulation and social/emotional learning into your daily curriculum,
- Understand: The impacts deregulation can have on learning.

Rebecca Coda: Activating Student Voice Throughout Your School: The Gateway to Increasing Student Engagement

Educators across the globe work hard each day to make educational decisions for their students. Teachers work hard on creating lesson plans for their classrooms and school leaders work with stakeholders to create the best possible schools for our youth. But, what if we could make our classrooms and schools better by creating partnerships with students so that we learn the deeper intricacies about what they need to learn better? Students who are given opportunities to use their voice become engaged not only when learning, but making schools better for everyone. Known as the "Let Them Speak!" Movement, this session will provide practical examples on how to activate student voice, student choice, and student leadership opportunities in your school so students want to come to school to learn! Various free resources for this session include a 60-page implementation guide, research articles, and other resources to use after this session.

Jenni Donohoo: When Students Return: Moving Back to In-Person Instruction

Student self-efficacy are the judgments students make about their own capability to accomplish what they are being asked to do. Students who have low self-efficacy doubt their abilities, lack motivation, and give up easily. Students with a high sense of self-efficacy are very confident, internally motivated, and put forth greater effort – despite challenging circumstances. In this session, teachers will: learn how self-efficacy beliefs create differences in students' learning experiences, gain practical strategies for increasing students' self-efficacy, understand the difference between performance goals & mastery goals and proximal & distant goals.

Thomas Murray: Personal & Authentic: Designing Learning Experiences that Impact a Lifetime

Recent work in the learning sciences has helped paint a detailed picture of what it is kids need to thrive. Grounded in relationships, and built upon a culture for learning, personal and authentic experiences respect the hidden stories within each child and are learner-centered by design. These experiences are filled with moments of awe, and the learning is inherently relevant and contextualized. Appropriate levels of flexibility in pace and path are granted so that agency can develop, while authentic feedback ensures fidelity in the learning process. To support the personal and authentic experience, spaces and tools are leveraged in evidence-based, meaningful ways. The work is hard, but our kids are worth it!

11:15 – 12:15

Breakout Sessions *(7 from which to select)*

Cale Birk: The Time Thief – Practical tools to ‘steal time’ and implement differentiation strategies that close the gap for all students in our classrooms.

One of the most common questions when it comes to meeting the needs of all of our learners is “Where am I going to find the time?”. But it’s not just about ‘finding’ the time, it’s also about ‘designing’ the time so it is productive for those students who need to be pulled up to a learning standard AND those who need to be pushed beyond. In this session, participants will use the popular Time Thief tool from the PLC 2.0 Toolkit to find ways to ‘steal’ time from our busy days and plan for differentiation for each of the learners in our diverse classrooms.

Shelly Daun: High Impact Strategies that Increase Math Discourse

Let’s talk about laying the groundwork in your classrooms to improve mathematical discourse. Allowing students to reveal their understanding of math concepts and engage in mathematical reasoning. Walk away with multiple high impact strategies to develop academic language and improve mathematical discourse in your classrooms.

Jenni Donohoo/Stefani Arzonetti Hite: Communities that Learn: Case Studies of Collective Efficacy in Action

There is much we can learn from the trailblazers who have been intentionally building collective efficacy. By examining case study examples, we can learn from schools and districts that have shifted their focus away from discrete problems in order to harness the power of mastery and vicarious experiences, embrace inquiry-oriented joint work, and foster an authentic sense of belonging. Participants will also strategize how case study examples provide models for local implementation.

Dennis Griffin, Jr.: Seeing Me for Me: Understanding the Need to Be Seen (Now More Than Ever!)

Social Emotional Learning and COVID Recovery can not exist without assessing the social conditions of our world. The conversations around SEL in many schools are driven within the context of the events that happen inside of schools, and how we expect our students to respond. However, how do we include the contradictions, biases, and real time social unrest that threaten the emotional well-being of all of our students, teachers, and parents that make up our communities before they even reach our school walls? As educators that are thriving to create equitable opportunities for our communities we must understand and be willing to learn about the emotional toll our students face outside of our school walls.

Victoria Hansen: How do we re-cover, re-imagine, and re-design for Equity?

After a 13-month battle with COVID-19, school systems across the country have been in survival mode; all while school leaders grapple with how to address inequities that have been exacerbated. How do we re-cover, re-imagine, and re-design for Equity? In this session with Dr. Victoria Hansen, you will learn how to pivot, leverage leadership and how to create BOLD and audacious goals, with Equity and student success, TOP of Mind!

Erik Youngman: Model and Empower Learning with a Growth Mindset

Nine characteristics that empower continuous learning with a growth mindset include being resilient, conscientious, a creative problem-solver, optimistic, a continuous improver, inspired, able to learn from failure, appreciative of challenges, and responsive to feedback. Join the conversation as we collaboratively explore three applications of a growth mindset to enable educators to effectively model and empower learning with a growth mindset. The three growth mindset applications are 1) understanding and explaining, 2) applying, self-assessing, and setting goals, and 3) helping, teaching, and coaching.

Outcomes: Participants will enhance their understanding about growth mindset by exploring and reflecting about different growth mindset topics and tools.

Rick Wormeli: Cultivating Tenacity, Motivation, and Self-Efficacy in Students

Tenacity is a virtue, but the personal fortitude to stick with an arduous task takes time and experience to mature. Many students grow impatient with content not parsed into soundbites, and reading extended, logical rhetoric through each argument to its ultimate conclusion is almost unheard of. On the other hand, if the story is good, students will read books of more than 700 pages. They play online games working their way through 12 levels of difficulty for six hours, and they stay

after school into the evening to practice for theater productions, get ready for sports tournaments and conduct fun science experiments for the public. Join us for a compelling session on how to help students find the reserves to stick with projects and tasks, be they physical or intellectual. We will look at the role of dopamine, goal-setting, descriptive feedback that does not invoke ego, meaning-making, executive function, re-do's, teacher-student relationships and more. There is no such thing as laziness; our students want to do demanding, complex learning, they want to persevere! To this, our students aspire; with this, our world was built. This generation is more than ready for what it takes to make the world their own. Let's light this rocket!

12:15 – 12:45

LUNCH

12:45 – 1:45

Breakout Sessions (*7 from which to select*)

Amanda Ironside: The Importance of Productive Struggle

Understanding the importance of productive struggle creates a classroom environment in which risk-taking is encouraged and celebrated. During this session, you will learn strategies and tasks that will inspire thinking and discourse, leading to a higher level of conceptual understanding.

Rick Jetter: Recovery Mode for Educators

Based on a free resource brought to you by 16 educational experts and authors from Pushing Boundaries Consulting, LLC; this session will provide educators with deep reflections about what they need to plan for, consider and reflect on during this world health crisis. The COVID-19 curse has launched an attack on society and education has been impacted immensely--leaving educators to wonder about what schooling, classrooms and daily instruction will look like in the fall of 2020. This pandemic of massive proportions will most likely carry on into the upcoming months and Recovery Mode will get you to think deeply about all that we might have to consider when placing our learners FIRST.

Jethro Jones: How to be a Transformative Principal: Stop Putting Out Fire and Start Leading

Jethro will use the 400 interviews he has conducted as part of the Transformative Principal podcast and the Transformative Leadership Summit as a backdrop for helping principals understand the key 12 processes that need to be in place to be a change agent for your school. This high-level session not only shows the practices that need to be in place, but also provides practical advice for how to make those things happen in their schools.

Jay McTighe: Toward Deeper Learning

What is deeper learning? How should curriculum be framed to promote deeper learning? What kinds of instruction are needed to help students learn deeply? What assessment evidence will show that students have learned deeply?

Best-selling author, Jay McTighe, will address these important questions as he explores ideas from his new book, *Teaching for Deeper Learning: Tools to Engage Students in Meaning Making* (ASCD, 2020). He will present practical and proven tools and strategies to help educators actively engage students in making meaning.

Goals – Participants will learn:

- what “deep learning” is and how it occurs.
- 2 specific ways to frame curriculum for deep learning.
- 4 strategies and associated tools to support deeper learning.
- The kind of assessments needed to obtain evidence of deep learning.

Danica Lewis: Rapid Fire Formative Assessment Strategies in Literacy

In the aftermath of COVID 19, determining what students know and how we can best engage them in meaningful instruction will be critical for teaching, planning, and pursuing excellence for our students. In this session, teachers will learn why formative assessment in literacy is essential to student success always, but especially post-COVID 19. Participants will walk away with a wide variety of formative assessment strategies and with ideas on how to best use the collected data to make instructional decisions for large group, small group, and individual settings.

Jeffrey Klein, Ph.D. & Byron McClure, D.Ed.: How to be a Transformative Principal: Stop Putting Out Fire and Start Leading

SEL is an essential component of every student’s education. It builds a foundation for students to succeed in all aspects of their learning environment. Ensuring SEL success for all students involves implementing a system and culture that support sustainable SEL instruction, intervention, and progress monitoring. Many schools have tiered systems in place to support students’ academic needs but do not have a complementary system for SEL. Session participants will learn practical strategies for implementing systematic SEL in a tiered intervention framework.

This session will illuminate how to effectively and efficiently screen students for SEL competencies, gather additional diagnostic information when needed, make tier

placement decisions, deliver culturally-responsive SEL instruction, implement targeted tiered interventions, and monitor student progress. In addition, participants will learn how to measure the effectiveness of their SEL tiered intervention systems at the student, school, and district levels

Rick Wormeli: Reflective Coaching for Teachers

When we critique and provide feedback to colleagues in such a manner that raises their defensive walls for self-preservation, there is little to be gained; the interaction is not constructive. The question, then, is how we turn such interactions with one another into analytical experiences that create thoughtful insights within the teacher instead of a sermon on teaching or a fight to justify one's actions. The ultimate goal here is our self-efficacy: We can self-monitor/analyze/reflect, revise practices based on those reflections, grow professionally, and ultimately, improve student learning in our classrooms. And even better, we can use those skills to build that self-efficacy in our students—yes, they translate! Students and teachers having reflective coaches are like having an additional muse/facilitator on board, 'an Obi-Wan Kenobi to our Padawan selves. This session provides dozens of practical tips for successful coaching interactions, and even more question/prompt stems to get teachers and students talking and analyzing, creating their own insights without feeling threatened. We honor what the other person brings to the table, and learn to facilitate their discoveries, not telegraph our judgments.

2:00 – 2:45

Closing Day 1 Keynotes (*2 from which to select*)

Greg Wolcott Presents.: Coke Cans, Curb Cuts, & COVID

As the school year ends, educators and parents across the globe have seen the effects COVID has had on the mental health and well-being of their children. Nearly half of parents have noticed a new or worsening mental health condition in their teen since the pandemic started; 3 in 4 say COVID has affected teens' social interactions. Educators report similar concerns and are worried about the potential long-term impact this crisis will have on their students and what they can do to help their students when instruction resumes in the fall.

In this inspiring keynote, Greg Wolcott, author of the best-selling book *Significant 72: Unleashing the Power of Relationships in Today's Schools* and Director of the Learner FIRST Center for Social Emotional Learning and Academic Excellences describes ways educators can enhance student social connections and provide students the emotional support they so greatly need.

Rick Wormeli Presents: What We Can Do When We Are Brave Together

Ambrose Redmoon once declared, "Courage is not the absence of fear, but the judgment that something else is more important than that fear." In education, what do we judge as more important than our fear of rejection, being embarrassed, making mistakes or the confusion that may come? When we are brave together, we find the freedom, language and spirit to confront complacency and ineffective practice, and, even better, to do something about them. Join us for a candid address that affirms and provokes listeners with compelling questions about contemporary practices and specific action steps to consider if having enough courage were not a factor. Liberating, affirming and pushing all of us closer to the kind of teacher we always wanted to be, we reveal the practices and policies that cultivate teaching courage best. Radical to some, validating to others and steeped in modern pedagogy, we explore the specific, bold actions we can take today that lead to real student success. Leave timidity at the door and join us for an extraordinary presentation.



9:00 – 9:45

Opening Keynotes *(2 from which to select)*

Myron Dueck Presents: Ch-ch-ch-Changes & CONSTRAINT – The Upside of Uncertainty and Restrictions

David Bowie sang, 'Times may change me, but I can't change time.' We've been through some pretty big changes in our collective past, but let's face it, the past year has been like no other. We're witnessing transformational forces at play in the global education arena – some certainly hastened on account of COVID. For example, unlike the pandemic 1919, the digital technology at our fingertips allowed us to reach down the hall, across the street, and around the world... to connect, communicate, learn. Education has mutated as of late, and there may be no going back.

This past year could be called the 'you can't do that year', and we're all growing weary of it. Who didn't reach their wits end longing to do things the way 'we've always done them'? Here too we might take a page from a rocker – Mick Jagger. Apparently, the small stages of the Rolling Stones' early days are to thank for his unique dancing style. Perhaps Jagger epitomizes the adage, 'creativity loves constraint'. Anyone working with students during COVID knows, endless restrictions caused us to reach for a little more creativity.

As we are seeing light at the end of the tunnel, let's be mindful that changes and constraints can be forces for good. In this optimistic keynote, Myron will argue that instruction and assessments that include inquiry, differentiation, exploration and problem solving may continue to help us adapt in a crunch – whatever that might look like.

LaVonna Roth Presents: Ignite Your S.H.I.N.E.®

No student fits into a standard, one-size-fits-all box of core content. This engaging and unforgettable experience will leave you motivated to uncover, foster, and amplify the unique gifts and talents that our students possess. Transformational schools serve the whole child, honoring each child's obvious and undiscovered talents. Thus, we focus on Self, Heart (passion), how to Inspire and Navigate to create the Exceptional people our students are meant to be. You will leave with an action plan to S.H.I.N.E and an unwavering resolve to watch every child succeed in learning and life! This SHINetastic culture shift will produce exceptional results, as you embrace, develop, and celebrate game-changing adult and student learners. When we clearly understand and honor the undeniable impact of unique gifts, we prepare our students today for their journeys of tomorrow.

10:00 – 11:00

Breakout Sessions *(7 from which to select)*

Myron Dueck: Shared Ownership – Welcoming students as partners in the assessment conversation

In their New York Times bestseller, 'Extreme Ownership' (2015), former Navy SEALs Willink and Babin describe the necessity of 'Decentralized Command', that 'every tactical-level team member must understand not just what to do, but why they are doing it' (pg 183).

If this principle is true for SEAL team members, it likely applies to learning environments. Research suggests the extent to which students understand the process of learning is likely linked to how much they care and feel empowered in the pursuit of it.

This session will focus on ways that we can invite students into the assessment realm as co-pilots rather than disinterested passengers.

Key topics will include:

- Sharing and co-creating learning targets based on standards.
- Helping students understand and use performance assessments (rubrics).
- Considering the right scale: Are 100 levels of reporting really necessary?
- Student self-reporting – academics, behaviors and individual insights.

Peter DeWitt: Collaborative Leadership: 6 Influences That Matter Most

Whether we are teacher leaders, instructional coaches or building and district leaders there needs to be a focus on student, as well as, adult learning and impact. Collaborative leadership: 6 Influences That Matter Most focuses on how leaders can use 6 of John Hattie's high effect influences on learning to foster growth in their teachers and put the focus on learning for students.

Garth Larson: Target-Based Grading and Reporting? Why Not Standards-Based?

School districts all over the world are looking at more effective methods to assess student learning, they are examining how to provide accurate and meaningful grades to students and trying to figure out the best and most clarifying way to communicate that to students and families. When schools have incorporated Standards-Based grading in their settings, roadblocks and confusion continually to impede progress (especially in secondary schools). This K-12 session will

discuss how one school district in WI chose to incorporate a Target-Based Assessment, Grading and Reporting Structure in their schools that have now been emulated in schools all over North America. Come join Garth Larson as we explore what Target-Based Grading Reporting Is (and is not), and how it has helped schools move the needle in meeting their goals of providing accurate, meaningful and equitable grading and reporting structures in today's schools.

Michael McDowell: Teaching for Transfer: Designing Learning with Real World Application

This session provides a framework for teaching students to apply their learning across situations and disciplines, all while taking into consideration their experiences of the last 14 months as learners. We will: Identify specific teaching practices that enable students to transfer their learning across discipline-centered tasks, academic disciplines, and real-world situations; Explore strategies for increasing "real world" authenticity in the classroom and ;Identify strategies for designing projects, problems, and tasks that enable students to apply their learning.

Katherine McKnight: The Reading Gap and What we Can Do About It!

You know the reality. Over 65% of our students are not reading on level. This is a staggering statistic, especially in light of the COVID 19 pandemic. What practices can educators leverage to close the gap? What does the research really indicate about grade level text and differentiated reading? This webinar will burrow into these questions and you'll emerge with some concrete answers and vision to create engaged and proficient readers, in all disciplines.

Ken O'Connor: Hot Button Issues in Grading

The grading issues that often create the greatest heat are how we deal with late submission of required assessment evidence, academic dishonesty, missing evidence, and whether learning activities (including homework) should be included in grades. This session will provide ideas for how to deal with each of these issues and opportunities for discussion and suggestions by participants.

LaVonna Roth: SEL must be F.I.R.S.T.

When your students return, they will have not been in school for months and have been through one of the most trying times we have faced collectively as humans. That means we have a beautiful opportunity to come together and create a school culture and classroom environment like never before. In order to achieve

the best results among your students with academic achievement and behavior, we must address social-emotional learning FIRST.

- Forefront - SEL has to come to the forefront if we want to see our students thrive after trauma and stress.
- Internal - Addressing the brain and how the body has reacted to such trauma and stress by shifting our students from survival mode to thinking mode.
- Response - Our responses (words, and body language we use), matter. Positive relationships matter. Our expectations matter.
- Success - This comes as a result of bringing SEL to the forefront and addressing the internal needs through our responses.
- Together - We are all in this together as we were all affected. Together we will rise. Together we can thrive.

11:15 – 12:15

Breakout Sessions *(7 from which to select)*

Stephanie Arzonetti Hite: Collective Efficacy is the Key to Becoming a Trauma Responsive School

The scientific debate over nurture vs nature is over: we now know that the memory of childhood experience is stored in our bodies, and not just our minds. In the past few decades, there has been an explosion of new understanding. This session will provide a brief overview of the Adverse Childhood Experience (ACE) Study explaining how and why adversity and trauma can reliably predict risks for mental, physical, and behavioral health in our schools. The great news is that what's predictable is preventable and we can learn from communities that have built collective efficacy to successfully respond to the impacts of trauma.

Myron Dueck: What Exactly is Feedback, and How Can I Make it Meaningful, Effective and Manageable?

Feedback in educational contexts is information provided to a learner to reduce the gap between current performance and a desired goal (Sadler, 1989). Furthermore, feedback is not only reserved for students. John Hattie suggests that student achievement is a powerful feedback tool for teacher effectiveness. Our grading and assessment decisions will have a massive impact on the quality and nature of feedback. This session first delves into defining feedback and the most important elements of it. Then we will examine assessment strategies (student conferencing, ongoing assessment, homework ideas and more) that reflect these elements and model effective feedback tools.

Amy Lubben: Conferring with Confidence

Purposeful, responsive instruction is how we move students forward, one goal at a time. Conferring is the heartbeat of the literacy block. In this session, participants will learn how to lean into a student's strengths and needs. We will explore different types of conferring, how to make time for conferring and management systems to make conferring last. Participants will leave with a variety of strategies to get started in the fall, whether virtually or in the classroom.

Becky Peppler: Creating High Quality Assessments

Writing high quality and meaningful assessments is essential to ensure that educators can accurately report student growth and achievement. This session will guide participants through the characteristics of high quality assessments, the process of aligning assessments to learning targets and how to score targets against proficiency scales. Examples of effective practices and procedures will be shared throughout the presentation. At the end of the session, time will be available for questions.

Learning Intentions:

- Learn how to create high quality assessments.
- Learn how to align assessments to learning targets.
- Use proficiency scales to score assessments.

Heidi Salm: Using Unconventional Time in the School Day for Science. (K-5)

The grading issues that often create the greatest heat are how we deal with late submission of required assessment evidence, academic dishonesty, missing evidence, and whether learning activities (including homework) should be included in grades. This session will provide ideas for how to deal with each of these issues and opportunities for discussion and suggestions by participants.

Dominique Smith: Creating Positive Relationships Through the Use of Restorative Practices

In this session we explore the philosophy of restorative practices and identify ways to systematically implement strategies that allow students and teachers to repair harm. The focus is on the school setting, with restorative practices being integrated into classroom structures. In addition, we will focus on building positive student teacher relationships to help create an environment that thrives with restorative practices.

Greg Wolcott: Strategies for SEL Success: 50 Ways for Teacher to Infuse Social-Emotional Learning in the Classroom

Social-emotional learning can not be a once a week lesson or activity. SEL success is dependent on making SEL a daily part of students' learning. In this session, Greg will share dozens of research-proven, teacher-tested, kid-approved strategies they can implement easily, effectively, and cheaply on a day to day basis in their classrooms. Infusing SEL daily into PK-12 classrooms is the only way for students to truly develop the skills they need to succeed in today's world.

12:15 – 12:45

LUNCH

12:45 – 1:45

Breakout Sessions (*8 from which to select*)

Rae Hughart: Isolation vs. Integration: Authentic SEL in the Classroom

As schools build more SEL components into the classroom, it's easy to fall into the trap of creating isolated activities versus integrating it into the overall classroom environment. Join us for a dialogue on how to integrate authentic SEL components into your classroom and school environment - allowing us to be a little better today than we were yesterday and a little better tomorrow than we were today. We will provide examples from various school leader positions as well as create opportunities for sharing! Now let's get out there and Teach Better.

Kathie Myles: Equity-Minded Coaching for Systems Change

What might it mean to go beyond using an "equity lens" and operate from a permanent position of equity-mindedness? This session will explore key organizational considerations to address inequities in teaching, coaching, and leading practices in order to create sustained systems change. Participants will leave with tools and actionable strategies to enact transformational change and create equitable conditions leading to high outcomes for all students.

Dominique Smith: Building Equity: Practices to Empower All Learners

Imagine a school with a diverse student body where every student feels safe and valued, and all students—regardless of race, culture, home language, sexual orientation, gender identity, academic history, and individual challenges—have the opportunity to succeed with challenging classes, projects, and activities. In this school, teachers notice and meet students' individual instructional needs and foster a harmonious and supportive environment—and students feel empowered

to learn, to grow, and to pursue their dreams. In this session we focus on the School Equity Taxonomy, a model to clarify the structural and interpersonal components of an equitable and excellent schooling experience, and the School Equity Audit, a survey-based tool to help leaders uncover equity-related issues and organize their efforts to better address:

- Social-emotional engagement.
- Opportunity to learn.
- Instructional excellence.
- Engaged, inspired, and successful learners.

Todd Stanley: Underachievement Amongst Gifted Students

Many gifted students do not perform at the level they are capable. Why is this? What can be done to help them? Like most things, there is no one answer. This presentation will look at ten causes of underachievement amongst gifted students and strategies that can be used to combat it. Will begin by looking at the picture book *The Unopened Gift*. In it, a student is presented with a gift but offers many excuses why he cannot open it. This will spark a discussion about why a student underachieves. After this, we will look at ten causes of underachievement amongst gifted students. Each strategy will be discussed as well as three strategies for how to overcome this problem.

Matt Townsley: Making Grades Matter 201: How do I get started?

You know that grading practices need to change, but are not sure how to get started. This interactive session will focus on beginning implementation steps of the three big tenets of standards-based grading for classroom teachers (communicating current levels of learning, homework as ungraded practice, and providing students multiple opportunities to demonstrate understanding)..

Lisa Van Gemert: Using the Depth & Complexity Framework to Raise Math Thinking Level

Looking for a way to bring mental excitement to your math classroom? Depth and Complexity is math's best friend when it comes to deep thinking. Learn what this framework can do for you, how to begin using it quickly, and how to avoid common pitfalls. If you've wanted to increase critical thinking in your classroom and needed a tool to help you do that, come find out how Depth & Complexity might just be the answer!

Greg Wolcott: Creating the Emotionally Safe and Academically Challenging Classroom

During this breakout, Greg will spend time walking participants through the CAP Matrix and explain the importance of creating a psychologically safe learning environment for students. He will discuss the importance of teacher modeling and share practical strategies for teachers to begin creating the mindsets needed to foster student self-efficacy and agency.

Julie Wright: What's Our Response?: Ready to Use Tips, Tools and Templates to Support ALL Learners

Time is never on our side. Most educators agree, too much time is being spent in meetings to discuss students' deficits and not enough time celebrating and utilizing their assets. Students come to school each day with individual and collective wants and needs, and it's our job to harness who and where they are. The RtI process doesn't have to be a machine model approach with an over reliance on short sided skill and drill; it can be a dynamic, flexible, in-the-moment response focused on good instruction. This workshop explores how to keep students at the center of decision-making so that the focus is fidelity to our students instead of fidelity to content, curriculum or program. We'll address actions we can take to combat 5 Problems of Practice with RtI which include:

- We need to break out of the RtI box.
- We need to honor and increase teacher autonomy and agency.
- We need child study teams focused on students' assets.
- We need to increase students' thinking and doing time.
- We need good instruction because that makes the best interventions.

This session is filled with ready-to-use, solution-oriented tools to create asset-based systems and structures so that you are better positioned to create an instructional response that will support all students' growth.

2:00 – 2:45

Closing Day 2 Keynotes *(2 from which to select)*

Rae Hughart Presents: Your Mindset leads to Your Impact

Mindset is everything! The scars we carry with us while scaling terrifying mountains or while rolling down hills, each bump and bruise have shaped us into the educators we are today. But, how can we shift our mindset to take these bruises and make them into a purposeful tool to foster our own success? It begins with a personal growth journey and ends with a pursuit toward a never-ending

professional growth journey toward excellence. #BetterYou

Participants will learn:

- the connection between personal growth and its ability to stifle our educational growth
- tools on a mindfulness practice of goal setting
- how your network can transform your Impact
- how to actively choosing to excel

Dominique Smith Presents: Building Equity: Practices to Empower All Learners

Imagine a school with a diverse student body where every student feels safe and valued, and all students—regardless of race, culture, home language, sexual orientation, gender identity, academic history, and individual challenges—have the opportunity to succeed with challenging classes, projects, and activities. In this school, teachers notice and meet students' individual instructional needs and foster a harmonious and supportive environment—and students feel empowered to learn, to grow, and to pursue their dreams. In this session we focus on the School Equity Taxonomy, a model to clarify the structural and interpersonal components of an equitable and excellent schooling experience, and the School Equity Audit, a survey-based tool to help leaders uncover equity-related issues and organize their efforts to better address:

- Social-emotional engagement.
- Opportunity to learn.
- Instructional excellence.
- Engaged, inspired, and successful learners.

On Demand! Bonus Pre-Recorded Session

Rufus Lott Presents: We Walk the Walk but Can We Talk the Talk

How we talk to kids determines the type of impact we have with them. Join Rufus Lott III to learn how using Affective Language when working with students is pivotal to keeping the relationship with them at the center of every interaction especially when correcting and addressing problem behavior.

Learner FIRST Virtual Summit

July 20-21, 2021 | 9 Keynotes | 43 Breakouts

Conference Presenters



Conference Presenters



Stephanie Arzonetti Hite has decades of experience as a teacher, administrator, and international school leader. A skilled professional learning designer for both face-to-face and virtual environments, Stef specializes in supporting organizations around systemic change with a focus on process improvement, design thinking, and participatory leadership. Stef is a co-author on *Intentional and Targeted Teaching: A Framework for Teacher Leadership and Growth* with Doug Fisher and Nancy Frey. She is currently publishing *Leading Collective Efficacy: Powerful Stories of Achievement and Equity* (with Jenni Donohoo).



Michael Atkins has been part of Denver Public Schools since he was 4 years old. His experiences as a student, custodian, paraprofessional, teacher, assistant principal and principal has given him a unique glance within education. He uses that lens to guide his work and journey today. Mr. Atkins leads to ensure the students under his care have a different experience than he did going to school there. He leads in hopes of grabbing educators by the hand and walking with them step-by-step and side-by-side on a journey of intercultural development, so we can serve ALL students and interact with our diverse world differently.



Cale Birk is the co-author of "Changing Change Using Learner-Centered Design" and District Head of Innovation in British Columbia, one of the highest achieving educational jurisdictions in the world. As a former teacher and high school Principal, Cale uses cross-industry innovation and his model of learner-centered design (LCD) to work with leaders in schools and districts in Canada, the United States, Australia and Asia to compel and inspire classroom, school and district leaders in the K-12 education system to re-imagine the experience of school and 'change the experience of change'. Guided by the principles of design, user-experience, project-based learning, Instructional Rounds and Agile Schools, Cale constantly pushes leaders to ask themselves "Would I want to learn this in this way?" so we can change the experience of change for students, educators, and parents in the K-12 system.



Rachel Carillo-Fairchild is an Author, Consultant and Managing Partner in the professional development practice of Active Teaching Solutions, LLC. Rachel has worked with various school districts of all sizes and demographics conducting numerous workshops for teachers and administrators all over the United States. Raised in a bilingual household, Rachel has an acute sense of the needs of English Learners. She has over 23 years as an educator, district leader, coach, and professional developer. Her extensive and varied experience makes her uniquely qualified to lead, consult and partner with districts in the areas of curriculum, instruction, assessment and equity for all learners.



Dr. Richard Cash received a bachelor of arts degree in theater from the University of Wisconsin-Eau Claire. After a brief retail career, Dr. Cash attended the University of Minnesota-Minneapolis, where he received a post-baccalaureate degree in elementary education. His first teaching position in a magnet school for gifted children, grades 1–6, in St. Paul, Minnesota, allowed him to use my talents as an actor and director. He created learning spaces that were rich in artistry, music, theater, and dance. Richard later obtained a master's degree in curriculum and instruction from the University of St. Thomas, in St. Paul, Minnesota. He became a curriculum specialist and developed training modules, curriculum formats, and differentiated learning archetypes that assisted teachers in creating higher-level experiences to meet the needs of all children. Later, he returned to St. Thomas and received a doctoral degree in educational leadership. Dr. Cash has served as the Administrator of Gifted Programs in Rochester, Minnesota, and the Director of Gifted Programs for the Bloomington Public Schools in Minnesota. In Bloomington, he realigned the gifted programs to service more students during a budget deficit and incorporated differentiated instruction into the total school curriculum. During his tenure with the Bloomington Public Schools, he created a school-within-a-school program for highly/profoundly gifted students, grades 2 – 10.



Rebecca Coda is the former Director of Instruction in Cabot, Arkansas. She is the founder of Digital Native Network, co-founder of Pushing Boundaries Educational Consulting, and Co-author of Let Them Speak: How Student Voice Can Transform Your School & Escaping the School Leader's Dunk Tank with Dr. Rick Jetter. Rebecca a social justice warrior and advocate of student voice and equity. She is the mother of three children of trauma adopted from the foster system. She is a national speaker with over ten years' experience facilitating professional development in all content areas grades K-8 for district administrators, principals, instructional coaches, educators & parents. She has served as a classroom teacher, instructional coach, district level ELA curriculum specialist, and district-wide technology Integration specialist. Her true passion is learning and growing from everyone around her to support the academic success of all students. She leads with impact and will settle for nothing less than making a difference for every child..... because our kids are counting on US! You can learn more about her work at www.rebeccacoda.com



Shelly Daun has over 25 years of professional experience in public education. Currently, she is the Director of Curriculum, Instruction, and Assessment for the Menasha Joint School District located in Wisconsin. She has been an instructional leader and administrator for most of her career in education focusing on systems change and school-wide reform. She has worked in large suburban and high poverty school districts in Northeast Wisconsin.

Shelly has led school districts in district level and school

improvement utilizing a systems approach to school improvement. All with a curriculum design that focuses on analyzing student data, developing standards and assessments, implementing research-based instructional pedagogy, honoring student equity, leadership development, and creating sustainability action plans. She has had success with developing and implementing school reform and improvement plans when schools are identified as needs improvement at the state level. Shelly is well versed in standards, assessment, K-12 literacy and mathematics instruction, equitable multi-level systems of support for students, Every Student Succeeds Act (ESSA) requirements, and leadership development



Peter DeWitt (Ed.D) is a former K-5 teacher (11 years) and principal (8 years). He is a school leadership coach who runs competency-based workshops and provides keynotes nationally and internationally focusing on school leadership (collaborative cultures and instructional leadership), as well as, fostering inclusive school climates. His work has been adopted at the state level, university level, and he works with numerous school districts, school boards, regional networks, ministries of education around North America, Australia, Europe, Asia, the Middle East and the U.K. Peter writes the Finding Common Ground column for Education Week, which has been in circulation since 2011. In 2020 DeWitt co-created Education Week's A Seat At the Table where he moderates conversations with experts around the topics of race, gender, sexual orientation, research, trauma and many other educational topics.



Jenni Donohoo PhD, is a three-time, best-selling author and professional learning facilitator with more than 20 years experience in leading school change. Jenni's three books include: Collaborative Inquiry for Educators: A Facilitator's Guide to School Improvement, The Transformative Power of Collaborative Inquiry: Realizing Change in Schools and Classrooms (co-authored by Moses Velasco) and Collective Efficacy: How Educators' Beliefs Impact Student Learning. Jenni completed her doctorate in 2010. Her dissertation focused on fostering metacognition in adolescent students. In addition to her writing and consulting work, Jenni is on contract with the Council of Ontario Directors of Education. In this role she works alongside system and school leaders in order to improve the quality professional learning and collaboration in schools and districts. Jenni has also designed and taught Experienced Principals' Courses for the Ontario Principals' Council and Additional Qualification courses for the University of Windsor. Jenni is the past president of Learning Forward Ontario. Jenni has been a keynote speaker at conferences including the Annual Visible Learning Conference, Corwin's Women in Education Conference, and the LEAP Conference in Australia. She has also presented breakout sessions at numerous conferences and in school districts across the United States and Canada. Recently, in an interview when John Hattie was asked about whose work he reads and recommends, he named Jenni Donohoo in a short list of up and coming educational leaders.



Myron Dueck has been a teacher, school administrator and taken on a district-level role in furthering assessment, innovation and student reporting. Myron continues to develop grading, assessment and reporting systems in which students have greater opportunity to show what they understand, adapt to the feedback they receive and play a significant role in the reporting of that learning. Myron has shared his ongoing journey, tools and first-hand experiences with public, charter and international school educators around the world, and recently his presentations have diverged to include global education trends and broader socio-economic realities that impact learning. Myron's work has appeared in numerous educational journals and his best-selling book, *Grading Smarter, Not Harder—Assessment Strategies that Motivate Kids and Help Them Learn* was released by ASCD in July 2014. In 2015 ASCD released a video project based in his own school district entitled 'Smarter Assessment in the Secondary Classroom'. More recently ASCD released a three-part online streaming series, *Ask Them*, hosted by Myron, looking at how we include students in assessment. The series includes John Hattie, Lorin Anderson, Celeste Kidd and more. His latest book, *'Giving Students a Say – Smarter Assessment Practices to Empower and Engage'* was released by ASCD in January of 2021. Myron lives in Summerland, BC, CANADA with his wife and two children and is Vice-Principal for Grading, Assessment, Innovation and Reporting Student Learning in his local school district – Okanagan-Skaha 67.



Dennis Griffin, Jr serves as the Principal of Prairie Elementary School in Waukesha, Wisconsin. He has seven years of experience as a middle school educator and is entering his fifth year as an administrator. He is currently pursuing his doctoral studies in Educational Leadership at Cardinal Stritch University. His passion to be an agent of change in education for ALL students is the driving force behind his leadership. Dennis seeks to build collaborative networks that will learn from one another to support adult and student learning. Realizing that working in isolation will not achieve the results our students deserve has afforded Dennis the opportunity to participate in several organizations, and serve on several educational boards. Dennis provides professional development and researches topics that include: leadership, equity, relationships, student outcomes, and the change process. Dennis believes ALL students will be successful in school when they develop relationships with educators that value their gifts, cultures, and individuality.



Dr. Victoria L. Hansen, a Transformational Educational Leader, began her teaching career in 2004 after receiving a Bachelor's degree in Special Education from Southern Illinois University at Edwardsville (SIUE). She taught 7th and 8th grade at Uhlich Children's AdvantageNetwork or UCAN Academy, a therapeutic day school, in Chicago's Humboldt Park neighborhood for four years. While in the classroom she realized that leadership was her calling.

Following her leadership calling, she went back to school and earned

a Master of Arts degree in Educational Leadership & Supervision in 2008 from Saint Xavier University-Chicago and in 2019, she completed her Ph.D. in Educational Leadership of which her research sought to understand the lived experiences of African American aspiring female superintendents, a Qualitative Narrative Inquiry study titled: Time to Kick Some Glass: Understanding the Lived Experiences of African American Aspiring female Superintendents at Concordia University Chicago. In 2009, she joined Bellwood School District 88's administrative team as assistant principal. Expanding her reach and impact on diverse populations of students, she soon became principal, director of curriculum, and now serves as the district's Assistant Superintendent of Curriculum & Instruction in which she is responsible for teaching and learning, professional development, and State and Federal Grants for seven schools and approximately 2500 students. She has led several district wide teams including RtI, MTSS, STEAM, and the District Leadership Team.



Rae Hughart is a Middle Level Math Educator in Illinois, the CMO of the Teach Better Team, and author of "Teachers Deserve It" and "Teach Better" books. After being inducted into The Illinois State University Hall of Fame in 2017, Rae was awarded the 2018 First Place Henry Ford Teacher Innovator Award for her innovative educational impact through the Teach Further Model. Additionally, Rae serves on several Educational Boards including the role of Vice President with the Association of Illinois Middle Schools (AIMS).



Amanda Ironside has 20 years of experience in public education in which she has enjoyed working as an elementary teacher, math interventionist, gifted & talented teacher and instructional coach. Currently, she is the Gifted & Talented Coordinator for the Menasha Joint School District located in Wisconsin. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students.

Amanda has extensive experience coaching and collaborating with teachers and students so that their unique academic and instructional needs are met through extensions and support when appropriate. Through coaching and collaborating, she shares research-based strategies and aids in developing instructional plans based on best practice. She is an innovator in her district, providing professional development in multiple disciplines and at all grade levels.



Rick Jetter is an educator, author, speaker, and trainer. He has worked in the field of education for over 20 years and has held the positions of: alternative education teacher, English teacher, assistant principal, principal, assistant superintendent, and superintendent of schools. Rick is also the co-founder and lead consultant at Pushing Boundaries Consulting, LLC and has written 6 books in the field of education. Rick's areas of expertise and support with FIRST include

adversity training for educators, student voice, teaching and leadership best practices, and school reform. You can learn more about Rick's work by visiting www.rickjetter.com.



Jethro Jones 2017 NASSP Digital Principal of the Year, is a former principal and host of Transformative Principal, where he interviews principals, leaders, and influencers who help improve K-12 education throughout the world. He is also the founder of Transformative Leadership Summit and author of the new book, *SchoolIX: How principals can design a transformative school experience for students, teachers, parents – and themselves!* Available at <http://schoolx.me>

Jethro currently consults schools and districts on leadership, culture, trauma, and redesign efforts that don't seem like another program. Jethro has worked as a principal at all K-12 levels, including a prison school, a district coach, distance learning team lead, and English teacher.



Jeff Klein is the director of school experience for Satchel Pulse. He is the former Assistant Superintendent for Academic Services in the Park Hill School District and has held positions as teacher, school psychologist, and executive director of research, evaluation, and assessment. He has a Ph.D. in Education from the University of California, Santa Barbara as well as a Masters in Business Administration and other graduate degrees in educational leadership and school psychology. Dr. Klein is a recipient of the Missouri Governor's Quality Leadership Award and has been widely recognized for innovative educational programs and measurement systems. He is also a recipient of the Missouri Outstanding District Office Support Award. Dr. Klein is an active advocate for improvement of the education system, having served on multiple advisory committees. He is an expert in survey development and analysis, measurement systems, education psychology, process improvement, and strategic planning. He is an avid researcher and learner and has published journal articles on a variety of topics including Quality, assessment, and mental health.



Garth Larson Ed.D is the Co-Founder and President of FIRST Educational Resources. Garth has previously worked as the Director of Learning for the Winneconne Community School District in northeast Wisconsin, was an elementary principal in two separate buildings and started his career in education as a high school speech and English teacher. In 2011, Garth formed Wisconsin Educational Resources (now FIRST) with a focus on improving student achievement across the United States. Since 2011, over 1600 school districts throughout the globe have become partnership districts with his company. Garth currently consults to school districts around the world and provides customized professional development around a variety of topics, mainly Professional Learning Communities 2.0, Learning-Centered Grading Practices, Leadership and School

Improvement and Response to Intervention. Garth is also the co-author of PLC 2.0: Collaborating for Observable Impact in Today's Schools with co-author Cale Birk, Collaborative Systems of Support: Learning for ALL with co-authors Tom Hierck and Chris Weber, Target-Based Grading in Collaborative Teams: 13 Steps to Moving Beyond Standards with co-author Tom Hierck, Grading for Impact: Raising Student Achievement through a Target-Based Assessment and Learning System and PLC 2.0: Collaborating for Observable Impact in Today's Schools.



Danica Lewis has 20 years of experience in schools, serving as an elementary teacher and later as a school and district administrator, including school building leadership, early childhood leadership, special education leadership, and curriculum & assessment leadership in urban and suburban schools. Danica led the implementation of standards-aligned instruction, assessment, and grading as both a district-level and building-level administrator. Danica facilitates powerful professional learning around literacy, standards-aligned instruction and assessment, rigorous teaching, data analysis, and professional learning community leadership. In 2017, the Wisconsin Association for Supervision and Curriculum Development recognized Danica as the "Instructional Leader of the Year" for the State of Wisconsin.



Rufus Lott, III is the founder of LOTT Educational Consultants and lead consultant specializing in the area of Restorative Practices in schools. Most recently Mr. Lott served the North East Independent School District in San Antonio, TX as the Assistant Principal of Edward H. White Middle School. Mr. Lott played an instrumental role in the development and implementation of restorative practices as an alternative method for managing student behavior. This innovative, whole school approach was the first of its kind in the state of Texas, and has been considered the blueprint that many campuses across the state of Texas are following.

Mr. Lott has 10 years of experience in public education in elementary and middle school as a classroom practitioner and administrator. As a former administrator, Mr. Lott's passion is rooted in social justice and working with educators to better serve diverse student populations. His focus is on teaching real-life, applicable strategies that are essential for educators to utilize when working with both students and teachers. Today, he teaches restorative practices to teachers and administrators as an alternative method to exclusion, and as a means to build positive relationships and strong communities through dialogue using the circle process.

Mr. Lott received both his Bachelor's and Master's Degrees from the University of Texas at San Antonio. He graduated as a member of the Urban School Leadership Cohort (USLC), which is a nationally recognized cohort that prepares educational leaders for the principalship by using practical, theoretical, and research-based approaches to promote social justice in urban school districts. He is the author of Restorative Practices: An Outside-the-Box Approach to Building and Sustaining Relationships.



Amy Lubben has worked in education for 20 years. She taught Special Education (K-5), was a 5th-grade classroom teacher, and a 4th/5th grade multi-age classroom. Amy is a Math Recovery Specialist. Amy has instructional coaching experience supporting teachers K-12 to implement best practices in literacy education and disciplinary literacy, along with analyzing data for student growth and success. Amy enjoys collaborating with teachers to cultivate teacher leadership and create positive learning experiences for all students.



Byron McClure is a National Certified School Psychologist by training, but is also a father of two, a brother, an uncle, a connector, and a motivator. He's been lucky to work with children and families over the past 8 years. Byron has done some pretty cool research on social emotional learning (SEL) programs. In particular, his research investigated effective SEL programs for youth of color. He has also created several cool programs for African-American males and for youth of color. In his daily practice, he works to actively infuse SEL, restorative practices, and trauma responsive practices to improve outcomes for youth of color. He is the creator of 6 Minute SEL, which is a fun and easy way for educators to connect with their students. He wanted to help teachers find a realistic way to incorporate SEL core skills into their classrooms.



Michael McDowell, Ed.D. is the Superintendent of the Ross School District in California. Most recently, he served as the Associate Superintendent of Instructional and Personnel Services at the Tamalpais Union High School District. During his tenure, the Tamalpais Union High School District was recognized by the Marzano Research Laboratories as one of the top highly reliable organizations in the United States, and schools within the district received recognitions by the US News and World Report, and honored with California Distinguished Schools accolades. Dr. McDowell is a national presenter, speaking on instruction, learning, leadership and innovation. He has provided professional development services to large school districts, State Departments of Education, and higher education.



Dr. Katherine McKnight, is an author, educator and consultant. Her career in education began as a high school English teacher in the Chicago Public School system more than 25 years ago. She received her B.A. degree from George Washington University, her M.Ed. from Northeastern Illinois University, and her Ph.D. from the University of Illinois at Chicago. She currently serves as a Distinguished Professor of Research at National Louis University. She travels worldwide as a professional development consultant and a sought after speaker in the fields of adolescent literacy, inclusive classrooms, Common Core State Standards, Interdisciplinary literacy, and integrating technology in the 21st century classroom.

She is passionate about creating curricula that engage all students

in the regular education classroom. And she is completely committed to the development, sharing, and promotion of ideas and strategies that develop literacy skills in all students so that they can grow to be active, creative adults.

Dr. McKnight regularly publishes in professional journals and is the author of many books including Common Core Literacy for ELA, History/Social Studies, and the Humanities: Strategies to Deepen Content Knowledge, Grades 6-12, The Common Sense Guide to the Common Core, The Elementary Teacher's Big Book of Graphic Organizers, Grades K-5, and The Teacher's Big Book of Graphic Organizers, Grades 5-12 (recipient of the 2013 Teachers' Choice Award). She co-authored The Second City Guide to Improv in the Classroom, The English Teacher's Survival Guide, Methods of Teaching English in the Middle and Secondary Schools, and Teaching the Classics in the Inclusive Classroom, among others.



Jay McTighe brings a wealth of experience developed during a rich and varied career in education. He served as director of the Maryland Assessment Consortium, a state collaboration of school districts working together to develop and share formative performance assessments. Prior to this position, Jay was involved with school improvement projects at the Maryland State Department of Education where he helped lead Maryland's standards-based reforms, including the development of performance-based statewide assessments. Jay has an extensive background in professional development and is a regular speaker at national, state, and district conferences and workshops. He has made presentations in 47 states within the United States, in 7 Canadian provinces, and internationally to educators in 37 countries on six continents.



Thomas Murray serves as the Director of Innovation for Future Ready Schools®, a project of the Alliance for Excellent Education, located in Washington, D.C. He has testified before the United States Congress and has worked alongside that body, the US Senate, the White House, the US Department of Education and state departments of education, corporations, and school districts throughout the country to implement student-centered learning while helping to lead Future Ready Schools® and Digital Learning Day. An ASCD best-selling author, Murray serves as a regular conference keynote, was named the "2018 National/Global EdTech Leader of the Year," by EdTech Digest, the "2017 Education Thought Leader of the Year," one of "20 to Watch" by NSBA in 2016, and the "Education Policy Person of the Year" by the Academy of Arts and Sciences in 2015. His best-selling book, Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today, co-authored with Eric Sheninger and published by ASCD, was released in June 2017. His most recent book, Personal & Authentic: Designing Learning Experiences that Impact a Lifetime, was released in October of 2019.

Prior to moving to his role in Washington, D.C., Murray served as an

elementary teacher, middle school teacher, middle school principal, elementary principal, and at the district level in Bucks County, Pennsylvania. He is most passionate about creating cultures of innovation where teachers are empowered to create the types of learning experiences today's modern learners need to thrive.



Kathie Myles MA, serves public educators, families and students as a statewide professional development specialist and systems coach. A highly innovative, caring instructional leader demonstrating proficiency in building individual and collective capacity Kathy has been a classroom teacher, PreK-12 site and district level administrator and adjunct instructor for Cardinal Stritch University and Milwaukee School of Engineering. Understanding the collective effort needed, Kathy utilizes strategies intended to ensure a positive adult culture while staying true to the vision and mission of the organization; preserving the community's confidence in education and the educational process in addition to collaborating with colleagues and other stakeholders to ensure resiliency and compassion for ourselves and others.



Ken O'Connor (also known as "The Grade Doctor" has been an independent consultant from 1996 to the present. He has been a staff development presenter and facilitator on assessment, grading and reporting in 45 states and 9 Canadian provinces and 21 countries outside North America. He has presented at NESA Conferences in Bahrain, Bangkok, Kathmandu, Athens, Muscat and Istanbul, and at ECIS in Amsterdam. He was a member of the ASCD Faculty and the ASCD Understanding by Design cadre. Ken's primary area of expertise and support with FIRST includes assessment and grading for learning.



Becky Pepler has 14 years of professional experience in public education, working in the Winneconne Community School District in northeast Wisconsin. Becky is currently a 6-12 Instructional Coach with a focus on supporting teachers in the classroom on a daily basis. Prior to her role as an instructional coach, Becky taught Chemistry and Forensic Science and was the 6-12 Science Curriculum Chair. She is an active member of the Wisconsin Society of Science Teachers (WSST), where she was awarded the Excellence in Science Education Award for the state of Wisconsin, and the Wisconsin Science Education Leadership Association (WSELA). Becky has helped the Winneconne Community School District transition to Target Based Grading at the middle and high school levels. She has a passion for designing meaningful assessments, aligning assessments to targets, target based learning implementation, building social and emotional skills and ensuring that all students continue to learn at high levels. Becky currently consults to school districts all over the United States in these areas.



LaVonna Roth is an internationally recognized keynote speaker, consultant and author, bridging how the brain learns (and thinks), with people's incredible intrinsic skills and talents (how they S.H.I.N.E.) is her deep passion. Her goal is to help individuals become confident in who they are, and for them to use that aptitude in making a difference within their communities. Over 25,000 educators, students and organizations have benefited from LaVonna's wealth of practical, applicable, and down-to-earth strategies and insights to the most common and frustrating educational and behavioral issues. These effective strategies are a direct result of years of research, as well as firsthand classroom, consulting and life experiences.



Heidi Salm has 12 years of professional experience in public education, working in the Winneconne Community School District in northeast Wisconsin. Heidi is currently a 6th grade science teacher, the 6-12 Curriculum Science Chair, and a member of the District Leadership Team. She is a member of the Wisconsin Science Education Leadership Association (WSELA), Wisconsin Society of Science Teachers (WSST), and the National Science Teachers Association (NSTA). Heidi and her husband are 4th generation farmers in northeast Wisconsin, and she believes in the importance of advocating and promoting agriculture in schools. Heidi has a passion for creating STEM-based lessons and labs that are interdisciplinary and based on real-world applications. She believes in teaching science and agriculture in ways that bring science back to being an essential content area in each and every school while ensuring that all students are learning at high levels. Heidi has a Master's Degree in Curriculum and Instruction from the University of Wisconsin Oshkosh.



Dominique Smith, is the Chief of Educational Services and Teacher Relations at Health Sciences and Middle College (HSHMC) located in San Diego, CA. Dominique has helped transform HSHMC to become a restorative school with his efforts in building relationships with student and hearing student voice. His focuses on school wide mind shifts to restorative practices and school equity have taken him across the world to help schools make change. He has published books with authors Douglas Fisher and Nancy Frey, "Better than Carrots and Sticks" and "Building Equity, Policies and Practices to Empower All Learners," and "Engagement by Design". In 2014 Dominique was the recipient of the National School Safety Advocacy Award. Dominique focuses on creating a well-rounded school climate to allow the growth of all students to become the best student they can be. He believes students have the right to feel like they have a future and can be successful no matter any situation.



My name is **Todd Stanley**. I am the author of many teacher-education books including *Project-Based Learning for Gifted Students: A Handbook for the 21st Century Classroom*, *When Smart Kids Underachieve in the Classroom: Practical Solutions for Teachers*, *Authentic Learning: Real World Experiences that Build 21st Century Skills*, *Using Rubrics for Performance-Based Assessment*, and my latest, *Promoting Rigor Through Higher Level Questioning*. I served as a classroom teacher for 18 years and am currently the Gifted Services Coordinator for Pickerington Local School District and an adjunct professor at the University of Cincinnati teaching gifted education.



Matt Townsley is an assistant professor of educational leadership at the University of Northern Iowa. Previously, he was a teacher and district administrator in Solon, IA. Through conferences, professional development and workshops, Dr. Townsley has consulted with thousands of teachers and administrators across the country on the topics of assessment and standards-based grading. Matt's writing has been published in journals such as *Educational Leadership* (ASCD), *School Administrator* (AASA), and *American Secondary Education*. He has been featured or quoted on *The Christian Science Monitor*, *CNN.com*, *The Washington Post*, *California public radio*, the *Center for Digital Education*, *Education Week*, and a number of other media outlets. Matt's primary area of expertise and support with FIRST includes assessment and grading.



Lisa Van Gemert, shares best practices in education with audiences around the world. She is an expert consult to television shows including *Lifetime's "Child Genius,"* a writer of award-winning lesson plans, numerous articles on social psychology and pedagogy, and four books, including the award-winning *Perfectionism: A Practical Guide to Managing Never Good Enough*. A former teacher, school administrator, and Youth & Education Ambassador for Mensa, she shares resources for educators and parents on her websites giftedguru.com and vocabularyluau.com.



Greg Wolcott, currently serves as the Assistant Superintendent for Teaching and Learning at Woodridge School District 68 in Woodridge, Illinois, a suburb 30 miles west of Chicago. As an educator in the Chicagoland area for over 20 years, Greg is passionate about developing opportunities for all students to succeed as well as finding ways for all teachers and staff members to utilize their strengths to maximize the learning of each and every child whom they interact with on a daily basis. Greg consults throughout the United States on a variety of subjects including adult learning, developing innovative practices in the classroom to engage all learners, formative assessment to drive instruction, response to instruction/intervention, and data usage for school improvement. Greg is also the author of the best selling book, *Significant 72: Unleashing the Power of Relationships in Today's Schools*.



Rick Wormeli, one of the first Nationally Board Certified teachers in America, brings innovation, energy, validity and high standards to both his presentations, and his instructional practice, which includes 36 years teaching math, science, English, physical education, health, and history, and coaching teachers and principals. Rick's work has been reported in numerous media, including ABC's "Good Morning America," "Hardball with Chris Matthews," National Geographic and Good Housekeeping magazines, What Matters Most: Teaching for the 21st Century, and the Washington Post. With his substantive presentations, sense of humor, and unconventional approaches, he's been asked to present to teachers and administrators in all 50 states, Canada, China, Europe, Thailand, Japan, Vietnam, Korea, Australia, and the Middle East.



Julie Wright is a teacher, instructional coach, and educational consultant with more than 25 years of experience in rural, suburban, and urban education settings. She co-authored, "What Are You Grouping For? How to Guide Small Groups Based on Readers—Not the Book." (Corwin, 2018) Julie is best known for helping schools build capacity by matching their pedagogical beliefs to best practices. She holds National Board Certification as well as a B.S. in education, a Master's in language arts and reading, K-12 Reading Endorsement, and a pre-K through grade 9 principal license from The Ohio State University. In her free time, Julie loves walking, hanging out with family and friends, spending time in her garden, and she is a wanna-be beekeeper.



Erik Youngman, is an education leader who is passionate about topics such as homework, growth mindset, grading, and leadership. This is his twentieth year in educational leadership. Erik is the Director of Curriculum, Instruction, and Assessment for Libertyville District 70 in Libertyville, Illinois. Previous education experiences include being a principal in Libertyville as well as an assistant principal and teacher in Gurnee, Illinois.

Erik earned a Doctorate in Educational Leadership, Education Specialist Degree, and Master of Science in Education from Northern Illinois University and a Bachelor of Arts from Augustana College. Please follow and contact Erik via Twitter: @Erik_Youngman.