

# Agenda

## Atlanta, GA • October 5–7

### Monday, October 5

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	<b>Keynote</b> —Tina H. Boogren <i>Take Time for You: How to Take Care of Yourself in Order to Take Care of Those You Serve</i>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	<b>Breakouts</b>
11:45 a.m.–1:15 p.m.	Lunch (on your own)
1:15–2:45 p.m.	<b>Breakouts</b>
2:45–3:15 p.m.	Break
3:15–4:45 p.m.	<b>Keynote</b> —Douglas Reeves <i>The 100-Day Leader: Real Results Right Now</i>

### Tuesday, October 6

7:00–8:00 a.m.	Registration
	Continental Breakfast
8:00–9:45 a.m.	<b>Keynote</b> —Janel Keating <i>Doing the Right Work at the Right Time for the Right Reasons</i>
9:45–10:15 a.m.	Break
10:15–11:45 a.m.	<b>Breakouts</b>
11:45 a.m.–1:15 p.m.	Lunch (on your own)
1:15–2:45 p.m.	<b>Breakouts</b>
2:45–3:15 p.m.	Break
3:15–4:15 p.m.	<b>Panel Discussion</b> <i>Presenters provide practical answers to your most pressing questions.</i>

### Wednesday, October 7

7:00–8:00 a.m.	Continental Breakfast
8:00–9:30 a.m.	<b>Keynote</b> —Troy Gobble <i>It's Not About You: Leading a School Community Through Change</i>
9:30–10:00 a.m.	Break
10:00–11:45 a.m.	<b>Keynote</b> —Alex Kajitani <i>Creating a Culture of Compassion</i>

Agenda is subject to change.

## Breakouts at a Glance

Presenters & Session Titles	Monday, October 5		Tuesday, October 6	
	10:15–11:45 a.m.	1:15–2:45 p.m.	10:15–11:45 a.m.	1:15–2:45 p.m.
<b>Tina H. Boogren</b>				
Supporting Beginning Teachers	X			
Self-Care Hacks for Busy Educators		X		
<b>Troy Gobble</b>				
Proficiency-Based Assessment: Process, Not Product	X			
How to Lead for Change: One School's Journey to Standards-Based Grading		X		
Proficiency-Based Instruction			X	
SEL in a PLC: The Vehicle to Drive School Improvement				X
<b>Alex Kajitani</b>				
Teach. Lead. Repeat. Five Skills Every Teacher Leader Needs	X			
Never Another Boring Meeting: Ideas From the World's Most Innovative Companies		X		
Maximizing the Impact of Your Ideas			X	
So You Want to Present at an Educational Institute?				X
<b>Janel Keating</b>				
Daunting but Doable: The Role of the Principal in a Professional Learning Community at Work			X	
Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams				X
<b>Douglas Reeves</b>				
Grading and Homework: The Most Emotional Topics in Education	X			
Time, Time, Time: Managing a Leader's Most Valuable Asset		X		
<b>Jeanne Spiller</b>				
Leading Your PLC With Intention: Eight Important Considerations	X			
Lead Like a Coach		X		
Brave Leaders Lead the Way!			X	

Leading a Culture of Collaboration Between General and Special Educators				X
<b>Katie White</b>				
The Messages Our School Artifacts Send	X			
Getting Unstuck: Processes and Protocols to Support Growth		X		
Assessment Through a Leadership Lens			X	
Leading Through Story				X

Agenda subject to change.

## Session Descriptions – Day 1

### MORNING KEYNOTE

**Tina H. Boogren**

#### **Take Time for You: How to Take Care of Yourself in Order to Take Care of Those You Serve**

We've all heard the airline safety announcement: Secure your own oxygen mask before assisting others. This concept holds true for those in educational leadership positions—we must learn how to establish habits and routines that allow us to bring our best selves to those we serve. By using a research-based framework for self-care, Tina H. Boogren helps educators of all levels and backgrounds develop personalized self-care plans to feel inspired, rejuvenated, and empowered.

Participants in this session:

- Understand the foundational research and theory on self-care, particularly as it relates to leaders in education.
- Explore how Maslow's hierarchy of needs influences personal and professional lives.
- Explore strategies and recommendations related to each level of the hierarchy that can be implemented immediately.

### MORNING BREAKOUTS

**Tina H. Boogren**

#### **Supporting Beginning Teachers**

Effectively supporting beginning teachers is crucial for retention and developing expertise in relation to student achievement. In this interactive session, Tina H. Boogren guides leaders, coaches, and mentors in supporting first-time teachers. Participants explore and discuss specific strategies for implementing research-based mentoring methods into their districts, schools, and practices.

Participants in this session:

- Review foundational research and theory on supporting beginning teachers.
- Acquire specific strategies to provide essential physical, emotional, instructional, and institutional support to new teachers.
- Learn how to support beginning teachers as they engage in goal setting and focused practice while providing specific feedback to increase their expertise.

### **Troy Gobble**

#### **Proficiency-Based Assessment: Process, Not Product**

While educators' knowledge of effective assessment practice has grown in the past few years, there is still a disconnect between the skills educators aim to develop and the information their assessments provide. Troy Gobble asserts that assessments should have neither a formative nor summative purpose. Instead, they are experiences to help students meet and exceed proficiency expectations.

Participants in this session:

- Create learning targets and develop and scale proficiency-based goals.
- Build assessments that support student learning, serve instructional practice, and move students toward proficiency.
- Develop models of student reflection specifically aimed at meeting and exceeding learning expectations.

### **Alex Kajitani**

#### **Teach. Lead. Repeat. Five Skills Every Teacher Leader Needs**

When it comes to the success of a single classroom, nothing is more important than the teacher who leads it. And when it comes to the success of an entire school, nothing is more important than the relationship of the adults in the building. This session focuses on five critical skills teacher leaders need to be highly effective leaders—in the teachers' lounge, in staff meetings, and everywhere in between. Participants leave with practical ideas that can be immediately implemented to elevate teacher leadership and ignite the best in those around them.

After this session, participants can expect to:

- Present any issue in a way that gets colleagues' enthusiastic support.
- Apply simple, high-leverage coaching principles that bring out the best in their colleagues.
- Know what to say and do when a conflict arises between adults.

### **Douglas Reeves**

#### **Grading and Homework: The Most Emotional Topics in Education**

System-level leaders have a profound impact, both positive and negative, on student results. In this interactive session, Douglas Reeves engages with district leaders and policymakers about the most important actions to embrace—and to avoid—that have the greatest impact on student results.

Participants in this session:

- Evaluate alternative leadership and policy strategies.
- Synthesize the evidence on the relationship of central office leadership and student results.
- Apply the research for immediate implementation in their school system.

## **Jeanne Spiller**

### **Leading Your PLC With Intention: Eight Important Considerations**

Implementing and sustaining the PLC process requires diligent leaders who persist in ensuring their school is a place in which leaders and teachers collaborate, make evidence-based decisions, understand that students are the top priority, communicate effectively, and are involved in trusting relationships.

Participants in this session explore eight areas of focus to consider in effectively leading the PLC at Work process in their schools or districts.

1. Achieving focus and staying intentional
2. Establishing and maintaining organization
3. Building shared leadership
4. Using evidence for decision making and action
5. Prioritizing the student
6. Leading instruction
7. Fostering communication
8. Developing community and relationships

## **Katie White**

### **The Messages Our School Artifacts Send**

As leaders, we may find ourselves trying to determine the effectiveness of our classrooms, schools, and systems. We may wonder what truly indicates a strong learning environment and whether quantitative data gives us all the answers. This session explores the power of classroom and school artifacts in telling the story of learning in our schools. Katie White facilitates an examination of various artifacts and participants reflect on the messages these artifacts communicate about the beliefs and values of the people in their building. She guides a discussion about ways to work together to ensure there is alignment between intentions and reality.

Participants in this session:

- Examine sample school artifacts and reflect on the messages they send.
- Explore personal beliefs and values and reflect on how they might be expressed through artifacts.
- Relate school artifact analysis to school effectiveness.

## **AFTERNOON BREAKOUTS**

### **Tina H. Boogren**

#### **Self-Care Hacks for Busy Educators**

Recent research shows that 93 percent of teachers report “high levels of job-related stress.” Not only is this a concern for our educators, but it’s a serious problem for our students. Students with stressed-out teachers have more behavioral issues, and those students have lower overall achievement. This session explores easy-to-implement “wellness hacks” to positively impact the adults and students in your building or district.

Participants in this session:

- Review the four seasons of a typical school year and ways to help staff thrive through each phase.
- Explore multiple self-care/wellness hacks that are easy to implement at personal and professional levels that correlate to the phases of the school year.
- Discover ways to motivate and inspire staff to enable them to lead their students by example.

### **Troy Gobble**

#### **How to Lead for Change: One School's Journey to Standards-Based Grading**

Adlai E. Stevenson High School has embarked on a five-year process to change how it grades and reports student success. This session describes the leadership choices and organizational steps required to undertake this massive change. In this session, participants reflect on upcoming changes in their own buildings and apply the presented ideas to their own practice.

Participants in this session:

- Rethink the assumptions and problems with a traditional grading system.
- Explore how an evidence-based grading system can better support student learning.
- Examine the elements required to change the culture and grading practices throughout a school.

### **Alex Kajitani**

#### **Never Another Boring Meeting: Ideas From the World's Most Innovative Companies**

Let's be honest, as educators we've all sat through boring meetings. And sometimes, we're even the ones running those meetings. What would it take to get staff members to run *to* meetings instead of *from* them? Borrowing ideas from some of the world's most innovative companies, this session highlights creative and effective ways to bring staff together in a way that is exciting and transformative. Participants and their staff won't have to ever sit through another boring meeting!

This session illustrates how to:

- Implement innovative, creative ways of structuring meetings so that participants stay interested and engaged.
- React and respond when a meeting starts to get off track.
- Start and end meetings so that attendees arrive excited and leave with a plan.

### **Douglas Reeves**

#### **Time, Time, Time: Managing a Leader's Most Valuable Asset**

The most important resource for every educational leader is time. Using the latest research from educational and organizational development, Douglas Reeves considers how leaders can make maximum use of their time and the time of other leaders and teachers. The answer is not frantic task completion but intentional and obsessive focus on what matters most. This session helps leaders identify and execute the highest leverage strategies while preserving time for family, health, and renewal.

Participants in this session:

- Critically assess the multiple demands on a leader's time.
- Synthesize the evidence on alternative time-management techniques.
- Apply specific time-saving strategies for immediate systemwide impact.

## **Jeanne Spiller**

### **Lead Like a Coach**

Communication is key to effective leadership. This session focuses on communication strategies to strengthen and support coherence, collaboration, and change in schools and districts. Participants learn and practice techniques and strategies that can be implemented immediately.

As a result of this session, participants will be better able to:

- Employ various listening and speaking skills to improve the outcomes of daily conversations with colleagues.
- Coach a staff member through a problem-solving conversation in a way that increases that person's ability to take initiative and resolve the issue.
- Provide constructive performance feedback in a way that influences a colleague's thinking and behavior.

## **Katie White**

### **Getting Unstuck: Processes and Protocols to Support Growth**

Despite their best intentions, groups sometimes get stuck after they form and start meeting. Ideas don't flow and decisions aren't reached. People get frustrated and investment flies out the window. This session models and explores processes and protocols that support continuous team growth. A simple process can make a world of difference in team productivity, and this session adds useful tools to your toolkit.

Participants in this session:

- Explore ways to leverage the important *why* in group decision making.
- Examine processes for sharing and generating ideas, for synthesizing, analyzing, and making decisions, and for exploring issues with emotional impact.
- Consider personal contexts and strategies that may fill a specific need.

## **AFTERNOON KEYNOTE**

### **Douglas Reeves**

#### **The 100-Day Leader: Real Results Right Now**

Although many educational leaders engage in long-term strategic plans and annual improvement plans, the latest research suggests that student performance, professional practices, and leadership success is best served by 100-day cycles of improvement. This presentation sheds light on international research and illustrates a six-step process for creating a 100-day plan. Douglas Reeves shares evidence from his latest updates to 90/90/90 schools, where equity and excellence occur as a result of consistently effective leadership and teaching practices.

## Session Descriptions – Day 2

### MORNING KEYNOTE

#### Janel Keating

##### **Doing the Right Work at the Right Time for the Right Reasons**

Eliminate the knowing–doing gap and the expectation–acceptance gap by implementing the high-impact actions of continuously improving schools. Knowing leadership is important, but understanding leadership theory is not enough. Janel Keating shares specific leadership practices coupled with practical tools that will positively impact student learning, adult learning, and the work of teams. Janel provides essential next steps for participants to take back to their districts, schools, and teams to effectively do the right work at the right time for the right reasons.

### MORNING BREAKOUTS

#### Troy Gobble

##### **Proficiency-Based Instruction**

To build a class centered on student proficiency, the traditional model of instruction must change. Teachers must be clear not only on *what* they want students to learn, but *how* they want them to learn it. A teacher-centered classroom cannot facilitate meaningful learning experiences for students in a proficiency-based learning environment. Participants examine instructional design and delivery models that support proficiency-based assessment and grading and learn how to develop an instructional plan to support students as they reflect on their own learning.

Participants in this session:

- Consider planning lessons that focus on *how* students learn rather than *what* they learn.
- Make instructional shifts to ensure students reach proficiency expectations.
- Understand the relationship between instruction and assessment strategies.

#### Alex Kajitani

##### **Maximizing the Impact of Your Ideas**

Having a great idea is an essential first step in making an impact. But once you have an idea, what do you do with it? Whether your aim is to turn that idea into a product, a resource, or even a movement, this session provides powerful, easy-to-implement ways to take an idea and turn it into something to improve others' lives.

Participants in this session:

- Learn how to create an effective, memorable message around their ideas so others support it.
- Discover how to spread their ideas in a positive and powerful way without feeling as though they are bragging or being pushy.
- Identify successful and unsuccessful ideas that fellow educators have developed to assess and maximize the impact of their ideas.

## **Janel Keating**

### **Daunting but Doable: The Role of the Principal in a Professional Learning Community at Work**

There's no universal affection for the role of principal! It requires courage to move beyond managing to leading and developing leadership capacity in others. This session focuses on critical leadership behaviors of the principal and assistant principal and their relationship with team leaders in building a collaborative culture and schoolwide focus on learning for students and the adults who serve them.

“Those who take this path less chosen will embrace and articulate the moral imperative of ensuring high levels of learning for all students and will acknowledge that creating the conditions for addressing that imperative lies within their sphere of influence.”

—Richard DuFour

Participants in this session discover ways to:

- Build staff capacity to create a high-performing PLC, including managing time, resources, and support.
- Disperse leadership throughout the school.
- Create high expectations for principals to stretch the aspirations and performance levels of each team, task by task.
- Establish systems to facilitate and support the PLC process to include the master schedule.
- Create a culture that is simultaneously loose and tight.
- Ensure students have access to a guaranteed and viable curriculum, unit by unit.
- Monitor student learning, unit by unit.
- Align classroom observations to match what's essential.
- Demonstrate courage to respond to resistant colleagues.
- View a coordinated approach between the district office and the principal.

## **Jeanne Spiller**

### **Brave Leaders Lead the Way!**

Leadership requires courage and vulnerability. In this session, Jeanne Spiller shares how both are critical to strong leadership. She explores how being courageous and vulnerable has made a difference in her career and she provides next steps for leaders to do the same.

## **Katie White**

### **Assessment Through a Leadership Lens**

Asking educators to consider their assessment practices is no easy task. Katie White introduces creative and practical tools for facilitating these assessment conversations, focusing on fostering change and growth in a nonthreatening environment. Participants explore several tools and are provided time to reflect on their personal relevance and means of adaptation.

Participants in this session:

- Examine strategies and tools to initiate assessment conversations.
- Explore ways to ensure assessment conversations are nonthreatening, emotionally safe, and growth oriented.
- Consider how to apply the tools and strategies to personally relevant contexts.

## **AFTERNOON BREAKOUTS**

### **Troy Gobble**

#### **SEL in a PLC: The Vehicle to Drive School Improvement**

How do we respond when students don't learn? The answer is *often, and through expanded curricular support*. But many students who struggle are lacking key social and emotional skills they need to learn and grow—or have them but require ongoing reinforcement to reach their full potential.

Participants in this session:

- Explore core SEL competencies of CASEL (Collaborative for Academic, Social, and Emotional Learning): self-management, self-awareness, social awareness, responsible decision making, and relationship skills.
- Learn strategies for the explicit instruction of these competencies.
- Understand how these competencies impact student learning.

### **Alex Kajitani**

#### **So You Want to Present at an Educational Institute?**

Are you doing something worthwhile that's working in education? Then perhaps the time has come for you to share it with others. This session provides participants the tools and confidence they need to apply to, and present at, local and national educational events, and turn their presentations into opportunities to elevate their profession, expand their influence, and secure more speaking engagements! Participants leave with a step-by-step plan they can immediately begin implementing.

Participants in this session:

- Identify local, statewide, and national educational conferences where they are interested in presenting and review the detailed process for selecting presenters (it's not as hard as they may think!).
- Evaluate examples of presentation proposals that have been accepted and rejected at various educational events.
- Gain tips and strategies to maximize the impact of their presentations and have organizers eager to have them return the following year!

### **Janel Keating**

#### **Are Kids Learning and How Do We Know? Data-Based Decision Making in High-Performing Teams**

The two important reasons to look at data are to determine whether kids are learning and to improve professional practice. This interactive session highlights how high-performing teams quickly examine their data to make decisions that impact kids in the classroom. Participants are provided an effective, user-friendly data analysis tool to facilitate this work.

### **Jeanne Spiller**

#### **Leading a Culture of Collaboration Between General and Special Educators**

General and special educators can no longer operate in silos. What steps must leaders take to ensure strong collaborative partnerships between general and special educators? This question is addressed through an exploration of why it is important for general and special educators to collaborate, what it

means to collaborate—and in what contexts, and the action steps leaders must take to ensure collaboration happens.

### **Katie White**

#### **Leading Through Story**

Often, the most powerful leadership moments are those that happen within a highly personal context. Lived experiences and the personal stories of people we lead can provide a catalyst for reflection and change. When we invite educators to unpack their stories and explore values, motivations, and intentions within them, we can encourage a new way of being. This session offers several methods for leveraging stories as a springboard for reflection and growth.

Participants in this session:

- Reflect on the power of personal stories.
- Practice using stories to plan professional development.
- Discover practical uses of a “story harvest” for future daily leadership activities.

## **Session Descriptions – Day 3**

### **KEYNOTES**

#### **Troy Gobble**

##### **It's Not About You: Leading a School Community Through Change**

Leading a school through the change process can be incredibly challenging. If the change is approached too quickly, implementation efforts will likely crash and burn. If the change is approached too slowly, there's a risk that nothing will be accomplished. This session explores how to plan for, execute, and learn from the change process. To effectively lead a school community, it's essential to put egos aside and realize true leadership comes from helping others find their voice.

Participants in this session:

- Develop strategies and insights to lead through their school's mission and vision.
- Discover how to build communication focused on clarity and coherence of message.
- Learn to develop and implement a plan for the change process.
- Foster a culture of shared leadership.

#### **Alex Kajitani**

##### **Creating a Culture of Compassion**

From the classroom to the boardroom, creating a culture of compassion is essential to the success of every student, teacher, and administrator. This keynote takes a bold and honest look at why some schools and organizations flounder, while others thrive. Attendees leave with practical strategies that weave cutting-edge research and effective teaching techniques with stories of triumphs and failures, so they can return to their school or district inspired, equipped with ideas that work.

As a result of this session, participants discover:

- How leaders at all levels can drive the culture of their organizations.
- How social–emotional learning and proactive prevention are key to creating a thriving culture.
- How leaders can connect with, motivate, and bring out the best in their colleagues, every day.