



## Mind the Gaps Virtual Event Agenda

Solution Tree recommends viewing sessions in order presented here.

### Block 1

<b>Introduction and Keynote</b> Mike Mattos <i>Mind the Gaps: Doubling Down on Practices that Work</i>
<b>Keynote</b> Heather Friziellie, Julie A. Schmidt, and Jeanne Spiller <i>Preparing for the Unknown—Planning NOW to be Ready for Fall 2020</i>
<b>Morning Breakout Session</b> <i>See list of breakouts on Page 2</i>
<b>Afternoon Breakout Session</b> <i>See list of breakouts on Page 2</i>

### Day 2

<b>Introduction and Keynote</b> Nicole Dimich <i>Gathering Assessment Evidence to Ensure Student Learning</i>
<b>Morning Breakout Session</b> <i>See list of breakouts on Page 2</i>
<b>Afternoon Breakout Session</b> <i>See list of breakouts on Page 2</i>

# Breakout Sessions

## Block 1 Morning Sessions

<b>Joe Cuddemi</b>	You Can't Do It Alone: Meeting Students' Social and Emotional Needs
<b>Nicole Dimich</b>	Ensuring All Students Learn Essential Literacy Standards
<b>William M. Ferriter</b>	Tips and Tricks for Teaching Students in a Remote Learning Environment
<b>Heather Friziellie</b>	Essential Standards in the New Reality—Getting to the Heart of What MUST be Learned
<b>Mike Mattos</b>	Future-Proofing Our Students
<b>Julie A. Schmidt</b>	Leading Through Change and Uncertainty
<b>Jeanne Spiller</b>	Scaffolding Instruction to Ensure All Students Can Access Grade-Level Material

## Block 1 Afternoon Sessions

<b>Joe Cuddemi</b>	You Can't Do It Alone: Meeting Students' Social and Emotional Needs
<b>Nicole Dimich</b>	Ensuring All Students Learn Essential Literacy Standards
<b>William M. Ferriter</b>	Tips and Tricks for Teaching Students in a Remote Learning Environment
<b>Heather Friziellie</b>	Essential Standards in the New Reality—Getting to the Heart of What MUST be Learned
<b>Mike Mattos</b>	Future-Proofing Our Students
<b>Julie Schmidt</b>	Leading Through Change and Uncertainty
<b>Jeanne Spiller</b>	Scaffolding Instruction to Ensure All Students Can Access Grade-Level Material

## Block 2 Morning Sessions

Nicole Dimich	Data Protocols to Plan for Tier 1 and Tier 2 Responses
Heather Friziellie	Bringing Out the Best: Maximizing the Talents of Others to Lead for Learning
John Hannigan and Jessica Hannigan	Ready, PREVENT, Go!
Mike Mattos	It's About Time: Creating and Targeting Flexible Time in a Secondary Master Schedule
Julie Schmidt	Elementary Interventions 2020: The Essentials
Sarah Schuhl	Ensuring Every Student Learns Mathematics
Jeanne Spiller	Learning Progressions: Pathways to Mastery
Regina Stephens Owens	A Digital Design for Collaborative Culture

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# Session Descriptions

## Keynotes

### **Mike Mattos**

#### **Mind the Gaps: Doubling Down on Practices that Work**

Due to the COVID-19 global pandemic, students and teachers across the world will face an unprecedented challenge next fall: How to close the learning gaps created by months of school closures and uneven access to virtual learning opportunities? In this keynote, Mike Mattos will set the stage for the *Mind the Gaps* Institute by focusing on three practices that are proven to accelerate student learning.

### **Heather Friziellie, Julie Schmidt, and Jeanne Spiller**

#### **Preparing for the Unknown—Planning NOW to be Ready for Fall 2020**

This session will focus on tools to use now to both set priorities for learning for the fall of 2020 and to implement in collaborative teams in the fall to ensure learning for ALL. Participants will understand the what, why, and how of the tools with time embedded to begin to apply the tools to their own context.

### **Nicole Dimich**

#### **Gathering Assessment Evidence to Ensure Student Learning**

Assessment sits at the center of instructional decisions and multitiered systems of support that ensure student success. This keynote will articulate how to best use different types of assessment to ensure the school, team, and teacher are instructionally agile in meeting the needs of students. In addition, an intentional plan that articulates powerful assessment practices will ensure students build confidence and achieve at high levels no matter what their reality during the past few months of distance learning. Nicole Dimich highlights the critical understandings and strategies collaborative teacher teams need to effectively use assessment to accelerate student results, not merely to measure and record them.

Participants will:

- Determine the importance of using different types of assessment evidence to understand the effectiveness of instructional practices and to identify individual students learning needs.
- Clearly understand the high leverage practice of using assessment formatively.
- Learn to craft an assessment plan to ensure students learn essential standards.

# Session Descriptions

## Day 1 Breakouts

### **Joe Cuddemi**

#### **You Can't Do It Alone: Meeting Students' Social and Emotional Needs**

We know that a healthy school culture, rooted in caring and supportive relationships, results in higher levels of learning for both the adults and the students. It is critical, especially during these uncertain times, that our students have a sense of belonging and the social–emotional skills to be successful. Among the many challenges confronting educators today is that, despite our best efforts, we can't meet all of our students social–emotional needs by ourselves. However, together, we can!

In this session, we will:

- Examine the impact that the COVID-19 pandemic has had on the emotional well-being of our students (and staff), particularly on the students who have experienced trauma.
- Learn a schoolwide process that creates commitment and consistency among the staff for behavioral expectations.
- Explore strategies that support building nurturing relationships, especially with the possibility of continued remote learning.

### **Nicole Dimich**

#### **Ensuring All Students Learn Essential Literacy Standards**

Learning to read, write, and speak at high levels is essential to student success. In anticipation of larger disparities in students' literacy skills, it is critical to identify essential literacy standards, the most critical prerequisite skills, rigorous tasks, and the instructional scaffolding to accelerate learning. Participants will leave with a protocol and a pathway to mind the gaps next fall in literacy.

In this session, participants will:

- Identify criteria for determining grade-level or course essential standards in literacy.
- Identify characteristics of high-quality literacy assessment tasks.
- Explore instructional moves and strategies to employ when students have big gaps in their literacy skills.

### **William M. Ferriter**

#### **Tips and Tricks for Teaching Students in a Remote Learning Environment**

Everything changed for classroom teachers when the COVID-19 pandemic shut schools down in the spring of 2020. For perhaps the first time in their careers, teachers had to figure out how to do all of the things that good teachers do—structure meaningful learning experiences, differentiate instruction, assess mastery, provide feedback to students—remotely. In this session, full-time classroom teacher Bill Ferriter offers several practical tips and tricks that teachers can use to make remote learning more meaningful for everyone—parents, teachers, and students alike.

## **Heather Frizellie**

### **Essential Standards in the New Reality—Getting to the Heart of What MUST be Learned**

In this session, we will dive more deeply into processes to use to identify essential standards in the new reality. This session is applicable to teams or systems that have already identified essentials as well as to those who have not yet done so. Participants will leave having started the work and with tools to continue the work to be ready for the 2020-21 school year.

## **John Hannigan and Jessica Hannigan**

### **Ready, PREVENT, Go!**

When negative behaviors can be predicted, they can be prevented. Whether our students are in the school building or learning remotely, we need clear expectations for the academic and social behaviors that will ensure their success. We are already experiencing widening gaps when students are disorganized, fail to log on and turn in assignments, and mismanage time. Experience a framework and processes that can be implemented schoolwide and classroom practices that can help every student excel.

In this session, participants will:

- Identify targeted essential academic and social behaviors as a universal guide to tier 1 prevention.
- Recognize the hot spots that will impede student social–emotional learning and academic progress.
- Acquire a toolkit of practical research-based strategies that can be implemented immediately and begin to build a schoolwide action plan.

## **Mike Mattos**

### **Future-Proofing Our Students**

When identifying essential standards—“superhero” standards—educators must look beyond high-stakes exams and consider that their students will really need to know to succeed throughout their adult lives. In this breakout, Mike Mattos will discuss the absolutely essential skills and behaviors required to “future-proof” our students.

## **Julie A. Schmidt**

### **Leading Through Change and Uncertainty**

These are unprecedented times in education. Leading through change requires an understanding of the change process and how to support people through that process. Leading through change during very uncertain times requires a high level of thoughtfulness and thoroughness. This session will focus on understanding how people react to and deal with change and will provide a structure through which leaders can support changes being implemented with success.

## **Jeanne Spiller**

### **Scaffolding Instruction to Ensure All Students Can Access Grade-Level Material**

It is likely that more students will begin the 20-21 school year with larger gaps than ever before. It is critical that we scaffold grade-level material, not simply make it easier or teach toward lower grade-level standards. This session will focus on how educators can provide students with temporary, supportive structures that foster independence toward mastery of grade-level expectations.

## **Day 2 Breakouts**

### **Nicole Dimich**

#### **Data Protocols to Plan for Tier 1 and Tier 2 Responses**

Collaborative teams engage in a process of examining assessment data and student work to determine the learning needs of individual and groups of students. Common formative assessments provide numerical data and student work, which, when analyzed by a team, offer insights into the extent students learned essential standards and what next steps will ensure they achieve that learning. This session will explore how teams analyze data and student work to plan effective preventions and interventions (Tier 1 and Tier 2).

Participants in this session:

- Learn how to best analyze common assessment data to plan Tier 1 and 2 instructional responses.
- Learn a protocol to analyze student work to discover students' next steps in achieving essential standards.
- Learn characteristics of effective interventions.

### **Heather Friziellie**

#### **Bringing Out the Best: Maximizing the Talents of Others to Lead for Learning**

In our new reality, every school and district's resources will be stretched to maximum capacity. When working as teams in these tumultuous times, leaders must keep their "compass north" with a focus on learning for ALL.

In this session, participants will:

- Reflect on the change process and essential steps for building and enriching relationships after an extended closure and with uncertainty about the context of the new school year.
- Identifying tools to identify strengths in others as we make plans for 2020-21.
- Focusing on strategies to lead for learning in an uncertain time.

### **Mike Mattos**

#### **It's About Time: Creating and Targeting Flexible Time in a Secondary Master Schedule**

The biggest obstacle most secondary schools face to providing interventions is not identifying which students need help, but how to schedule and target the time needed to provide the help during the school day. In this breakout, participants will learn the specific steps regarding how to implement a flexible secondary intervention period.

### **Julie A. Schmidt**

#### **Elementary Interventions 2020: The Essentials**

Each school having a multitiered system of support in place that ALL students have access to as they need it is a cornerstone of the work of Professional Learning Communities. During this unprecedented time when so much has been uncertain and learning gaps are likely to have widened, this session will focus on what is most essential about systems of intervention at the elementary level in the fall of 2020.

## **Jeanne Spiller**

### **Learning Progressions: Pathways to Mastery**

In this session, learn how to build a learning progression or instructional pathway leading to mastery of the essential grade-level skills. Learning progressions are a potent way to help teachers gain information about their students' progress that can help them better differentiate instruction. This session will also include how assessments developed through a learning-progression can more accurately identify areas in which students may be struggling. This process helps teachers better understand what students need so that they can apply an appropriate intervention.

## **Sarah Schuhl**

### **Ensuring Every Student Learns Mathematics**

Learning mathematics at high levels provides opportunities to students within and outside of school. Unfortunately, too many students struggle from one year to the next, and last year, not all students were given the opportunity to learn their full grade or course level standards. To accelerate student learning it is critical to give all students equitable access to high quality mathematics. How will collaborative teams focus on students learning grade- or course-level essential mathematics standards through effective teaching and intervention practices next year?

In this session, strategies and protocols will be shared to guide your teams as you:

- Identify criteria for determining essential content standards in mathematics.
- Determine where to embed essential standards not yet learned into mathematics units next year.
- Identify effective instructional practices to guide core instruction and interventions.

## **Regina Stephens Owens**

### **A Digital Design for Collaborative Culture**

Culture is simply every intentional and unintentional act that occurs in your school, department, or team meeting. Authentic engagement and collaboration are necessary for learning. Participants will learn to leverage the virtual environment and experiences for engagement and utilize digital tools to:

- Develop a culture of collective inquiry
- Design an effective plan for collaborative learning
- Demonstrate evidence of learning