



COLORADO LEAGUE *of* CHARTER SCHOOLS

Educator Summit Denver Session Descriptions

9:15 AM - 10:45 AM

Session Title: Evaluating and Strengthening Your School's Culture

Strand: Instructional Leadership

Presenter: Kia Murray, Director of Academic Services

Description: Are you looking to improve culture at your school? During this interactive session, participants will explore examples and work through reflection activities related to the five critical pillars of school culture: vision and values, rituals and ceremony, history and stories, people and relationships, and the visual scene.

Session Objectives:

- Participants will evaluate and reflect upon their school's culture through a cultural typography worksheet as well as through the lense of five culture pillars.
- Participants will develop an action plan for implementing at least one new strategy.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

There is substantial evidence that positive school climates contribute to academic achievement and can improve outcomes for students, especially those from lower socioeconomic backgrounds. - Berkowitz, R., Moore, H., Astor, A., (2016), A Research Synthesis of the Associations Between Socioeconomic Background, Inequality, School Climate, and Academic Achievement, *Review of Educational Research*

At the end of this session, you will walk away with:

- School Culture Typography Assessment
- Culture Building Activities to Complete with Staff
- An Action Plan for Implementation

Session Title: Triangulating Standards, Objectives, and Formative Assessment

Strand: Student Engagement

Presenter: Amos Velasquez, CLCS Consultant

Description: This session will cover the relationship between standards, objectives, and formative assessments.

Session Objective:

- Attendees will analyze the relationship of standards and objectives, objectives and formative assessments, and formative assessments and standards.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

This session ensures new teachers and seasoned teachers will create lessons with quality objectives and formative assessments that are directly related to the state standards.

At the end of this session, you will walk away with:

- The ability to create quality objectives from the standards
- The ability to formatively assess students using the given standard for learning

Session Title: Unequal Education for All: Unpacking Disproportionality and its Impact on Learners

Strand: Exceptional Students

Presenter: Morgan Beidleman, M.A., M.E.d, CLCS Consultant

Description: Our interpretation of behavior has a direct impact on student outcomes. When we characterize student behavior as defiant/disruptive and shift the focus towards consequences we often perpetuate disproportionality. This session outlines brain science of behavior, addressing unmet needs, and building students' skills through schoolwide systems required for more fully engaging learners.

Session Objective:

- Attendees will understand how disproportionality relates to student behavior.
- Attendees will identify strategies and techniques to proactively address behavior through a tiered model of support.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Student behavior and discipline approaches lead to disproportionate educational experiences for student . By strengthening a school's tiered approach to support, schools can better meet the academic and social emotional needs of all students leading to increases in learning outcomes (Belfield, Bowden, Klapp, Levin, Shand, Zander, 2015).

At the end of this session, you will walk away with:

- A model for proactive supports and responsive supports at each tier
- Turnkey handouts that can be provided to staff
- A sample needs evaluation for planning tiered supports

Session Title: How Do I Teach *Those* Kids? Creating Positive Classroom Environments for 6-12

Intervention Math Students

Strand: 6-12 Math

Presenter: Juliana Tapper, CLCS Consultant and Math Intervention Specialist

Description: Teaching secondary intervention math classes is hard. We know our students are coming into our rooms with a tumultuous math past, perhaps years of failure or false beliefs that they just "aren't a math person." How do we create a classroom environment where "these kids" feel safe to make mistakes, learn to persevere, and find success in mathematics? We will cover classroom culture building strategies appropriate for the secondary level that will help transform your intervention math students.

Session Objectives:

- Explore why intervention math classes are difficult.
- Experience three strategies we can use in our classrooms to build a transformational classroom culture for our intervention students.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

If students do not feel comfortable to make mistakes, learn to persevere, and find success in mathematics they will struggle through their entire K-12 experience. This session will tackle how to create a transformational classroom culture for our students who struggle the most, secondary intervention math students. When teachers implement strategies from this workshop and build transformational classroom cultures in their own schools, their students will be sure to experience an increase in their academic achievement outcomes.

At the end of this session, you will walk away with:

- Three strategies ready for immediate classroom implementation that will foster a transformational classroom culture
- Knowledge of research around math anxiety

Session Title: Keep Calm and Thrive: Strategies to Reflect, Refresh & Reawaken!

Strand: Local Presenters

Presenter: Taralyn Jensen, Director of Culture & Client Services at Health Promotion Management and CLCS consultant

Description: Keep Calm and Thrive is an interactive session in which participants will explore a range of ideas, practices, resources and tools to move from surviving to thriving. Attendees will 1.) identify personal approaches to enhance well-being, 2.) engage in small group mini-discussions, and 3.) pinpoint action steps for success. Moving from overwhelmed to optimistic allows educators to rediscover the joy of teaching, and have a positive impact on their healthy school community!

Session Objective:

- Identify key strategies to grow and flourish on a personal and professional level.
- List at least three new actions to integrate into a daily routine.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Educators are overwhelmed, often functioning in survival mode. They juggle multiple hats, navigate competing priorities, and often struggle to care for themselves while caring for the communities they serve.

This session is designed for educators to identify self-care strategies to incorporate into daily routines at home or work, independently or with others. Individual well-being is at the core of a healthy school, worksite or community. When we are well, our decision-making, creativity, and productivity improves. When educators care for themselves, they are better able to care for those who matter most -- students, friends and families.

At the end of this session, you will walk away with:

- Self-Care Strategies for Individuals/Groups
- Action Steps to Enhance Well-Being

- Well-Being Resources

11:00 AM - 12:30 PM

Session Title: Continuous Improvement: Devise, Launch and Execute Schoolwide Goals

Strand: Instructional Leadership

Presenter: Sabrina Hodges, CLCS Consultant, Independent Consultant and Executive Coach

Description: “The Implementation Gap” is real! What keeps schools from fully implementing initiatives and meeting their goals? In this workshop, leaders will learn an effective structure to devise, launch, and execute 45-60 days schoolwide goals. Leadership teams clearly define success, use available data to prioritize goals, action plan, engage teachers in job-embedded professional learning, and then conduct three learning walk laps with the intention of ensuring mastery across the school.

Session Objectives:

- Understand key concepts in the continuous improvement cycle and how to apply systems thinking to the change management process.
- Gain tools for an effective step by step continuous improvement cycle that includes devising, launching and executing short term milestone goals that are aligned to schoolwide, year long improvement strategies.
- Gain job-embedded professional learning techniques that enable teachers to reach mastery of schoolwide goals.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Schools often experience an “implementation gap” between articulating and training teachers in improvement strategies and best practices and seeing it gain traction in student achievement. There is significant evidence that continuously gathering data and using it to drive improvement through detailed action planning, embedded professional learning and practice can have a high impact school effectiveness and thus student achievement. This research and these practices are outlined in Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough Principals: A Step by Step Guide to Building Stronger Schools*. San Francisco, CA: Jossey-Bass.

At the end of this session, you will walk away with:

- Step by Step Protocol for Short-Term Continuous Improvement Cycles
- A Brainstorm for Implementation

Session Title: Classroom Management using CHAMPS and Common Sense

Strand: Student Engagement

Presenter: Lori Bitar, CLCS Consultant, CEO Academic Advocates

Description: Stuck in a rut with classroom management? This session provides proactive, positive, and predictable strategies to fine tune and develop your classroom management plan. The overall goal of the CHAMPS research-based classroom management system is to develop structures in which

students are responsible, motivated, and highly engaged in the specific task at hand. The teacher's goal is to teach students directly how to be successful in specific class situations. This interactive, engaging session will help you start off next year with confidence and clarity.

Session Objectives:

- Participants will identify structural needs for schoolwide and classroom behaviors.
- Participants will develop expectations for different segments of the school day.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

When using a tiered model in which schoolwide support is provided at the universal level, classroom behavior management programs have shown to be effective for 80-85 percent of all students. The purpose of implementing classroom management strategies is to enhance prosocial behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006). This session will support educators in creating, monitoring, and developing classroom management that will assist students developing successful classroom behaviors.

At the end of this session, you will walk away with:

- Structural needs assessment guidelines
- Frames for setting expectations for different segments of the day
- Resources for understanding misbehavior and motivation

Session Title: Data-Driven Grouping in Secondary Mathematics

Strand: 6-12 Math

Presenter: Juliana Tapper, Math Intervention Specialist

Description: How do we create quick and effective formative assessments to get us the data we need to inform student grouping in secondary math classrooms? This session is designed for secondary special education and general education math teachers who want to gain more strategies for how to collect valuable data and what to do with it once you get it. We will cover formative assessment strategies as well as station grouping ideas and structures appropriate for the secondary math level.

Session Objectives:

- Explore a protocol to help teachers create a formative assessment, grade, and group students.
- Explore strategies to structure differentiated group work time.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Data-driven differentiation is essential to increase student outcomes. The workshop focuses on exactly that and applies through an example of secondary mathematics. When teachers learn and implement these structures in their secondary math classrooms, their students will be receiving targeting instruction to meet their goals.

At the end of this session, you will walk away with:

- Formative assessment protocol worksheet to help teachers plan formative assessments, grade, and create student groups
- Strategies to help guide the content and structure for differentiated group work time

Session Title: Experiential Learning: The Power of Travel to Global Education

Strand: Local Presenters

Presenters: Kathryn Rimmasch - High School French, Prospect Ridge Academy; Ari Finkelstein - High School English, Prospect Ridge Academy; Jenni Williams - Educational Partnerships, EF Educational Tours

Description: This workshop will explore what Global Education means for students in the 21st Century—with an emphasis on travel and experiential learning. Across disciplines, from science to literature, there are more opportunities than ever for middle and high school students to learn about the world through travel. Join two high school teachers to hear one school’s story about implementing a variety of travel programs abroad, as well as an EF (Education First) professional who has been leading and planning a wide range of trips for over a decade. Is your school ready to go global with your experiential learning?

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Mark Twain once wrote, “Travel is fatal to prejudice, bigotry, and narrow-mindedness.” In an increasingly globalized world, our K-12 students can benefit from experiential learning not just in the classrooms, but in the world at large. The more students we can get traveling at an earlier age, the more we will start fostering tolerant, informed, and engaged global citizens.

At the end of this session, you will walk away with:

- An understanding of the various types of trips and experiential learning that can be undertaken with K-12 students
- An action plan for pitching travel programs to admin, parents, and students

1:45 PM - 3:00 PM

Session Title: Creating a Culture of Feedback: Based on Brene Brown’s Dare to Lead

Strand: Instructional Leadership

Presenter: Sabrina Hodges, CLCS Consultant, Independent Consultant and Executive Coach

Description: What does it take to build brave leaders and courageous cultures that foster and promote growth and excellence? Author and leadership expert Brene Brown gives us the ultimate playbook in her newest work *Daring to Lead: Brave Work, Tough Conversations, and Whole Hearts*. Daring leadership is a collection of four skill sets that are 100% teachable. These skill sets are Rumbling with Vulnerability, Living into Your Values, Braving Trust, and Learning to Rise. In this workshop, leaders and aspiring leaders will learn about these key skill sets, assess themselves and set personal goals, and then consider a schoolwide plan for promoting and using these skills among staff

and leadership in order to create a school culture that embraces growth and continuous improvement.

Session Objectives:

- Understand how a direct, caring and trusting culture can result in systemic change and increased school effectiveness.
- Learn about, self-assess, and set goals in the following “daring leadership skills” including Rumbling with Vulnerability, Living Into Your Values, Braving Trust, and Learning to Rise.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Brene Brown (2018) and her team present their research on effective leadership in her book *Daring to Lead: Brave Work, Tough Conversations, and Whole Hearts*; this research indicates that “Daring Leadership” can be broken into skills, that these skills can be taught, and that the usage of these skills within an organization results in a culture of directness, empathy and growth. Brown, B. (2018). *Daring to Lead: Brave Work, Tough Conversations, and Whole Hearts*. New York, New York: Random House. When we cultivate honest cultures, teachers and leaders learn to problem solve effectively, get better at their craft, and ultimately student achievement gets stronger. Additionally, evidence for how a positive school culture of feedback and improvement impacts student achievement is presented in Peterson, K. and Deal, T. (2016). *Shaping School Culture*. San Francisco, CA: Jossey-Bass.

At the end of this session, you will walk away with:

- Self-assessment and goals in” Daring Leadership”
- A brainstorm for promoting and using “Daring Leadership” skills in order to create a school culture that embraces growth and continuous improvement

Session Title: Widening the Path: Differentiation Strategies for all Learners

Strand: Student Engagement

Presenters: Jamie Black, Special Education Teacher and Erin Roof, Special Education Teacher at Peak to Peak Charter

Description: In this presentation, we will dispel the myth that differentiation means creating many versions of the same lesson plan in order to meet the needs of diverse learners. Educators will gain the tools to improve presentation clarity and increase the quantity and quality of student responses. With a tiered approach, these strategies can be implemented immediately, regardless of content area or number of years in the field.

Session Objectives:

- Participants will experience how tweaks and adjustments to the presentation of student materials can have a significant positive impact on student access and comprehension.
- Participants will be provided with examples of response options for students, that can increase their access to general education content, without creating a significant workload for teachers.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

Students generally have a desire to do well, but at times don't understand what is being asked of them or how they should respond. With simple changes to teacher presentation of materials and options for student responses, we can make our content more accessible to all learners thus increasing student outcomes.

At the end of this session, you will walk away with:

- Tools for creating and formatting materials in such a way as to make them accessible to all learners
- Tools and strategies for student response options that allow all learners to demonstrate their knowledge of content

Session Title: Avoiding the Hidden Message: Maintaining High Expectations for our Diverse Learners

Strand: Exceptional Students

Presenter: Kaci Coats, Director of Exceptional Student Services

Description: Our students with diverse learning needs can easily receive the message that we don't believe in their ability to meet high expectations. This can have a lifelong effect on their educational and postsecondary lives. This session will spotlight how to avoid sending this message, but instead utilize high expectations while providing the necessary supports and scaffolds so that our students with diverse learning needs can experience academic success.

Session Objective:

- Participants will understand the detrimental effects that low expectations can have on our diverse learner populations and how easily that message can be delivered to students.
- Participants will be able to make instructional decisions and facilitation moves that will hold the student to appropriately high expectations using what they know about the student and the content standards.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

By changing our mindsets about what our students are capable of we can begin being more strategic in providing instruction and support that will lead to positive student outcomes academically and emotionally.

At the end of this session, you will walk away with:

- Strategies and teacher moves that communicate high expectations
- Tools that will help them gather information about the student and the content
- Resources that support differentiation for diverse learning styles and needs

Session Title: Increase Engagement in Secondary Mathematics: Collaborative Structures

Strand: 6-12 Math

Presenter: Juliana Tapper, CLCS consultant and Math Intervention Specialist

Description: Secondary special education and general education math teachers are encouraged to attend this hands-on session! We will learn and experience three structures that engage ALL students as they also encourage student discourse, perseverance, and reasoning in ways that are appropriate for the secondary level.

Session Objective:

- Experience three collaborative structures teachers can implement to increase engagement of all students in secondary mathematics.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

When students are engaged, they will achieve at higher levels, particularly in secondary mathematics. At the secondary level, students come to us with such a range of math skills, it is essential that all students be engaged if we are to close gaps and increase student outcomes. This workshop will highlight three structures that can be used with any secondary math content to increase engagement.

At the end of this session, you will walk away with:

- Three structures that can be used with any secondary math content to increase engagement

Session Title: Implementing the Gold Standard of Problem Based Learning (PBL)

Strand: Local Presenters

Presenter: Stephanie Mendrala, Director of Professional Development, STEM School Highlands Ranch

Description: Have you heard of PBL and wondered what it really is? Have you experimented with PBL and wondered if you are doing it “right?” Participants will interact with the seven elements of the Gold Standard of PBL, as identified by the Buck Institute for Education. Connect those with the look fors in student centered learning, and leave with the tools and a mindset needed to successfully **implement a classroom culture** that promotes Problem Based Learning.

Session Objectives:

- Practice the seven elements of Gold Standard and reflect upon their own “productive struggle.”
- Recognize that failure is an essential element within Problem Based Learning.

How this workshop connects to the theme of Redefining Quality: Educator Inputs the Lead to Student Outcomes.

“If failure isn’t an option, then neither is success.” Seth Godin. “Learning by doing” as presented by John Dewey has been around since the early 1900s. Today’s Problem Based Learning and Student Centered Learning are both recognized as powerful instructional practices that create relevant real world learner opportunities that are facilitated by students. So why aren’t we all implementing PBL? Failure and vulnerability are both essential components of PBL. **Fear** of failure and vulnerability are impediments to true learning and growth – for both teachers and students. Embrace and model them both, and you will develop an environment for successful Problem Based Learning.

At the end of this session, you will walk away with:

- An action plan to implement the Gold Standard of PBL