



COLORADO LEAGUE *of* CHARTER SCHOOLS

Educator Summit Glenwood Springs 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 including 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: 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 unique 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 school-wide 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: 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 school-wide 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 students. 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: 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

11:00 AM - 12:30 PM

Session Title: Data-Driven Instruction

Strand: Instructional Leadership

Presenter: Mariah Dickson, Consultant

Description: During this session, participants will engage in hands-on tools that will enable teachers and leaders to implement assessments that offer truly valuable data that is then acted upon to attain significant growth for all students.

Session Objective:

- Participants will engage with hands-on tools for data-driven instruction.

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

This workshop directly redefines quality because it sets ongoing student growth as the top priority. You're only a strong teacher or an effective school if 100% of students demonstrate significant growth outcomes. If students fail, their teachers and school leaders have failed as well.

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

Solid strategies on creating assessments, analyzing the data, and acting upon it, while simultaneously creating an environment in which data-driven instruction can survive and thrive for both students and faculty

Session Title: Differentiated Instructional Strategies

Strand: Student Engagement

Presenter: Amos Velasquez, CLCS Consultant

Description: This session provides differentiated instructional strategies that teachers can immediately use in their classroom. Topics covered include tiered instruction, ability groups, and personalized learning activities which will increase student achievement at each level of understanding.

Session Objective:

- Attendees will be provided with differentiated instructional strategies to improve student outcomes.

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

This workshop will allow teachers to work smarter, not harder when delivering instruction to multiple learning levels.

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

- Samples of tiered instruction
- Structures for ability groups
- Examples of personalized learning

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: 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: 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: Language Supports for Diverse Populations**Strand:** Exceptional Students**Presenter:** Jan Chamberlin, CLCS consultant, Director of English Language Supports at Rocky Mountain Prep**Description:** Are you interested in effective ways to support students with language needs while maintaining academic rigor? During this session, participants will examine ways to increase academic language and differentiation by creating strategic language supports. This session will focus on low-lift, high-impact strategies that can be used across grade levels and content areas.**Session Objective:**

- Participants will examine ways to increase academic language and differentiation by creating strategic language supports.

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

By providing appropriate language supports, educators enable students to better engage with grade level content while they are simultaneously developing their English proficiency.

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

- A bank of low-fit, high impact language support strategies

Session Title: Self-Care for All**Strand:** Local Presenters**Presenter:** Lori Bitar, CLCS Consultant, CEO Academic Advocates**Description:** Are you burned out? Being a teacher or leader can be isolating, and we know that sometimes you need a morale boost, some reassurance that what you do matters, and some fun ideas for personal and professional development. In this interactive session, you will gain new strategies for you to boost your self-care and reduce burnout.**Session Objectives:**

- Participants will increase awareness of strategies and techniques for self-care and burnout.
- Participants will develop an action plan to implement a self-care plan.

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

CASEL'S research in the SEL area has shown that significant gains in academics, behaviors, attitude, and skills are a result of the implementation of strategies and tools for increased emotional intelligence. Our session is designed to help practice self-care and social emotional learning in your own lives. When redelivering and modeling these skills, leader and teacher retention and satisfaction will improve. This will trickle down to student achievement and social emotional learning.

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

- Self-care quiz results
- Toolkit of strategies
- Action plan to implement self care