2020 WLC Breakout Sessions

How to Re-Think Credit Recovery, Summative Assessments, Course Expansion, and Curriculum Personalization with Online Resources

Traditional classrooms face similar challenges in reaching exceptional student populations and personalizing their learning experience. From working with 80% of Colorado school districts, Edgenuity is on the forefront of leveraging online tools to meet instructional challenges. In this session we will present key strategies and best practices on how to re-envision instruction to reach exceptional student populations, restructure credit recovery options, offer additional electives, and connect assessment data (NWEA, STAR, Scantron) to instruction. We will be joined by active Edgenuity users such as DPS, Adams 12, Westminster, Woodland Park, and Falcon 49, to lead a panel discussion and open Q&A.

School Finance Update

This session will cover the budget requests being considered by the Colorado Legislature, including the 2020-21 School Finance request and the 2019-20 School Finance true-up request. Also discussed will be the impact of the funding on districts, updates on new financial requirements or potential policy changes that may be on the horizon.

Building from the Inside Out

Learn to use seven power tools to promote positive school culture and great classroom learning. These tools can also support parents at home as the whole community builds resilient youth who are better able to withstand negative messages from social media, peers and society.

Empowering Students: Curating Your Digital Formative Assessment Toolkit

Teachers use formative assessment to check learners’ understanding, collecting valuable data on student learning and using that evidence to modify instruction. The best formative assessment tools also empower students to reflect and assess, figuring out what they know and don't know, and where they
need to go next. Attend this session to investigate digital tools that engage learners and elicit evidence of learning. You will walk away with a plan for use in your setting.

**TEACH Colorado: Educator Recruitment Opportunities**

TEACH Colorado is a statewide, cross-sector effort from school districts, education institutions, businesses, government, philanthropy and nonprofit stakeholders to improve the perception of teaching and recruit the next generation of teachers in Colorado. The purpose of TEACH Colorado is to create a digital platform and one-stop shop that ignites interest and guides people into the profession of teaching. We would like to share with our district leaders (and garner feedback from you all) about the TEACH Colorado initiative as a way to uplift the education profession, provide stronger educator recruitment, and engage high school students and diverse candidates in professional educator career pathways.

**#WordsMatter**

Our words have weight. In a world filled with acronyms and technical terms, the power of effective communication is a difference-maker for today’s IT leaders. In order to move your organization forward, it’s essential that IT leaders have the skills to take complex ideas and make them understandable and actionable. Your board, superintendent and community are counting on you to do so. How can you use your words to empower, enlighten and bring your district’s vision to light? Come to this session and leave with three frameworks that give precision, power and purpose to every conversation.

**Strategies to Address Funding and Teacher Shortages for Small and Rural Districts while Expanding Student Options**

Learn how districts across the state are leveraging an existing and highly successful Colorado-funded program to expand curricular options for students and instructional strategies for their teachers while addressing funding and teacher shortages. Hear from district leaders who are using unique staffing and support models that allow students to access over 200 high-quality courses all taught by licensed Colorado teachers. Learn how participating districts of all sizes, but especially small rural districts, are offering students course options in hard-to-support content areas while students stay enrolled and engaged in their local school district.

**Creating a Ridiculously Amazing School with SEL and Culture**

In 2018, Woodland Park Middle School embarked on a full-school implementation of SEL to develop the 5 CASEL Competencies of Self-Management, Self-Awareness, Social-Awareness, Responsible Decision-Making and Healthy Relationship along with Resilience, Hope, Sense of Purpose, Empathy and Grow Mindset. They have experienced positive results in both staff and students but have learned some lessons along the way. Hear the experiences of both the principal and counselor and the impact on the school culture, student behavior and academic performance. Learn the elements foundational to
implementation fidelity, teacher buy-in, scheduling logistics and more. See the tools used and student artifacts. The SEL curriculum publisher has donated books for workshop attendees.

**Coaching as a Teacher Support**

Just two years ago, utilizing coaches as a teacher support was our problem of practice. We've cracked the code and have successfully implemented coaching at all schools throughout our district. Join us to find out how. This moderated panel will explore how we transitioned to learning coaches, the professional learning and supports for learning coaches provided by the district, and a day-in-the-life of a learning coach. We'll also share resources that we have created or have helped us along our journey.

**The Learning Team: Parents as Partners**

Participants will learn new tools like the Parent Spectrum and The Learning Team that allow schools and parents to partner for academic and behavioral success.

**Self-Determined Leaders: A Model for School Reform and Leadership Development**

Utilizing the tenets of Self-Determination Theory, this session will provide a practical framework for school and district leaders to become more self-determined by focusing on three psychological needs—competency, autonomy, and relatedness. The new learnings will serve to increase leaders’ abilities to meet the needs of their students, school, communities and personal/professional aspirations. This session is important for school and district leaders because it will focus on connecting motivational dispositions with their personal goals, addressing concerns of burnout, identifying what is in their control, and reflecting on how to reimagine those things that are perceived to be out of their control in a positive and proactive way. We will explore what motivates us to be effective in our current school/district leadership positions, how do we stay motivated, and why do we do what we do every day.

**Crisis Management for Executive Leaders**

When critical events and large-scale emergencies occur, you as a leader have a limited amount of time to win back your school and community or risk a three to five year disruption to your district.

**Improve Teacher Quality by Defining Your "Why" in Evaluation**

During this project-based workshop, participants identify whether they view evaluation as a tool for teacher growth or as a system to determine competency. Participants will then define their guiding principles and beliefs about evaluation in a way that can be shared with their staff. Lastly, we will look at observation templates that can be aligned and support teacher goals with their guiding principles and
beliefs. Participants will leave with a clearer picture of their beliefs about evaluation and tools they can use that will support those beliefs.

**Another Pathway to Accreditation**

Westminster Public Schools (WPS) has been implementing Personalized Competency-Based Learning for over a decade with all pK-12 students. WPS has learned what works with regard to continuous improvement and how student learning can be either promoted or hindered by accountability and accreditation.

**What's New With the Colorado READ Act**

SB 19-199 brought about a number of changes to the Colorado READ Act. In this session, participants will learn about the changes to the law, the impact that they have on districts and schools, as well as an update on the various implementation efforts required by the law.

**Reflections of a 21-Year Rural Superintendent**

Professional and personal reflections on being the superintendent of a rural Colorado school district for over 20 years.

**Capture the Narrative: Middle School Matters!**

When a whole school decides that capturing the narrative that middle school years can be the most influential years, amazing things happen. In many ways, our middle schools are beginning to lead the way. It takes hard work and the courage at all levels to change. Making school work for students is not magic, and there are no silver bullets. There is a significant body of research on what works that can equip committed educators who believe that Middle School Matters!

**3rd Grade Achievement Gaps: Changing the Trend Lines**

Elementary school principals are key leaders in the important work of closing achievement gaps by 3rd grade. During the K-3 grades, elementary schools must address READ Act requirements, teacher evaluations, implementing high-quality full-day Kindergarten, and more. This session will address how school leaders can bring more coherence to the PreK-3rd grade years, focusing on key priorities that can help to close gaps and ensure all young students succeed.
School Safety Trends and Available Resources

This workshop will update participants on new developments, resources and opportunities for no-cost assistance to districts throughout the state from Safe2Tell, the Colorado School Safety Resource Center and the Division of Homeland Security & Emergency Management within the Department of Public Safety. There will also be time for attendees to share updates and learn from colleagues about how they are tackling school safety issues within their schools.

Oxygen Mask First: Promoting SEL Within Schools by Starting With the Adults

It is hard to explain the changes in resiliency over the past 15 years, but we all feel it. While promoting SEL with schools is a large trend around the state, the program R.I.S.E. (Resiliency in Schools and Educators) focuses on the adults within the system. By embodying the skills taught in the workshops, adults are more regulated, resilient and present for their students. R.I.S.E has four reoccurring themes: building capacity for schools to be trauma-responsive, resilience promoting, social emotional oriented, and culturally responsive. Consider attending the workshop to try some activities and learn how a few school districts are implementing this work.

Authentic Learning from the Student Viewpoint

A student panel will discuss the impact of authentic educational experiences on their growth in learning. Being in situations requiring the application of knowledge to create outcomes that solve problems allows for learners to grow in ways not otherwise possible. Learning from failure and taking intellectual risks are but a few of the many benefits when the responsibility of teaching from textbooks and lectures is shifted to putting students in charge of their growth in learning. The growth in learning from their authentic educational experiences serve as the basis of the student’s presentation, allowing participants to better understand the impact authentic opportunities to learn have in modern education.

Principal Instructional Leadership During Teacher Evaluation Conferences

This session will be a presentation on a case study of four high school principals and six high school teachers in a selected school district in Colorado Springs, Colorado. The case study highlights the essence of principal instructional leadership practices in the context of the teacher evaluation process, specifically the post observation evaluation conference. The session will provide insight into teachers' perspectives on quality principal instructional leadership during the teacher evaluation post-observation conference.

Our Schools Our Community: Changing the Narrative Around Public Education

Our Schools Our Community is a collaborative effort to change the narrative around public education. Our goal is to focus on the "human" story of public education, not just numbers and deficits, in order to build emotional resonance and personal investment around education within our communities. This
session will examine progress the initiative has made to date, share strategies for effective community engagement through inspiring communication, and explore future opportunities to refine our message and reach broader audiences.

**Motivation Tools to Engage Your Staff**

In this interactive session, attendees will experience an historical perspective of motivation, as well as a literature review about motivation theory. Some strategies will be discussed, shared, and practiced that will provide school executives with tools to help staff understand and realize their purpose.

**Quality Charter School Authorizing Practices and Implications for Local Control**

This panel will discuss how districts are developing policies and practices to improve their charter school authorizing, as well as their concerns and hopes for leveraging strong authorizing practices to produce stronger outcomes for all students. Panelists will also discuss how to constructively engage their community in the consideration of public school options and how to create positive working relationships and transparent and predictable oversight of charter schools in their communities. Leaders will explore the implications of improving various authorizer practices on district authority and outcomes for students, including through reviewing charter school applications, contracting practices, pursuing remedies during planning years and later school operations, preparing for renewal.

**Leading in the "New Normal of Schools"**

“The new normal in schools is that 50% of students in US Public Schools live in poverty, one third of students have experienced two or more Adverse Childhood Experiences, and without this understanding of the new normal we are vulnerable to compassion fatigue.” ~Victoria E. Romero, Ricky Robertson, and Amber Warner

What would trauma-informed leaders do to create school cultures that are safe for teachers to teach and learners to learn? As leaders and staff, we are the first responders to students experiencing trauma. We have an obligation to create and sustain caring school environments that are conducive to student’s and teacher’s learning. Leaders rethink the identity of leadership in our schools of today and the “new normal.” This requires transformational leadership that develops resiliency in students, teachers, and schools. In this engaging session, leaders will discuss how to build collective capacity in staff in order to develop a shared vision for a trauma-sensitive school, generate resilience, set high expectations, organize responsive systems, support professionals, and sustain a safe environment for all. This engaging session will also surface ways to look below the surface of behaviors of students to gain a deeper understanding of how they are communicating.
The 2020 Statewide Election: What Could it Mean for School Funding?

Amendment 73 and Prop CC are recent examples of ballot measures intended to address Colorado’s chronic underfunding of our schools. Efforts are underway to give statewide voters another opportunity in 2020 to increase state investment in public education. In this session, participants will hear about what might be on the ballot, what it could mean to school districts and students, and what the next nine months of the campaign might look like.

The Balancing Act: Managing Compliance with Federal Guidelines and Creating District Systems and Structures, While Doing What is Best for Kids

Adams 14 has had two resolutions from the Office for Civil Rights. After nearly a decade, the district has moved from non-compliance to a comprehensive, quality plan that follows the requirements of the Office for Civil Rights and meets the needs of the community. During the year-long process, the team working towards resolution has had to recreate district systems and structures to meet the promises of the ELL plan. Adams 14 kept the goal to provide the best education for minority students. This session will start with the story behind the Adams 14 complaints and how the team picked up the complaints to move to compliance. They will offer a real-life narrative of how one district worked with the Office for Civil Rights and the Colorado Department of Education to emerge with a viable plan. They will share the background of pulling systems and structures together to ensure that once the plan was in place they could guarantee that it was brought to life.

Impact of Changing School Start Times on Student Sleep and Mental Health

Early middle and high school start times are a primary factor contributing to insufficient sleep in adolescents. In turn, there is a known association between insufficient sleep and poor mental health outcomes. Given that recent data suggests there are increasing mental health concerns among Colorado’s adolescents, steps that schools can take to positively impact mental health are particularly important. This session will present preliminary findings from a large-scale, comprehensive evaluation process, including student self-report surveys of sleep and mental health outcomes, parent-report surveys about student sleep and mental health outcomes, anonymous data from the biennial Climate, Safety, and Wellness Survey, and qualitative outcomes from focus groups with high school students and parents of both middle and high school students.

Employee Investigations: Understanding the Who, What, When, and Why

Conducting investigations regarding allegations of inappropriate behavior of employees is one of the most important responsibilities of a supervisor and more than likely will take considerable time. It’s critical that due process is adhered to, as well as specific and detailed records maintained throughout. This session will provide best practices, checklists, templates, and sample documents to assist every supervisor that deals with employee behavior.
**10 Success Factors for Literacy Interventions**

This session will cover 10 Success Factors for best practices in literacy interventions. They include grouping by skill deficit, using diagnostic assessments, implementing a Walk-to-Intervention delivery model, monitoring progress with appropriate assessment, flooding the intervention block with extra instructors, using intervention time wisely, being aware of what makes interventions effective, providing teachers with intervention lesson material, investing in professional development, and inspecting what you expect.

**Successful Intersections of Blended & Personalized Learning**

We begin with the WHY! Overwhelmingly, educators are saying, “We have some students disengaged, failing, and frustrated”, so our why is two-fold - Increasing Student Engagement and Improving Academic Achievement & Growth. Our how is through the district/school vision, as well as the intersection between Blended & Personalized Learning. Join us to reflect on your current state and look forward to your desired outcome. We’ll share tips for a successful vision and implementation and map a plan for next steps.

**Building A Community-Based College/Career Preparation Pathway**

This session actively engages participants through a demonstration format that showcases the tools, opportunities and partnerships built by the Santa Fe Trail BOCES Districts as they designed a college/career readiness pathway for their students in grades 5-12. The Pathway includes options for students to participate in entrepreneurship fairs and camps, manufacturing tours, career cab, internships and work-based learning projects. Significant business and non-profit partnerships (Colorado Rural Education Collaborative, Ogallala Commons, Battelle for Kids, Bridges to Careers) have enabled co-construction of a pathway in support of district commitment to create the next generation local workforce. Plan to be inspired by superintendent, student and business testimonials about how the SFT BOCES Pathway to Prosperity is driving toward excellence in preparing students for their future.

**The Power of Youth Activation: Building Systems and Structure to Empower your Youth for Systems Improvement**

Move from user-centered design to user-created design of your education systems and structures. Learn from a group of students leading change in their communities to ensure greater equity, authentic culturally responsive learning experiences, and relevant, student-driven learning. Students from Grand Junction, Colorado, will join with the Colorado Education Initiative to discuss the strategies they have employed to design and pilot their approach to Youth Activation in their school and community.
The Ten Stops to a More Connected School Culture

In this session, we will explore ten things to stop doing within your school improvement work that will lead to an improved culture. We will identify actions leaders can take to move beyond compliance and “box filling” to meaningfully move the dial. Participants will have the opportunity to reflect on their own practices and engage with peers to identify what they will stop doing.

Navigating Legal Issues

Looking ahead to 2020 legislation.

The Undercurrent – The Critical Truths All Leaders Need to Know to be Effective

Remember when you wanted to become a principal/school leader? How excited you were? How you were going to inspire others to be great? Do you still have that same fire? If not, why not? What happened? Well, I give you all a pass because I know you are doing the best you can, but we all can do better when we have a better understanding of the skills we need to develop to become more effective. In this session, Jimmy Casas, twenty two-year veteran principal and best-selling author of Culturize: Every Student. Every Day. Whatever It Takes., will share his shortcomings and the critical truths that he learned the hard way on his path to becoming a state and national award-winning principal.

ELC Keystone Policy Center

Members of the ELC presented the Vision and Strategic Plan of the ELC to CASE last year, and we welcome the opportunity to provide an update on the legislative accomplishments related to the strategic plan, discuss work in progress as the ELC transitions into the Polis administration, share work going on in several districts aligned with the vision/strategic plan, and solicit input from CASE Leadership Conference attendees to shape the work moving forward.

A Framework for Stakeholder Engagement

We can all agree that quality stakeholder engagement is essential for a school to be successful. But who are the stakeholders? What does authentic, meaningful engagement look like? This interactive session introduces a stakeholder engagement framework of inform, inquire, involve, and inspire. We use real success stories from rural Colorado school districts to show each strategy in operation. See how these rural school districts without communications departments have found a variety of ways to implement meaningful stakeholder engagement.
Our Story – Cañon City Schools Transition to Blended Learning

This session will cover the art behind developing and articulating a vision for the role of technology in education and the structures/strategies needed to make it happen. Presenters will share their districts’ transition from traditional education to a blended learning focus, which includes pre-implementation planning, piloting of robust digital resource management and integration tools (including single sign-on, analytics, class rostering, and account provisioning), and staffing PD. The session will conclude with a testimonial from a teacher of 34 years.

Varsity Brands

(Details coming soon)

McGraw Hill

(Details coming soon)

College Board

(Details coming soon)