

3 Live Keynotes · 30 Live Breakout Sessions · 19 Presenters

FIRST Education We Got This Summit

DETAILED AGENDA

June 20, 2023
(All Times are CST)

7:30 AM - 8:30 AM Registration, Networking and Coffee

8:30 AM - 8:45 AM Welcome and Intros with Garth Larson

8:45 AM - 9:45 AM Keynote with Jimmy Casas

9:45 AM - 10:00 AM Break

10:00 AM - 11:15 AM Live Breakout Sessions (6)

- Cale Birk and Gabe Hackett
- Jimmy Casas
- Richard Cash
- Shelly Daun
- Amanda Ironside
- Heidi Salm

June 21, 2023
(All Times are CST)

7:30 AM - 8:30 AM Networking and Coffee

8:30 AM - 8:45 AM Welcome and Intros with Garth Larson

8:45 AM - 9:45 AM Keynote with LaVonna Roth

9:45 AM - 10:00 AM Break

10:00 AM - 11:15 AM Live Breakout Sessions (6)

- Myron Dueck
- Garth Larson and Becky Pepler
- Danica Lewis
- Rufus Lott III
- LaVonna Roth
- Greg Wolcott

11:15 AM - 12:30 PM Lunch (Provided)

12:30 PM - 1:45 PM Live Breakout Sessions (6)

- Gale Birk and Gabe Hackett
- Shelly Daun
- Jenni Donohoo
- Amanda Ironside
- Dennis Griffin Jr.
- Danica Lewis

1:45 PM - 2:00 PM Break

2:00 PM - 3:15 PM Live Breakout Sessions (6)

- Percy Brown Jr. and Rainey Briggs
- Richard Cash
- Dennis Griffin Jr.
- Jenni Donohoo
- Garth Larson
- Becky Peppler

11:15 AM - 12:30 PM Lunch Break

12:30 PM - 1:45 PM Live Breakout Sessions (6)

- Percy Brown Jr. and Rainey Briggs
- Myron Dueck
- Garth Larson and Gabe Hackett
- Rufus Lott III
- Nicole Mashock
- Becky Peppler

1:45 PM - 2:00 PM Break

2:00 PM - 3:00 PM Closing Keynote with Myron Dueck

3:00 PM - 4:00 PM Optional Team Time/Conclusion



June 20, 2023

7:30 AM - 8:30 AM **Registration, Coffee and Networking**

8:30 AM - 8:45 AM **Welcome and Introductions**

8:45 AM - 9:45 AM **Opening Keynote with Jimmy Casas**

Keynote Title: Addressing Systemic Trauma- WE GOT THIS

Keynote Description: Do you leave work every night exhausted from putting out fires all day long? Are you frustrated because you find yourself dealing with the same issues time and time again? Do you find yourself hesitating and blaming others or the system because you are not getting the results you hoped to get? In this keynote Jimmy Casas, twenty two-year veteran principal and best-selling author of *Culturize: Every Student. Every Day. Whatever It Takes.*, breaks down the systemic issues that are affecting school campuses today and provides a more effective framework that will allow you to get back the necessary time to work on the things that matter most and help elevate your school/district to the next level!

9:45 AM - 10:00 AM **Break and Networking**

10:00 AM - 11:15 AM **Live Breakout Sessions (6 to Choose From)**

Presenter: Cale Birk and Gabe Hackett

Breakout Title: Meeting the Diverse Needs of Our Classrooms |n Every Classroom (The Time Thief Tool)

Breakout Description: “How do I find the time to meet the needs of all of my learners in my classroom?” If you have heard this question before and are looking for more answers, this session is for you! Participants will use ‘The Time Thief’ tool to not only find time where there seems to be none, but more importantly to create a vision for what that time will look like and the strategies we would see in a classroom when we are meeting our students’ needs at the highest level.

Presenter: Jimmy Casas

Breakout Title: Addressing Systemic Trauma- WE GOT THIS (Follow-Up)

Breakout Description: During this breakout session, Jimmy Casas will continue the conversation from his opening keynote on addressing Systemic Trauma in today's schools. There will be opportunities for questions and answers with the group throughout the course of this breakout session.

Presenter: Dr. Richard Cash

Breakout Title: Self-Regulation for Learning: Critical Skills for the Future

Breakout Description: Critical for college and career readiness is our students' personal abilities to appropriately manage their affect, behaviors, and cognition (ABCs). Self-regulation for learning is the ability to effectively balance the ABCs to pursue worthy academic goals. Students who under-perform, struggle to achieve or selectively produce may lack the coordination between their feelings (affect), essential learning strategies (behaviors) and meta-cognitive thought processes (cognition). During this keynote session, you will learn a holistic approach to assisting all students (from special education to gifted education) in gaining greater social/emotional well-being, developing scholarly behaviors and acquiring valuable thinking tools to be successful in school and beyond.

Presenter: Shelly Daun

Breakout Title: Productive Struggle in the Math Classroom

Breakout Description: In this session, participants will explore the meaning of productive struggle and how it encourages risk-taking in your math classroom. We will learn the importance of valuing perseverance, how mental stamina can be built through problem solving and how identifying multiple entry points to a task increases engagement and helps identify and maximize potential. We will also investigate strategies and tasks that provide students with the appropriate level of challenge from a mathematics lens.

Presenter: Amanda Ironside

Breakout Title: An Aerial View of Response to Intervention (Rti)

Breakout Description: Providing high quality education to all students can best be done through a systematic approach to instruction. Rti is a framework that supports strong universal instruction, small group learning, intense interventions and data-informed progress monitoring. Come join me to get a birds-eye view into a multi-tiered system of support that uses best practices in instruction to promote academic growth and student achievement.

Presenter: Heidi Salm

Breakout Title: Creating Curiosity through Scientific Phenomenon

Breakout Description: In this session, you will explore how to create curiosity and excitement within your science lessons through phenomena, modeling, collaboration, and experimenting. We will also explore how to encourage students to think deeper, write scientifically, and incorporate vocabulary that strengthens their understanding of a phenomenon. The target audience would be 4k-8th grade.

11:15 AM - 12:30 PM

Lunch (Provided)

12:30 PM - 1:45 PM

Live Breakout Sessions (6 to Choose From)

Presenter: Cale Birk and Gabe Hackett

Breakout Title: Leading for Observable Impact in Today's Schools

Breakout Description: There has never been a more challenging time for school and district leaders across the educational system. Health and safety protocols, Zoomified meetings, the daily email logjam, where do we fit it all in? And how can we transition from 'triage-mode' to what we signed up for...educational leadership? Join Cale Birk and Gabe Hackett in this 75 minute breakout session to learn more about the Observable Impact Model, the framework that allows leaders to determine the impact of any initiative, program or action in our schools. Designed for school and district leaders across the system, this session will model practical tools to transform staff meetings, professional learning and improvement planning into learning experiences and help participants develop the Observable Impact dispositions that connect strategic plans, school plans and professional learning actions to impact where it matters the most, in our classroom with our teachers and students.

Presenter: Shelly Daun

Breakout Title: Leverage High Impact Strategies in your Math Classroom

Breakout Description: Today's classrooms require educators to teach universal concepts to a community of learners with diverse abilities. The use of instructional strategies backed by research and evidence is fundamental to increasing student achievement in all learners. In this session, we will explore

strategies that are proven to have the greatest impact on student learning and learn ways in which we can leverage use of these strategies in our math classrooms.

Presenter: Jenni Donohoo

Breakout Title: Collective Teacher Efficacy- We Got This!

Breakout Description: When educators share a sense of collective efficacy it results in greater professional well-being, resilience, and impact. During this session participants will develop deeper understandings about collective efficacy, the positive consequences associated with it, and the sources that shape a team's beliefs about what they are capable of accomplishing. Since 'Collective Efficacy' topped John Hattie's Visible Learning list of factors that matter the most in raising student achievement, educators are asking themselves: How can we foster a sense of collective efficacy in schools? In this session, participants will consider how to harness the power of teams by identifying the conditions that help to enable collective efficacy.

Presenter: Amanda Ironside

Breakout Title: Co-Teaching and RtI

Breakout Description: Coming soon!

Presenter: Dennis Griffin Jr.

Breakout Title: Seeing Me for Me: Understanding the Need to Be Seen, Regardless of My Unique Abilities

Breakout Description: The conversations around Unique Learners in many schools are driven within the context of the events that happen inside of schools, and how we expect our students to respond. However, how do we include the contradictions, biases, and real-time social unrest that threaten the emotional well-being of all of our students, teachers, and parents that make up our communities before they even reach our school walls? As educators that are thriving to create equitable opportunities for our communities, we must understand and be willing to learn about the emotional toll our students face outside of our school walls.

Presenter: Danica Lewis

Breakout Title: Productive Partnerships Between Principals and Instructional Coaches

Breakout Description: Instructional Coaching has been proven to result in higher rates of teacher success when it comes to instructional change and improvement. In order for this success to be sustainable and systemic, a strong partnership between the coach and principal must be fostered. In this session, we will explore the actions that principals and coaches can take to strengthen their collaborative relationship.

1:45 PM - 2:00 PM **Break and Networking**

2:00 PM - 3:15 PM **Live Breakout Sessions (6 to Choose From)**

Breakout Presenter: Percy Brown Jr. and Rainey Briggs

Breakout Title: Empowering Student Voice in Today's Schools

Breakout Description: As schools continue to shift instructional design to personalized learning and work to build strong environments for every student to feel a sense of belonging, it is key to center the voices of students in the change process. This session will highlight the ways in which a predominantly white Midwestern school district empowered student choice to positively impact the experiences and outcomes for all students, and in particular, historically disenfranchised students. Participants will leave with practical strategies that can be used to affect positive change.

Presenter: Richard Cash

Breakout Title: Developing Complex Thinking Skills: Strategies for Every Student

Breakout Description: Our students' success in the future is dependent upon their abilities to think critically and act creatively to solve complex problems. By using existing content, you can expand students' thinking and production. This session will offer numerous techniques to help students increase their levels of critical thinking, purposeful reasoning, and creative production.

Presenter: Dennis Griffin Jr.

Breakout Title: Without Conflict, There Can Be No Growth

Breakout Description: Conflict is inevitable! I believe every leader can speak to this more now than ever before. Challenges are required to test our persistence, innovation, and dedication to making our vision of ALL students achieving success become a reality, rather than maintaining the status quo. Leaders must embrace conflict by engaging in reflection, collaboration, and authentic conversations that clearly communicate a message that inspires others to face their fears and take action. How we leverage conflict ultimately determines the potential impact of our leadership, our schools, and more importantly our students.

Presenter: Jenni Donohoo

Breakout Title: Linking Leadership to Student Learning: The Contributions of Leadership Efficacy

Breakout Description: Collective teacher efficacy remains at the top of the list of influences that impact student achievement. Recent research has shown that a Principal's sense of leadership efficacy influences collective teacher efficacy, as well as student achievement. This session was designed to delve into the research, identify ways to foster Principal efficacy, and leverage it to maximize collective teacher efficacy and student achievement.

Presenter: Garth Larson

Breakout Title: Bringing Clarity to Every School and Classroom

Breakout Description: During this highly interactive breakout, Dr. Garth Larson will examine the first steps in the STAGR process...making sure we know what standards and learning targets we expect of our students. Not only do we want to know what those targets are, but what does it look like for students and teachers to be successful within those standards and targets. From academic outcomes, to behavioral expectations, this session will have everyone examine their practices to know if clarity exists for ALL students. This session will provide the research on clarity, information on what clarity means through each staff member's perspective, and help them identify how they can provide clarity as a part of their STAGR process.

Presenter: Becky Pepler

Breakout Title: I want to allow reassessment - but HOW do I make it work?

Breakout Description: At this point we can all probably agree on the philosophies behind reassessment, but may be scratching our heads wondering HOW to make it happen. We know that things may look great, in theory, but sometimes struggle to find the practical application and work through the logistics of what

it will look like in OUR school or OUR classroom. This session will focus on the HOW of reassessment in the classroom and will be filled with examples and guiding questions you can take back to your team. We will also address how to answer those age-old questions around reassessment that we may encounter from parents and community members. Join Becky Pepler, former High School Teacher, Instructional Coach and Director of the FIRST Education STAGR Center as she helps guide you through the creation of a reassessment policy; that works for YOU and your students, places the responsibility in your students' hands, and develop a policy that could change your life!

3:15 PM - 4:15 PM

Optional Networking Time



June 21, 2023

7:30 AM - 8:30 AM **Registration, Coffee and Networking**

8:30 AM - 8:45 AM **Welcome and Introductions**

8:45 AM - 9:45 AM **Day 2 Opening Keynote with LaVonna Roth**

Keynote Title: Ignite Your S.H.I.N.E.® WE GOT THIS!

Description: No student fits into a standard, one-size-fits-all box of core content. This engaging and unforgettable experience will leave you motivated to uncover, foster, and amplify the unique gifts and talents that our students possess. Transformational schools serve the whole child, honoring each child's obvious and undiscovered talents. Thus, we focus on Self, Heart (passion), how to Inspire and Navigate to create the Exceptional people our students are meant to be. You will leave with an action plan to S.H.I.N.E and an unwavering resolve to watch every child succeed in learning and life! This SHINetastic culture shift will produce exceptional results, as you embrace, develop, and celebrate game-changing adult and student learners. When we clearly understand and honor the undeniable impact of unique gifts, we prepare our students today for their journeys of tomorrow.

9:45 AM - 10:00 AM **Break and Networking**

10:00 AM - 11:15 AM **Live Breakout Sessions (6 to Choose From)**

Presenter: Myron Dueck

Breakout Title: Welcoming students as partners in the assessment conversation.

Breakout Description: In their NYT bestseller, 'Extreme Ownership' (2015), former Navy SEALs Willink and Babin describe the necessity of 'Decentralized Command': that 'every tactical-level team member must understand not just what to do, but why they are doing it'. If this principle is true for SEAL team members, it likely applies to learning environments and our students. Research suggests that how we engineer our assessment strategies impacts the perceptions students have of fairness, equity and accessibility. This session will focus on ways that we can invite students into the assessment realm as co-pilots rather than disinterested passengers. Key topics will include:

- Sharing and co-creating learning targets based on standards.
- Helping students understand and use performance assessments (rubrics).
- Considering the right scale: proficiency scales vs 100 categories
- Student self-reporting – on academics, behaviors & personal insights.

Presenter: Garth Larson and Becky Pepler

Breakout Title: Extinguishing the Dumpster Fires of Assessment and Grading Reform

Breakout Description: During this interactive breakout session, Garth Larson, former Director of Teaching and Learning and Becky Pepler, Director of the FIRST Education STAGR Center will talk through some common challenges (dumpster fires) that schools face when taking on assessment and grading reform. This session will be practical in nature and ground in experience of addressing these common questions as schools look to transition into more meaningful assessment, grading and reporting practices

Presenter: Danica Lewis

Breakout Title: ~~Getting Back on Track~~ Improving the Track For Literacy Instruction

Breakout Description: Since returning to full-time, in-person instruction, schools have been working overtime to identify and meet the needs of students both socially and academically. With only so many hours in a day, the questions that we must ask ourselves are: "How do we know that we are putting our efforts into those things that will make the biggest impact on student learning?" and "Is getting back to our pre-pandemic instruction good enough?" To answer

these questions, all aspects of our approach, from schedules to resources to strategies and beyond, must be examined. During this session, we will discuss how schools can evaluate their current practices and plan for higher impact instruction moving forward.

Presenter: Rufus Lott III

Breakout Title: The brain on relationships? Why SEL, and ACES matter in a time of a crisis.

Description: Overwhelmingly, schools are embracing models that implore the power of relationships to manage student behavior, academics, mental health and social needs. Join Rufus Lott III from Lott Educational Consulting as he illustrates the brain's natural response to relationships and how fostering and strengthening those relationships lead to schools where kids feel a sense of belonging, and are more likely to succeed by placing relationships at the center of every interaction.

Presenter: LaVonna Roth

Breakout Title: From Surviving to Thriving: Get Ready to Experience the Difference!

Breakout Description: As you go through the challenges of life, personally and professionally, you create limiting thoughts and beliefs. In turn, your actions follow suit. Let's tap into the power of your brain and how you can move yourself into a place where you want to be, confidence rises, and you ignite the fire within that reminds you of the person, educator, and friend you embrace. Get ready to *feel* and *be* the difference... together!

Presenter: Greg Wolcott

Breakout Title: Every Student Has a S.T.O.R.Y.: Let's Celebrate It"

Breakout Description: Celebrating what is right in students instead of what is wrong in students is not only the key to success in the classroom but the key to student success in life as well. When students understand their strengths, those strengths become their identities and empower them through and over the obstacles and opportunities life has to offer.

11:15 AM - 12:30 PM

Lunch (Provided)

12:30 PM - 1:45 PM Live Breakout Sessions (6 to Choose From)

Presenter: Percy Brown Jr. and Rainey Briggs

Breakout Title: Reframing the Achievement Gap: Equity and Excellence for All

Breakout Description: This enlightening and engaging workshop will provide a compelling overview of the key events leading to today's racism, tying together the past and the present. It will delve into the historical factors nationally that have contributed to what we know today as the achievement gap. Using the experience of the Middleton-Cross Plains Area School District, which serves rural, suburban and urban communities, the workshop will provide attendees with practical examples of how to address the opportunity gaps for their students. The district is proactively working to understand and change its current educational practices (both individual and systemic) that have perpetuated opportunity gaps.

Presenter: Myron Dueck

Breakout Title: What Exactly is Feedback, and How Can I Make it Meaningful, Effective and Manageable

Breakout Description: Feedback in educational contexts is information provided to a learner to reduce the gap between current performance and a desired goal (Sadler, 1989). Furthermore, feedback is not only reserved for students. John Hattie suggests that student achievement is a powerful feedback tool for teacher effectiveness. Our grading and assessment decisions will have a massive impact on the quality and nature of feedback. This session first delves into defining feedback and the most important elements of it. Then we will examine assessment strategies (student conferencing, ongoing assessment, homework ideas and more) that reflect these elements and model effective feedback tools.

Presenter: Garth Larson and Gabe Hackett

Breakout Title: Addressing the Student Engagement Dilemma in Today's Schools

Breakout Description: Since returning back to school post virtual learning in schools, there are two common themes that have emerged around the challenges teachers face in classrooms throughout the county. Those themes include a significant increase in student behaviors and a decrease in student engagement.

During this interactive breakout session, Dr. Garth Larson will explore the question, “when students are engaged, what can we learn? As a group, we will identify the observable indicators of a highly engaged classroom and work to create action steps that can be taken right away at the start of the 2023-24 school year.

Presenter: Rufus Lott III

Breakout Title: WE Walk the Walk, But Can We Talk the Talk?

Breakout Description: How we talk to kids determines the type of impact we have with them. Join Rufus Lott III to learn how using Affective Language when working with students is pivotal to keeping the relationship with them at the center of every interaction especially when correcting and addressing problem behavior. This Affective Language is critical in the time of working through the challenges COVID has brought to every classroom the past 3 years.

Presenter: Nicole Mashock

Breakout Title: Supporting Executive Functioning in the Classroom

Breakout Description: Executive functioning skills, like organization, focus, and controlling impulses and emotions, are needed by all students. Students need support in the classroom to strengthen their executive functioning skills. Throughout this session, participants will learn more about what executive functioning skills are and strategies to incorporate into the classroom to support all students in strengthening these skills to improve both their social skills and increase their academic achievement. As a result of this workshop, participants will:

- Learn practical and effective strategies to support students with their executive functioning skills in the classroom
- Gain an understanding of how the brain uses and learns executive functioning skills
- Create an action plan for incorporating executive functioning skills and strategies into the classroom

Presenter: Becky Pepler

Breakout Title: Making Grades Meaningful

Breakout Description: Shifting grading and reporting practices to communicate student learning is a big task. Two key pillars in doing so are, separating non-academic factors from academic grades and reducing the value of formative work so that an academic grade is a true reflection of student learning. The question becomes, HOW do we make this happen and HOW do we make it matter to students? This interactive session will guide participants through the process of how to develop a system that will allow you to successfully separate non-academic factors from the academic grade and how we can use this separation to help reduce the value of formative work. Examples of effective practices and procedures will be shared throughout the presentation along with guiding questions you can take back to your team. We will also address how to answer the common and difficult questions we may encounter during this transition. how we can reduce the value of formative work so that academic grade is a true reflection of student learning. Join Becky Pepler, former High School Teacher, Instructional Coach and Director of the First Education STAGR Center as she helps guide you through a process, to help make grades more meaningful and reflective of student learning in your classroom and/or school.

1:45 PM - 2:00 PM

Break and Networking

2:00 PM - 3:00 PM

Closing Keynote with Myron Dueck

Keynote Title: Ch-ch-ch-Changes – Turn and face the strange changes.

Keynote Description: Perhaps David Bowie sang it best, *'Times may change me, but I can't change time.'* There is no denying that transformational forces are at play in the global education arena. The Digital Information Revolution is arguably the biggest change agent since the printing press, so as the ground moves beneath our feet, are we preparing our students for an uncertain future or the one that seemed predictable a decade or four ago? Content is free and readily available, so are we changing our focus to competencies such as communication, creativity and critical thinking? Unfortunately we may still be gearing for the 1980s rather than the 2020s when it comes to our instructional, grading, assessment and reporting procedures. Our students will be heading into the digital and competency-based future with or without us, but thankfully there are signposts that education is adapting. Myron will make a strong argument that instruction and assessments that include inquiry, differentiation, exploration and problem solving may certainly prove effective for an uncertain future.

3:00 PM

Summit Concludes

About the Presenters

Cale Birk is a former Head of Innovation from British Columbia, Canada and imagineer and co-author of "PLC 2.0 - Collaborating for Impact in Today's Schools", "The PLC 2.0 Toolkit" and "Changing Change Using Learner-Centered Design". As a former high school Principal of a model PLC school, Cale helps districts, schools and industry leaders answer the question "What is our observable impact?", the observable changes in practice that make the difference for all learners. Using the lens of 'impact' rather than 'action', Cale has helped District leaders, school leaders and teachers reimagine and implement team plans, school plans and strategic plans that matter to educators and can actually be observed where it matters the most—in classrooms with students and teachers. In addition to his work as an author and facilitator, Cale has done a TED Talk and given keynote addresses and workshops in Canada, the United States, Asia, New Zealand and Australia and has been the keynote/featured speaker at conferences in numerous states and provinces around North America. In one of his latest projects, Cale is developing a global collaboration/observation network for school leaders from around the world to bring international perspectives, ideas and solutions to instructional challenges in our schools. The father of two daughters in the K-12 system, Cale is passionate about helping educators and leaders experience and model the learning experiences we want for our students in their classrooms.

Listed as one of the 48 Most Influential Black people in the state of Wisconsin 2021 by Madison 365, **Dr. Rainey Briggs** is a dynamic educator who has served as a cultural liaison, teacher, principal, Director of Elementary Education, and currently serves as the School District Superintendent of Baraboo schools. As an African American boy growing up in poverty, Dr. Briggs quickly learned how to advocate for himself and others and has carried that passion over into his daily work. Dr. Briggs obtained his degree from Edgewood College and wrote a dissertation on the Factors that Promote or Impeded the Success of African American Males in a Predominately White High School. Dr. Briggs strives to bring a voice to marginalized students and families. As a principal, he collaborated with staff and families to bring the motto "Every kid, Every day, Whatever it Takes" at the forefront of their school and a mission to live by daily. Dr. Briggs has worked with many school districts on providing professional development around equity and cultural responsiveness. He is also an adjunct

professor at Edgewood College and Viterbo University. Dr. Briggs is a husband to Julie, an educator herself, and the dad to three teenage daughters. When they are not in a gym or on a field, Dr. Briggs and his family enjoy traveling, spending time outdoors, and barbecuing.

In 2016, Madison365 recognized **Percy Brown, Jr.** as one of the most influential African- Americans in the state of Wisconsin. Madison365 describes Percy as “one of the great leaders to arise from the south side of Madison.” In 2014 and 2015 respectively, Percy was awarded the Educator of the Year award by the 100 Black Men chapter of Madison, WI. and was the recipient of the Urban League of Greater Madison President’s Rising Star award. Percy Brown, Jr. comes from a family of civil rights activists that fought for equal rights in the Jim Crow south during the 1950’s and 60’s in Bolivar County, Mississippi. His grandfather, Morgan Brown, Jr., was an educator for over 50 years and led most civil rights efforts in Bolivar County. Percy’s father, uncles and aunts were part of the first wave of blacks to desegregate white schools with his aunt Ella being the first of two blacks to integrate Rosedale High School. Percy’s family activism is part of his lineage that he carries into his work as an educational leader. Percy is currently the Director of Equity and Student Achievement for the Middleton Cross Plains Area School District, Senior Outreach Specialist for the Wisconsin Center for Education Research at the University of Wisconsin-Madison and an adjunct instructor for Edgewood College in the school of education.

Jimmy Casas served twenty-two years as a school leader. He is a best selling author, speaker, leadership coach, and a state and national award winning principal. Under Jimmy’s leadership, Bettendorf High School was named one of the best high schools in the country three times by Newsweek and U.S. News and World Report. Jimmy was named the 2012 Iowa Principal of the Year and was runner-up NASSP 2013 National Principal of the Year. In 2014, Jimmy was invited to the White House to speak on the Future Ready Pledge. Finally, in 2015, he received the Bammy Award for the National Principal of the Year.

Dr. Richard Cash received a bachelor of arts degree in theater from the University of Wisconsin-Eau Claire. After a brief retail career, Dr. Cash attended the University of Minnesota-Minneapolis, where he received a post-baccalaureate degree in elementary education. His first teaching position in a magnet school for gifted children, grades 1–6, in St. Paul, Minnesota, allowed him to use his talents as an actor and director. He created learning spaces that were rich in artistry, music, theater, and dance. Richard later obtained a master’s degree in curriculum and instruction from the University of St. Thomas, in St. Paul,

Minnesota. He became a curriculum specialist and developed training modules, curriculum formats, and differentiated learning archetypes that assisted teachers in creating higher-level experiences to meet the needs of all children. Later, he returned to St. Thomas and received a doctoral degree in educational leadership. Dr. Cash has served as the Administrator of Gifted Programs in Rochester, Minnesota, and the Director of Gifted Programs for the Bloomington Public Schools in Minnesota. In Bloomington, he realigned the gifted programs to service more students during a budget deficit and incorporated differentiated instruction into the total school curriculum. During his tenure with the Bloomington Public Schools, he created a school-within-a-school program for highly/profoundly gifted students, grades 2 – 10. Dr. Richard Cash has given hundreds of workshops, presentations, and staff-development sessions throughout the United States, Europe, Asia and the Middle East. The research-based strategies and techniques he offers are proven to increase student achievement. Others have commended his talent for working with teachers to develop engaging and enriching learning environments that can improve student learning. At the end of the day, his greatest passion is helping teachers recognize the various talents all children possess and create learning experiences to allow those talents to flourish. He is considered by many to be an exceptionally engaging, motivating, and enlightening presenter.

Shelly Daun has over 25 years of professional experience in public education. Currently, she is the Director of Curriculum, Instruction, and Assessment for the Menasha Joint School District located in Wisconsin. She has been an instructional leader and administrator for most of her career in education focusing on systems change and school-wide reform. She has worked in large suburban and high poverty school districts in Northeast Wisconsin. Shelly has led school districts in district level and school improvement utilizing a systems approach to school improvement. All with a curriculum design that focuses on analyzing student data, developing standards and assessments, implementing research-based instructional pedagogy, honoring student equity, leadership development, and creating sustainability action plans. She has had success with developing and implementing school reform and improvement plans when schools are identified as needs improvement at the state level. Shelly is well versed in standards, assessment, K-12 literacy and mathematics instruction, equitable multi-level systems of support for students, Every Student Succeeds Act (ESSA) requirements, and leadership development.

Jenni Donohoo, PhD is a six-time best-selling author and professional learning facilitator with more than 25 years' experience in leading school change. Jenni works in school divisions across North America supporting high-quality professional learning designed to improve outcomes for all students. As the

Director of the Jenni Donohoo Center for Collective Efficacy, Jenni has been recognized internationally as an educational thought leader and has delivered keynote speeches nationally and internationally. She has a PhD in Educational Studies and Supervisory Officer Qualifications and has taught in elementary, secondary, and post-secondary schools. Jenni has designed and delivered professional learning courses for the Ontario Principals' Council. She is currently on a contract with the Council of Ontario Directors of Education managing projects and conducting research. Recently, in an interview when John Hattie was asked about whose work he reads and recommends, he named Jenni Donohoo in a short list of up and coming educational leaders.

Over the past 24 years, **Myron Dueck** has been a teacher, school administrator and taken on a district-level role in furthering assessment, innovation and student reporting. Myron continues to develop grading, assessment and reporting systems in which students have greater opportunity to show what they understand, adapt to the feedback they receive and play a significant role in the reporting of that learning. Myron has shared his ongoing journey, tools and first-hand experiences with public, charter and international school educators around the world, and recently his presentations have diverged to include global education trends and broader socio-economic realities that impact learning. Myron's work has appeared in numerous educational journals and his best-selling book, *Grading Smarter, Not Harder— Assessment Strategies that Motivate Kids and Help Them Learn* was released by ASCD in July 2014. In 2015 ASCD released a video project based in his own school district entitled '*Smarter Assessment in the Secondary Classroom*'. More recently ASCD released a three-part online streaming series, *Ask Them*, hosted by Myron, looking at how we include students in assessment. The series includes John Hattie, Lorin Anderson, Celeste Kidd and more. His latest book, '*Giving Students a Say - Smarter Assessment Practices to Empower and Engage*' was released by ASCD in January of 2021. Myron lives in Summerland, BC, CANADA with his wife and two children and is Vice-Principal for Grading, Assessment, Innovation and Reporting Student Learning in his local school district – Okanagan-Skaha 67.

Dennis Griffin Jr. serves as an Elementary Principal in Brown Deer, Wisconsin. He has seven years of experience as a middle school educator and is in his 8th year as an administrator. He is currently pursuing his doctoral studies in Educational Leadership at Cardinal Stritch University. His passion to be an agent of change in education for ALL students is the driving force behind his leadership. Dennis seeks to build collaborative networks that will learn from one another to support adult and student learning. Realizing that working in isolation will not achieve the results our students deserve has afforded Dennis the opportunity to participate in several organizations, and serve on several educational boards. Dennis provides professional development and

researches topics that include: leadership, equity, relationships, student outcomes, and the change process. Dennis believes ALL students will be successful in school when they develop relationships with educators that value their gifts, cultures, and individuality.

Gabe Hackett recently completed his 9th year as principal of Little Mountain Elementary in Monticello, Minnesota. Gabe and his team at Little Mountain helped to develop Observable Impact tools and procedures currently used by many schools across the United States and Canada. He is now the Associate Director of the PLC Center with FIRST Educational Resources. Gabe is passionate about using the Observable Impact tools and protocols to strengthen collaborative teams by connecting action to impact. He enjoys working with schools across the United States and Canada to develop strong collaborative teams and finally answer the question, “what instructional strategies really work in our classrooms?”. Gabe lives in Albertville, MN with his wife (Heidi) and two kids (Griffin and MarLee).

Amanda Ironside has 20 years of experience in public education in which she has enjoyed working as an elementary school teacher, math interventionist, gifted & talented teacher and instructional coach. Currently, she is the Gifted & Talented Coordinator for the Menasha Joint School District located in Wisconsin. Amanda is an instructional leader, focusing on curriculum development and enhancing educational pedagogy in order to meet the diverse needs of all students. Amanda has extensive experience coaching and collaborating with teachers and students so that their unique academic and instructional needs are met through extensions and support when appropriate. Through coaching and collaborating, she shares research-based strategies and aids in developing instructional plans based on best practice. She is an innovator in her district, providing professional development in multiple disciplines and at all grade levels.

Garth Larson, Ed.D is the Co-Founder and CEO of FIRST Educational Resources. Garth has previously worked as the Director of Learning for the Winneconne Community School District in northeast Wisconsin, was an elementary principal in two separate buildings and started his career in education as a high school speech and English teacher. In 2011, Garth formed Wisconsin Educational Resources (now FIRST) with a focus on improving student achievement across the United States. Since 2011, over 2000 school districts throughout the globe have become partnership districts with his company. Garth currently consults with school districts around the world and provides customized professional development around a variety of topics, mainly Professional Learning Communities 2.0, Learning-Centered Grading Practices, Leadership and School Improvement. Garth is also the author of *Collaborative Systems of Support:*

Learning for ALL with co-authors Tom Hierck and Chris Weber, *Target-Based Grading in Collaborative Teams: 13 Steps to Moving Beyond Standards* with co-author Tom Hierck, *Grading for Impact: Raising Student Achievement through a Target-Based Assessment and Learning System* and *PLC 2.0: Collaborating for Observable Impact in Today's Schools* with co-author Gale Birk.

Danica Lewis has 20 years of experience in schools, serving as an elementary teacher and later as a school and district administrator, including school building leadership, early childhood leadership, special education leadership, and curriculum & assessment leadership in urban and suburban schools. Danica led the implementation of standards-aligned instruction, assessment, and grading as both a district-level and building-level administrator and implemented a coaching program for a medium sized district. Danica facilitates powerful professional learning around instructional coaching, literacy, standards-aligned instruction and assessment, rigorous teaching, data analysis, and professional learning community leadership. In 2017, the Wisconsin Association for Supervision and Curriculum Development recognized Danica as the “Instructional Leader of the Year” for the State of Wisconsin. Danica has a Master’s Degree in Educational Leadership from Marian University in Fond du Lac, WI and has a Bachelor’s of Science in Human Development and Education from the University of Wisconsin-Madison (WI).

Rufus Lott III is the founder of LOTT Educational Consultants and lead consultant specializing in the area of Restorative Practices in schools. Most recently Mr. Lott served the North East Independent School District in San Antonio, TX as the Assistant Principal of Edward H. White Middle School. Mr. Lott played an instrumental role in the development and implementation of restorative practices as an alternative method for managing student behavior. This innovative, whole school approach was the first of its kind in the state of Texas, and has been considered the blueprint that many campuses across the state of Texas are following. Mr. Lott has 13 years of experience in public education in elementary and middle school as a classroom practitioner and administrator. As a former administrator, Mr. Lott’s passion is rooted in social justice and working with educators to better serve diverse student populations. His focus is on teaching real-life, applicable strategies that are essential for educators to utilize when working with both students and teachers. Today, he teaches restorative practices to teachers and administrators as an alternative method to exclusion, and as a means to build positive relationships and strong communities through dialogue using the circle process.

Nicole Mashock has 17 years of experience in public education in which she has enjoyed working as a middle school Business Education Teacher, an instructional technology coach, and a founder and teacher at a 6-12, STEM project based learning charter school. Currently, Nicole is the Director of EDFlix professional learning for FIRST Educational Resources and the Associate Director of the SOAR Center with FIRST Educational Resources, Nicole is a former 6-12 Instructional Coach for the Winneconne Community School District located in Wisconsin. Nicole has extensive experience in building community and relationships with students, developing student agency in the classroom, differentiation and social emotional learning, standards and target based grading, and literacy literacy practices.

Becky Pepler is the Director of The STAGR (Standards, Targets, Assessment, Grading & Reporting) Center (a division of FIRST Educational Resources). She has 15 years of professional experience in public education, working in the Winneconne Community School District in northeast Wisconsin. Becky has spent time as a 6-12 Instructional Coach with a focus on supporting teachers in the classroom on a daily basis. Prior to her role as an instructional coach, Becky taught Chemistry and Forensic Science and was the 6-12 Science Curriculum Chair. She is a member of the Wisconsin Society of Science Teachers (WSST), where she was awarded the Excellence in Science Education Award for the state of Wisconsin, and the Wisconsin Science Education Leadership Association (WSELA). Becky has helped the Winneconne Community School District transition to Target Based Grading at the middle and high school levels. She has a passion for designing meaningful assessments practices, making reassessment work, target-based learning implementation, building social and emotional skills and ensuring that all students continue to learn at high levels. Becky currently consults to school districts all over the United States in these areas.

As an engaging and interactive keynote speaker, consultant, educator, and mom, **LaVonna Roth** bridges her passion for how the brain learns with identifying how every individual S.H.I.N.E.s with their mindset and social-emotional well-being. She leads a small business where her and her team boost schools in embodying a Human-Focused Culture. A culture where we put those doing the work at the heart of the impact desired. How? By supporting schools in harnessing the S.H.I.N.E. framework, increasing psychological safety, & building the foundation based on the brain sciences. S.H.I.N.E. is the secret to an environment where all want to be! LaVonna has 3 degrees, is the author of 8 books, and has worked with organizations in the U.S./Canada, Europe, South America, and the Middle East. She is the creator and founder of the Ignite Your S.H.I.N.E.® framework and also Prime to S.H.I.N.E. where she coaches

educators in how to make an impact through educational consulting – part-time or full-time. S.H.I.N.E. will leave you inspired. Help you find your power through ah-ha moments. Ignite the fire within you to have the confidence in who YOU are and what you do, because YOU are the difference maker!

Heidi Salm has 14 years of professional experience in public education, working in the Winneconne Community School District in northeast Wisconsin. Heidi is currently a 6th grade science teacher, the 6-12 Curriculum Science Chair, and a member of the District Leadership Team. She is a member of the Wisconsin Science Education Leadership Association (WSELA), Wisconsin Society of Science Teachers (WSST), and the National Science Teachers Association (NSTA). Heidi and her husband are 4th generation farmers in northeast Wisconsin, and she believes in the importance of advocating and promoting agriculture in schools. Heidi has a passion for creating STEM-based lessons and labs that are interdisciplinary and based on real-world applications. She believes in teaching science and agriculture in ways that bring science back to being an essential content area in each and every school while ensuring that all students are learning at high levels.

Greg Wolcott currently serves as the Assistant Superintendent for Teaching and Learning in a suburb of Chicago. As an educator in the Chicagoland area for over 20 years, Greg is passionate about developing opportunities for all students to succeed as well as finding ways for all teachers and staff members to utilize their strengths to maximize the learning of each and every child whom they interact with on a daily basis. Greg has presented at the National School Board Association National Conference, the National Conference on Bullying, the ASCD Annual Conference, the NAESP (National Association of Elementary School Principals) Annual Conference, the Illinois ASCD Curriculum Leadership Development Network, the Illinois ASCD Conference on Learning, the Annual No Child Left Behind Conference and the ATEC (Association of Teachers of Exceptional Children) Conference in Nova Scotia, Canada. Greg consults throughout the United States on a variety of subjects including enhancing teacher-student relationships, social-emotional learning, adult learning, developing innovative practices in the classroom to engage all learners, formative assessment to drive instruction, response to instruction/intervention, multi-tiered systems of support, and data usage for school improvement. Greg is an adjunct professor in the College of Graduate and Innovate Programs at Concordia University Chicago where he instructs graduate and doctoral students on the utilization of research-informed decision making to strengthen classroom instructional practice. Greg is also the author of the best selling book, *Significant 72: Unleashing the Power of Relationships in Today's Schools*.

