

A large red circle containing the logo for FIRST Educational Resources. The logo features a stylized white graphic of three overlapping curved lines above the text "FIRST" in a bold, sans-serif font, with "Educational Resources" in a smaller font below it.

FIRST
Educational Resources

**CENTRAL
OFFICE
LEADERSHIP
INSTITUTE**



MAY 2, 2023 | 9:00 - 2:30 CENTRAL
2 KEYNOTES | 6 BREAKOUT SESSIONS
RECORDED ACCESS TO ALL SESSIONS UNTIL OCTOBER 31, 2023



MAY 2, 2023 | AGENDA

9:00 - 10:00 CENTRAL OPENING KEYNOTE

MICHAEL MCDOWELL

Leading Rigorous Learning: Converting Knowing and Doing to Ensure Complex Learning for All



10:15 - 11:15 CENTRAL BREAKOUT SESSIONS

SHELLY DAUN

How to Get Real Sustainable Changes in Math Achievement

CHRISTIE DUGAN

Developing a Game Plan for Your Federal Funds

GARTH LARSON

Leading with Clarity from the Central Office

DENNIS PAULI

100X, Becoming a Leader that Multiplies-- Maximize Your Influence and Become a Leader Worth Following



11:30 - 12:30 CENTRAL BREAKOUT SESSIONS

DANICA LEWIS

Leveraging Instructional Coaching for District-Wide Change that Lasts

BRENT RABY AND MARTIN RENTON

Building a Culture that Sustains

PERCY BROWN JR. AND RAINEY BRIGGS

The Power of Words: How District Leaders Can Address Incidents of Hate Speech Using an Incident Response Framework

GREG WOLCOTT

From "Head Shed" to "Central Support & Empowerment": How to Support Buildings and the Leaders

1:30 - 2:30 CENTRAL CLOSING KEYNOTE

CALE BIRK

Leading for Observable Impact from the Central Office to the Classroom

9:00 - 10:00 CENTRAL

OPENING KEYNOTE

Michael McDowell, *Leading Rigorous Learning: Converting Knowing and Doing to Ensure Complex Learning for All*

The challenge in front of us is that complex student learning is largely absent in classrooms. We can build all of the efficacy in the world for teachers but unless leaders and teachers focus their efforts on inspecting student progress and proficiency of improving deep and transfer learning, student progress and proficiency will likely remain stagnant. Using the latest research in the field of “progress studies”, habit science, and educational research, this keynote outlines a doable process that system leaders can take to support site leaders in “closing the loop” between knowing and doing in the area of complex teaching and learning within a school and across a system of schools.

10:15 - 11:15 CENTRAL

BREAKOUT SESSIONS

Shelly Daun, *How to Get Real Sustainable Changes in Math Achievement*

Improving student outcomes in the area of mathematics can be arduous and fraught with challenges but definitely a necessary journey. As instructional leaders, it takes knowledge, grit and a systems approach to transform a school or district steeped in traditional approaches to teaching mathematics. Let’s talk about how to bring access and equity to your students through investing in your teachers’ learning journey that will transform classrooms into highly engaged learning spaces that support students through rigorous content and how to stay the course when faced with roadblocks and challenges.

Christie Dugan, *Developing a Game Plan for Your Federal Funds*

The communication, and implementation of federal aid at the district and school level can be confusing and stressful. As leaders we want to understand and maximize our funding to support our school communities. As a result of attending this breakout session participants will, develop/strengthen their understanding of the What, Why and How of federal relief packages (ESSER II & III) ; recognize the opportunity to access/maximize federal grant funds (Title I, II, III, and IV) for on-going fiscal management; and understand the key components of a game plan that identifies impact and fosters sustainability.

10:15 - 11:15 CENTRAL | CONTINUED

BREAKOUT SESSIONS

Garth Larson, *Leading with Clarity from the Central Office*

The role of being an educational and instructional leader can be a daunting task in many ways. Often, school and district leaders are the go to person for discipline, attendance, parent communication, supervision of lunch, recess, and after school activities and then actually getting in and observing instruction in action, all while ensuring that ALL kids are learning at high levels within their buildings. The question however, is HOW do we accomplish that? The first step is CLARITY!, Dr. Garth Larson will help leaders co-construct a vision for CLARITY within their schools through multiple perspectives. In order to accomplish the mission and vision of our schools, we need to make sure that every decision we make, every communication we provide and every classroom we support, has the highest level of CLARITY within our schools. This breakout will provide the research on clarity, information on what clarity means through multiple perspectives and help them identify how they can more effectively Lead with CLARITY within the Central Office. By the conclusion of this Keynote, building and district leaders will name their Leading with CLARITY challenge and have access to an action plan to ensure a higher sense of CLARITY within their schools going forward in the 2023-24 school year.

Dennis Pauli, *100X, Becoming a Leader that Multiplies-- Maximize Your Influence and Become a Leader Worth Following*

Healthy school leaders make healthy school systems. Healthy school systems translate into greater academic outcomes for our students and the communities in which they live. Our districts and schools are rife with challenge, crisis and growing complexity. The job of leadership has changed precipitously over the past few years and it mandates a new standard of health and skill for those “worth following.” As a school leader, you wear the hats of system leader, people developer, ambassador to your community, manager of operations, politician and businessperson. It's a lonely job because it's the only one of its kind, right? This new standard of leadership is born out of the pain that, “what got us here, won't get us there.” That's the manifesto and methodology from which The 100X Leader was established. During this fast paced and interactive workshop participants will learn the essential characteristics and tools of a 100X Leader. School leaders who live the challenges of managing today's public sector realities and are fighting to stay healthy, hopeful and high performing across all circles of influence (self, family, team, organization and community). The 100X Leader serves as an important lever in creating better leaders for public education.

11:30 - 12:30 CENTRAL

BREAKOUT SESSIONS

Percy Brown Jr. and Rainey Briggs, *The Power of Words: How District Leaders Can Address Incidents of Hate Speech Using an Incident Response Framework*

Hate speech in schools throughout the United States is on the rise. Percy Brown and Dr. Rainey Briggs will provide examples of hate speech scenarios that have recently occurred throughout the US and then give key details that are important to ensure district leaders and building level principals are prepared with an incident response framework. District administrators will leave with a deeper understanding of hate speech, its impact on students and a flowchart to support districts when incidents of hate occur.

Brent Raby and Martin Renton, *Building a Culture that Sustains*

Often in the world of educational improvement leaders start with action. A leader's excitement for a new idea often leads to implementation without depth, connections, and a path for sustainability. The new fashion comes and goes, but as our focus changes, so do the results. This leads to start and stops, initiative fatigue, and a lack of focus. Sustainable change is centered on knowing who you are, your identity and what cultural conditions need to exist to bring any initiative into alignment for long-standing improvement and sustained success. By the end of this session, leaders will have a blueprint for how to build sustainable change.

Greg Wolcott, *From “Head Shed” to “Central Support & Empowerment”*: How to Support Buildings and the Leaders

Often in the world of educational improvement leaders start with action. A leader's excitement for a new idea often leads to implementation without depth, connections, and a path for sustainability. The new fashion comes and goes, but as our focus changes, so do the results. This leads to start and stops, initiative fatigue, and a lack of focus. Sustainable change is centered on knowing who you are, your identity and what cultural conditions need to exist to bring any initiative into alignment for long-standing improvement and sustained success. By the end of this session, leaders will have a blueprint for how to build sustainable change.

11:30 - 12:30 CENTRAL | CONTINUED

BREAKOUT SESSIONS

Danica Lewis, Leveraging Instructional Coaching for District-Wide Change that Lasts

More and more, schools and districts are learning that real, sustainable improvement requires support for teachers that goes beyond what the typical teacher inservice day can offer. When teachers have access to intentional, job-embedded coaching, they are more likely to take on new practices and to stick with those that work for the long haul. Instructional Coaches are critical to the success of our schools, our teachers, our leaders, and our students. The role of the coach is to provide support to teachers as they improve student learning within their classroom. This does not happen by accident, but by design. This session will address several key factors that must be considered when developing or sustaining and leading a coaching program within a district.

1:30 - 2:30 CENTRAL

CLOSING KEYNOTE

Cale Birk, Leading for Observable Impact from the Central Office to the Classroom

"Through our continued commitment to equity, we embrace our diversity and create engaged, collaborative, resilient contributors who can think critically and creatively to be successful in a global society."

Sounds great doesn't it? As central office leaders, we often create vision statements like this and spend our time, resources and efforts to make the vision come to life in our schools. However, despite our best attempts, vision statements and the strategic and school improvement plans that arise from them are often seen as exercises in compliance that are disconnected from the realities of a school. The question for central office leaders becomes 'How can we find a way to connect our actions in the central office to observable impact (the impact that we can actually SEE in our classrooms) so we truly make a difference to our students AND develop collective efficacy in our educators?'

Introducing the Observable Impact Model, the model is being used in districts and schools around the globe that Jenni Donohoo (global thought leader and author of "Collective Efficacy") calls 'the next iteration needed for schools to realize collective teacher efficacy in their context'. The OI Model is a simple, step-by-step framework complete with ready to use tools and protocols that allows new or experienced district leaders, educators and teacher teams to determine and increase the impact of everything from their staff meetings and collaborative team meetings all the way to the impact of any initiatives or actions that are being implemented in their school's context.

ABOUT THE PRESENTERS

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CALE BIRK

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.



PERCY BROWN, JR.

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.

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**SHELLY
DAUN**

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.



**CHRISTIE
DUGAN**

Christie Dugan has almost twenty-five years of experience in education and has K-12 experiences as a teacher, curriculum specialist, curriculum specialist, assistant principal, coordinator, and principal. Recently, she served as the Director of Professional Learning in Prince William County schools supporting over 100 schools, 10,000 employees, and 90,000 students. Christie earned her Bachelor of Science in exercise physiology and anatomy, and a Master of Arts in Teaching and Learning from the University of Pittsburgh. As a teacher leader she recognized her passion for leading and professional learning and furthered her experience with a Master of Science in Leadership Development and K-12 administrator certification. Recently, Christie received her Ed.S in Educational Administration and Public Policy from George Washington University and earned the Woodson Scholarship for outstanding practitioner. As a result of this scholarship, she was afforded the opportunity to write, restructure and implement a new curriculum for the Educational Leadership program. Christie has expertise in the areas of data/program evaluation, coaching, Professional Learning Communities, continuous improvement, and the support of new teachers and leaders has influenced the practice and development of students, teachers, and leaders in multiple divisions.

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**GARTH
LARSON**

Dr. Garth Larson 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 Cale Birk.



**DANICA
LEWIS**

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.



**MICHAEL
MCDOWELL**

Dr. Michael McDowell previously served as the Superintendent of the Ross School District in California. Prior to that, he served as the Associate Superintendent of Instructional and Personnel Services at the Tamalpais Union High School District. During his tenure, the Tamalpais Union High School District was recognized by the Marzano Research Laboratories as one of the top highly reliable organizations in the United States, and schools within the district received recognitions by the US News and World Report, and honored with California Distinguished Schools accolades. Dr. McDowell is a national presenter, speaking on instruction, learning, leadership and innovation. He has provided professional development services to large school districts, State Departments of Education, and higher education.

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DENNIS PAULI

Dr. Dennis Pauli has served the field of education for thirty-six years as an elementary school teacher, elementary school principal, assistant superintendent of curriculum and instruction, and in his current role as superintendent of the Edgerton School District. Under his leadership he has successfully introduced academic programs, systems, and processes that have dramatically improved student outcomes. During his tenure as superintendent of the Edgerton School District, Dr. Pauli has effectively led initiatives focused on building teacher and leadership capacity, improving district communication, and increasing opportunities for students. He is passionate about student and staff social emotional well-being which has resulted in higher engagement and satisfaction. Dr. Pauli serves as the UW-Whitewater Program Coordinator for the Education Leadership Cooperative Program for administrative certification. He has twenty-five years experience teaching graduate and doctoral students along with his work in leadership development. He is a certified trainer for the 5 Voices, 100X Leader, and the 7-Habits of Highly Effective People. Dr. Pauli is a successful consultant and speaker presenting at local, state, and national conferences. Dr. Pauli was born and raised in Madison, Wisconsin. He received undergraduate and graduate degrees from the University of Wisconsin-Madison and a doctoral degree at Roosevelt University in Chicago.



BRENT RABY

Dr. Brent Raby is the Assistant Superintendent for the West Aurora 129 School District in Aurora, IL. Through Dr. Raby's leadership, West Aurora is considered to be one the most progressive school districts in Illinois.

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**GREG
WOLCOTT**

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*.

Pick up Michael
McDowell and Cale
Birk's New Book:
**Navigating
Leadership Drift**

