

FIRST Institute 2023

"The Institute for Deeper Learning"



JUNE 27 - JUNE 28, 2023

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POWERFUL • AFFORDABLE • SUSTAINABLE

Welcome!



FIRST INSTITUTE 2023

On behalf of our entire team at FIRST Educational Resources, we are so pleased that you have chosen to join us in person for the Summer 2023 **FIRST Institute 2023 "The Institute for Deeper Learning"**! We know that educators want to renew their excitement, energy, and focus within their classrooms and buildings. Not only do they want to renew their excitement with learning, they want to spend more time focusing on a topic for deeper learning. With that, we are so excited to be hosting FIRST Institute 2023 with West Salem School District to provide you with meaningful, professional learning that is designed to meet your needs with an amazing line-up for presenters.

The "**Keynote Sessions**," on June 27 and June 28, provide participants with the opportunity to learn from a few leading experts to address the systemic trauma we see, ignite our shine, and the changing atmosphere of education. During the Keynote Sessions, you will be engaged in new learning, reflection on your practices, and strategies that you can immediately use in your buildings and classrooms.

Next, the "**Deeper Learning Breakout Sessions**," on June 27 and June 28 will engage you in new learning that will be immediately useable in your role and take your learning to the next level. With so many great options to choose from, you will definitely want to plan to catch your top choice during the Summit.

We want to be your continued partner in learning! As you participate in the Summit, know that we offer workshops, customized sessions, and on-site support for teachers and leaders like you! We'd love to talk with you about your goals and how we might partner with you to make these goals a reality!

Please enjoy the Summer 2023 FIRST Institute 2023!



Dr. Garth Larson
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FIRST INSTITUTE 2023 "THE INSTITUTE FOR DEEPER LEARNING"



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IN PARTNERSHIP WITH



FIRST INSTITUTE 2023 SUMMIT SCHEDULE



June 27, 2023

All times are central

7:30 AM - 8:30 AM

Registration, Networking and Coffee

8:30 AM - 8:45 AM

Welcome and Introductions with Dr. Garth Larson

8:45 AM - 9:45 AM

Keynote Speaker

CH-CH-CH-CHANGES - TURN AND FACE THE STRANGE CHANGES.

Myron Dueck

9:45 AM - 10:00 AM

Break

10:00 AM - 12:00 PM

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Cale Birk

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Shelly Daun

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Amanda Ironside

INSTRUCTIONAL COACHING MINI-TOOLKIT 1: LEVERAGING CONVERSATIONS FOR TEACHER GROWTH (K-12)

Danica Lewis

BEST PRACTICES IN LITERACY INSTRUCTION (K-5)

Amy Lubben

12:00 PM - 1:00 PM

Lunch (Provided)

FIRST INSTITUTE 2023 SUMMIT SCHEDULE



June 27, 2023

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1:00 PM - 3:00 PM Deeper Learning Workshop (Select 1)

RESILIENCY - WHAT IT IS, WHY IT MATTERS, AND HOW WE CAN FOSTER IT IN OUR CLASSROOMS (K-12)

Myron Dueck

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Nicole Mashock

TEACHING SCIENCE PHENOMENALLY (K-5)

Heidi Salm

3:00 PM - 3:45 PM Break and Team or Individual IMPACT Planning from Day 1 (with facilitation from FIRST Education)

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ADDRESSING SYSTEMIC TRAUMA

Jimmy Casas

9:45 AM - 10:00 AM

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Jimmy Casas

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INTENTIONALLY PLANNING TIER 2 INSTRUCTION THROUGH SMALL GROUPS (K-12)

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BETTER BEHAVIOR FOR TODAY'S SCHOOLS (K-12)

Greg Wolcott

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KEYNOTE



CH-CH-CH-CHANGES - TURN AND FACE THE STRANGE CHANGES

Myron Dueck

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.

9:45 AM - 10:00 AM

Break and Networking

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AVOIDING THE LEADERSHIP DRIFT - LEADING FOR IMPACT IN TODAY'S SCHOOLS (K-12)

Cale Birk

As school leaders, each of us has a bullet point in our job description that says something like 'be the lead learner', yet when it comes to the day-to-day realities of being in a school, the concept of instructional leadership seems to slip farther and farther down our ever-growing 'to do' lists. Working with partner groups, managing budgets and human resources, implementing health and safety policies, and wiping runny noses can often take us away from where we wish we could spend more of our time--on the core work of teaching and learning! In this fun, practical, hands-on session, leaders will learn about the Observable Impact Model, not another initiative (because who needs one more of those), but rather a framework that allows the busy leader to know which of their leadership actions is leading to the impact we can actually see in the classrooms. Participants will walk away with tools and protocols they can use immediately in staff meetings and PD days that will allow them to model the practices they want to see in their classrooms for their students and to avoid 'the leadership drift' to build their own efficacy as a school leader.

MATH WORKSHOP: LAYING THE GROUNDWORK FOR DIFFERENTIATING IN YOUR MATH CLASSROOM (K-5)

Shelly Daun

As teachers, we strive to help our students meet their maximum potential for learning. However, the learner diversity within classrooms can provide unique challenges that are difficult to meet within a traditional lesson structure. Math workshop is a flexible instructional format that allows teachers to meet the diverse needs of students in their classroom. Instruction using a workshop model provides a purposefully planned integration of whole group, small group and individualized learning opportunities that results in deep conceptual understanding. Lessons are focused on small group instruction that is student-centered, promotes student engagement and maximizes learning. Individualized attention towards students boosts confidence and provides an environment where students feel comfortable with risk-taking, asking questions and receiving feedback to their learning.

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DETAILED SCHEDULE



June 27, 2023

All times are central

10:00 AM - 12:00 PM Deeper Learning Workshops (Continued)

WHAT EXACTLY IS FEEDBACK, AND HOW CAN I MAKE IT MEANINGFUL, EFFECTIVE AND MANAGEABLE (K-12)

Myron Dueck

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.

MAKING THE MOST IMPACT DURING TIER 1 INSTRUCTION (K-12)

Amanda Ironside

It's no secret that ALL students should be afforded high-quality instruction that promotes growth and achievement. So, what are those best practices that lead to growth and achievement for all students, regardless of the content? This session will explore some of the most impactful instructional strategies that teachers can engage in during Tier 1 instruction, and how ALL students can thrive through evidence-based practices focused on the diverse needs of the classroom.

INSTRUCTIONAL COACHING MINI-TOOLKIT 1: LEVERAGING CONVERSATIONS FOR TEACHER GROWTH (K-12)

Danica Lewis

Whether you are a brand new coach, or a coach looking to expand your skill set, the Instructional Coaching Mini-Toolkit workshops during this conference are for you! Drawing upon a variety of coaching approaches and models, this workshop will support coaches in learning entry points for coaching relationships and teacher growth through questioning and conversation. Coaches will learn how to determine the best approach for any situation they might face. During this workshop, coaches will learn conversational strategies and have the opportunity to practice these strategies within the safe environment of the group. As a result of participating in this workshop, Instructional Coaches will develop the confidence and the strategies they need to be the very best in their role!

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All times are central

10:00 AM - 12:00 PM Deeper Learning Workshops (Continued)

BEST PRACTICES IN LITERACY INSTRUCTION (K-5)

Amy Lubben

Our students come into our classrooms with a wide variety of skills, strengths, and needs. As teachers, it is our responsibility to determine those needs and design instruction that will allow for student growth. The challenge this presents is immense, but not insurmountable. During this workshop, teachers will learn how to design reading and writing instruction to meet the unique needs of students. As a result of this series, teachers will: Learn a process to determine the skills, strengths, and needs of students in reading and writing; Determine the instructional model that can best be used to meet the needs of the students; Learn the ways in which small group instruction can be designed to meet the unique needs of the students in the class; Learn how to monitor the progress of students throughout the learning process by both designing and analyzing assessments.

12:00 PM - 1:00 PM Lunch (Provided)

1:00 PM - 3:00 PM Deeper Learning Workshops (Select 1)

RESILIENCY - WHAT IT IS, WHY IT MATTERS, AND HOW WE CAN FOSTER IT IN OUR CLASSROOMS (K-12)

Myron Dueck

Resiliency has been described in many ways. To pick one's self up after falling down, to be like 'Gumby' - the green rubber fictional character that literally bounces back from every setback, or to bend like a willow but not break. The American Psychological Association defines 'resilience' in part as the 'process of adapting well in the face of adversity.' In health, sport and business, some cite resilience as the number one predictor of success or failure. Research suggests we can increase our levels of resilience by the mental and physical habits we adopt and practice. A resilient person does not avoid stress, but rather learns to tame and master it. If this is true, what are some ways that we can foster resilience by the design of our classroom systems and routines? How can our assessment routines be built through an SEL lens? In this session we will explore a variety of ways that we can help students re-frame difficulty, talk more openly about temporary struggles, and learn from setbacks. Join this session to explore topics including sharing circles, strength-based language, desirable difficulties and more.

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June 27, 2023

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1:00 PM - 3:00 PM Deeper Learning Workshops (Continued)

THE D&TA RETREAT: FACILITATOR FOCUS 1.0

Christie Dugan

As leaders and educators at all levels we are “asked” to engage in data collection and submission with minimal time, direction and feedback. While we are working hard we often struggle to make sense of the data which leaves us feeling frustrated and helpless in our classrooms, PLCs, and offices. If this sounds like conversations with colleagues and team members, it’s time to break this exhausting cycle that erodes our school culture, morale, and employee retention. Check out our learning series: The D&TA Retreat: Facilitator Focus 1.0 with master facilitator Christie Dugan. Participation in this facilitator focused learning will provide you tools, protocols, and facilitation strategies to plan and deliver data retreats that support adult learning, achieve results and promote a positive data culture.

CREATING AN OBSERVABLE VISION OF OUR LEARNERS (K-12)

Gabe Hackett

What is the observable vision of our school? Too often our school vision or mission statements are hung on our walls or linked to our websites without an observable connection to our students. In this highly interactive session, participants will join in the process of creating a Vision of a Learner through multiple perspectives. By using tools from the PLC2.0 Toolkit such as Observable Vision Generator and Attribute Analysis, we will not only demonstrate how to make attributes observable but will also make a direct connection from our vision to the instructional strategies we are designing in our PLCs to the impact these strategies have on our students.

BRINGING CLARITY TO EVERY SCHOOL AND CLASSROOM (K-12)

Dr. Garth Larson and Becky Pepler

During this highly interactive workshop, Dr. Garth Larson and Becky Pepler 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.

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June 27, 2023

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1:00 PM - 3:00 PM Deeper Learning Workshops (Continued)

SUPPORTING EXECUTIVE FUNCTIONING IN TODAY'S SCHOOLS (K-12)

Nicole Mashock

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 workshop, 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.

TEACHING SCIENCE PHENOMENALLY (K-5)

Heidi Salm

Elementary students are often naturally excited about science but are they truly engaged and making sense of the concepts being taught? Not all students share the same life experiences related to science concepts, so how do we create student-driven inquiry that is equitable for all students? In this workshop, participants will learn how phenomena-based learning works with students' natural desire to make sense of their world while collaborating, modeling, and experimenting to find and discover answers like scientists through reasoning and inquiry.

3:00 PM - 3:45 PM Break and Team or Individual IMPACT Planning from Day 1 (with facilitation from FIRST Education)

FIRST INSTITUTE 2023 DETAILED SCHEDULE



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Registration, Networking and Coffee

8:30 AM - 8:45 AM

Welcome and Introductions with Dr. Garth Larson

8:45 AM - 9:45 AM

KEYNOTE

ADDRESSING SYSTEMIC TRAUMA

Jimmy Casas



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: very 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 - 12:00 PM

Deeper Learning Workshops (Select 1)

ADDRESSING SYSTEMIC TRAUMA FOLLOW-UP (K-12)

Jimmy Casas

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.

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June 28, 2023

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10:00 AM - 12:00 PM Deeper Learning Workshops (Continued)

CREATING A COLLABORATIVE VISION AND ANALYZING PRACTICES THAT LEAD TO IMPACT IN PLCS (K-12)

Gabe Hackett

What is our collaborative vision of PLCs? How do we know if our PLCs are functioning at a high level? What impact does our collaboration have on our students? During this session, we will use the Worst/Best tool to identify priorities that will lead to a high-functioning PLC. In addition, we will go beyond “norms” to identify what we will actually observe in our collaborative team meetings as well as our classrooms. Then, using our Educational Trip Advisor tool, we will explore the effectiveness, tips, tricks, pitfalls, and ease of implementation of our instructional strategies, so we can both measure and share the impact of our collective work.

INTENTIONALLY PLANNING TIER 2 INSTRUCTION THROUGH SMALL GROUPS (K-12)

Amanda Ironside

Tier 2 instruction is delivered most often in a targeted small group setting in which learners are grouped by skills-based needs based on universal screener and Tier 1 assessments. In this session, we will explore the importance of intentionally planning for small group instruction and learn how to uncover your students’ strengths and gaps in order to meet the diverse needs in your classroom.

INSTRUCTIONAL COACHING MINI-TOOLKIT 2: COACHING FOR ACADEMIC GROWTH (K-12)

Danica Lewis

Whether you are a brand new coach, or a coach looking to expand your skill set, the Instructional Coaching Mini-Toolkit workshops during this conference are for you! More and more schools are learning that real, sustainable academic improvement requires support for teachers that goes beyond what the typical teacher in-service 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. In this workshop, we will work through several coaching strategies that can be leveraged as schools and teachers implement standards-aligned instruction and assessment practices. Participants will walk away with ready to use tools that will make a difference in the success of teachers and students.

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DETAILED SCHEDULE



June 28, 2023

All times are central

10:00 AM - 12:00 PM Deeper Learning Workshops (Continued)

I WANT TO ALLOW REASSESSMENT - BUT HOW DO I MAKE IT WORK? (6-12)

Becky Peppler

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 Peppler, 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!

BETTER BEHAVIOR FOR TODAY'S SCHOOLS (K-12)

Greg Wolcott

In this two hour workshop, Greg Wolcott, the author of best selling author of Significant 72: Unleashing the Power of Relationships in Today's Schools will provide educators with a foundation of understanding how student behavior communicates needs and ideas, strategies, and protocols to not only better the behavior of our challenging students, but to also help students SOAR by developing both their academic and social emotional wings through creating sustaining relationships, routines, and rituals.

12:00 PM - 1:00 PM Lunch (Provided)

FIRST INSTITUTE 2023

DETAILED SCHEDULE



June 28, 2023

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1:00 PM - 3:00 PM

Deeper Learning Workshops (Select 1)

FINDING TIME (WHEN THERE IS NONE) TO LEAD

Cale Birk

"I can't find time to lead" Do you ever wish that you could steal time back in your schedule to allow you to be the instructional leader that you want to be? If so, welcome to the club—but it doesn't have to be that way. In this session, leaders will experience the "Leadership Time Thief", a practical, leader-tested tool that allows leaders to assess at the way they currently use their time through the lens of observable impact, the changes in practice that lead to improved student and educator outcomes in the classroom. Participants will walk away with a plan and set of actions they can take to find time (when there seems to be none) to be the leader they want to be and concurrently build their leadership efficacy and the efficacy of those around them in their context.

BEST PRACTICES IN SECONDARY MATH INSTRUCTION (6-12)

Shelly Daun

Secondary math teachers strive to help their students meet their maximum potential and open doors for high levels of mathematics. However, the learner diversity within classrooms can provide unique challenges that are difficult to meet within a traditional lesson structure. We will examine how to strategically plan lessons that promote student discourse, problem solving, risk-taking, inquiry, and increased student engagement that results in deep conceptual understanding of mathematics concepts to maximize student learning outcomes. In this session, we will explore instructional strategies and teaching practices that provide support to students that may need them while still providing rigor for all students.

WITHOUT CONFLICT, THERE CAN BE NO GROWTH IN OUR SCHOOL (K-12)

Dennis Griffin Jr.

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. PLC teams 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.

FIRST INSTITUTE 2023

DETAILED SCHEDULE



June 28, 2023

All times are central

1:00 PM - 3:00 PM Deeper Learning Workshops (Continued)

CO-CONSTRUCTING AND OBSERVABLE VISION OF AN EDUCATOR (K-12)

Dr. Garth Larson

Do we really understand the identity of what it means to be an educator within our District? Better yet, what is the observable vision of our educators within our District? Too often our school vision or mission statements are hung on our walls or linked to our websites without an observable connection to our students. In this highly interactive session, participants will join in the process of creating a Vision of an Educator through multiple perspectives. By using tools from the PLC2.0 Toolkit such as Observable Vision Generator and Attribute Analysis, we will not only demonstrate how to make our vision observable, but contextualize it by creating an observable vision for School Boards, Central Office Administrators, Building Level Administrators, Teachers, and Paraprofessionals. At the conclusion of this workshop, each person will have a matrix built that can become the basis for what would be observed within our schools for each of these employee groups.

INTEGRATING READING AND WRITING ACROSS ALL CONTENTS (6-12)

Amy Lubben

Integrating Reading and Writing into all content areas is a key method to ensuring student learning and success with the skills of English Language Arts. In order to make this strategy meaningful and successful, there must be intentionality in the way instruction is designed. In this workshop, we will explore ways in which reading and writing can be integrated into all content areas, including core and elective areas. As a result of this workshop, teachers will: Learn how to incorporate comprehension strategies, meaningfully, into any content area; Develop a reading/writing strategy toolbox; Learn how to find text to meet the needs of their students while also building content knowledge; Learn how to differentiate for student needs through the use of disciplinary literacy; Develop success criteria for disciplinary literacy.

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June 28, 2023

All times are central

1:00 PM - 3:00 PM

Deeper Learning Workshops (Continued)

CULTIVATING STUDENT ENGAGEMENT THROUGH HIGH QUALITY SCIENCE INSTRUCTION (6-12)

Heidi Salm

As science educators, we strive to help our students become critical thinkers who can persevere and problem-solve through tasks. To help students develop these skills we need to create an engaging science classroom that inspires students to accomplish these goals. In this workshop, participants will explore how to create curiosity and engagement within their science lessons through phenomena, modeling, collaboration, and experimenting. We will also explore how the blend of scientific phenomena and Claim Evidence Reasoning will naturally encourage learners to think deeper, write scientifically, and incorporate vocabulary to strengthen their understanding of scientific concepts.

3:00 PM - 3:45 PM

Break and Team or Individual IMPACT Planning from Day 2 (with facilitation from FIRST Education)

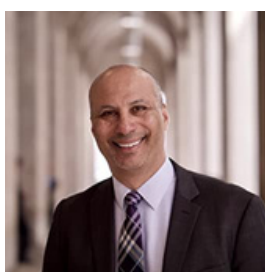
FIRST INSTITUTE 2023 SUMMIT SPEAKERS



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, schools 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.



JIMMY CASAS

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.



SHELLY DAUN

Shelly Daun has over 25 years of professional experience in public education. Currently, she is the Director of Curriculum, Instruction, and Assessment in a school district in northeastern Wisconsin. She has worked in large suburban and high poverty school districts. She has been an instructional leader and administrator for most of her career in education focusing on systems change and school-wide reform. In 2022, the Wisconsin Association for Supervision and Curriculum Development recognized Shelly as the “Instructional Leader of the Year” for the State of 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.



MYRON DUECK

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.

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

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

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 a 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.



DR. GARTH LARSON

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 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. 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).



NICOLE MASHOCK

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/teacher at a 6-12, STEM project based learning charter school. Currently, she is the Director of EDFlix and the Associate Director of FIRST Education SOAR Center. 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 practices.





BECKY PEPPLER

Becky Peppler is the Director of FIRST Education 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.



HEIDI SALM

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

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 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 also the author of the best selling book, Significant 72: Unleashing the Power of Relationships in Today's Schools.