

K Keynote **L** Lunch **N** Lunch Workshop **R** Rural Pre-Conference - Afternoon Breakout

P Rural Pre-Conference Keynote **C** Rural Pre-Conference - Morning Breakout **S** Saturday Afternoon Breakout

T Saturday Morning Breakout **D** Sunday Afternoon Breakout **Y** Sunday Morning Breakout

JANUARY 22 • SATURDAY

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| 9:00am – 10:00am | K | Big Ideas to Make Sense of a Data-Filled World <i>Speakers: Jo Boaler</i> Our world is filled with data and data visualizations and a new, important goal for our teaching is to help students become data literate, learning to make sense of data in their lives and separate fact from fiction. All teachers can teach with a data perspective, integrating the ideas from data science into their teaching. Students can learn to ask questions that are meaningful to them, to explore and study patterns and to communicate with cool data visualizations. I am co-leading a K-12 data science initiative with Steve Levitt (economist & Freakonomics author) and this session will share new ideas and free resources for teachers and leaders that we have developed over the last year. | Keynote |
| 10:15am – 11:30am | T | Applying Reports: Essential Status Reports for Teachers <i>Speakers: Athena E. Hill</i> Learn more about Alaska’s innovative assessment system, AK STAR, by making meaningful connections between MAP Growth interim assessments and the Spring summative assessment. Then transition to a deep dive into MAP Growth data with a focus on student achievement. Get hands-on with your reports. Learn to access, interpret, and apply MAP Growth data. | Effective Instruction |
| 10:15am – 11:30am | T | ASLA Winter Meeting - Invite Only - Early Career Principals Invitation Only Meeting for Early Career Principals in the ASLA program. | Effective Instruction |
| 10:15am – 11:30am | T | Engaging Learners in Heterogenous Math Classes <i>Speakers: Cathy Williams</i> Join me for a journey through research-based practices. This session will provide ideas and strategies for creating an inclusive space where all learners can find their own sense of purpose and belonging in a mixed-ability classroom. | Math |
| 10:15am – 11:30am | T | Foundations for Fluency: Growing Number Sense and Reasoning - Part 1 (k-8 & Secondary Specialists) <i>Speakers: John SanGiovanni</i> Do your students struggle with reasoning about numbers and quantity, breaking apart numbers, or estimation? Are you looking for practical, high-quality tasks to engage students and ignite discussion? In this session, participants learn about dynamic, doable activities that engage students in meaningful ways in support of fluency. A collection of ready-for-use resources will be provided and explored so that pursuit of number sense becomes a daily routine. <i>This is Part 1 of a larger discussion (Part 2 on Sunday am) -- but the information can stand alone; no need to attend both sessions.</i> | Math |
| 10:15am – 11:30am | T | Integrated Social-Emotional Learning <i>Speakers: Ricky Robertson</i> In this session, we will explore best practices for integrating social-emotional learning into daily instruction across content areas and grade levels. Social-emotional learning has the greatest impact when it is infused within learning and classroom culture. Participants will be introduced to classroom routines and high-impact instructional strategies that support academic achievement and positive behavior while fostering students’ social-emotional competencies. Participants are encouraged (not required) to bring a lesson plan from any content area that they can use to apply their learning. | SEL |

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| 10:15am – 11:30am | T | Introduction to the Science of Reading (K-12) (Introduction) <i>Speakers: Shelby Skaanes</i> What really happens in the brain when we engage in the process of reading? Through 40 years of research findings from numerous fields of study, we have a thorough understanding of how the brain works when engaged in the reading process. In this session, we will deepen understanding of the research behind how individuals learn to read, the brain regions involved in reading and we will take a closer look at models of skilled reading that provide information to educators of the necessary elements of reading instruction. As we work together, we will also discuss the relationship between the Science of Reading and Dyslexia. | Literacy |
| 10:15am – 11:30am | T | PrincipalED: Navigating the Leadership Learning Curve <i>Speakers: Kate Barker</i> Join author, Kate Barker, of Principaled: Navigating the Leadership Learning Curve for an engaging and enlightening presentation on how to elevate your leadership through reflecting, focusing, connecting and caring. We know that educational leaders are critical to school success however, we rarely discuss how challenging this work can be and how to utilize and build upon our own talents to elevate our communities. Every leader who is willing to put in the work can achieve incredible outcomes for students, staff and families all while fostering a vibrant school culture. This presentation will share how to authentically propel your leadership skills to impact not only student achievement but a positive and inclusive culture where everyone belongs. Remember, you are not alone. Join Kate's session to be energized, validated and lifted up | Online |
| 10:15am – 11:30am | T | Raising Relevance by Connecting to Human Experiences (Grades 3-12) <i>Speakers: Julie Stern</i> Dig deep into the questions: why are we learning this stuff, and why should we care? By making connections between discrete content and our real human experiences, like justice, conservation, and truth, we can elevate relevance and student engagement. Takeaway: An elevated upcoming unit or lesson draft that includes connections from content to human experience concepts. | Effective Instruction |
| 10:15am – 11:30am | T | Sound-Spelling Walls: Phonemes-to-Graphemes (K-2 Elementary, Intervention) <i>Speakers: Pam Kastner</i> Looking for an instructional tool that bridges speech-to-print? Then sound-spelling walls are for you! A sound-spelling wall begins with the speech sounds of spoken English and organizes them by place and manner of articulation. Sound-spelling walls support the mapping of speech sounds (phonemes) to graphemes (a letter or letter pattern) establishing the essential connection between phonology and orthography that promotes skilled reading and spelling. | Literacy |
| 10:15am – 11:30am | T | Using Text Structure in Reading and Writing (Secondary 6-12), All content areas <i>Speakers: Lexie Domaradzki</i> Authors organize informational text through five common Text Structures. Comprehension dramatically increases when students can identify and use the text structure to capture the meaning of the text. Learn how to teach students how to use text structure for deeper meaning. This session is particularly helpful for Science, Social Studies and CTE courses. | Literacy |
| 10:15am – 11:30am | T | Vocabulary Word Learning Strategies: Morphology and Use of Context Clues (Grades 3-12, All content areas) <i>Speakers: Anita Archer</i> So many words and not enough time! Teach students to unlock the meaning of new words through research-validated instruction with word parts and context clues. Authors use five common context clues within their writing. When students can identify these clues, that are more likely to understand the unfamiliar words. Unlocking the words parts within a word (Morphology) provides a mechanism for students to use the small units of meaning to understand the new word. Join me in learning these research-validated strategies. | Literacy |

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| 10:15am – 11:30am | T | Youth Equity Stewardship: Growing Intergenerational Collaboration in Equity Work (Secondary 6-12) | SEL |
| | | <i>Speakers: Benjie Howard, Wade Antonio Colwell</i> | |
| | | In this interactive session we will demonstrate several of the strategies that have proven effective in engaging middle and high school youth in the work of shifting the tone and depth of youth and adult conversations across differences, improving the climate of inclusion, increasing levels of academic engagement, and youth-led contribution to larger systemic equity work at the district level. You will learn the Five Phases of the Youth Equity Stewardship process, and explore the core concepts of Stewardship, Creative Resistance, Restorative Practice, Brave/ Soulful Learning Environments, Inclusion, Equity and Excellence. | |
| 11:30am – 12:30pm | L | Lunch | Online |
| | | <i>Speakers: Wade Antonio Colwell</i> | |
| | | Don't have a sad desk lunch - Join DJ Wade for music and door prizes! | |
| 11:45am – 12:15pm | N | Completing the Conference Credit Class | Online |
| | | <i>Speakers: Tammy Morris</i> | |
| | | Learn more about the conference credit class with Tammy Morris, the instructor of record. | |
| 12:30pm – 1:45pm | S | Applying Reports: Essential Growth Reports for Teachers | Effective Instruction |
| | | <i>Speakers: Athena E. Hill</i> | |
| | | Learn more about Alaska's innovative assessment system, AK STAR, by making meaningful connections between MAP Growth interim assessments and the Spring summative assessment. Then transition to a deep dive into MAP Growth data with a focus on student growth. Get hands-on with your reports. Learn to access, interpret, and apply MAP Growth data. Then plan how to use your data to inform ongoing work, with a particular focus on goal setting with students. | |
| 12:30pm – 1:45pm | S | Boosting Social Connections and Belonging to Support Equity and Inclusion (PK-3) | SEL |
| | | <i>Speakers: Kate Barker</i> | |
| | | Do you have students entering school that struggle with socially appropriate behavior? Are you feeling frustrated because you or your staff can't get through content due to disruptive or non-social behavior? Are you committed to creating equitable opportunities for all students to thrive and grow? Join author, Kate Barker, of Principaled: Navigating the Leadership Learning Curve for a practical and energizing session on elevating your skills in the area of equity and inclusion for your PK-3 students by learning and replicating highly effective strategies to help your early learners navigate the world of school. | |
| 12:30pm – 1:45pm | S | Building Problem Solvers in a Multi-level Class (Math K-8) | Math |
| | | <i>Speakers: Bobbi Jo Erb</i> | |
| | | All classes are multi-level, especially after the last couple of years of unfinished learning. How do we maintain a focus on problem-solving while still addressing fluency and the basics? Learn how to use low-floor/high-ceiling math tasks to address the needs of all students in your classroom. We will talk strategies that engage and support our students while addressing the learned helplessness that so many bring to the math classroom. | |
| 12:30pm – 1:45pm | S | Building Resilience: Equity & Trauma-Informed Practices | SEL |
| | | <i>Speakers: Ricky Robertson</i> | |
| | | Adverse childhood experiences (ACEs) and trauma have been shown to negatively impact brain development, physical health, and social-emotional well-being. Without culturally responsive, trauma-sensitive systems in place, schools struggle to address the social-emotional and behavioral needs of students, often relying upon exclusionary discipline that feeds the school-to-prison pipeline. In this workshop, participants will: deepen their understanding of the impact of ACEs and trauma; gain tools to respectfully address cumulative and historical trauma; and be introduced to culturally responsive, trauma-informed interventions that foster connection, resilience, and success for students and educators. | |

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| 12:30pm – 1:45pm | S | Effective use of Decodable Text (K-2 Elementary, Intervention) <i>Speakers: Pam Kastner</i> What is the right text tool to select when the goal is to develop students who can read words accurately and automatically? Decodable text! This presentation will build participants' knowledge and skills related to different types of text and their purposes, text selection, and matching text to student need. The main emphasis of this training will be focused on effective use of decodable text to develop skilled readers. | Literacy |
| 12:30pm – 1:45pm | S | Fluency and Productive Struggle <i>Speakers: John SanGiovanni</i> The struggle is real. But productive struggle is more than a catchphrase. It is the result of six actions that teachers take so that students struggle, persevere, and succeed. In this session, participants learn about struggle and how to support it. Participants will also learn about the connections between struggle and fluency and the actions they can take to promote both. Participants will acquire strategies to support them before, during, and after the lesson or the struggle. | Math |
| 12:30pm – 1:45pm | S | Intensifying Foundational Skills Instruction (Grades K-2) (Advanced) <i>Speakers: Lexie Domaradzki</i> Intensifying instruction when students need additional support. Learn the evidence-based intensification routines for Phonological Awareness, Orthographic Mapping and Decoding at the Sentence level. Designed for whole group, small group or one on one intensification. | Literacy |
| 12:30pm – 1:45pm | S | Partnership in Stewardship: Creative Intergenerational Equity Work (Secondary 6-12) <i>Speakers: Benjie Howard, Wade Antonio Colwell</i> The future of school excellence belongs to those communities who make the shift from responding to students to sharing in power with them. Youth Equity Stewardship is an arts-based group process that explores this opportunity that stands before us. In this session we will look at how to: <ul style="list-style-type: none"> • support students and staff in being advocates for their own success as well as stewards for the well-being of others. • foster an inclusive school climate across all dimensions of difference. • enhance achievement and the notion of educational excellence for each and every community member. • better realize our unique human capacity for empathy and social responsibility. • leverage the arts to inspire and make a lasting impact | SEL |
| 12:30pm – 1:45pm | S | Strategies to Promote Deep and Transfer Learning (Secondary 6 - 12) <i>Speakers: Julie Stern</i> Are you tired of your students only scratching the surface of learning? Explore the learning transfer model to help students acquire, connect, and transfer their learning. Takeaway: Leave with concrete strategies to use in your classroom for surface, deep, and transfer learning. | Effective Instruction |
| 12:30pm – 1:45pm | S | Writing Effective Sentences and Summaries (Secondary 6-12, All content areas) <i>Speakers: Anita Archer</i> One of the most effective procedures for increasing comprehension is to have students write a summary of what they have read. In the process, the student must be conscious of the organization of a paragraph, the flow from one sentence to the next, and the conventions of writing including spelling and punctuation. Investigate efficient, research-validated practices to teach effective sentence and summary writing in any content area. | Literacy |

12:30pm – 1:45pm

S **Writing Strategies at the Sentence Level (Grades 2-5)**

Literacy

Speakers: Shelby Skaanes

Which writing skills directly improve Reading Comprehension? Numerous studies have demonstrated that writing can improve comprehension. What has been less clear is what specific writing practices research supports as being effective at improving students' reading. This session will provide the research base as well as classroom-based practices that you can implement in your classroom immediately! Join us for this highly interactive session!

2:00pm – 3:00pm

K **Computer Science: Bringing Creativity and Opportunity to K-12 Education**

Keynote

Speakers: Hadi Partovi

Hear the latest update on how the movement to teach computer science in primary and secondary education has impacted schools across the entire world, and why it's more important than ever to give every student in every school the opportunity to learn computer science.

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JANUARY 23 • SUNDAY

9:00am – 10:00am **K** **Building Sustainable Pathways Towards An Equitable, Inclusive, and Mindful Culture** Keynote
Speakers: Kenneth Shelton

Among the many factors that play a role in our experiences being seen, being heard, and being included are critical to those. School is no different as these are aligned with some of our basic needs. Yet, how often do we look at our own habits of mind and cultural norms to ensure that we are mindful of our actions/interactions and ensure we are truly being inclusive and mindful? In this interactive session, we will take a macro perspective on school culture, technology, and develop strategies for consistent examination on our habits of mind and culture norms. We will look at the norms that can lead to a lack of inclusion and how we can make mindfulness a norm instead. We will also examine why technology plays a necessary and critical role throughout this entire keynote.

10:15am – 11:30am **Y** **A Schoolwide Approach to Educator Well-Being** SEL
Speakers: Ricky Robertson

Self-care is essential and it is not enough. Over the past two years, educators across the country have experienced heightened levels of compassion fatigue, secondary trauma, and burnout. Research shows that stress can become contagious in the classroom, making it more difficult for teachers to teach and for students to learn. In this session, we will explore the importance of both individual and schoolwide practices to foster educator well-being and effectiveness.

10:15am – 11:30am **Y** **Befriending Our Nervous System: Essential Tools for Co-Regulation, Connection and Calm** SEL
Speakers: Linda Chamberlain

You need to know where you are in your autonomic nervous system to get to where you want to be. Advances in the intersecting fields of neuroscience, polyvagal theory and biotechnology have transformed our understanding of how the nervous system works and best practices to promote social connection, emotional regulation, and the capacity to feel safe and focus. In this workshop, we will take a tour of the autonomic nervous system to explore how the vagus nerve affects physical and psychological function ranging from digestion to social engagement to students' capacity to process your voice in the classroom. Have a pen and paper and be prepared to meet some puppets as you participate in exercises that help you recognize autonomic states and build capacity for a more flexible, resilient nervous system. Practical applications for the classroom such as strategies to help students shift from over-arousal will be discussed. Befriending our nervous systems is a crucial step to reversing the current trend in social anxiety and mental health problems among children and youth and preventing compassion fatigue and vicarious trauma among school staff.

10:15am – 11:30am **Y** **Building An Effective and Sustainable Cross-Cultural Learning Environment** Effective Instruction
Speakers: Kenneth Shelton

In this interactive and engaging session, we will take a micro/macro perspective on school culture and develop strategies for consistent examination of our habits of mind and culture norms. We will look at and design protocols for creating sustainable cross-cultural norms that can lead to more inclusive learning environments. Our focus will be on people, processes, and policies. We will also look at how varying degrees of mindfulness can increase opportunities for success.

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| 10:15am – 11:30am | Y | Elevate Learning with Teacher Clarity <i>Speakers: Julie Stern</i> How can a simple shift have a huge impact on student learning? Explore four strategies that will make the hidden patterns of the disciplines come to light, empowering students to think like experts in the field. When we are clear about the ways in which the world is organized, students can retain more information and unlock new situations. Takeaway: Leave with four ways to promote teacher clarity in your setting. | Effective Instruction |
| 10:15am – 11:30am | Y | Foundations for Fluency: Growing Number Sense and Reasoning Part 2 (K-8 & Secondary Specialists) <i>Speakers: John SanGiovanni</i> Do your students struggle with reasoning about operations, estimation, and mental math? Are you looking for practical, high-quality tasks to engage students and ignite discussion? In this session, participants learn about dynamic, doable activities that engage students in meaningful ways in support of fluency. A collection of ready-for-use resources will be provided and explored so that pursuit of number sense becomes a daily routine. Note that this is a stand along session. Attendance for part I is not required for this session. | Math |
| 10:15am – 11:30am | Y | Irregular Word Reading: (What, Why and How) (K-2 Elementary, Intervention) <i>Speakers: Pam Kastner</i> What makes a word regular or irregular? Is there such a thing as an “irregular” word? Come to this session to find out and learn all about the what, why, and how of “irregular” word reading | Literacy |
| 10:15am – 11:30am | Y | Keeping Students in the Game: Opportunities to Respond & Errorless Learning (K-12, All content areas) <i>Speakers: Anita Archer</i> Would you like your students to be more motivated, more engaged, more on-task, and learn more in your lessons? Then, increasing the opportunities to respond is the answer. | Effective Instruction |
| 10:15am – 11:30am | Y | Phonological Awareness (What, Why and How) (K-2 Elementary, Intervention) <i>Speakers: Shelby Skaanes</i> Blending, Segmenting and Manipulation! It's the name of the game for Phonological Awareness. Evidence shows that students who are phonologically aware and demonstrate phonemic proficiency are highly likely to be successful readers. Learn the What, the Why and the How of building Phonological Awareness with your students. | Literacy |
| 10:15am – 11:30am | Y | S^A4: Scaffolding, Supports, Strategies, and Structures to Engage MS & HS Math Students <i>Speakers: Bobbi Jo Erb</i> Feel like your secondary students are not as engaged as they could be? Join us to learn teaching practices that engage and support students. Topics will include: Scaffolding & Supports for both struggling students and high-flyers; Strategies to engage students in problem solving and mathematical discourse; Structures & routines to help with engagement and accessibility | Math |
| 10:15am – 11:30am | Y | Using Text Structure in Reading and Writing (Secondary 6-12, All content areas) <i>Speakers: Lexie Domaradzki</i> Authors organize informational text through five common Text Structures. Comprehension dramatically increases when students can identify and use the text structure to capture the meaning of the text. Learn how to teach students how to use text structure for deeper meaning. This session is particularly helpful for Science, Social Studies and CTE courses. | Literacy |
| 11:30am – 12:30pm | L | Lunch <i>Speakers: Wade Antonio Colwell</i> Don't have a sad desk lunch - Join DJ Wade for music and door prizes! | Online |

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| 12:30pm – 1:45pm | D Effective Walkthroughs: Tools for Principals, Coaches, and Teacher Leaders <i>Speakers: Anita Archer</i> Explore ready-to-use efficient tools and forms to provide actionable feedback to teachers. | Online |
| 12:30pm – 1:45pm | D Effectively Building Background Knowledge (Secondary 6-12, All Content Areas) <i>Speakers: Lexie Domaradzki</i> Help! My students do not have background knowledge related to the text we are reading. Learn the evidence-based strategies to successfully build background knowledge connected to the topics within the text. Background knowledge is critical to deep understanding of the text. Join me in learning how to do this effectively! | Literacy |
| 12:30pm – 1:45pm | D Foundations for Fluency: Figuring Out Facts (K-5 & Secondary Specialists) <i>Speakers: John SanGiovanni</i> There is nothing basic about basic facts. Achieving quick recall of basic facts is a traditional challenge in teaching and learning mathematics. But why? How can a different approach achieve better success? In this session, participants learn about instructional practices for teaching and intervention of basic fact recall. Participants will learn about these approaches and receive classroom-ready resources to use with their students. | Math |
| 12:30pm – 1:45pm | D Portable Toolkit for Educators and Families: Restoring Resilience and Navigating Emotions <i>Speakers: Linda Chamberlain</i> This skill-based workshop focuses on science-based, mind-body practices to reduce stress, strengthen social emotional skills, and restore resilience. The iRest toolkit was developed and evaluated with the U.S. military and is now used globally in a wide range of community settings including schools and parenting programs. In addition to tools for supporting teachers and caregivers, you will also learn about activities and resources designed for children and youth that can be used in classrooms and at home. Bring a pen, paper and your curiosity to explore simple strategies you can call upon in the moment to cope with stressful situations, work with challenging emotions, and replenish from fatigue and exhaustion. | SEL |
| 12:30pm – 1:45pm | D Problem-Based Learning and Design Thinking- A Computational Thinking Approach to Learning <i>Speakers: Kenneth Shelton</i> Utilizing the problem-based learning activity called Solve In Time! participants will utilize the design-thinking process within a definable thematic area to design a real tangible solution. The key elements for this session are the emphasis on true civic engagement, cultural and community context, and learner empowerment. This highly interactive session is focused on learning through the process rather than focusing solely on the outcome. The protocols are also adaptable to any curricular area, content to be covered, and expands to additional focal areas such as Equity, Social-Emotional Learning, and many others. | Effective Instruction |
| 12:30pm – 1:45pm | D Sound-Spelling Walls: Phonemes-to-Graphemes (K-2 Elementary, Intervention) <i>Speakers: Pam Kastner</i> Looking for an instructional tool that bridges speech-to-print? Then sound-spelling walls are for you! A sound-spelling wall begins with the speech sounds of spoken English and organizes them by place and manner of articulation. Sound-spelling walls support the mapping of speech sounds (phonemes) to graphemes (a letter or letter pattern) establishing the essential connection between phonology and orthography that promotes skilled reading and spelling. | Literacy |
| 12:30pm – 1:45pm | D Strategies to Promote Deep and Transfer Learning (Grades K-5) <i>Speakers: Julie Stern</i> Are you tired of your students only scratching the surface of learning? Explore the learning transfer model to help students acquire, connect, and transfer their learning. Takeaway: Leave with concrete strategies to use in your classroom for surface, deep, and transfer learning. | Effective Instruction |

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| 12:30pm – 1:45pm | D Trauma-Informed Practices in Middle & High School | SEL |
| | <p><i>Speakers: Ricky Robertson</i></p> <p>In the past few years, there has been an increased focus on trauma-informed practices and social-emotional learning (SEL) in schools. The adolescent brain is undergoing significant changes that can be considerably impacted by exposure to trauma and acute stress, making the integration of trauma-informed practices in grades 6-12 critical. However, many middle and high school educators struggle to see how these approaches can be integrated in their classrooms and schools. In this session, we will explore mindsets and best practices for integrating trauma-informed social-emotional and behavioral supports across secondary grade levels</p> | |
| 12:30pm – 1:45pm | D Using Learning Progressions to Meet the Needs of ALL Students (Math preK-12) | Math |
| | <p><i>Speakers: Bobbi Jo Erb</i></p> <p>This year requires us to dig even deeper to meet the needs of all students. Learn how key math concepts develop from preK to 12th grade and how to use that learning progression to move students forward while still filling in gaps. We will focus on the development of number sense, fractions, and geometry concepts.</p> | |
| 12:30pm – 1:45pm | D Writing Strategies at the Sentence Level (Grades 2-5) | Literacy |
| | <p><i>Speakers: Shelby Skaanes</i></p> <p>Which writing skills directly improve Reading Comprehension? Numerous studies have demonstrated that writing can improve comprehension. What has been less clear is what specific writing practices research supports as being effective at improving students' reading. This session will provide the research base as well as classroom -based practices that you can implement in your classroom immediately! Join us for this highly interactive session!</p> | |
| 2:00pm – 3:00pm | K Creating a Sense of Belonging through 'Real Talk' | Keynote |
| | <p><i>Speakers: Dr. Paul Hernandez</i></p> <p>All students need a vision of their future success to plan for college or career. In order for students to think and feel a sense of belonging there must be a connection with them. Connecting with students is easier said than done and it takes the development of diverse skill sets to do so. Vulnerability and empathy are important components in connecting with students and they are part of what makes 'Real Talk' effective.</p> | |