<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Speakers</th>
<th>Location</th>
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<tbody>
<tr>
<td>9:00am – 10:00am</td>
<td><strong>K</strong> Bringing Your Best Self to School Every Day</td>
<td>Jimmy Casas</td>
<td>Online</td>
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<tr>
<td>9:00am – 11:30am</td>
<td><strong>I</strong> IPRARS Project</td>
<td>David Nagel</td>
<td>Online</td>
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<td></td>
<td><em>Visible Learning - Foundation Day, Part 1</em></td>
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<tr>
<td>10:15am – 11:30am</td>
<td><strong>A</strong> Session for Alaska School Leadership Academy Principals</td>
<td>Jimmy Casas</td>
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<td>10:15am – 11:30am</td>
<td><strong>R</strong> Good News and Simple Tools!</td>
<td>Linda Chamberlain</td>
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<td><em>In this interactive workshop, participants will learn about and practice simple tools to calm the brain, release physical tension, build self-regulation and promote healing. Dr. Chamberlain uses breath and body awareness, light pressure, rhythmic movement, focused attention and other strategies that are appropriate for children, youth and adults. These techniques are being taught in a wide range of community and therapeutic settings including schools, clinics and hospitals, juvenile facilities, prison systems, chemical dependency programs, the armed forces and parenting interventions. Organizations are integrating these tools into staff wellness initiatives to prevent burn-out, compassion fatigue and vicarious trauma.</em></td>
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<td><em>List two resources for simple tools to calm the brain, release physical tension, build self-regulation and promote healing.</em></td>
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<td>10:15am – 11:30am</td>
<td><strong>R</strong> High Leverage Practices: Effective Instruction that Yields LEARNING</td>
<td>Anita Archer</td>
<td>Online</td>
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<td><em>The magic is in the quality of instruction, not in the newest fad. To optimize learning, students require bell-to-bell instruction, clear lesson purposes, structured lessons with an introduction, body and close, and many opportunities to respond. In this session, Dr. Archer will remind us that “Good Instruction is Good Instruction” across grades and domains.</em></td>
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<td><em>Target Audience: All educators K-12</em></td>
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<tr>
<td>10:15am – 11:30am</td>
<td><strong>R</strong> Keeping Connected with Students and Families During COVID</td>
<td>Panigkaq Agatha John-Shields</td>
<td>Online</td>
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| 10:15am – 11:30am | **Teams & Teamwork for Sustained Implementation of Trauma-Informed Behavioral and Social-Emotional Supports**  
*Speakers: Ricky Robertson*  
To truly meet the needs of our students, we have to focus on long term implementation of trauma-informed behavioral and social-emotional supports. We cannot do this work alone, we need to work together with our colleagues, students, families, and community partners. This session will focus on teams and teamwork to support long-term implementation of trauma-informed practices and ways to assess their impact and build teachers’ collective efficacy in responding to the needs of their students. In many respects, this session is the most important one of the entire series. If we don’t have a system in place to monitor the impact of our efforts then there is no way to sustain and improve them. |
| 11:30am – 12:30pm | **Friday Lunch Break**                                                  |
| 12:30pm – 1:45pm  | **Session for Alaska School Leadership Academy Principals**  
*Speakers: Jimmy Casas*  
Session for early career principals who are participating in the yearlong Alaska School Leadership Academy. Closed session. |
| 12:30pm – 1:45pm  | **High Leverage Practices: Effective Independent Practice that Yields LEARNING**  
*Speakers: Anita Archer*  
*It is virtually impossible to become proficient at a mental task without extended practice.*  
Willingham, 2009  
Despite the truth of Willingham’s statement, we still hear practice being marginalized with statements such as “That is just Drill and Kill” when, in fact, it should be “Drill and Skill.”  
This Session will focus on research-validated procedures including: 1) Deliberate Practice, 2) Retrieval Practice, and 3) Spaced Practice. When these procedures are intentionally used, learning outcomes can be significantly increased, often doubled. Dr. Archer will present research on practice and give many examples that will illustrate the use of these procedures in elementary and secondary classes.  
**Target Audience: All Educators K-12** |
| 12:30pm – 1:45pm  | **Progressing with Reading Instruction: Data-Based Decision-Making and Teaming During COVID-19**  
*Speakers: Lexie Domaradzki, Shelby Skaanes*  
Making the best decisions possible using the best information available! Assessment used in schools during the pandemic should provide data to meet two distinct purposes: support effective teaching and learning and determine the potential learning gap that exists due to the unconventional learning structures present during COVID-19. The data needed to meet these goals come from three types of assessments, which yield different types and levels of information. Diagnostic, formative and interim as well as summative assessment to assist with planning for the coming year. This session will provide suggestions for how to use data to make the best possible decisions during this unusual time.  
**Learning Goals:**  
Understand the comprehensive assessment system and options within your school district.  
Understand how to make data based decisions within the current teaching and learning structures.  
**Target Audience: All ELA teachers, interventionists, and sped teachers** |
### Turning the Tide: Preventing Compassion Fatigue and Vicarious Trauma

**Speakers:** Linda Chamberlain

Having a prevention plan for compassion fatigue and vicarious trauma is the cornerstone of trauma-informed practices. The effects of compassion fatigue often go unrecognized. Compassion fatigue and vicarious trauma are predictable and preventable occupational hazards when we are exposed to the suffering of others. Unaddressed, these issues affect our work, relationships and health, leading to systemic dysfunction in an organization. Participants will learn to identify the warning signs of compassion fatigue and vicarious trauma at both the personal and organizational level. Best practices for self-care and organizational response will be highlighted along with strategies to nurture vicarious resilience.

**Learning Objectives:**
- Describe compassion fatigue and vicarious trauma.
- List three warning signs of vicarious trauma for an individual and three warning signs at the organizational level.
- Identify two resources that would be useful in addressing compassion fatigue and vicarious trauma in your organization.
- Describe two strategies that you can use in your work/organization to promote vicarious resilience.

### Welcoming the Kids Back! Reinvigorating the Positive School Climate

**Speakers:** Susan Isaacs

While there are many unanswered questions, one thing is certain: Students need us, as educators, to be guiding forces, calming influences, and effective teachers. Students will return to school in some way, either physically, remotely, or some sort of hybrid. Whatever the form school takes, students will need rigorous instruction paired with a welcoming and supportive setting. This session will provide specific tips on structuring your entire school and each classroom for success while meeting your students' basic need for a safe, welcoming, and nurturing environment.

### IPRARS Project

**Speakers:** David Nagel

Visible Learning - Foundation Day, Part 2

### Powerful Teaching = Everyone Reading: Systemic Literacy Planning for YOUR School

**Speakers:** Anita Archer

2:00pm – 3:00pm
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<th>Speaker(s)</th>
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<tr>
<td>9:00am – 10:00am</td>
<td><strong>The Data Revolution K-12</strong></td>
<td>Jo Boaler</td>
<td>We are in an exciting time in terms of the knowledge we can all access, and the ways knowledge is being communicated. 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 &amp; Freakonomics author) and this session will share ideas and resources for teachers and leaders.</td>
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<td>9:00am – 11:30am</td>
<td><strong>IPRARS Project</strong></td>
<td>David Nagel</td>
<td>Visible Learning - Foundation Day, Part 3</td>
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<tr>
<td>10:15am – 11:30am</td>
<td><strong>Session for Alaska School Leadership Academy Principals</strong></td>
<td>Jimmy Casas</td>
<td>Session for early career principals who are participating in the yearlong Alaska School Leadership Academy. Closed session.</td>
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| 10:15am – 11:30am| **Elementary Reading – Comprehension is an OUTCOME not a Strategy**   | Anita Archer                                                               | In order to ensure that elementary students comprehend text, four big ideas must be addressed with research-validated practices.  
1. Can students read the words?  
2. Do students know the meaning of critical vocabulary?  
3. Do students have the necessary background knowledge for the passage?  
4. Do students use powerful strategies for focusing cognition on critical content in text?  
In this session, Dr. Archer will address each of these questions with current research. Leave with procedures that you can put into practice immediately.  
**Target Audience:** Elementary Educators |
| 10:15am – 11:30am| **Leading for Equity and Excellence as an Educator**                  | Nicole Law                                                                 | School Leaders, Teachers, and Paraprofessionals that embrace courageous leadership and lead the process of creating equitable learning environments for ALL through the implementation of comprehensive and systemic professional development. Explore key concepts for Cultivating and Leading for Equity and Excellence that provide pathways for transforming professional and organizational cultures of learning. Examine essential elements for eliminating educational disparities based on poverty, race, language, and other dimensions of difference. Leave with knowledge, skills, and tools to courageously lead every day with equity and excellence in mind.  
**Target Audience:** K-12 educators |
Managing the Virtual Classroom  
*Speakers: Tricia Skyles*

The unknowns this year are greater than ever before. Whether shifting between platforms or delivering an entire year of online instruction, teachers need practical strategies to effectively manage the virtual learning environment. Using the evidence-based STOIC framework, teachers will design efficient beginning and ending routines for synchronous instruction to maximize instructional time and define and communicate clear expectations for student behavior to minimize distractions and disruptions.

Learning Objectives:
- Apply the STOIC framework to the virtual classroom
- Design efficient and effective beginning and ending routines for synchronous instruction
- Define and communicate clear expectations for the virtual classroom

Target Audience: K-12 educators and leaders

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Schoolwide Trauma-Responsive Practices  
*Speakers: Ricky Robertson*

A trauma-informed approach is a schoolwide approach to supporting the social-emotional and behavioral needs of all students, especially those impacted by ACEs and trauma. In this virtual workshop, we will explore student behavior as a form of communication and develop classroom-based and schoolwide strategies to support students. Participants will deepen their understanding of relationship-based teaching and acquire skills to foster safety, trust, and belonging in their classrooms and schools. They will be introduced to strategies that support students’ abilities to communicate, problem-solve, regulate, and develop a sense of accountability and hope.

Target Audience: K-12 educators

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Sound Walls: From Phonemes to Graphemes  
*Speakers: Pam Kastner*

Beginning readers need to learn that letters represent the speech sounds of our language (the alphabetic principle). One instructional tool to facilitate this understanding is a sound wall. A sound wall begins with the speech sounds of spoken English and organizes them by place and manner of articulation. Using a sound wall as an instructional tool teachers’ support the mapping of speech sounds (phonemes) to graphemes (a letter or letter pattern). Organizing words in this manner from speech-to-print promotes the connection between phonology and orthography for early readers. This training provides the foundational knowledge and skills necessary to move from a word wall to a sound wall, grounding the learning in a seminal theoretical framework.

Target Audience: K-2 teachers, K-4 special education teachers, instructional coaches, interventionists

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The Data Revolution in Practice in the Classroom  
*Speakers: Jo Boaler, Cathy Williams*

In our workshop we will engage teachers in data exploration. Teachers will learn some new tools that will enrich their students’ classroom experience and help develop data literacy. We will look at some Alaskan data during the

Target Audience: instructional coaches, teachers, central office leaders, principals

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What’s Essential in Developing Student Self-Efficacy?  
*Speakers: Jenni Donohoo*

Student self-efficacy are the judgments students make about their own capability to accomplish what they are being asked to do. Students who have low self-efficacy doubt their abilities. Students with a high sense of self-efficacy are very confident in themselves. In this session, participants will learn how efficacy beliefs create differences in students’ learning experiences. Participants will also consider ways to increase students’ self-efficacy.

Participants will learn about:
- the role of student’s self-efficacy in face-to-face and remote learning environments;
- what’s essential in developing student self-efficacy (with considerations to COVID-19).
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| 10:15am – 11:30am | **Writing to Improve Reading Comprehension**  
*Speakers: Lexie Domaradzki, Shelby Skaanes*  
Which writing skills directly improve Reading Comprehension? For decades researchers have emphasized the strong connection between reading and writing. 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!  
Learning Goals:  
- Deepen understanding of the relationship between writing and comprehension and the evidence based practices shown to improve reading and writing.  
- Learn to implement research-based, approaches to developing the writing skills of your students.  
Target Audience: Grades 5-12 (all teachers: SPED, ELA, content teachers, interventionists) |
| 11:30am – 12:30pm | **Saturday Lunch Break** |
| 12:00pm – 12:30pm | **Conference Credit Course Information**  
*Speakers: Tammy Morris*  
Learn more about the conference credit with Tammy Morris, the instructor of record. |
| 12:30pm – 1:45pm      | **Session for Alaska School Leadership Academy Principals**  
*Speakers: Jimmy Casas*  
Session for early career principals who are participating in the yearlong Alaska School Leadership Academy. Closed session. |
| 12:30pm – 1:45pm      | **IPRARS Project**  
*Speakers: David Nagel*  
Visible Learning - Evidence to Action, Part 1 |
| 12:30pm – 1:45pm      | **Breaking the Ice: Combating Learned Helplessness in the Math Classroom**  
*Speakers: Bobbi Jo Erb*  
We will explore ways to mitigate the learned helplessness we see from students in our math classrooms. How do we unlock student thinking so they will begin to engage in solving rich tasks and discussing mathematical thinking? We will look at how to use culturally relevant tasks that promote critical thinking and rich discourse.  
Learning Objectives:  
We will learn how to mitigate learned helplessness in math students.  
We will learn how to find culturally relevant math tasks that encourage deep mathematical thinking.  
Target Audience: K-12 Math Teachers, Interventionists, Instructional Coaches |
| 12:30pm – 1:45pm      | **The Reading Brain and the Science of Reading**  
*Speakers: Lexie Domaradzki, Shelby Skaanes*  
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.  
Learning Goals:  
Understand how the brain works with the reading process.  
Understand what is happening in the brain related to reading difficulties.  
Target Audience: All ELA teachers, interventionists, and sped teachers |
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<td>12:30pm – 1:45pm</td>
<td><strong>Ensuring Equity in Teacher-Student Relationships from a Distance</strong></td>
<td>Nicole Law</td>
<td>In this workshop, Dr. Nicole Law will share the importance of developing strong Student – Teacher Relationships at a distance to ensure a sustainable and fortifying relationship with students in a virtual environment. She will also discuss the importance of ensuring dynamism, competency, trust and connectedness with students and the intersection of building an equitable learning environment. The orientation to dialogic, rather than monologic teaching suggests that the teacher takes students ideas seriously and allows them to hear how and what students are thinking or processing. This session is aligned with the Distance Learning Playbook (Hattie, Fisher, Frey)</td>
<td>K-12 educators</td>
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<td>12:30pm – 1:45pm</td>
<td><strong>Gauging Engagement within the Virtual Classroom</strong></td>
<td>Tricia Skyles</td>
<td>There are so many barriers to students fully engaging in asynchronous and synchronous instruction. Whether students are disengaged or you are wanting to move students from strategic compliance to authentic engagement, this session will provide practical strategies to get students to the virtual platform and motivate them once they’re there.</td>
<td>K-12 educators</td>
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<td>12:30pm – 1:45pm</td>
<td><strong>Pulling the Plug: Unplug and Connect to Expand Oral Language and Literacy</strong></td>
<td>Pam Kastner</td>
<td>During this unprecedented time, as educators we have been grateful for the outpouring of virtual resources offered freely and generously by many from across the globe to promote literacy. But what if it’s time to unplug and connect? In this session you will revisit the “Big Five of Reading” and find easy ways to use everyday low tech items to maximize oral language and literacy while simultaneously making those all-important personal connections our children deserve!</td>
<td>K-1 teachers, K-4 special education teachers, instructional coaches, administrators</td>
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<td>12:30pm – 1:45pm</td>
<td><strong>Secondary Reading – Implementing High-Leverage Practices</strong></td>
<td>Anita Archer</td>
<td>Can we improve the reading of students in secondary schools? Absolutely! Begin by bringing this adage to life: “Every day, in every class, we read and write and speak. Every day, in every class, we read and write and speak.” Next, focus on evidence-based, high-leverage practices: 1) actively teaching vocabulary in all classes, 2) having students think deeply about text, 3) challenging students to compare and contrast items, and 4) having students read orally (e.g., partner reading, team reading, choral reading, close reading) to increase fluency (e.g., accuracy, rate, expression).</td>
<td>Secondary Educators</td>
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<tr>
<td>12:30pm – 1:45pm</td>
<td><strong>Trauma-Informed Social Emotional Learning</strong></td>
<td>Ricky Robertson</td>
<td>Social-emotional learning is a critical component of quality core instruction. To truly have an impact, social-emotional competencies must be integrated into daily classroom routines and management. Students’ social-emotional outcomes improve when they see healthy behaviors regularly modeled, practiced, and reinforced. In this session, participants will develop a plan for integrating culturally responsive and trauma-informed social-emotional learning competencies into their curriculum and instruction.</td>
<td>K-12 educators</td>
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### 12:30pm – 1:45pm

**S What’s Essential in Developing Student Self-Efficacy?**  
*Speakers: Jenni Donohoo*

Student self-efficacy are the judgments students make about their own capability to accomplish what they are being asked to do. Students who have low self-efficacy doubt their abilities. Students with a high sense of self-efficacy are very confident in themselves. In this session, participants will learn how efficacy beliefs create differences in students’ learning experiences. Participants will also consider ways to increase students’ self-efficacy.

Participants will learn about:
- the role of student’s self-efficacy in face-to-face and remote learning environments;
- what’s essential in developing student self-efficacy (with considerations to COVID-19).  

**Target Audience:** K-12 educators

### 2:00pm – 3:00pm

**K Developing the Innovator’s Mindset in Any Learning Environment**  
*Speakers: George Couros*

Carol Dweck’s work has focused on the ideas of “fixed” and “growth” mindset, yet educators will need to go a step further with these notions to create the learning opportunities that our students and schools deserve. We need to focus not only on what we know, but what we do with what we know, and all that we have learned this year. In this talk, George will discuss the idea and characteristics of “The Innovator’s Mindset” and share persuasive examples on why this is so crucial for all educators, especially during the disruptions caused by COVID-19.

### 3:00pm – 3:30pm

**K Q and A with George Couros**  
*Speakers: George Couros*

Ask George questions about supporting an innovators mindset, teaching and leading in a pandemic, or the future of online learning. Find out why he thinks all Alaskans should start calling winter beanies tuques.
### JANUARY 24 - SUNDAY

#### 9:00am – 10:00am

**K**  The Challenge of Assessment in Distance & Blended Learning  
*Speakers: Douglas Fisher*

Learning; that’s our goal. But how do we know if our students have learned what we taught? Assessment connects the teaching and the learning and allows us to design additional experiences to close the gap between what students already know and what they need to know. Distance learning has created an assessment challenge as everything is now “open book.” Thankfully, there are new tools and formats that teachers can use to assess students’ understanding. These new ways of assessing learning will impact schooling for years to come as they are better and more authentic than many of the tools we had been using before the pandemic.

#### 9:00am – 11:30am

**I**  IPRARS Project  
*Speakers: David Nagel*

Visible Learning - Evidence to Action, Part 2

#### 10:15am – 11:30am

**Y**  Building Connections with Students and Families for Distance Learning  
*Speakers: Tricia Skyles*

Distance learning should not be seen as “school as usual,” simply delivered in a home environment. Distance learning is providing us an opportunity to invite families to truly partner with us in their child’s learning. This session will identify things to consider when building this partnership including strengthening relationships, building our families’ capacities to provide authentic learning opportunities at home and connecting community resources to families’ needs.

**Learning Objectives:**
- Provide personalized, two-way communication between families and schools
- Build family capacity and confidence to support their child’s learning
- Engage the greater community to help meet the basic needs of families

**Target Audience:** K-12 educators and leaders

#### 10:15am – 11:30am

**Y**  Engaging Students Cognitively and Physically to Maximize Learning in Math  
*Speakers: Jennifer Bay-Williams*

We will explore ways to engage students that target high cognitive demand and high levels of participation. Join us as we consider how to enhance tasks to ensure they are cognitively demanding, and pair those tasks with strategies for high-level participation from all students. Ultimately, we will see how a focus on engaging students connects to the Leading for Mathematical Proficiency Framework. Ideas are based on Everything you Need for Mathematics Coaching.

**Target Audience:** instructional coaches, teachers, central office leaders, principals
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| 10:15am – 11:30am | **Good News and Simple Tools!**                           | **Speakers: Linda Chamberlain** | In this interactive workshop, participants will learn about and practice simple tools to calm the brain, release physical tension, build self-regulation and promote healing. Dr. Chamberlain uses breath and body awareness, light pressure, rhythmic movement, focused attention and other strategies that are appropriate for children, youth and adults. These techniques are being taught in a wide range of community and therapeutic settings including schools, clinics and hospitals, juvenile facilities, prison systems, chemical dependency programs, the armed forces and parenting interventions. Organizations are integrating these tools into staff wellness initiatives to prevent burn-out, compassion fatigue and vicarious trauma.  

**Learning Objectives:**  
Demonstrate three skills to facilitate self-regulation and buffer the effects of stress and trauma.  
Provide two examples of how you can integrate these tools into your organization and/or daily practices.  
List two resources for simple tools to calm the brain, release physical tension, build self-regulation and promote healing.  
**Target Audience:** K-12 Educators |
| 10:15am – 11:30am | **Leading for Equity and Excellence as an Educator**       | **Speakers: Nicole Law**       | School Leaders, Teachers, and Paraprofessionals that embrace courageous leadership and lead the process of creating equitable learning environments for ALL through the implementation of comprehensive and systemic professional development. Explore key concepts for Cultivating and Leading for Equity and Excellence that provide pathways for transforming professional and organizational cultures of learning. Examine essential elements for eliminating educational disparities based on poverty, race, language, and other dimensions of difference. Leave with knowledge, skills, and tools to courageously lead every day with equity and excellence in mind.  

**Target Audience:** K-12 educators |
| 10:15am – 11:30am | **Scaffolding Reading Comprehension of Narrative, Argumentative, and Informative Text** | **Speakers: Anita Archer**     | Helping students to identify the structure of text assists them in attending to critical information and improves their comprehension. For example, the students can be taught the elements of narrative text known as story grammar. Dr. Archer will share structural analysis of the three major types of text using content across domains.  

**Target Audience:** Intermediate and secondary educators |
| 10:15am – 11:30am | **Sound Walls: From Phonemes to Graphemes**               | **Speakers: Pam Kastner**      | Beginning readers need to learn that letters represent the speech sounds of our language (the alphabetic principle). One instructional tool to facilitate this understanding is a sound wall. A sound wall begins with the speech sounds of spoken English and organizes them by place and manner of articulation. Using a sound wall as an instructional tool teachers’ support the mapping of speech sounds (phonemes) to graphemes (a letter or letter pattern). Organizing words in this manner from speech-to-print promotes the connection between phonology and orthography for early readers. This training provides the foundational knowledge and skills necessary to move from a word wall to a sound wall, grounding the learning in a seminal theoretical framework.  

**Target Audience:** K-2 teachers, K-4 special education teachers, instructional coaches, interventionists |
| 10:15am – 11:30am | **Trauma-Informed Restorative Practices**                 | **Speakers: Ricky Robertson**  | Trauma-informed schools respond to conflict in ways that build trust and accountability. In this virtual workshop, participants will be introduced to the fundamental principles of Restorative Practices. Participants will be introduced to Tier 1 community building circles for both staff and students. Then we will explore the core principles of Restorative Practices and some useful tools to engage in restorative dialogue and problem-solving. Participants will consider next steps for integrating these principles and practices into their classrooms and schools.  

**Target Audience:** K-12 educators |
Online

10:15am – 11:30am

Y What’s Essential in Maintaining Teacher Efficacy During and After COVID-19? (Part 1)

Speakers: Jenni Donohoo

Collective efficacy is about the overwhelming power that school teams have to impact change when they join together to solve problems. Collective teacher efficacy results the confidence, resiliency, and persistence needed to overcome inequities and challenges. At a time when efficacy beliefs may be waning, it’s important to consider the role of collective efficacy in relation to building educator’s capacity to confront and adapt to the consequences of COVID-19. It’s ever so important to capitalize on the sources of efficacy so that we can shape learning environments in which everyone shares the belief that individually and collectively they have the capability to impact positive change.

Participants will learn about:
· the relationship between collective efficacy and a community’s adaptive capacity to deal with challenges;
· how efficacy beliefs are formed (four sources)
· how to address concerns (emotions/feelings) during and after COVID-19.

Target Audience: This session isn’t just designed with formal leaders in mind - if you’re a teacher leader or an educator that works closely alongside your colleagues - this session is meant for you!

11:30am – 12:30pm

L Sunday Lunch Break

Offline

12:30pm – 1:45pm

I IPRARS Project

Speakers: David Nagel

Visible Learning - Evidence to Action, Part 3

Online

12:30pm – 1:45pm

D Beyond the Flashcard: Foundations and Practices for Building a Large Sight Word Vocabulary for Students

Speakers: Pam Kastner

Developing a large sight word vocabulary depends upon orthographic mapping, “a process that involves the formation of letter-sound connections to bond the spelling, pronunciations, and meanings of specific words in memory. It explains how children learn to read by sight, to spell words from memory, and to acquire vocabulary words from print.” (Ehri, 2014).

This session will review orthographic mapping and the essential differences between phonemic awareness and phonemic proficiency upon which orthographic mapping depends. In addition, the confounded terms: high frequency words, irregular words and sight words will be clarified.

Best practices in structured literacy instruction and instructional routines for teaching high frequency words will be shared to increase reading accuracy and automaticity of word recognition for students.

Target Audience: K-1 teachers, K-4 special education teachers, instructional coaches, administrators

12:30pm – 1:45pm

D Connecting with Students Across Learning Platforms

Speakers: Tricia Skyles

The emotional well-being of students, educators, families and communities have never been more of a priority. In this session, educators will go over practical research-based strategies to intentionally build connections with students whether in person, online or at home learning.

Learning Objectives:
Self-reflect on relationship building skills
Identify specific strategies to build relationships across learning platforms

Target Audience: K-12 educators

12:30pm – 1:45pm

D Leading for Mathematical Proficiency through Coaching

Speakers: Jennifer Bay-Williams

In this session, we will explore ways to engage teachers (and students) in the mathematical practices that define mathematical proficiency. We will connect these desired student actions to the eight effective mathematics teaching practices (NCTM, 2014) and explore ways to improve instruction to improve learning outcomes for all students. Ideas will connect to the book Everything you Need for Mathematics Coaching.

Target Audience: instructional coaches, teachers, central office leaders, principals
<table>
<thead>
<tr>
<th>Time</th>
<th>SessionTitle</th>
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<tr>
<td>12:30pm–1:45pm</td>
<td><strong>D</strong> Short Writing Often in All Classes: Brain Drains, Summaries, Comparisons, Answering Questions&lt;br&gt; <em>Speakers: Anita Archer</em></td>
<td><strong>Online</strong></td>
<td>To promote growth in writing in the upper grades, students must write short products often not just long products seldom. This training will focus on short writing in all domains that will foster learning content while improving writing skills. Writing of summaries, comparisons, and explanations in a variety of domains. <strong>Target Audience: Intermediate and secondary educators</strong></td>
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<td>12:30pm–1:45pm</td>
<td><strong>D</strong> Teacher Credibility and Teacher Clarity at a Distance&lt;br&gt; <em>Speakers: Nicole Law</em></td>
<td><strong>Online</strong></td>
<td>Do your students believe that they can learn from you? The credibility a teacher has with their students changes; it’s dynamic. It’s not the same for all students at the same time. Developing Teacher Credibility in learning- remote or otherwise is a foundation in student learning. This parallels equally with Teacher Clarity in ensuring strong relationships, understanding how to develop Clarity at a Distance, and ensuring a strong foundation for learning intentions and success criteria. This workshop will explore the importance of Clarity of Organization, Clarity of Explanation, Clarity of Examples and Guided Practice, and Clarity of Assessment of Student Learning. This session is aligned with the Distance Learning Playbook (Hattie, Fisher, Frey) <strong>Target Audience: K-12 educators</strong></td>
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<td>12:30pm–1:45pm</td>
<td><strong>D</strong> Teams &amp; Teamwork for Sustained Implementation of Trauma-Informed Behavioral and Social-Emotional Supports&lt;br&gt; <em>Speakers: Ricky Robertson</em></td>
<td><strong>Online</strong></td>
<td>To truly meet the needs of our students, we have to focus on long term implementation of trauma-informed behavioral and social-emotional supports. We cannot do this work alone, we need to work together with our colleagues, students, families, and community partners. This session will focus on teams and teamwork to support long-term implementation of trauma-informed practices and ways to assess their impact and build teachers’ collective efficacy in responding to the needs of their students. In many respects, this session is the most important one of the entire series. If we don’t have a system in place to monitor the impact of our efforts then there is no way to sustain and improve them. <strong>Target Audience: K-12 educators</strong></td>
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<td>12:30pm–1:45pm</td>
<td><strong>D</strong> Turning the Tide: Preventing Compassion Fatigue and Vicarious Trauma&lt;br&gt; <em>Speakers: Linda Chamberlain</em></td>
<td><strong>Online</strong></td>
<td>Having a prevention plan for compassion fatigue and vicarious trauma is the cornerstone of trauma-informed practices. The effects of compassion fatigue often go unrecognized. Compassion fatigue and vicarious trauma are predictable and preventable occupational hazards when we are exposed to the suffering of others. Unaddressed, these issues affect our work, relationships and health, leading to systemic dysfunction in an organization. Participants will learn to identify the warning signs of compassion fatigue and vicarious trauma at both the personal and organizational level. Best practices for self-care and organizational response will be highlighted along with strategies to nurture vicarious resilience. <strong>Learning Objectives:</strong>&lt;br&gt; Describe compassion fatigue and vicarious trauma.&lt;br&gt; List three warning signs of vicarious trauma for an individual and three warning signs at the organizational level.&lt;br&gt; Identify two resources that would be useful in addressing compassion fatigue and vicarious trauma in your organization.&lt;br&gt; Describe two strategies that you can use in your work/organization to promote vicarious resilience. <strong>Target Audience: K-12 educators</strong></td>
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**12:30pm – 1:45pm**

**D  What’s Essential in Maintaining Teacher Efficacy During and After COVID-19? (Part 2)**

Speakers: Jenni Donohoo

To improve student learning, collective teacher efficacy is the most powerful influence a school leader can foster. At a time when efficacy beliefs may be at-risk based on the challenges posed by COVID-19, it’s important to consider how to maintain collective efficacy and remind educators that together they have what it takes to overcome challenges. During this session, participants will consider a framework for leading collective efficacy (Donohoo, O’Leary, & Hattie, 2020).

Participants will learn about:
- five enabling conditions for collective efficacy;
- leadership practices to strengthen enabling conditions;
- how to develop individual and collective efficacy during and after COVID-19.

Target Audience: This session isn’t just designed with formal leaders in mind - if you’re a teacher leader or an educator that works closely alongside your colleagues - this session is meant for you!

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**2:00pm – 3:00pm**

**K  Building Resilience and Equity Through Culturally Responsive Social-Emotional Learning**

Speakers: Ricky Robertson, Nicole Law

When we view equity through a social-emotional lens, we see the critical role that relationships play in fostering success for all students. This journey toward cultural competence begins when we consider who we are in relation to the students that we serve. Our practice evolves with our growing self-awareness and willingness to approach our own biases with a growth mindset. We form relationships with students in ways that affirm their cultures and identities while addressing their needs for safety, belonging, and feeling valued. In this session, we will draw knowledge and tools from social-emotional learning, trauma-informed practices, and culturally responsive teaching to support our efficacy and impact.