Hilton Head Content Breakout Sessions

Monday, June 17, 2019, 8:10 AM - 9:25 AM - Content Breakout Session #1

1.1 - Making Thinking Visible

Tracey Abercrombie   *Room: Leamington A*

Seeing our own thinking and the thinking of others gives us a unique opportunity to properly digest what we are learning. The ability to make thinking visible enables us to gather "real time," meaningful feedback and quickly dispel common misconceptions in the classroom. Come learn five digital tools to enhance your students' ability to think out loud. Whether you are a classroom teacher or leader of professional learning, these tools will help you interact with your audience as well as review session reports afterwards.

1.2 - Early Warning Indicator

Linda Hopping and Gail Heinemeyer   *Room: Leamington B*

The research is clear that the school dropout crisis begins in the middle grades. School personnel need to be aware of the early warning signals and how to use them to identify those students who are in danger of not graduating on time or dropping out of school. This session will familiarize you with the research and the urgency for interventions in the middle grades years to address attendance, behavior, and academics. It will provide a framework for how to set up tracking systems and develop specific interventions.

1.3 - Transform Student Consumers into Student Creators

David Hayward   *Room: Leamington C*

Technology can be a powerful tool to teach with but only if we use it in thoughtful ways. This session will explore what we want our students to know, how we choose effective instructional strategies, how to pair instructional strategies to appropriate technology, and how we can use frameworks to design assessments.

1.4 - Teacher Recruitment and Retention

Ruthie Stevenson   *Room: Leamington D*

Competent, confident, high quality teachers are critical to the academic growth and social development of students. However, there is a recruitment and retention crisis in schools today. This session will engage institute participants in conversations regarding recruitment and retention strategies; what contributes to teachers leaving the field; how culture and climate impact retention; resources to assist beginning teachers; and what impact school administrators have on teacher retention.

1.5 - Leading for Inclusiveness in Schools

Denver Fowler   *Room: Leamington E*

Participants will be introduced to all things as they apply to leading for inclusiveness in schools. This includes leading for equity, social justice, inclusion, and multiculturalism in schools. Key terminology will be shared and reviewed, as well as several strategies for ensuring your school is equity driven. Such strategies include how to conduct a school-level or district-level equity audit data collection and analysis, and as a result of this analysis, how to successfully create an equity audit implementation plan.

1.6 - Master Scheduling for Middle Level Schools

Ann McCarty Perez   *Room: Leamington F*

Do you need some new ideas on structuring the time you have in your schedule? We will explore the logistics and key elements of middle school schedules as well as the benefits and challenges of a variety of schedule types. Participants will walk away with tools and strategies to evaluate and change their current schedule and move forward with creating a middle school schedule grounded in best practices for young adolescents.

Monday, June 17, 2019, 1:20 AM - 2:35 AM - Content Breakout Session #2

2.1 - The Un-Faculty Faculty Meeting

Tracey Abercrombie   *Room: Leamington A*

Nobody likes to waste time in an unproductive faculty meeting. Administrators and leaders should consider transforming their faculty meetings into engaging, teacher driven, professional development sessions. Everyone, at any given time, has something to share that can help someone else. If leaders can simply provide the vehicle for educators to connect and collaborate about topics relevant to them, teachers can walk away feeling refreshed and fed so that they can pass that to their students. Come explore the edcamp components, then take a deep dive into using those components to create the ultimate un-faculty faculty meeting.

2.2 - Transforming School Culture

Linda Hopping   *Room: Leamington B*

Research shows that good schools do not occur without first establishing a positive, collaborative culture that involves all stakeholders. This transformational piece is often time-consuming and difficult. However, with time and systematic approaches this collaborative culture can be achieved, and the result is a shared vision that energizes all stakeholders through teaming and collaboration that propels the school forward to optimum performance in all areas.

2.3 - Difficult Conversations

Juan Rodriguez   *Room: Leamington C*

In this era of accountability, teachers are increasingly required to demonstrate their effectiveness. Leaders are placed in the role of coaching and developing the skills of others. It is easy to give feedback to a colleague when that feedback is positive, but we get stuck when we have to give "cool" feedback to our peers or colleagues. What knowledge and skills are needed to give effective feedback? Asking everyone to give just a little more and "push it" requires strong relationships, a culture of trust and accountability, commitment to high expectations, the ability to handle healthy conflict and debate, tact, and a lot of patience with one another.

2.4 - Effective Co-Teaching

Ruthie Stevenson   *Room: Leamington D*

In a co-teaching classroom, two or more teachers work together with groups of students. The teachers, a general educator, and a special education teacher, work together to plan, organize, deliver, and assess instruction. These teachers share in the "purposeful" instruction and accountability for the success of all students. Effective co-teaching requires honest and open communication, respect, and trust between the educators. This teaching strategy provides the opportunity for students with disabilities to have access to the general curriculum in a least restrictive environment.

2.5 - Educational Policy 101 – How to Advocate and Stay Informed

Denver Fowler   *Room: Leamington E*

Attendees will be introduced to social media and apps that can be utilized effectively with both school leadership and teaching. In addition, attendees will have the chance to actively engage with the presenter using such media and apps during the session. After participating in the session, attendees will have a greater sense of innovative strategies to utilize educational technology to actively engage with all stakeholders including students, staff, parents, community members, and business owners.

2.6 - Equity – The Journey of Culturally and Courageous Leadership

Ann McCarty Perez   *Room: Leamington F*

Equity is a journey on which every middle level leader must embark, but where do we start? In this session, participants will define why fostering a developmentally responsive and equitable middle school is important. We will also explore what makes certain middle schools more equitable than others. Finally, participants will learn strategies to create a more inclusive environment and remove barriers to equity.

3.1 - Level Up Technology in Your Schools with the Pic-Rat Model

Tracey Abercrombie   Room: Leamington A

Throughout the years there have been many models to help educators evaluate the level of technology integration in the classroom. The Pic-Rat model, developed by Royce Kimmons, uses a two-tiered matrix for a more specific look into how technology is being used. Come gain a better understanding of how to move students from passively consuming content on their device to creating products in a way that transforms your classroom as well as their learning. This session is for classroom teachers as well as leaders looking to raise the level of technology integration in their schools.

3.2 - Educational Technology for School Leaders and Teachers

Denver Fowler   Room: Leamington B

Attendees will be introduced to social media and apps that can be utilized effectively with both school leadership and teaching. In addition, attendees will have the chance to actively engage with the presenter using such media and apps during the session. After participating in the session, attendees will have a greater sense of innovative strategies to utilize educational technology to actively engage with all stakeholders including students, staff, parents, community members, and business owners.

3.3 - School Safety – How to Ensure that Everyone Feels Safe

Juan Rodriguez   Room: Leamington C

We are all shocked by the recent violent events in our schools that affect how we feel about safety and security. Although improving the security measures in our school campuses and buildings are two of our top concerns, school administrators struggle with maintaining a balance between having a user-friendly, welcoming school climate and a facility that is secure from unwanted intruders. While even the best school access control efforts will not guarantee preventing a determined outsider from gaining access to the school, we must take reasonable steps to reduce the risks of unauthorized access. Campus security does not happen overnight, but we can begin the journey today.

3.4 - Multi-Age Teaming

Linda Hopping   Room: Leamington D

One of the most important characteristics of successful middle level schools is the establishment of small learning communities of teachers and students, established to provide close, lasting relationships between adults and young adolescents. Both looping and multiage teaming provide bonds that last throughout the middle level experience for students, parents, and teachers. This presentation explores the advantages of these exciting alternatives and how they can operate within the structure of a middle school.

3.5 - Using Video Effectively with Students

David Hayward   Room: Leamington E

When paired with effective instructional strategies, video is a powerful tool for teaching and learning. Video provides a forum for self-directed learning, enhanced learning experiences that offer students opportunities to explore items they otherwise may never see, and student-directed pace and place. In this session, we will look at what we want students to learn, instructional strategies to use, and digital tools to support the use of video.

3.6 - Trauma Informed Schools and Classrooms

Ann McCarty Perez   Room: Leamington F

Are you looking to create a safe and caring learning environment for all students? Understanding the impact of trauma is one of your first steps. Research shows that traumatic experiences can alter the brain and affect children and adults in all facets of their life. In this session we will explore the various types of trauma, how it affects us both in and out of the classroom, and learn how adverse life experiences can impact the behavior of your students in the classroom. We will explore what we as adults can do to help by learning strategies for creating a safe and informed classroom/school.

Tuesday, June 18, 2019, 1:45 PM - 3:00 PM - Content Breakout Session #4

4.1 - Work Smarter - Not Harder: Tools for Admin Teams to Work Collaboratively and Efficiently

Tracey Abercrombie   *Room: Leamington A*

Today, leaders have more pressure on them than ever before. Maximizing your time is important. Come explore 11 different digital tools that will help you use your time more effectively. Learn the difference between Chrome extensions & Google Add-Ons as well as which ones you must have to make your life a little easier! Whether you are a school level leader or the leader of your grade level, this is for you!

4.2 - Fostering a Positive Culture and Climate in Schools

Denver Fowler   *Room: Leamington B*

Attendees will be introduced to an array of strategies and techniques as it applies to effectively fostering a positive culture and climate in schools. Key terminology will be shared and reviewed with regards to all things school culture and climate, as well as the difference between the two. By utilizing the three research-based multidimensional constructs of school culture and climate that include the academic, social, and physical aspects of a given school building or district, audience members will learn hands-on evidence-based best practices to be utilized in their classrooms, schools, and districts.

4.3 - Supporting English Language Learners

Juan Rodriguez   *Room: Leamington C*

Every day, millions of linguistically and culturally diverse students enter our schools. Increasing diversity in schools places increased demands on all middle level educators. Successful middle schools ensure that all students are achieving in all aspects of their middle school experience. This session looks at classroom strategies and school-wide interventions to support the English Language Learner. We will provide the teacher and principal perspective on instructional strategies, how to forge cultural connections, how to create a supportive environment, assessments, and professional development.

4.4 - Experiencing the Other to Understand the Other - Diversity

Ruthie Stevenson   *Room: Leamington D*

Otherness may be described as two or more different groups' distinct features or special qualities of each group that make them different or unique in relation to another. As educators, it is imperative that we be acutely aware of the diversity of the adolescents we teach. "Cultural differences in the socialization of moral development, especially young adolescents whose families are recent immigrants, may contribute to special moral conflicts or dilemmas for those young people attempting to navigate multiple cultures" (This We Believe: Keys to Educating Young Adolescents, 2010, p. 57). In this session, participants will engage in conversations and activities about the meaning of diversity and learn how to promote diversity in the school and classrooms.

4.5 - Planning for and Implementing a District-Wide 1:1 Technology Initiative

David Hayward   *Room: Leamington E*

As more technology continues to flood into schools, district leaders are being asked to consider implementing a 1:1 technology initiative. What is involved in this process? Our students may be digital natives and our teachers may use computers but implementing a 1:1 initiative goes far beyond the technology. In this session, participants will be introduced to Pickerington Local Schools 1:1 Technology initiative. Pickerington Local Schools is the largest school district in Ohio to support a full K-12, 1:1 technology initiative and received ISTE's 2018 Distinguished District of the Year award. We will dissect their plan, identifying what worked and what did not, while providing tools for participants to plan and design their own initiative.

4.6 - Courage and Vulnerability - A New Case for Middle Level Leadership

Ann McCarty Perez   *Room: Leamington F*

Culture trumps strategy every time! How we define ourselves as leaders shapes our schools and affects our every interaction. If you want to provide a safe, inclusive, and positive school culture where teachers and students thrive, modeling courage and vulnerability will be keys to your success. This session is designed for school leaders who want to reflect on their personal selves to increase their ability to connect with teachers and students to improve school culture. Participants will learn strategies to help themselves become more vulnerable in their leadership to better demonstrate courage and foster a more inclusive and equitable school environment.

Wednesday, June 19, 2019, 8:10 AM - 9:25 AM - Content Breakout Session #5

5.1 - Creating a Culture of Shared Leadership

Tracey Abercrombie   *Room: Leamington A*

A school, like a living organism, needs to be nurtured and fed to ensure healthy growth. Creating a foundation for growth is imperative and can be achieved through intentional hiring practices and authentic shared leadership, where differing perspectives are valued. This infrastructure must include personalized professional learning. Learning is personal, and it doesn't just happen on a certain day of the week at a certain time. We encourage teachers to give their students choice and time to collaborate to ensure learning happens at the deepest level. Teachers need the same opportunities. Come take a look at a personal learning model that elevates teachers as the experts in the building, while giving them a vehicle in which they can lead others. This session is perfect for anyone with influence on leadership and professional learning in their school building.

5.2 - Developing Effective Teacher Teams

Linda Hopping and Gail Heinemeyer   *Room: Leamington B*

Many middle school leaders have instituted teaming as the basic organizational structure of their school, and teachers practice basic teaming principles every day. Come explore ways to move to the next level, where teams look closely at data on a regular basis, coordinate and integrate curriculum, engage in their own ongoing professional development, and even develop innovative teaming structures that extend beyond the norm.

5.3 - Health and Wellness for Students and Staff

Juan Rodriguez   *Room: Leamington C*

As school leaders we are tasked with the responsibility of creating a safe and nurturing school environment, supporting the physical and mental health of children, and fostering their social and emotional well-being. We face many challenges to address the health and wellness needs of our students and staff. A US Surgeon General report indicates that one in five children and adolescents will face a significant mental health condition during their school years. Mental health disorders affecting children and adolescents can include depression, eating disorders, schizophrenia, Attention Deficit Hyperactivity Disorder, and autism. Students suffering from these conditions face significant barriers to learning. Teachers are overworked and stressed, and self-care is what makes them capable of being the best teacher they can be—and able to sustain the energy needed for their demanding job. It's time to stop the madness and get serious about self-care. It's not a luxury. It's not weakness. It's not self-indulgent. Although improving the mental health and wellness for students and staff in our schools are top concerns, we struggle with maintaining a balance and focus between school demands and having the necessary resources to get it done. We all know that healthy eating, sufficient sleep, and being physically active are good practices. But how do we truly break through our habits and start self-care practices that actually stick?

5.4 - Making School, Family, and Community Connections

Ruthie Stevenson   *Room: Leamington D*

Too often we forget about the importance of our external stakeholders--families and the community. Few can disagree that all schools are in need of support. When schools have support from parents and the community, the schools thrive; thus, it is imperative that school leaders seek ways to get the entire community to support schools. Research has shown that when schools, families, and the community partner, the results are improved learning for all students. This session will examine ways participants can engage its stakeholders, identify resources in the community, and provide strategies for communicating with families and the community. Participants will be invited to share their strategies for working with the community.

5.5 – Breakout of Your Classroom

David Hayward   *Room: Leamington E*

Can you Breakout? Transform your classroom by offering students the opportunity to use their critical thinking and creative, collaborative, and communication skills to unlock a series of locks to solve the problem. In this session, we will learn what a digital breakout is, how it works, and how to build one. All participants in this session will have the chance to experience a digital breakout. Will you be able to solve the problem?

5.6 - Improving Your Instructional Leadership: Increasing Academic Achievement through Focused Leadership, Teaming, and PLCs

Ann McCarty Perez   *Room: Leamington F*

The role of instructional leader is one of the most important in the organization. You are tasked with both the learning of adults and students to ensure student outcomes. In this session you will learn how to facilitate your professional learning communities (PLCs) to build collective capacity and understanding of instructional outcomes to improve performance. Learn how to lead your organization by developing consistent and clear ways to review school data and choose instructional strategies to meet the needs of your students. This session will help those who are focused on continuous improvement through professional learning communities and improving their multi tiered systems of support.

Wednesday, June 19, 2019, 9:35 AM - 10:50 AM -   Content Breakout Session #6

6.1 – Lifelong Learning Utilizing Free PD

Denver Fowler   *Room: Leamington A*

The importance of lifelong learning for school leaders will be discussed. Additionally, attendees will learn how to successfully participate in and access free professional development through Twitter chats. Finally, attendees will have the opportunity to participate in a live Twitter chat during the session. After participating in this session, attendees will have a greater sense of innovative ways to access free professional development for lifelong learning.

6.2 - Student Led Conferencing

Linda Hopping   *Room: Leamington B*

Student-led conferencing is gaining momentum throughout the country as educators begin to understand how this powerful format brings students to the center of the learning process. Students assume responsibility for their learning when they begin to reflect on what they have and have not accomplished, develop goals based on those reflections, and share that information with their parents.

6.3 - Intrinsic vs Extrinsic Motivation

Juan Rodriguez   *Room: Leamington C*

In today's fast-paced world, engaging students is a major challenge for teachers. Oftentimes, it's all about finding the proper motivation. But which type of motivation are we talking about? Intrinsic motivation? Extrinsic motivation? Or perhaps a combination of both? Is there room for both? A student's poor performance is often attributed to a lack of motivation. We often put complex programs or systems in place to get the students to perform better. In an effort to increase the motivation on student achievement, rewards are given. Does this work? What exactly are the effects of rewards on students? Let's find out.

6.4 - Courageous Conversations about Adolescent Suicide

Ruthie Stevenson   *Room: Leamington D*

According to the Centers for Disease Control, suicide is the second leading cause of death among teenagers. However, in too many instances, the suicide crisis among adolescents is not addressed until it happens. Even then, there is often silence. Fortunately, that is not always the case. Some school districts have openly addressed the problem. This session will actively engage institute attendees in courageous conversations and activities to examine what may be described as an epidemic among adolescents.

6.5 - Implementing Blended Learning to Support Differentiated Curriculum

David Hayward   *Room: Leamington E*

Blended learning combines elements of a face-to-face classroom with an online classroom allowing students to have control of when they learn, how quickly they work through the material, and where their learning takes place. This session will explore the role of class work, homework, and the middle level learner who sits before you each day. Participants will experience blended learning models while receiving an extensive list of resources to implement a blended learning teaching environment.