



# Leading for Learning Summit

**June 26-28, 2019**

**Madison Concourse Hotel**

**Madison, Wisconsin**





Welcome to the first annual Leading for Learning Summit, a statewide convening focused upon equity and improved learning outcomes for all students.

In partnership between the Department of Public Instruction and the Wisconsin Association of School District Administrators (WASDA), Association of Wisconsin School Administrators (AWSA), Wisconsin Council of Administrators of Special Services (WCASS) and the Cooperative Educational Service Agencies (CESAs), the Leading for Learning Summit is a component of the newly developed Leading for Learning Series. The Leading for Learning Summit combines the learning and expertise of the former Quality Educator Convention, Data Summit, Innovations in Equity Conference, and the Every Teacher a Leader Summit into one powerful event!

The full Leading for Learning Series will provide a coherent plan of comprehensive and effective, learning opportunities for instructional teams across the state.

Building on this annual Leading for Learning Summit, the four-part [Leading for Learning Series](#) (formerly known as “WOW”) will use a combination of site-based, virtual, and online activities to deliver simultaneous professional development to educator teams at 12 CESA sites statewide.

During this series, participants will engage in deep learning in the following skills:

- Leading for equity;
- Continuous improvement;
- Supporting educator practice;
- Promoting safe, supportive, and rigorous learning environments; and
- Utilizing effective data practices.

During the Summit you will gain understanding and address issues of equity within the framework of the four critical questions that drive the collaboration of a professional learning community (PLC):

1. What do we expect students to learn?
2. How do we know they are learning it?
3. How do we respond when they do not learn?
4. How do we respond when they have already learned?

Thank you for joining us to learn from local educational leaders along with national experts, including Juan Carlos Arauz, Pete Hall and Kristin Souers, and Anthony Muhammad!

Enjoy the Summit.

Jon Bales  
Executive Director, WASDA



# Leading for Learning

## ACHIEVING EDUCATIONAL EQUITY

### PRE-SUMMIT ACTIVITIES

#### Tuesday, June 25:

- 12:00 p.m. Every Teacher a Leader Registration – *Assembly (Invitation Only)*
- 1:00 – 5:00 p.m. Every Teacher a Leader - *Assembly*
- 5:30 – 6:30 p.m. Every Teacher a Leader Dinner - *University*

#### Wednesday, June 26:

- 7:30 a.m. Every Teacher a Leader Breakfast - *Assembly*
- 8:00 a.m. – 12 p.m. Every Teacher a Leader Meeting - *Assembly*
- 7:30 a.m. Institute to Focus on Equity Registration & Breakfast – *Madison/Wisconsin (Invitation Only)*
- 8:30 a.m. – 12 p.m. Institute to Focus on Equity - *Madison/Wisconsin*  
Specific time for federally identified schools and districts to collaborate and work together for equity.  
ESSA: CSI, TSI, ATSI  
IDEA: LEA determinations and/or racial disproportionality in special education identification, discipline, placement.
- 8:00 a.m. Research to Practice Inclusive Communities Registration & Breakfast – *University (Invitation Only)*
- 9:00 a.m. – 12 p.m. Research to Practice Inclusive Communities - *University*  
Debra Ahrens, Inclusive Practices Consultant/Special Education Team, DPI; Rachel Fregien, DPI, and Joseph Kanke, Statewide Coaching Coordinator, CESA 2
- 12:00 – 1:00 p.m. Institute to Focus on Equity Lunch - *Capitol A for buffet but eat in Madison/Wisconsin*
- 12:00 – 1:00 p.m. Research to Practice Inclusive Communities Lunch - *Capitol B*



# Leading for Learning

## ACHIEVING EDUCATIONAL EQUITY

**1:30 – 4:30 p.m. Summit Pre-conference Workshops** *(REGISTRATION REQUIRED)*

### **EE Exchange - *University***

The EE Exchange is designed to provide district, school, and teacher leaders with unique insights and a rich opportunity for planning and growth in their Educator Effectiveness (EE) implementation. Districts will come together to review reports based on their local Wisconsin Educator Development, Support, and Retention (WEDSR) Survey data. District teams will learn about how to interpret the data from the team of researchers from Socially Responsible Evaluation in Education (SREed) at UW-Milwaukee that developed the survey and reports. District teams will also learn about what factors climate and culture factors influence effective EE implementation and vice versa. Additionally, teams will be guided by a facilitator in analyzing the data, self-assessing their EE implementation, setting goals for improving based on the data, and developing strategies to meet those goals.

**Presenters:** **Jacob Hollnagel, Educator Development & Support-Division of Academic Excellence; DPI, Curtis Jones, PhD, Senior Scientist & Director, SREed; and Leon J. Gilman, M.S., Data Analyst, SREed, UW-Milwaukee**

### **Root Cause Analysis: From Student Data to Practices – *Madison (SOLD OUT)***

Designed for school, district or teacher leadership teams, this hands-on session will provide participants with a replicable process to analyze likely root causes for student data problems. Teams will actively participate in and apply a process that connects their student data to possible causal factors in educator practice--often a missing link in informing effective school improvement efforts. During the structured, guided process, teams will collaborate through:

- Building common understanding of the student data problem statement
- Effective brainstorming about hypotheses of practices
- Categorization of practices within an effective system
- Determining the greatest “influencer” practices for leverage
- Finalizing priority root cause hypotheses

For the greatest impact, participants should attend as leadership teams and follow effective team protocols. Teams will also need to document their work in online Google templates, which will be provided.

Outcomes from this session include:

- Replicable step-by-step process
- Teams’ identification of highest likely root causes for their schools’ student data findings
- Recommended next steps in the process

Suggested lists or resources to bring:

- School-wide data findings that demonstrate a critical need for student improvement
- Technology with access to the internet (power strips and extension cords, as needed)

**Presenters:** **WISExplore Team Members Mary Ann Hudziak, CESA #6, and Judy Sargent, CESA #7**

### **Practices Inquiry: Looking into a Mirror - *Wisconsin***

Mirror, mirror on the wall...what are the practices that led to our fall? In this active pre-conference session, school, district or teacher leadership teams will learn a process to conduct a practices inquiry into their most critical student achievement needs. Teams will design an investigation into the professional practices of both teachers and leaders using methods such as classroom walk-throughs, surveys, structured interviews and other data collection approaches. Insight from this exploration will guide teams through the steps to shape an investigation of adult behavior to be carried out upon returning to their school. Guided by the activities during this session, participants will be able to answer these questions:

- How do we clarify the teacher and leadership practices for our focus?
- How do we examine the research to validate contributing practices?
- What questions about our practices will steer our investigation?
- What investigation methods serve to answer our practice questions?
- How will our practices investigation plan be carried out?
- How will the results of our practices inquiry inform our school improvement plans?

For the greatest impact, participants should attend as leadership teams and follow effective team protocols. Teams will also need to document their work in online Google templates, which will be provided.

Outcomes from this session include:

- Identify teacher and leadership practices at the expected level of implementation
- Identify and discuss research to validate identified professional practices
- Develop key questions about practices to investigate
- Begin to design an investigation plan for their school

To prepare, teams should bring:

- Identified critical student achievement need
- Laptop computers

**Presenters: WISExplore Team Members Lisa Arneson, CESA #3, and Jim Lee, CESA #12**

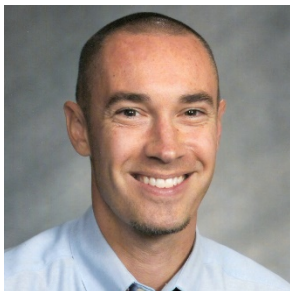
**4:30 – 5:30 p.m.      Reception - *Capitol***

## Thursday, June 27:

7:30 - 8:30 a.m. Breakfast – *Madison/Wisconsin/Capitol*

8:15 – 8:45 a.m. Summit Welcome – *Madison/Wisconsin/Capitol*  
Jon Bales, Executive Director, WASDA  
Carolyn Stanford Taylor, State Superintendent, DPI  
Nehomah Thundercloud, Executive Director, Ho-Chunk Nation Education Department

8:45 – 10:00 a.m. What Does It Really Mean To Be Trauma Invested? Promotion of Resiliency Despite Adversity – *Madison/Wisconsin/Capitol*



Trauma is real, and it is more prevalent than we might believe. In this engaging, relevant, and practical session, learn from childhood trauma expert Kristin Souers and Pete Hall, authors of *Fostering Resilient Learners: Strategies for creating a trauma-sensitive classroom and Relationship, Responsibility, and Regulation: Trauma-invested strategies for fostering resilient learners* about the importance of trauma invested practices in the



community setting. This key note will encourage participants to begin to identify ways they can come together and connect around a common language and common set of practices that can unite community members around implementation of trauma invested practices.

**Presenters: Pete Hall and Kristin Souers**

10:00 –10:15 a.m. Break

10:15 – 11:45 a.m. 8 Breakouts

### The New 3 R's - *University AB*

This presentation will focus on strategies to use with children with known and unknown trauma experiences. The strategies will center around the new 3 R's (Relationship; Responsibility; and Regulation) the focus for Kristin and Pete's new book. Participants will look together at how to address need versus behavior and design strength based intervention for students who are struggling.

**Presenter: Kristin Souers**

### Building Teachers' Capacity For Success - *Madison*

How do we increase student achievement? The research is clear that teacher effectiveness is the #1 determinant of student success. And every teacher, like every child, is unique and has strengths, weaknesses, goals, ambitions, gaps, and special qualities. Learn from award-winning principal and author Pete Hall how to support teachers' growth as reflective practitioners through individualized motivation, personalized feedback, customized coaching, and differentiated supervision. Participants will discuss the application of a strengths-based approach (via the Continuum of Self-Reflection) and get practical tools for drawing the most out of every teacher...one teacher at a time. This session is related to Pete's new book, co-authored by Alisa Simeral, *Creating a culture of reflective practice: Capacity-building for schoolwide success* (ASCD, 2018).

**Presenter: Pete Hall**

### **Leveraging EE Flexibility to Deepen Leadership Impact – *Senate B (First Floor)***

Educator Effectiveness is designed to significantly grow teacher practice and student learning. However, its implementation in many places often renders little growth for all the work. This session will clarify local flexibility that evaluators have within this statewide system to garner much more impact. We also will examine several examples of appropriate EE shifts that Wisconsin school/system leaders have taken in line with this flexibility, which may be a match for your school/system, too. In addition, Katie Rainey (DPI's Director of Educator Development and Support) and Cathy Clarksen (Director of the CESA 6 Center for Professional Practice and Growth) will be on hand to address related questions.

**Presenter: Joe Schroeder, Associate Executive Director, AWSA**

### **Leading a Needs Assessment Process: Data Inquiry Process and a Tool for Continuous Improvement *Assembly (First Floor)***

Effective teams utilize data inquiry that leads to data-informed actions. In this session, participants will learn 1) effective student data inquiry through an equity lens, 2) practices inquiry and 3) improvement planning and how to document their story. Explore the Data Inquiry Journal tool in WISEdash for Districts to document this process. Completion of all three parts of this tool will result in an improvement plan that meets the criteria of ESSA and IDEA. The process can also be used by teachers to develop an SLO/PPG. Ensure you have WISEdash access for full participation.

**Presenters: WISExplore Team Members Mary Ann Hudziak, CESA #6, and Lisa Arneson, CESA #3**

### **The Nuts and Bolts of Working With Integrated Behavioral Health Providers – *Caucus (First Floor)***

Adams Friendship Area School District and Pine Valley Integrated Services will team up to share the details of how they brought two systems together to best meet the needs of students accessing on-site behavioral health services. We will share what we learned along our journey including what worked and what didn't followed by a discussion of how to get this system working smoothly in your district.

**Presenters: Crystal Holmes, Student Services Grant Coordinator; and Alyssa Maloney, Mental Health Coordinator; Adams-Friendship School District; and Amanda Falkers MS, LPC, SAC-IT**

### **Leading Through Self-Awareness – *University CD***

Leading for equity is heart work. A critical part of the role of leaders in maintaining equitable learning environments for all students begins by understanding who they are. This consciousness supports leaders to recognize their biases, understand how lived experiences shaped these biases, and identify how they impact interactions and decisions. With this level of self-awareness leaders can model vulnerability and support staff to increase self-awareness and examine personal biases. The self-aware leader creates conditions and uses processes that cultivate trust and foster internal accountability among staff. Effective leaders place priority on supporting staff to meet their needs as human beings and creates avenues for staff to contribute meaningfully to the change process. Leading for equity requires responding - not reacting - to bias-based language and behaviors in the moment that calls out bias while modeling a growth-oriented approach that engages rather than shuts down others. Leaders identify and remove systemic factors contributing to inequity. In this session, participants will 1) examine their own identity as a leader, 2) gain strategies to create conditions and use processes to support self-awareness among staff, 3) practice responding to bias in the moment, and 4) increase understanding of key points of intervention to address systemic inequity.

**Presenters: Roderick "Rudy" Bankston, Restorative Justice Practitioner; and Mara McGlynn, Restorative Justice Practitioner and Social Worker**

### **The Guide for White Women Who Teach Black Boys – *Senate A (First Floor)***

This workshop will introduce The Guide for White Women Who Teach Black Boys. The Guide was created to support white teachers in their search for opportunities of personal growth as educators and the academic achievement of their black male students. Using sections of the Guide and video throughout the workshop, engage in concentrated, focused inquiry about relationships with black male students and the impact of race and racism on those relationships. Raise specific questions among participants and share responses. Close by setting short-term and long-term goals in a personal and professional action plan.

**Presenter: Eddie Moore Jr., The Privilege Institute**

### **Cultural Humility: Moving Beyond Cultural Competence to Advance Equity & Social Justice**

#### ***Parlor 629 (Sixth floor)***

Cultural competence has long been known as the cornerstone for diversity awareness and cross-cultural communication. But its flaws and limitations point to a paradigm shift toward cultural humility, a framework for advancing equity and social justice by intentionally living at the crossroads of who we are, how others see us, and where power positions us within a system. On a small scale, cultural humility can enhance communication, foster trust, deepen connections, and improve outcomes when interacting across difference. In the bigger picture, it's a process that can radically transform organizations. In this experiential workshop, participants will engage in self-work, gain a deeper understanding of individual and group membership, and practice cultural humility along the way.

**Presenter: Amanda Goodenough, Director of Campus Climate, Division of Diversity & Inclusion, UW-La Crosse**

**11:45 – 12:00 p.m. Break**

**12:00 – 1:00 p.m. Lunch – *Madison/Wisconsin/Capitol***

**1:00 – 1:15 p.m. Break**

**1:15 – 2:45 p.m. 8 Breakouts**

### **Equity in Action: How To Navigate The Spaces When “They Don’t Get It” – *University AB***

This session is designed for educators ready to engage in strategies that focus on dismantling systemic oppression. Many of us attend conferences with racial battle fatigue as a result of taking on both institutional and individual micro & macro aggression, as well as for others who resist the necessary work for a more social just environment. Our motto: Don’t let your passion overcome your purpose. Participants will explore how to navigate their communities in a sustainable approach. While oppression manifests uniquely in each community, do not mistaken that oppression is interconnected globally. This means that our liberation is in the global connections we make. What if we then could co-create a language for our liberation? Equity in Action is a session designed to provide participants tools to be critically self-reflective, assess for brilliance, and generate 100% engagement, as well as an accountability work plan to ensure implementation occurs - To walk our walk! Let us not feel guilty for our privilege, rather use our privilege in having this awesome responsibility.

**Presenters: Dr. JuanCarlos Arauz, Executive Director, E3: Education, Excellence & Equity; and Aiyana Machado E3 Warrior Facilitator**



### **Conversations That Cultivate Reflection and Leverage Improvement - *Madison***

This session will prompt participants to consider how they respond and approach difficult conversations about instructional practice, adult dispositions, and reluctance to feedback. Whether you're an administrator, a classroom teacher or instructional coach, this session allows you to consider and practice the approaches you take with people who may not be reflective, tend to dismiss feedback, think differently than you or are simply defensive. Leave with some coaching stems that can be used immediately.

**Presenter: Tammy Gibbons, Director of Professional Development & Information, AWSA**

### **Data Accuracy, Accountability and Inquiry: What's the Connection? – *University CD***

How accurate is your school's data when used for accountability? Accountability reports use the data each district submits in various snapshots taken throughout the year. Do you have a system in place to validate the data submitted to the DPI? In this session, several tools and resources will be showcased to help district leaders be proactive about data accuracy, including the WISEdash snapshot tools. Learn how to use these tools to check for accuracy in state and federal reporting, clean up local data, as well as find opportunities for focus on equity and improvement.

**Presenters: WISExplore Team Members Jim Lee, CESA #12, and Judy Sargent, CESA #7**

### **College and Career Ready IEPs: Improving Outcomes for Students Aged 3 through 21 – *Caucus (First Floor)***

Students at every age must have a well-developed IEP to ensure they are able to access, engage, and make progress in grade level curriculum, instruction, and environments. DPI's College and Career Ready IEP framework is built upon a student's strengths and address needs that arise from the student's disability, are aligned with grade-level content standards, and reflect a clear linkage between individual needs, ambitious and achievable goals, and IEP services. This presentation will provide an overview of DPI's CCR IEP guidance, legal requirements to ensure a Free and Appropriate Public Education, examples from schools on how they have changed IEP conversations to focus on student needs and outcomes, and connecting special education compliance with results for students with disabilities.

**Presenters: Scott Brown, Jessica Nichols, and Andrea Bertone, DPI**

### **Leading Through Self-Awareness – *Senate B (First Floor)***

Leading for equity is heart work. A critical part of the role of leaders in maintaining equitable learning environments for all students begins by understanding who they are. This consciousness supports leaders to recognize their biases, understand how lived experiences shaped these biases, and identify how they impact interactions and decisions. With this level of self-awareness leaders can model vulnerability and support staff to increase self-awareness and examine personal biases. The self-aware leader creates conditions and uses processes that cultivate trust and foster internal accountability among staff. Effective leaders place priority on supporting staff to meet their needs as human beings and creates avenues for staff to contribute meaningfully to the change process. Leading for equity requires responding - not reacting - to bias-based language and behaviors in the moment that calls out bias while modeling a growth-oriented approach that engages rather than shuts down others. Leaders identify and remove systemic factors contributing to inequity. In this session, participants will 1) examine their own identity as a leader, 2) gain strategies to create conditions and use processes to support self-awareness among staff, 3) practice responding to bias in the moment, and 4) increase understanding of key points of intervention to address systemic inequity.

**Presenters: Roderick "Rudy" Bankston, Restorative Justice Practitioner; and Mara McGlynn, Restorative Justice Practitioner and Social Worker**

### **American Indian Education in Wisconsin – *Senate A (First Floor)***

The presentation will provide participants with the learning opportunities to build their knowledge and skills of American Indian studies and education that will assist them in working with Native students, families, communities, and nations in Wisconsin. Having an understanding of the educational experiences and perspectives of American Indian students their families and communities has profound implications for classroom, schools, and district policies and instructional methodology when transforming systems to educate all Native students in urban, rural, and suburban settings. In addition, the presentation will explore implementing best practices and education strategies for educators in working to support Native students. The presentation is also designed to deepen participants' understanding around the American Indian student's achievement in Wisconsin and ways for improving student outcomes academically while using data analysis and decision making to improve results and outcomes for students. Participants will further explore effective teaching and learning strategies that have a positive learning impact in their work with American Indian students. They will also have an opportunity to examine how history, culture, and language can impact student achievement, school climate, and student, family and community engagement. Additionally, participants will learn to recognize the inequities that play out in schools and collaborate to find effective ways to create more equitable institutions that serve all students in all education settings. As a result of attending this presentation, participants will: 1) gain an understanding of the unique circumstances facing Native people and communities in society; 2) examine how societal patterns and experiences for American Indian students plays out in their education; and 3) receive useful classroom strategies for culturally responsive practices that can be implemented into practice.

**Presenters: David O'Connor, American Indian Studies Consultant, Content and Learning Team, DPI; and Rachel Byington, Doctoral Candidate, Civil Society and Community Research, School of Human Ecology, UW-Madison**

### **Shifting the Paradigm: Learner-Centered Approaches to Inclusive Environments – *Assembly (First Floor)***

In this session, participants will be introduced to the Inclusive Learning Communities Practice Profile (ILC-PP). The ILC-PP serves as a starting point for practitioners to examine their practice from a learner-centered perspective as a way to implement change at a classroom and school level. The ILC-PP describes the essential attributes of a learning environment which is inclusive of each and every learner.

**Presenters: Debra Ahrens, Inclusive Practices Consultant/Special Education Team, DPI, and Katharine Kramer, Ed.D, Carroll University**

### **The Guide for White Women Who Teach Black Boys – *Parlor 629 (Sixth Floor)***

This workshop will introduce The Guide for White Women Who Teach Black Boys. The Guide was created to support white teachers in their search for opportunities of personal growth as educators and the academic achievement of their black male students. Using sections of the Guide and video throughout the workshop, engage in concentrated, focused inquiry about relationships with black male students and the impact of race and racism on those relationships. Raise specific questions among participants and share responses. Close by setting short-term and long-term goals in a personal and professional action plan.

**Presenter: Eddie Moore Jr., The Privilege Institute**

**2:45 – 3:00 p.m.      Break**

**3:00 – 4:15 p.m.      The Invisible Line that Divides & Unites Us: Racial Equity as a 21st Century Standard**  
*Madison/Wisconsin/Capitol*



Can you imagine living with the label, “most likely to fail?” Why would a person carrying the weight of such a label want to engage? Can you imagine being burdened with the expectation “You can never fail?” Why would a person living with this burden wish to take any risks? These questions present all of us with the opportunity to ask how can we redefine educational excellence?

“Cultural Resilience” is what we call the competencies (inner strengths) acquired through diverse life experiences that often come from a difficult environment. We propose that these lived experiences develop skills/competencies that have enabled people to survive these hardships or struggles. Our educational system does not have a leak- it is broken! It is broken because we do not have tools that are focused on the strengths, resilience and brilliance that our students already bring into the classroom. Dr. Ladson-Billings states there is not an educational achievement gap, but rather- an educational debt- owed to society. The reality we face is that we must redefine educational excellence where every student- regardless of starting point- is engaged and expected to thrive in a culture of academic success. What if we had a strengths-based approach and had the key to translate those strengths into success in the classroom and the workplace? This workshop explores how to critically shift our perceptions in a culturally competent manner around skills that are needed for students to be successful in the 21st Century!

**Presenter: Dr. Juan Carlos Arauz, Executive Director, E3: Education, Excellence & Equity**

**5:00 – 6:00 p.m.      Reception – *Madison/Wisconsin/Capitol***

**Friday, June 28:**

**7:00 – 8:00 a.m.      Breakfast – *Madison/Wisconsin/Capitol***

**8:00 – 9:15 a.m.      Leadership Matters: Moving Beyond “PLC Lite” and Nurturing Full Commitment**  
*Madison/Wisconsin/Capitol*



Thirty years ago, the first book on PLC at Work was published by Richard DuFour and Robert Eaker. The PLC at Work model has been celebrated and validated as the most promising way to improve student learning, yet so many schools remain stalled at the beginning stages of implementation. Why does this reality of “PLC Lite” still plague our profession twenty years later? Without exception, the schools that use this model to transform their practice have one thing in common; effective leadership. This keynote will explore the keys to effectively transitioning a school or district into a model PLC.

*Learning Outcomes:*

- Participants will understand the leadership challenges and lessons learned from twenty years of PLC practice
- Participants will learn the difference between leadership behaviors that undermine and promote the purpose of a PLC
- Participants will learn practical strategies that will improve their ability to lead others through the change process and build consensus

**Presenter: Anthony Muhammad**

**9:15 – 9:45 a.m. Break**

**9:45 – 10:45 a.m. 8 Breakouts**

### **Transforming School Culture - *Madison***

This presentation will address the issue of conflicting agendas within schools. A high performing school has a very clear purpose; high levels of learning for all students. We will examine the barriers to aligning individual agendas with the organization's agenda, and what ALL parties must do to develop the synergy necessary to guarantee learning. We will examine the theoretical framework developed by Anthony Muhammad in the book *Transforming School Culture: How to Overcome Staff Division*, 2nd Edition (2018) as the basis for developing a collaborative culture.

#### *Learning Outcomes:*

- Learn how staff division develops and how we can prevent it
- Learn strategies that heal old social and professional wounds
- Learn how to create an environment where every professional can thrive

**Presenter: Anthony Muhammad**

### **Materials Matter: The Connection Between Curriculum, Instructional Materials, And Equity For All Students *University CD***

In this session, you will learn the connection between curriculum, instructional materials, and equity for all students. You will hear members of the New Glarus School District share how their data led them to adopt new instructional materials in literacy and math, the process they used to select and adopt materials, how they are implementing materials that provide access and equity for all students, and how teachers have been involved every step of the way to ensure a guaranteed and viable curriculum. You will walk away with resources and tools you can use to review instructional materials both for alignment to standards and for equity, a process you could use or modify to select instructional materials, and resources and tools that support a 3-5 year implementation plan.

**Presenters: Laura Adams, DPI Literacy Consultant; and Jennifer Thayer, Supt., Laura Eicher, Elementary Principal; Jill Scheibel, Instructional Coach; Anthony Edge, Teacher; Sally Nealis, Teacher; Rebecca Kuhl, Teacher; Brenda Bright, Teacher; Jodi McGraw, Teacher; and Diane Roska, Teacher; New Glarus**

### **Every Teacher a Leader Summit – *Senate A (First Floor)***

The Wisconsin Every Teacher a Leader Summit is a place for educators to bring a problem of practice, develop an actionable plan to address that problem, and meet others who can help along the way. Each team will work with a matched Critical Friend who will help create a plan to move forward toward resolution of the problem. The Summit isn't your typical education conference – educators will be guided through a change protocol and given time to work on and walk away with an actionable plan that leads to real results in schools! Come and hear how this Summit has helped develop systems and structures that support teacher leadership in WI school districts.

**Presenter: Amy Traynor, Teacher Leader, Every Teacher a Leader Project**

## **Are Student Grades Valid and Reliable Data? An Examination of College & Career Readiness**

### ***Caucus (First Floor)***

Do your student grades align with college/career readiness data? While discussions about grading practices are often lively, there is no denying that student grades do not always align with assessment measures. Have you heard confused parents questioning why their child received a 15 on ACT, while receiving A's in all courses, or a valedictorian having to take remedial courses despite a high GPA? Or even a student earning a 28 on ACT while getting Ds/Fs? How can data inquiry reveal potential misalignment and inequities? Using WISEdash, participants will use cohorting to examine CCREWS, ACT, Aspire, and roster data.

**Presenters: WISExplore Team Members Jim Lee, CESA #12, and Lisa Arneson, CESA #3**

### **Improving Life and Educational Outcomes for Wisconsin's Young Men of Color – *Parlor 629 (Sixth Floor)***

Derute Consulting Cooperative with Milwaukee Public Schools' Black & Latino Male Achievement (BLMA) Department will present a session on the vision, mission, priorities and strategies of BLMA in Milwaukee, WI. Session will include an overview of supports Derute provides Milwaukee area schools, schools districts and DPI to help improve equity outcomes and will emphasize how education leaders can connect to national efforts and resources and work with community and government partners to establish school, district and state-level supports for young males of color.

**Presenters: Jeff Roman, Member, Derute Consulting Cooperative; and LaNelle Ramey, Director, Department of Black & Latino Male Achievement; and Paul Moga, Program Coordinator, Department of Black & Latino Male Achievement, Milwaukee Public Schools**

### **Become WISEdash Savvy – *Senate B (First Floor)***

The DPI provides Wisconsin public schools a free data tool: WISEdash for Districts. How are you using this tool? WISEdash for Districts presents achievement, engagement and early warning data in easy-to-navigate layered dashboards with continuous updates and enhancements. This guided hands-on session is designed for novice users or those who have only scratched the surface. Use WISEdash to filter, export, and drill-down into student data for maximum effectiveness to examine achievement gaps and other equity concerns. Ensure you have access to WISEdash for Districts (laptop computers are recommended).

**Presenters: WISExplore Team Members Mary Ann Hudziak, CESA #6, and Judy Sargent, CESA #7**

### **Cultural Resilience: Catapulting The Brilliance In Every Student – *University AB***

As our indigenous ancestors shared: we teach what we have to learn. This session is a collaborative process of naming & sharing our collective history in order to engage with students. "Cultural Resiliency" is what we call the competencies (inner strengths) acquired through diverse life experiences that often come from one's environment. Discover how these competencies – critical analysis, adaptability, cross-cultural communication, and innovation – reflect and honor the wisdom of our student's lived experiences and create new, innovative standards and frameworks for educational equity and excellence. We invite you to discover how many of our most disfavored students have developed these skills through their lived experiences. We propose that these lived experiences develop competencies that can be code-switched into skills that are essential to be successful in academia and the workplace.

This session should particularly benefit those who work directly with students or whose responsibility is to evaluate others. By reflecting back to students how they have developed skills that *are transferable to school*, we honor the wisdom of our student's lived experiences. Therefore, creating new, innovative standards and frameworks for educational equity and excellence.

**Presenters: Dr. JuanCarlos Arauz, Executive Director, E3: Education, Excellence & Equity; and Aiyana Machado E3 Warrior Facilitator**

### **We ARE or We DO? Monitoring Impact of Professional Learning Communities – *Assembly (First Floor)***

Cultivating teams who recognize their complementary skills and experiences will always exceed the goals of individual efforts. Teams are more effective in problem solving and drive internal accountability but schools need to believe they ARE a PLC, not we DO PLC's as if it's a task to complete. Leading a school to embrace and operate as a professional learning community is an important element of leadership. This session will share some practical strategies for moving the needle using collaborative teams.

**Presenter: Tammy Gibbons, Director of Professional Development & Information, AWSA**

**10:45 – 11:00 a.m. Break**

**11:00 – 12:00 p.m. 8 Breakouts**

### **Restorative Practices Implementation – *Assembly (First Floor)***

This session will include an overview of Restorative Practices in Milwaukee Public Schools, a school-wide implementation plan based on implementation science, and lessons learned through the Project AWARE grant when implementing Restorative Practices at the high school level. Time will be devoted for participants to reflect and assess their current level of implementation and steps needed to move forward.

**Presenters: Moriah Weingrod, Restorative Practices Coach, Project AWARE; and Amanda Coyle, Project AWARE Coach; Milwaukee**

### **Listening to OUR Stories: How Latinos Survive and Thrive in Rural and Urban Wisconsin *Parlor 629 (Sixth Floor)***

This presentation highlights findings from “Latino Wisconsin: Needs Assessment and Family Integration,” a study of how Latino families are integrating into local communities across the state. We will discuss challenges faced by this population, the demographic shift Wisconsin is currently undergoing, and discuss how this shift is transforming local and state cultural, economic and political landscapes. A parallel and interwoven topic is researcher positionality, community based participatory research and its application, and how research can be used as a tool to help address equity challenges for public and private institutions. Ample time for dialogue and questions is built-in to this presentation.

**Presenter: Armando Ibarra, Associate Professor/Director/Consultant, Disproportionately Technical Assistance Network, UW-Madison**

### **The Data Disconnect between Classroom Tasks and Standards - *Madison***

How do you know if all students are engaged in expected grade-level work resulting in proficiency? Recent research reveals that “Students spent more than 500 hours per school year on assignments that weren't appropriate for their grade and with instruction that didn't ask enough of them ...” (TNTP, 2018). This session examines various data practices and tools that will inform school leaders whether expectations, instruction, assignments, and learning align with grade-level standards. As a result of this session, participants will be ready to plan an alignment investigation in their school.

**Presenters: WISExplore Team Members Jim Lee, CESA #12, and Lisa Arneson, CESA #3**

### **Co-Teaching: Using Collaboration to Support Inclusive Environments – *University CD***

For twenty years research has clearly supported inclusive environments as a predictor of learner success, especially for students identified as eligible for extra support and specially designed instruction. Come learn how co-teaching is an effective delivery model within a system of equity and inclusion.

**Presenter: Tracy Elger, Director of Integrated Programs and Services, CESA 2**

### **Improving Life and Educational Outcomes for Wisconsin’s Young Men of Color – *Senate B (First Floor)***

Derute Consulting Cooperative with Milwaukee Public Schools' Black & Latino Male Achievement (BLMA) Department will present a session on the vision, mission, priorities and strategies of BLMA in Milwaukee, WI. Session will include an overview of supports Derute provides Milwaukee area schools, schools districts and DPI to help improve equity outcomes and will emphasize how education leaders can connect to national efforts and resources and work with community and government partners to establish school, district and state-level supports for young males of color.

**Presenters: Jeff Roman, Member, Derute Consulting Cooperative; and LaNelle Ramey, Director, Department of Black & Latino Male Achievement; and Paul Moga, Program Coordinator, Department of Black & Latino Male Achievement, Milwaukee Public Schools**

### **Strong Beginnings: Comprehensive Induction as an Evidence-Based Strategy to Address Equity *Senate A (First Floor)***

This session is designed to support leaders as they plan and implement a comprehensive induction program. Teacher mobility and turnover compound the urgent need to provide a rich and stable school experience for the most underserved students. Consider how an induction program can attract, support and accelerate the development of, and retain new educators, as well as improve outcomes for ALL students.

**Presenters: Heather Lott, Chair of Dane County New Teacher Project; Lynee Tourdot, CESA 2, Education Consultant; and Kris Joannes, WI Center for Education Research, Sr. Outreach Specialist**

### **Leveraging Learning-Centered Educator Evaluation – *Caucus (First Floor)***

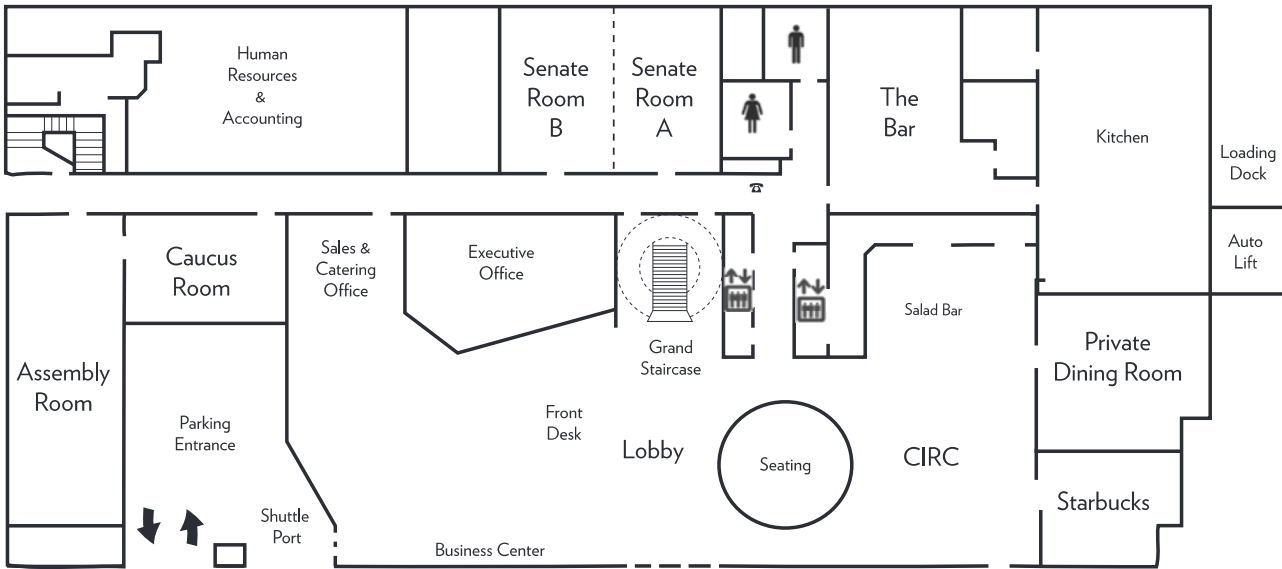
Learning-Centered Educator Evaluation represents a promising way to leverage the Educator Effectiveness System to support improvement within and across schools and districts. Five principles characterize learning-centered evaluation:

- 1) a context of trust encourages risk-taking and learning from mistakes;
- 2) a common model of effective practice centers conversations about teaching and informs professional learning within and outside the evaluation context;
- 3) educator-developed goals frame the evaluation process and are regularly referenced;
- 4) cycles of continuous improvement are guided by specific and timely feedback to drive practice; and
- 5) evaluation practices are integrated with other school and district improvement strategies.

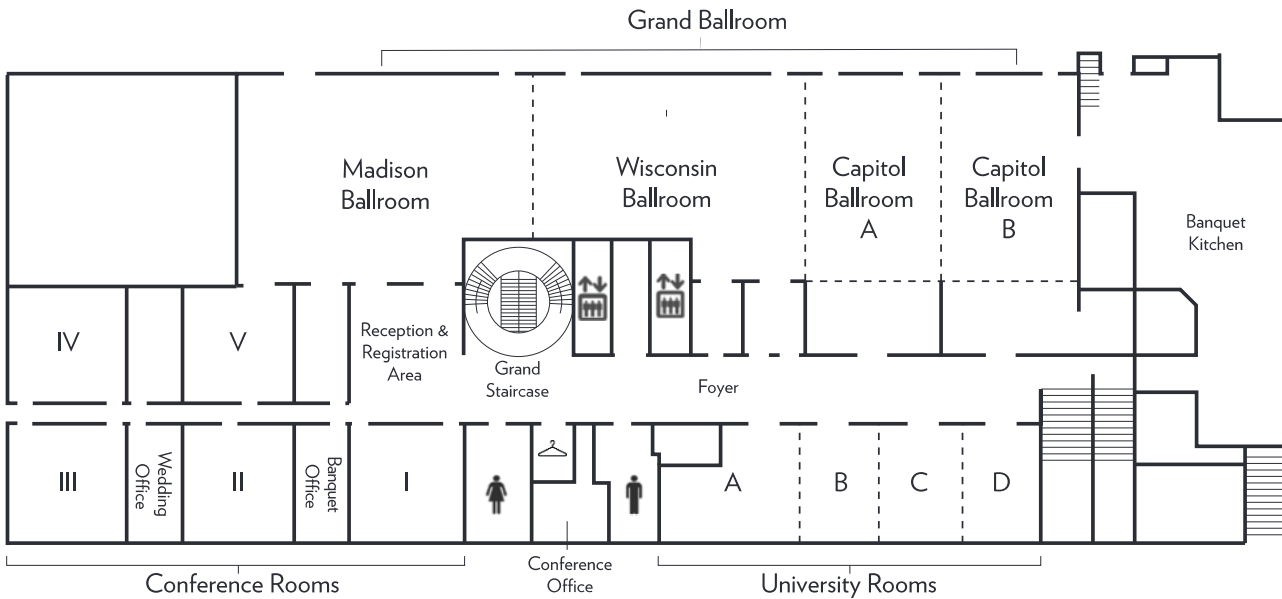
In this session, district leaders will join a UW-Madison researcher to share what they have learned through a 2-year study on Learning-Centered Evaluation and engage participants in collaborative workshop-style discussion on ways to maximize the EE system for growth purposes. Following an overview of the key findings, leaders from the study districts will be available at tables to share more about how their districts address one or more of the 5 principles and engage with session participants in problem solving around the topics.

**Presenters: Steven Kimball-UW-Madison; Jennifer Butzler, Principal, Cashton School District; Patricia Deklotz, Ph.D., Superintendent, Kettle Moraine School District; Lori Mueller, Ph.D., District Administrator, Baraboo School District; Chris Nyman, Professional Learning Coordinator, Wausau School District; and Andrea Sheridan, Director of Teaching, Learning, and Leadership Integration, Wausau School District**

# 1st Floor



# 2nd Floor



**THE**  
**MADISON CONCOURSE**  
**HOTEL**  
 AND GOVERNOR'S CLUB



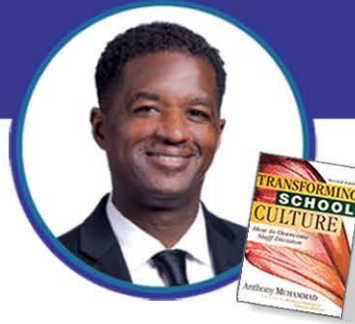
# FREE Professional Development for Your District!



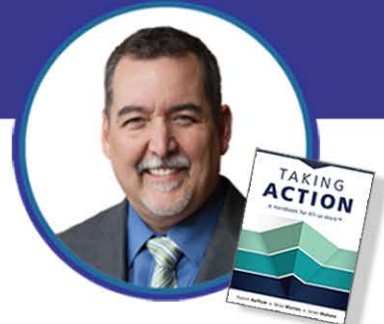
**Chris Jakicic**  
*Make it Happen*  
Aug 22 or 23



**Angela Freese**  
*Design in Five*  
Oct 15 or 16



**Anthony Muhammad**  
*Transforming School Culture*  
Jan 16 or 17



**Mike Mattos**  
*Taking Action*  
Apr 16 or 17

## 2019-20 **Leading for Learning Series** ACHIEVING EDUCATIONAL EQUITY

Gather your leadership team\* and join us as we launch a 3-year, deep-dive into equity-based school improvement. The 2019-20 Leading for Learning Series (formerly WOW) features a sequence of four high-quality, **FREE** professional development events and includes four books for each and every participant! Events are designed to strengthen PLC practices/processes and tailored to meet local needs. School-based leadership teams will experience sustained learning across the school year, gaining powerful tools and practical tips as they develop the expertise to:



**Luis Cruz**  
*Building Your Guiding Coalition*  
(Video resource to be made available to all teams)

- Develop a Healthy School Culture
- Ensure a Guaranteed and Viable Curriculum
- Build Rigorous Learning Expectations
- Utilize Team-Created Assessment Strategies
- Design Multi-Tiered Systems of Support
- Provide Coaching Support for PLC Teams

### Register Today!

Contact your local CESA for additional information and to register your team.  
All team members must register individually.

**Registration for all events closes Aug 26, 2019.**

\* Recommended team composition: 4-12 teacher leaders and building/district administrators working side by side to improve academic outcomes for all students.

**Leadership Development: Evidence Based Approach – *University AB***

The presentation will outline a guide for selecting evidence based improvement strategies for principal and teacher growth. Specifically, participants will hear strategies and practices in coaching and growth development for all teachers to become effective teachers, particularly these working with historically marginalized students (e.g., students of color, students from low income homes, students with IEPs, and English language learners). This session will discuss evidence based models that have been proven effective in addressing equity and providing teachers the tools necessary to become effective teachers in an attempt to address the achievement gaps.

**Presenters: Rachael Bergstrom, Assistant Director, and Abdallah Bendada, Education Consultant, DPI**

**12:00 p.m. Summit Adjourns**

**BE SURE TO STOP BY TO VISIT  
WITH BUSINESS REGISTRANTS**

*Edficiency*

*Forecast5 Analytics, Inc.*

*FranklinCovey Education - Leader in Me*

*Grand Canyon University*

*Houghton Mifflin Harcourt*

*Istation*

*Mathematics Institute of Wisconsin*

*NWEA*

*Renaissance Learning*

*Starting Point*

*Viterbo University*

*Vocabulary.com*

*Thank you for your support!*