Wednesday, November 2

Welcome
Mike Thompson

Keynote Address (12:00 p.m. – 1:50 p.m.)

Social Justice and Equity in Education

Location: Room B

Presenter: Courtney Bauder

This keynote presentation will offer an opportunity for the conference participants to consider the differences between equality and equity and learn about the importance of social justice in education in the 21st Century. Participants will be challenged to ensure that they are providing the best and most responsive education to all of their students.

Sectional Session #1 (2:05 p.m. – 3:20 p.m.)

Implementation Science: Sustaining Innovation Over Time

Location: Room 5A/B

Presenter: Heidi Walter

Implementation is not an event, but a process involving multiple decisions, actions, and corrections designed to make full and effective use of innovations. When we pay attention to implementation stages and drivers we can increase the likelihood of moving successfully through stages, and prepare for the activities and challenges that we will face in the next stage. This session will focus on the three core elements that are threaded through each stage of implementation: building and using implementation teams, using data and feedback loops, and developing a sustainable implementation infrastructure. These components are needed to develop, improve and sustain teachers' and staff ability to implement an intervention as intended as well as create an enabling context for the new ways of work. The purpose of this session is to help you quickly assess what degree you have control and responsibility over these components in your system, and then develop action plans to improve the quality, access and integration of an innovation.

Academic Parent-Teacher Teams Panel: What We've Learned about Family Engagement

Location: Room A3

Facilitator: Aundrea Worthing
Panel Participants: Lincoln Elementary, Appleton; Riverside Elementary, Fond du Lac; Butte Des Morts Elementary, Menasha

Ten Wisconsin Focus Schools received a DPI grant in 2015-16 to implement Academic Parent-Teacher Teams (APTTs), a research and evidence-based model that uses family engagement as an instructional strategy to increase student achievement. Teachers share student data with parents and coach parents to become engaged, knowledgeable members of the academic team. Hear from leadership team members at three Cohort 1 APTT schools how this innovative, systemic approach has improved parent-teacher relationships and student learning, and has helped create a culture of collaboration around student academic goals during the first year of APTT implementation.

Wisconsin's Work to Create Trauma-Sensitive Schools

Location: Room A1/A2

Presenters: Katelyn De Bruin, Nic Dibble, April Nelson

Wisconsin has become a national leader in the development of resources to help schools incorporate trauma-sensitive practices. This presentation will:
   1) describe how efforts to create a trauma-sensitive school complement PBIS and other school-wide approaches to improving student behavior, and
   2) share resources that are universally available to support students who have been impacted by trauma.

Presenters from Stockbridge Elementary School in Kenosha, are working with Nic Dibble to join trauma sensitive school practices with PBIS in a school model.

Approaches to Practices Data Inquiry

Location: Room A4

Presenters: Regina Navejar, Judy Sargent

Does your school improvement team collect student outcome data and then struggle to make it actionable? Are your brainstormed school improvement action steps getting your school the results you want? Attend this session and learn about the WISExplore team's practices data inquiry process, a purposeful approach toward uncovering root causes in practices that will move your team forward in planning and monitoring the impact of improvement strategies. Hamilton High School will illustrate the process, demonstrating how practices inquiry advanced their school's progress. The session includes reflective time for note-taking and team discussion.

A Model to Guide the Journey Toward Culturally Responsive Practices

Location: Room 7

Presenters: Kathy Myles, Kathy Ryder

What are culturally responsive practices in a multi-level system of support? What action steps can educators take, personally and professionally, toward developing cultural responsiveness? Why does this work? In this interactive session, participants will engage with Wisconsin's model of culturally responsive practices, a pathway to guide individuals and schools on personal and professional journeys. Participants will learn about the "will, fill, skill" of this head, hands, and heart approach; identify statewide resources that support this journey; and walk away with ideas/tools for using the model for personal growth and system change.

Thursday, November 3

Keynote Address (8:30 a.m. – 10:00 a.m.)

Student Homelessness and the Everyday "BEETZ" of Top Organizations

Location: Room B

Presenter: Dr. Peter Miller

This session will examine trends in homelessness in Wisconsin schools and highlight the practices of schools and community organizations that creatively and efficiently serve students. Dr. Miller has created an operable set of principles that school leaders can use to guide and analyze their schools' engagement of poverty and homelessness. These characteristics: brokering, embeddedness, experimentation, targeting of high doses, and zeal in all practice – are the bedrocks of the *everyday BEETZ* model of school improvement. The lessons learned apply not only to those who serve the homeless, but to all who serve students who are most at risk.

Sectional Session #2 (10:15 a.m. – 11:30 a.m.)

Formative Assessment and Growth Mindset

Location: Room A4

Presenter: Marci Glaus

The purpose of this presentation is to revisit the role of formative assessment in daily classroom instruction to answer "what comes next" for student learning with a focus on a growth mindset. Participants will work through principles of a growth mindset and examine how it is cultivated through feedback to develop learners' identities as literate people.

Introduction to the Wisconsin School Mental Health Framework

Location: Room 7

Presenter: Beth Herman

In an effort to address the mental health needs of all students the Wisconsin School Mental Health Framework was developed and made available to schools across the state in 2016. The Framework provides strategies and tools on a continuum from high level emotional wellbeing to significant mental health challenges. This continuum of supports includes universal strategies for all students, selected strategies for students at risk of or with mild mental health challenges and intensive ongoing strategies for students needing the most support. This session will introduce participants to the Mental Health Framework and provide a starting point for schools wanting to better meet the mental health needs of their students

Five Questions To Improve School Response to Poverty and Risk

Location: Room A1/A2

Presenter: Dr. Peter Miller

Drawing upon the "BEETZ" model (Brokering, Embeddedness, Experimentation, Targeting of high doses, and Zeal in all practice), participants will discuss and reflect upon five specific questions that will challenge them to reconsider and improve everyday routines, relationships, and conditions in their organizations.

Promoting Excellence for All (PEFA) eCourse

Location: Room A3

Presenter: Dr. Chrishirella Warthen-Sutton

One of Wisconsin's greatest strengths is the growing diversity of its communities, workplaces, and schools. As Wisconsin's student population becomes increasingly diverse, the persistence of racial disparities in the educational system poses real challenges to opportunity and economic progress. PEFA is an initiative that prioritizes closing racial achievement gaps. The eCourse builds on the work of Wisconsin teachers, principals and superintendents who developed the Promoting Excellence for All strategies. It is designed to deepen the understanding of how existing beliefs, performance data and instructional strategies impact educators' teaching, educational leadership, and school improvement planning. In this interactive session, participants will acquaint themselves with the core modules of the eCourse by engaging in discussions, reflections and activities.
Please bring your computer for an enlightening experience!

Using "Sensemaking" Professional Development to Advance Equity and Improvement

Location: Room 5A/B

Presenter: Dr. Decoteau Irby

Drago-Severson (2009) defines developmental capacities as the "cognitive, affective, interpersonal, and intrapersonal capacities that enable leaders and teachers to better manage the increasing complexities of leadership, teaching, learning, and life that characterize 21st Century life". Among the structures for leaders to consider when engaging this development is "holding environments" (Kahn, 2001), which provide opportunities for teachers to make sense of their experiences while challenging them to grow as professionals.

This session explores approaches to structuring sense-making holding environments. Specifically, the importance of (a) diverse data-types, (b) directed group learning tasks, and (c) established reflective learning routines. Collectively, these conditions lay the groundwork for increasing developmental capacities to engage in multi-framed, race-conscious, and data-informed conversations that lead to improved leadership, and teaching, and learning practice that meet the academic and socio-emotional needs of children of color.