

# ILASCD Lead & Learn 17 MPC Midwest Principals' Center



October 25-26, 2017  
Roosevelt University  
Schaumburg Campus  
8:00 a.m.-4:00 p.m.

**Wednesday, October 25 • Keynote – 8:30 a.m. - 9:30 a.m.**  
**Deb Delisle**

## **“Educating the Whole Child in the 21<sup>st</sup> Century World”**

Deb Delisle, ASCD Executive Director presents a topic to be announced. During Deb’s 40-year career in education, she has served as a teacher, gifted education specialist, curriculum director, elementary school principal, district associate superintendent, superintendent, state superintendent, and university instructor. She was nominated as the U.S. Assistant Secretary of Elementary and Secondary Education by President Obama in January 2012, confirmed by the U.S. Senate on April 27, 2012, and served in that position until 2015. As an assistant secretary of education, she played a pivotal role in policy and management issues affecting preK, elementary, and secondary education for the U.S. Department of Education and oversaw 86 programs with a portfolio of almost 26 billion dollars. Delisle coordinated and recommended policy for programs designed to assist state and local education agencies in improving the achievement of preschool, elementary, and secondary school students.

## **Session B – 9:45 a.m. - 10:45 a.m.**

### **B1 – Managing Conflict: Strategies for Administrative and Teacher Leaders**

End workplace conflicts and the negativity, low morale, and decline in productivity they cause. Learn about the factors that contribute to conflict and power struggles. Examine how to assess how serious situations are or might become. Discover ways to enhance your leadership credibility and strengthen relationships throughout your school.

**Presenter: Bobb Darnell, Achievement Strategies • Room: tba**  
**Strand: Transformational Leadership**



## **B2 – Midwest Principals present: Developing the Maker Mindset**

The Winnetka Public Schools are deeply rooted in the traditions of Progressive Education. Learn about their journey to create engaging activities geared toward K-8 students that demonstrate what it means to be Progressive in the 21st Century. Participants will experience, first hand, the power of the maker culture and be offered insight on how to cultivate this maker culture and the many benefits that have resulted.

**Presenter: Maureen Chertow Miller, Director of Technology-Winnetka Public School D36**

## **B3 – Jim Bellanca presents:**

### **B4 – Unlocking History Using Primary Sources**

Instead of telling students about history, let them experience it through the eyes of those who were there. Primary source documents have become increasingly important in today's classrooms with the adoption of the ELA Common Core Standards in 2009 and the Illinois State Social Science Standards in 2016. Come see how the "story" of history can be told through primary sources as we look at the why and the how of their use in the classroom.

**Presenter: Scott Estes, East Peoria Elementary School District 86 • Room: tba**

**Strand: Teaching and Learning**

### **B5 – The Unlearning Leader**

In this interactive session, participants will model and share new ways of leading through experience, observation, and trial and error. Unlearning leaders put forth the power and positive impact of leadership when they unlearn old truths to lead in new ways. A review of the 2017 book will provide the framework for the session.

**Presenters: Mike Lubelfield, Deerfield Public Schools District 109 & Nick Polyak, Leyden Township High School District 212 • Room: tba**

**Strand: Transformational Leadership**

### **B6 – Creating a Culture of Passion**

Participants will learn why tapping into adult passions is a critical component to improving teachers and schools. We will learn how to use the genius hour model that has been so successful in classrooms with all school staff including teachers, paraprofessionals, secretaries, custodians, and principals. Walk away with a game plan to infuse passion in your school!

**Presenter: Dan Prorok, Liberty School, Orland School District 135 • Room: tba**

**Strand: Transformational Leadership**

### **B7 – Belief Statements, Supporting a District Mission for Student Learning**

Literacy Belief Statements provide philosophical as well as realistic goals and intended objects of literacy instruction. They support the intended outcomes and understandings of the cognitive and affective literacy needs of all district/school students. They guide the direction of instruction, assessment, and technology integration. Used with intent and purpose, they provide a "quality control" monitoring system when districts/schools begin the process of creating English Language Arts prioritized standards, development of standards aligned units of study as well as selecting resources and products that support curriculum and instruction. This session will share how districts or schools can develop a set of realistic beliefs and begin the process of standards prioritization that benefit and center our thinking on the transfer of our ELA teaching into student learning.

**Presenter: Laura Beltchenko, North Cook Intermediate Service Center • Room: tba**

**Strand: Teaching and Learning**

### **B8 – Midwest Principals present: Transitioning to Standards Based Grading**

For a school district that already has a strong instructional program, why go through the change process to implement Standards Based Grading? Because it's better for students. It's not about the report card, it's about the instruction focused on the learning. The report card is only the tool to report out the learning. We will discuss our implementation of a K-5 standards based report card and share our learning around communication with parents and staff. In addition, we hope to learn from others who are on a similar journey.

**Presenters: Dr. Sarah Cacciatore, Director of Curriculum-Oak Grove School D68 and Andrew Fenton, Oak Grove Principal D68 • Room: tba**

## **Session C – 11:00 a.m.-12:00 p.m.**

### **C2 – Midwest Principals present: Serving the Most Marginalized Students Through Community Wraparound Services**

Strong communities succeed when there are community supports that assist the most marginalized students. The Dryden Place Project was designed to provide community wraparound services to students and parents that live in lower income housing by having community resources working collaboratively with the school district instead of in isolation. This workshop will help to identify ways to structure and build community based wraparound services, inspire leaders to build a vision to support the most marginalized students through community based wraparound services, identify new approaches needed to support social emotional learning standards using community resources and share student successes.

**Presenter: Dr. Jake Chung, Assistant Superintendent-Arlington Heights School D25 • Room: tba**

### **C3 – Digital Portfolios in the Classroom**

Participants will learn how to integrate technology into instruction that allows students to better represent their understandings. Digital tools for celebrating and assessing student learning will be introduced and demonstrated. This session connects to Matt's book Digital Portfolios in the Classroom (ASCD, 2017).

**Presenter: Matt Renwick, Mineral Point Unified School District • Room: tba**

**Strand: Assessment and Grading**

### **C4 – Given the Lead, Students Succeed!**

Student-led conferencing is a proven strategy to motivate students to higher levels of learning. It incorporates goal setting and metacognitive processes that allow students to take charge of their learning. Attendees will learn classroom practices and strategies that support the implementation of student-led conferencing that will positively affect your classroom forever.

**Presenter: Craig Gaska, Gaska Consulting • Room: tba**

**Strand: Assessment and Grading**

### **C5 – Using Collaborative Partnership Coaching to Build Capacity in Differentiated Instruction**

The presentation will focus on how our school district has used instructional coaching to build capacity in Differentiated Instruction. This has been achieved through the use of collaborative partnership coaching, book clubs, lesson study groups, targeted professional development, and teacher-led collaborative groups.

**Presenter: Elizabeth Gordon, The Joseph Sears School, Kenilworth School District 38 • Room: tba**

**Strand: Teaching and Learning**

### **C6 – Life — My Story**

If you want to know others, you need to know their stories. The Front Porch Initiative provides schools with a platform for students to write and share their stories. Life – My Story allows students re-establish conversation, commonality, and community. We all have stories, let's tell them!

**Presenters: David LaFrance, Bloomington District 87 ¶ Josh Jeffery, The Front Porch Initiative •**

**Room: tba**

**Strand: Whole Child**

### **C7 – Educating the Whole Child, Utilizing Children’s Literature and the Illinois Social and Emotional Learning Standards to Support the Cognitive and Affective Development of Our Students**

Social and emotional growth in school and the home supports the development of the whole child. As educators and parents, we have a responsibility to promote the development of cognitive and affective needs. In this book-rich and lively session, we will learn how to utilize picture books to support the Illinois Social and Emotional Learning Standards and positive character education. We will explore story characters and their behavioral traits, authors overarching book themes, and the light and heavy messages picture books share. Questioning techniques will be explored as well as ideas for healthy book discussions. An extensive bibliography correlated to the Illinois SEL Standards will be shared along with supportive web based resources.

**Presenter: Laura Beltchenko, North Cook Intermediate Service Center • Room: tba**

**Strand: Teaching and Learning**

### **C8 – Midwest Principals present: Promoting School Improvement by Cultivating Professional Capital**

This highly engaging presentation focuses on developing an understanding of professional capital and its influence on school improvement. Participants will learn about the component parts of professional capital ... human capital, social capital, and decisional capital. In addition, they will complete an instrument and self-assess the status of professional capital in their schools, and deepen their understanding of how and to what extent schools and educational systems develop and cultivate professional capital. Attendees will share their results in small, interactive groups for purposes of deep reflection that will support their growth and development. Participants will develop an action plan that they can apply to the process of school improvement.

**Presenter: William Melsheimer, Semi-retired Principal/Superintendent-Wilmette and Hinsdale • Room: tba**

## **Session D – 1:30 p.m.-2:30 p.m.**

### **D1 – Students Don’t Have to Be Stuck in the Middle**

Discover how to ignite increased achievement for average students. Experience strategies that teach powerful learning-to-learn and executive functioning skills needed to encourage risk taking and build confidence. Learn how to help average students develop a growth mindset by empowering them with the strategies needed to accelerate growth and high performance.

**Presenter: Bobb Darnell, Achievement Strategies • Room: tba**

**Strand: Teaching and Learning**

## **D2 – Midwest Principals present: Improving Classroom Management – From a Leader’s Perspective**

This session will be a broad overview of what principals should consider in improving classroom and school-wide behaviors. Principals will be provided with “real-life” ideas for leading and moving school culture to getting positive student behaviors. Principals will leave the session with observation ideas, ways to encourage and improve classroom teacher’s behavior management and questions to ponder in making school improvement in behavior. Principals will share in small groups about their experiences and needs for classroom behavior improvement.

**Presenter: Becky McCabe, Retired Assistant Superintendent - St. Charles D303 • Room: tba**

## **D3 – Jerry Baird**

## **D4 – When the Bleep! Are We Going to Use This?**

I flipped my classroom, but it wasn't enough. I wanted to bring the joy of the STEM-driven television shows that I grew up with, complete with hands on project-based learning.

**Presenter: Robert Griegoliet, CUSD200/WtB! • Room: tba**

**Strand: Curriculum Development**

## **D5 – Making Learning Personal (2 hour session)**

Is learning growth possible through personal self-directed pathways? In this session you will expand your view and understanding of Personal Learning, and discover a pathway for collaborating with your teacher teams. This two hour, introductory workshop is packed with the latest information related to Personal Learning, including a glimpse at education-based technology tools that support personal learning environments.

**Presenter: Laurie Deichstetter, Natural Curiosity, Inc. • Room: tba**

**Strand: Teaching and Learning**

## **D6 – Standards-Based Curriculum Design**

This next generation of standards requires both students and teachers to engage in complex reasoning. How can the curriculum be structured so that standards-based instruction is guaranteed, but inquiry is encouraged? This session will explore curriculum design methods to that balance both of these needs.

**Presenter: Jennie Winters, Lake County ROE • Room: tba**

**Strand: Curriculum Development**

## **D7 – Alternatives to Suspension: Keeping Students in School Using the Detect Process**

This practical session provides a whole array of alternatives to suspension designed to teach, recognize appropriate behavior, and provide logical consequences for inappropriate behavior. Utilizing the DETECT process, educators define the behavior, determine expectations, how the appropriate behavior will be taught, what are earned privileges and logical consequences The session will also discuss how to track the data to see if the alternatives are successful.

**Presenter: Beverly Johns, MacMurray College • Room: tba**

**Strand: Teaching and Learning**

## **Session E – 2:45 p.m.-3:45 p.m.**

### **E2 – Making the World Around Us Matter**

As a school administrator for 18 years, I have built a strong understanding of the world of education. Education is about capturing kid's hearts and helping students understand they have a place in this world. Teachers must be given "license/permission" to teach more than the content to reach all learners. Instead, content has come first and the ability to capture hearts and minds comes second if even addressed. I desire to share that purpose and drive in teachers to know that curriculum and content can and should involve current events and issues to increase critical thinking, analysis and an understanding of how one fits in the world today and in the future.

**Presenter: Dr. Sharon Alexander, District 308 • Room: tba**

**Strand: Transformational Leadership**

### **E3 – Jim Bellanca presenter: TBD**

### **E4 – Meaningful Coaching and Evaluation of Music Specialists**

This session is designed to help those who coach and evaluate music educators become more knowledgeable about specific language and best practice in this content area. This session will also address meaningful music assessments designed to accurately measure student growth.

**Presenter: Justin Sisul, Illinois Music Education Association • Room: tba**

**Strand: Teaching and Learning**

### **E6 – The Damaging Impact of Corporate Education Reform Ideology: How Standardized Testing, Performance Based Evaluations, and Charter Schools are Hurting America's Underrepresented Youth**

This presentation takes a critical, research-based look the current education reform ideology in America. Attendees will be challenged to take action in their schools in districts to resist damaging policies that have been proven to be detrimental to low-income students and students of color.

**Presenter: Dustin Foutch, Pinckneyville Community High School • Room: tba**

**Strand: Poverty and Equity**

### **E7 – How Does Social Media Impact the Social Skills of College Students?**

We are conducting a pilot study to examine the effects of social media on college students and their perceptions of their own social skills. One of the areas of interest is how the increased use in social media among college students has affected their social skills thus impacting these skills in the classroom and later on in the workplace. This research will inform educators and counselors at the high school and college level.

**Presenters: Katy Hisrich, Governors State University & Jordan Miroballi, Governors State University ??Kati Winchel, Governors State University • Room: tba**

**Strand: ??**

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**Thursday, October 26**

**Session F 8:30 a.m.-9:30 a.m.**

## **F2 – Leaders Learn by Leading**

Just do it! Lead to Learn by building engaging partnerships. Converse with others in small, medium, and large districts who boldly engaged their communities and schools to expand student knowledge about STEM careers. Get started today – mobilize and expand your network – opportunities abound.

**Presenter: Judith Dymond Ed.D., Northern Illinois University**

**Strand: Transformational Leadership • Room: tba**

## **F3 – Taking Down the Walls of Your Classroom**

Educators will learn how to use technology to connect students with classmates, teachers, parents, and experts, students can learn from a variety of perspectives. Teachers will learn tools and pedagogical approaches in order to increase student engagement while creating a learning environment that extends outside of the classroom.

**Presenter: Trevor Fritz, Maine Township High School District 207: Maine South**

**Strand: Teaching and Learning • Room: tba**

## **F5 – Analyzing Assessments and Assignments**

Well-aligned classroom assessments, and high-quality feedback are keys to success. During this session, we will review classroom assessments to determine alignment with the depth and rigor of the standard. Additionally, we will analyze the feedback given to students on the assessments. Sample assessments will be provided.

**Presenter: Amy Youngblood, EduOptimus • Room: tba**

**Strand: Assessment and Grading**

### **F6 – Induction by Design- Innovative Strategies to Support Your Newest Members**

With budget cuts it is often difficult to have a large budget for Induction and Mentoring programs. Research shows that induction and professional development is crucial in the first five years of a teacher's development. So how do you manage to enculturate new teachers on a dime? This session will show you how one district utilized a clear roles and responsibilities document and rallied all stake holders in supporting new teachers. We will also discuss ways to include social media as a professional development tool.

**Presenter: Karen Maturo, Hawthorn School District • Room: tba**

**Strand: Teaching and Learning**

### **F7 – Asking Powerful Questions**

Teachers impact student learning most effectively by giving feedback. The only way we can give feedback is if we have information about where students are. We get this through our questions. If we want to give great feedback, we must ask great questions.

**Presenter: Joe Mullikin, Meridian CUSD 223 • Room: tba**

**Strand: Assessment and Grading**

### **F8 – Midwest Principals present: Improving Culture with a Focus on Positive Psychology**

The world's best schools are engaged in creating a well-balanced system focused both on academics and developing a positive culture to enhance education. An engaged brain improves performance, pride, and culture, helps retain teachers, and deepens student, family and community relationships. Find out how Schaumburg (IL) District 54 (enr. 15,000) utilizes positive psychology practices to support a balanced system.

**Presenters: Andy DuRoss, Superintendent-D54, Dr. Paul Goldberg, Assistant Superintendent for District Improvement-D54 and Dr. Erin Knoll, Assistant Superintendent for Teaching and Learning-D54 • Room: tba**

## **Session G – 9:45 a.m.-10:45 a.m.**

### **G1 – Developing Student Voice**

Learning in the 21st-century classroom demands that we prepare children to develop the social emotional competencies, as well as to successfully master academic standards. Learn how to rethink learning through an "inside out approach" to transform classrooms into communities of leaders focused on real world problems and solutions with high outcomes. Experience the change!

**Presenter: Kathleen Miller, Roosevelt University • Room: tba**

**Strand: Transformational Leadership**

### **G2 – Midwest Principals present: The Elk Grove Collab Lab: Creating Responsive and Sustainable Teacher-Led Professional Learning**

Are your teachers learning and leading when you're not looking? Learn how the Collab Lab at Elk Grove High School serves as a model of how to embed dynamic and collaborative teacher-led professional learning where principals can be partners rather than pundits. See real examples of how teacher leaders build a culture of ongoing learning through Lesson Studies, Learning Labs, Learning Walks, Spark Sessions, Student Panels, and even teacher-led Institute Days.

**Presenter: Paul Kelly, Principal-Elk Grove HS D214 • Room: tba**





### **G3 – Everyday SEL In the School: Integrating Social-Emotional Learning and Mindfulness Into Your Classroom**

This highly interactive session will provide participants with strategies to empower their students with self-awareness and mindfulness techniques that increase self-regulation. Mindfulness is helpful in reducing the levels of students' negative thinking, depression, emotional and physical arousal along with improving students' overall social-emotional well-being.

**Presenter: Carla Tantillo-Philibert, Mindful Practices • Room: tba**

**Strand: Whole Child**

### **G4 – Where Am I Going? How is it Going? What Are My Next Steps? – A Focus on Using Rubrics and Success Criteria to Drive Student Practice and Feedback**

In classrooms where students 1) clearly understand their goals and expectations, 2) know what success looks and sounds like, and 3) have ample time to practice, make mistakes and receive focused feedback aligned to the success criteria, achievement is profoundly accelerated. This session will focus on creating student-friendly rubrics that enable and guide students in becoming independent learners through practice and feedback. Best practices for rubric creation will be incorporated as attendees create their own student-friendly rubric around a given standard and expected sub-skills.

**Presenter: Steve Oertle, Roxana CUSD #1 • Room: tba**

**Strand: Teaching and Learning**

### **G5 – How Culture and Climate Impact Student Learning**

This session is for elementary school leaders and staff as it will speak to how climate and culture do impact student learning and the entire school community. By working closely with staff to determine school needs, we can share our tips for increasing climate and culture in your school. We will go through a variety of strategies, professional learning ideas and things we have learned along the way as we describe a culture of teamwork at our elementary school.

**Presenters: Shelley Fabrizio, Windsor Elementary School/AHSD25 • Room: tba**

**Vicky Stella, Windsor Elementary School/ AHSD25**

**Strand: Whole Child**

### **G6 – A GPS for NGSS**

A GPS needs two pieces of information, where you are and where you want to go. This session will help you get to where you want to go with the NGSS. Attendees will learn options for mapping the NGSS and a four-step implementation model that puts the NGSS into action.

**Presenter: Craig Gaska, Gaska Consulting • Room: tba**

**Strand: Curriculum Development**

### **G7 – Get 'Em Moving: Developing Literacy Skills With Improv**

The connections between play, creativity, and learning are essential components for the development of critical thinking and literacy skill development. Improv increases movement and develops reading, writing, speaking and listening with kinesthetic movement. Improvisation is an ideal pedagogical strategy for teaching and learning because it has both inherent structure and flexibility.

**Presenter: Kathleen McKnight, Engaging Learners • Room: tba**

**Strand: Teaching and Learning**

### **G8 – Midwest Principals present: The Social and Emotional Foundation of Learning**

Social Emotional Learning is the cornerstone to creating conditions for learning. It has been said, “Maslow before Bloom.” We will examine a district and school approach that provides practical information in addressing human needs of students and teachers. This workshop will make a case for SEL from an MTSS lens, discuss the emotional needs for children and adults, share the paths to SEL in CCSD59 and at the Ridge Family Center for Learning in CCSD59.

**Presenters: Dr. Rob Bohanek, Principal-D59 and Dr. Katie Ahsell, Director of Social Emotional Learning & Family and Community Engagement-D59 • Room: tba**

## **Session H – 11:00 a.m.-12:00 p.m.**

### **H1 – Engage Me, Please... I’ve Mastered Compliance (part 1)**

Zzzzz... This is not the sound any of us want to hear in our classroom! So how do we make it a sound of buzzing rather than sleeping? Attending this session is a great start, because there will be strategies embedded from the moment LaVonna starts to the moment she ends. Learn about how the brain learns first, then experience specific strategies to embed into any content and any grade level – and with ease! Your students will be engaged and so will you! Administrators, take these strategies to liven up your faculty meeting and model through instructional leadership at the same time. BOOM! Mic drops will be occurring in your faculty meetings or classroom after attending this session with takeaways you can implement immediately! Are you ready? I hope so, because this is no sit-and-get!

**Presenter: Lavonna Roth, Ignite Your S.H.I.N.E.**

**Strand: Transformational Leadership • Room: tba**

### **H2 – Midwest Principals present: Creating Coherence through the Practice of Instructional Rounds**

To support core student achievement priorities, increase administrative collaboration, and improve coherence throughout the system, Elmhurst CUSD implemented the practice of instructional rounds during 2016-17 school year. This presentation will feature key learnings and assist participants in developing strategies to incorporate rounds into their school improvement practices.

**Presenters: Dr. David Moyer, Superintendent-Elmhurst D205, Dr. Mary Henderson, Assistant Superintendent for Learning & Leadership Development-Elmhurst D205 and Jacquie Discipio, Principal, Bryan Middle School-Elmhurst D205 • Room: tba**

### **H3 – Jim Bellenca Presents: TBD**

### **H4 – Brenda Mendoza : TBD**

### **H5 – Phonics Practices With Impact**

The importance of explicit phonics instruction is highlighted in this session. This session will provide techniques and ideas to impact reading and writing instruction and improve scores immediately through simple phonics activities. Participants will walk away with ideas they can implement in their classrooms right away. This session is for the elementary educator.

**Presenters: Ann McCue, Troy School District & Amy Deang, Troy School District • Room: tba**

**Strand: Teaching and Learning**

### **H6 – Supporting our LGBT Students: Why, Who, How?**

The school experiences of many LGBT students continue to be overwhelmingly negative. Learn the latest information about what students report, school leaders' legal and ethical duty towards these students, how creating a positive school climate helps students achieve academically, and how to create a safe and supportive school climate.

**Presenter: Kathleen Porreca, Elm Middle School EP401 • Room: tba**

**Strand: Transformational Leadership**

### **H7 – Growth Mindset for Teachers and Students: Improving School Success in Literacy**

Implementing a center-based learning approach to maximize instructional time by effectively integrating best practices, standards/skills based grading, differentiated instruction, collaboration, higher order thinking and rigorous activities and questioning. The three phases below will be presented through the eyes of a teacher, principal, coach and consultant – with successes, struggles and lessons learned that encourage high levels of learning for all students. Learn and be inspired as Dr. McKnight documents the growth mindset for teachers and students during the transition from teacher centered teaching to student centered learning. This successful model has been implemented in numerous school districts, including East St. Louis, IL.

**Presenter: Katherine McKnight, Engaging Learners • Room: tba**

**Strand: Poverty and Equity**

### **H8 – Midwest Principals present: Building Classroom Communities to Support Our Most Challenging Students**

New developments in brain research and social science combined with a rethinking of traditional behavioral approaches has led to instrumental changes in best practice for developing classroom communities that can best support struggling students. By embracing these innovative ideas, we can enhance student engagement and create educational communities that can see student behavior challenges as opportunities for learning, rather than rely on practices of punishment and exclusion.

**Presenter: Doug Bolton, Principal-North Shore Academy (NSSED) • Room: tba**

## **Session I – 1:30 p.m. -2:30 p.m.**

### **I1 – Student Driven Differentiation**

The word differentiation is commonly used, yet poorly understood as far as implementation. This is due to a variety of perceived obstacles in education. Learn how to overcome these obstacles and differentiate for students in today's classroom using student voice as the driver in this 5-step process.

**Presenter: Lisa Westman, Skokie School District 73.5 • Room: tba**

**Strand: Teaching and Learning**

### **I2 – Vetting Assessments for Quality**

This session reviews some basic understandings about validity, reliability and rigor in teacher-created assessments. Once a common understanding has been established, participants will have the opportunity to practice reviewing actual assessments for validity, reliability, depth of knowledge, fairness and formatting. Sample reviews will also be provided and discussed.

**Presenter: Maggie Brewner, DuPage ROE • Room: tba**

**Strand: Assessment and Grading**

### **I3 – Teaching to Lead, Leading to Teach**

Leadership should not always come from administrators, and in fact, high quality schools utilize shared leadership practices among the entire staff. We will look at practices that teachers can engage in to build their own leadership, as well as techniques administrators can employ to develop shared leadership amongst their staff.

**Presenters: Talia Block, Wescott School & Pauline Zdonek, Stevenson Middle School • Room: tba**

**Strand: Teaching and Learning**

### **I4 – Release the Power...Connect**

Educators are left wondering how to engage students in learning and motivate them to find success. What if we had preferable tools for measuring what students knew and could accomplish? What if students drove their own learning? Visit this session about preferred seating, student-led rubrics, and finding success through connection.

**Presenter: Corby Gates, Roxana CUSD #1 • Room: tba**

**Strand: Teaching and Learning**

### **I5 – Struggling Students Master Literacy Challenges**

This compelling session will share how struggling students mastered literacy challenges via a personalized approach to learning, empowering habits of mind (Kallick & Zmuda, 2017), alongside visible learning (Hattie, 2009). High-impact learning strategies directly link instructional learning targets, formative assessment criteria, and evidence of learning (Fisher, Frey, & Hattie, 2016).

**Presenter: Doris Wells-Papanek, Med, Design Learning Organization • Room: tba**

**Strand: Teaching and Learning**

### **I6 – Real Talk: Using Empathy Interviews to Harness Teacher Innovation and Improve Schools from the Bottom Up**

Successful empathy interviews are a vehicle for teachers to drive school improvement with solutions of their own design: unlocking expertise and institutional knowledge that, in the current reform culture, is often overlooked or marginalized. Empathy interviews allow for teachers to feel that their voices are heard, which contributes to what recent studies have shown is the main factor that drives employee satisfaction: respect.

**Presenter: Mark Janka, Michele Clark Academic Prep/CPS, Melissa Resh, Gwendolyn Brooks College Prep/CPS • Room: tba**

**Strand: Transformational Leadership**

### **I7 – Conversational Intelligence (C-IQ) for School Leaders**

Everything happens through conversations. Getting to the next level of greatness depends on the quality of the culture, which depends on the quality of relationships, which depends on the quality of the conversations. Learn the 3 levels of conversations and how to maximize teacher engagement, effectiveness, and increase your C-IQ.

**Presenter: Lori Parrish, Crystal Lake Elementary District 47 • Room: tba**

**Strand: Transformational Leadership**

**Thursday, October 27**  
**Keynote – 2:45 - 3:45 p.m.**  
**LaVonna Roth**

**Ignite Your S.H.I.N.E.®-The Heart of Achievement!**

No student fits into a standard, one-size-fits-all box of core content. This wildly engaging and unforgettable experience will leave you motivated to uncover, foster, and amplify the unique gifts and talents that our students possess. Transformational schools serve the whole child, honoring each child's obvious and undiscovered talents. Thus, we focus on Self, Heart (passion), how to Inspire and Navigate to create the Exceptional people our students are meant to be. You will leave with an action plan to S.H.I.N.E and an unwavering resolve to watch every child succeed in learning and life! This SHINEstastic culture shift will produce exceptional results, as you embrace, develop, and celebrate game-changing adult and student learners. When we clearly understand and honor the undeniable impact of unique gifts, we prepare our students today for their journeys of tomorrow. Best part — it's also about honoring and valuing yourself and your colleagues. Learn how!



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