



San Diego CA Content Breakout Sessions

Monday, June 24, 2019, 8:10 AM - 9:25 AM - Content Breakout Session #1

1.1 - Equity: The Journey of Culturally Courageous Leadership

Bryan Boykin Room: *Marseilles*

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 on how to create a more inclusive environment and remove barriers to equity.

1.2 - Early Warning Indicator

Linda Hopping and Gail Heinemeyer Room: *Las Palmas*

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: *San Marino*

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: *Marbella*

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 - Characteristics of Young Adolescents and Successful Middle Schools

Dru Tomlin Room: *Sorrento*

Creating and sustaining an awesome middle school program is a rewarding experience. And sometimes, it can also be a challenge—especially when there is uncertainty about what ingredients are needed for the recipe! In this session, we’ll examine how to respond to the unique needs of young adolescents as we also explore the 16 characteristics of an effective middle grades program, so we can serve up a stellar learning environment for every teacher, student, and family we serve!

1.6 - The Advisor Within: Creating an Inclusive Advisory Program

Christine Toth Room: *Capri*

An effective advisory program should be all-inclusive, meaning it should touch every aspect of a student’s life—the social, emotional, and academic. The heart of every advisory program is you, the advisor. An effective advisory program connects students and allows them to feel like part of a community. During this session, we will discuss the importance of an effective advisory program, determine what skills are needed to be an effective advisor, explore examples of how to integrate social-emotional learning into the program, and share best practices.

1.7 - Developing Student Collaboration Skills

Cheryl Mizerny Room: *Portofino*

Effective communication and collaboration are essential to becoming a successful learner. Through dialogue and interaction, curriculum objectives come alive. An active exchange of ideas within small groups not only increases engagement, but also promotes critical thinking and problem solving. This session will demonstrate how collaborative learning affords students the opportunity to take greater responsibility for their own learning with better results than traditional instruction.



Monday, June 24, 2019, 1:20 AM - 2:35 AM - Content Breakout Session #2

2.1 - How to Build a Comprehensive School Counseling Program

Bryan Boykin

Room: Marseilles

The purpose of the school counseling program is to impart specific skills and learning opportunities in a proactive, preventive manner, ensuring all students can achieve success through academic, career, and personal/social development. In this session, participants will examine the components of a comprehensive school counseling program and discuss how to create one that meets the needs of their students.

2.2 - Transforming School Culture

Linda Hopping

Room: Las Palmas

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: San Marino

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 - Sustaining School-wide Systems of Support for All Students

Dru Tomlin

Room: Sorrento

Young adolescents are trying to achieve in multiple areas--not just in academics. It's critical in the middle grades, therefore, that we utilize consistent systems of support to help every student we serve--whether it's MTSS, RTI, or something else altogether. In this engaging session, we'll explore ways to build, maintain, and sustain these vital systems so students can thrive, teachers can empower, and schools can grow forward.

2.5 - Bringing the WOO (win others over) to Admissions

Christine Toth

Room: Capri

The admissions office brings the prospective students in, but how do you (principals, deans, administrators, students, faculty, staff, and parents) “woo” them and win them over? Do you know your school's brand promise and strategic message? Do you consider yourself a school ambassador? It is critical for every constituent on campus to know the school identity and be able to not only articulate it but also deliver it to others. This session is designed for independent, private, and parochial school educators and will share insight on how to collaborate with your own admissions office or strategic enrollment management team.

2.6 - Effective Co-Teaching

Ruthie Stevenson

Room: Marbella

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.



Tuesday, June 25, 2019, 8:10 AM - 9:25 AM - Content Breakout Session #3

3.1 - How to Develop Sustainable Teacher Leadership

Bryan Boykin Room: *Marseilles*

Thinking that the principal is solely responsible for the leadership of the school is a common mistake made by many school administrators. Teachers serve as formal/informal leaders, improve teaching practice by serving as models, and instill a commitment to professional learning. In this session we'll exam the role of teacher leadership in school improvement efforts and determine how to develop it.

3.2 - Promoting Growth Mindset for Students and Staff

Dru Tomlin Room: *Sorrento*

Becoming a great school means every student needs to adopt a growth mindset so they can reach their goals. In fact, the same is true for teachers and staff. As it states in *This We Believe*, effective middle grades programs are driven by “ongoing professional development,” which means that we need to see ourselves as professionals who are always developing and learning for our students. In other words, to reach every student, teachers and staff need to get beyond a fixed mindset about themselves, too. This session will look at ways we can support and encourage a growth mindset throughout our middle schools—for students, teachers, staff, and ourselves.

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

Juan Rodriguez Room: *San Marino*

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: *Marbella*

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: *Las Palmas*

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 - Building an Inclusive Classroom

Cheryl Mizerny Room: *Portofino*

Teachers are faced with the challenge of meeting the needs of a diverse set of students every day. Implementing classroom routines rooted in research will increase equity, access, rigor, and engagement for all students. This session is dedicated to helping faculty create inclusive classrooms, become aware of the diversity of their students' learning needs, and adapt their instruction to ensure all students are engaged in meaningful learning in an emotionally safe environment.

3.7 - Intentional Programming for Girls Living in Today's World

Christine Toth Room: *Capri*

It is critical for girls to have a voice in this day and age. As educators, we have the ability to instill confidence in our students and provide them with the tools they need to thrive in this world. In this session, we will explore how to help our female students find their voice, specifically through intentional programming. It is important for educators to provide female students the opportunity for growth in an environment that encourages the formation of new friendships and the strengthening of existing ones with a focus on communication, team building, relationships, kindness, and empathy.



Tuesday, June 25, 2019, 1:45 PM - 3:00 PM - Content Breakout Session #4

4.1 - Meeting Professional Development Needs by Having Fewer Meetings

Bryan Boykin Room: *Marseilles*

The constant evolution of teaching and learning makes professional development necessary to meet the needs of teachers and students. Professional development not only allows teachers to learn new teaching styles and strategies, but also interact with other educators in order to improve their own teaching. As school leaders, it can be a challenge to create meaningful professional development opportunities for our staff, while also managing competing demands. During this session, participants will examination their current professional development models and how to allocate existing time to do so.

4.2 - Supporting English Language Learners

Juan Rodriguez Room: *San Marino*

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.

4.3 - Experiencing the Other to Understand the Other - Diversity

Ruthie Stevenson Room: *Marbella*

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.

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

David Hayward Room: *Las Palmas*

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.

4.5 - Active Engagement Strategies

Cheryl Mizerny Room: *Portofino*

Students in the middle grades need learning atmospheres that respond to their unique needs. What is active engagement and what does it look like in the classroom? If students are motivated and engaged, they are able to tap into their higher-order thinking skills and achieve at a higher level. This session will look at best instructional practices in the middle grades that transform students from passive recipients to active participants in their own learning.

4.6 - The Design Thinking Process: Finding Creative Solutions to Everyday Issues

Christine Toth Room: *Capri*

The design thinking process is a great way to challenge traditional ways of thinking and find creative solutions to everyday issues and problems that are not always predictable. During this session, you will learn how one private, independent institution used this process to engage its students in finding a solution to one of its overarching challenges. In addition, you will have the opportunity to participate in a solution based feedback session using a growth mindset approach.



Wednesday, June 26, 2019, 8:10 AM - 9:25 AM - Content Breakout Session #5

5.1 - Making Effective Transitions Happen to and from the Middle Level

Dru Tomlin Room: *Sorrento*

According to This We Believe, young adolescents need educators who value them and who are prepared to teach them. In addition, they (and their families) need and deserve effective and amazing transitional programs to and from the middle level. This interactive session will provide you with the tools, ideas, and examples you need to make this happen for every student in your school.

5.2 - Developing Effective Teacher Teams

Linda Hopping and Gail Heinemeyer Room: *Las Palmas*

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 Staff and Students

Juan Rodriguez Room: *San Marino*

Description coming soon...

5.4 - Making School, Family, and Community Connections

Ruthie Stevenson Room: *Marbella*

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: *Marseilles*

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 - Proactive Classroom Management Strategies

Cheryl Mizerny Room: *Portofino*

In this session, participants examine strategies for managing their classrooms more effectively. Student behavior and misbehavior, techniques for classroom preparation, setup and management, and discipline models are explored. Participants learn how to create a classroom that enhances students' emotional intelligence and academic achievement, boosts their confidence, and equips them with skills that will help them succeed in the class and beyond.



Wednesday, June 26, 2019, 9:35 AM - 10:50 AM - Content Breakout Session #6

6.1 - Using Data for School Improvement and Turnaround

Dru Tomlin

Room: Sorrento

Building an effective and amazing middle school is challenging work. Middle level leaders want to not only create great schools, but they want to maintain and sustain them. The essential key to this process is knowing how to gather, analyze, and utilize critical data about best middle school practices and the level at which they are being implemented at one's school. Explore this engaging topic and get active with data in the marvelous middle grades!

6.2 - Student Led Conferencing

Linda Hopping

Room: Las Palmas

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: San Marino

Description coming soon...

6.4 - Courageous Conversations about Adolescent Suicide

Ruthie Stevenson

Room: Marbella

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: Marseilles

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.

6.6 - Smart, Positive Classroom Assessment Practice

Cheryl Mizerny

Room: Portofino

Assessment is an integral part of teaching and is used to make critical instructional decisions. Because classroom-based assessment is so vital to the instructional process, ensuring those assessments are valid is essential. In this session, participants will evaluate the efficacy of current classroom assessments, as well as learn how to design assessments that are specifically and thoughtfully aligned with educational standards and objectives.

6.7 - Motivating Students Through Classroom Choice

Bryan Boykin

Room: Capri

The process of motivating students to learn is a challenge for many educators. Our students arrive in class with varying degrees of motivation and skill levels, but the expectation for what students will learn and be able to do does not. The teacher's behavior, teaching style, and the structure of courses have a large effect on student motivation. During this session, participants will examine how giving students choice in how they access the curriculum and demonstrate what they know will increase student engagement in the classroom.