



National
Summit
for
Principal
Supervisors



Innovating Education Through Leadership

April 3-5, 2019

Westin Fort Lauderdale Beach Resort
principalsummit.com



INNOVATING EDUCATION *through* LEADERSHIP

Wednesday, April 3, 2019 7:00am - 8:30pm

Time	Event
7:00am - 8:00am	Breakfast Buffet (Separate Registration Required)
8:00am - 12:30pm	Pre-Conference Institute Registration
12:30pm - 3:00pm	Lunch on Own
3:00pm - 5:00pm	Summit Opening & Keynote
5:00pm - 8:30pm	Welcome & Networking Reception

Thursday, April 4, 2019 8:00am - 7:30pm

Time	Event
8:00am - 10:00am	Breakfast with Partners
10:15am - 11:30am	Concurrent Sessions 1
11:45am - 1:00pm	Concurrent Sessions 2
1:15pm - 2:45pm	Lunch with Keynote
3:00pm - 4:15pm	Concurrent Sessions 3

Friday, April 5, 2019 8:00am - Noon

Time	Event
8:00am - 9:00am	Breakfast Buffet
9:15am - 10:30am	Featured Sessions
10:45am - 12:00pm	Concurrent Sessions 4

#NSFPS2019



Opening Speaker Pete C. Gorman Wednesday, April 3, 2019 - 3:00 PM - 5:00 PM

Location Las Olas

Biography: President and Chief Executive Officer of Peter Gorman Leadership Associates LLC

Dr. Peter Gorman has been recognized nationally as an education leader and for developing outstanding leadership teams with 30 years of experience in education and business. As President and Chief Executive Officer at Peter Gorman Leadership Associates, Peter serves as a “Chief In Residence” for Chiefs For Change working to build a pipeline of “Future Chiefs” for states and districts, and as a “Superintendent in Residence” for District Administration Leadership Institute, the National Superintendents Academy.

Along with his responsibilities at Peter Gorman Leadership Associates, Dr. Gorman is the Managing Director of Academies for Atlantic Research Partners where he works with Atlantic’s National Superintendents Academy delivering intensive instruction on the academic, political, legal and logistical complexities, and the demanding realities, confronting school leaders today.

Dr. Gorman’s career began as a second-grade teacher in Orlando, Florida. He worked as a teacher, principal, and district-level administrator in Orange, Seminole and Osceola counties in Florida before becoming superintendent of schools in Tustin, California. In 2006, Dr. Gorman became superintendent of Charlotte-Mecklenburg Schools in North Carolina. Under his leadership, the district won the 2011 Broad Prize in Urban Education, which recognizes increases in student achievement and closing of achievement gaps. Thirteen members of the Charlotte-Mecklenburg Leadership Team during his tenure have been appointed as superintendents nationally. The book “Within Reach, Leadership Lessons in School Reform” chronicles his time with Charlotte-Mecklenburg Schools and several other books reviewed aspects of his tenure along with numerous articles, research studies, and case studies. He then transitioned to the corporate world working as Executive Vice President of Education Services for Amplify, a division of News Corp, leading nearly 100 team members in the government relations, marketing and sales areas.

Dr. Gorman graduated from Michigan State University with a bachelor’s degree in elementary education. He also holds a master’s in business administration from Rollins College in Winter Park, Florida, and a master’s and doctorate in education leadership from the University of Central Florida.

Presenters

- Pete C Gorman

CONCURRENT SESSIONS 1

Thursday, April 4, 2019 - 10:15 AM - 11:30 AM

The Tortoise or the Hare? Improvement Science Meets Agile

Location Atlantic I

Description Many lessons can be learned through the familiar fable, "The Tortoise and the Hare", yet is it time to view that story through a new lens and focus more on the perseverance of the tortoise, rather than the overly confident and negative hare? We live in an age of relentless accelerations, yet as history would prove itself, educational systems are slow to change. This presentation explores the concepts of Improvement Science imploded with the philosophy of Agile from the business sector. Learn how to honor improvement science while working at the accelerated pace of the era in which we live. The Carnegie Foundation's Improvement Science Methods combined with the Agile framework will be introduced, followed by presentations by school and central office leaders who have turned the concept to reality.

Presenters

- Michelle Beavers, University of Virginia
- Blair Jonas, Chesterfield County Public Schools
- Matt Diamond, Chesterfield County Public Schools

Micro-Credentials: Competency-Based Skill Recognition for Educational Leaders

Location Atlantic II

Description How can educational leaders validate and spotlight the skills they have mastered which support personal and organizational goals as well as lead to school and student success? Join four principal association executives from Illinois, Indiana and Washington as they discuss their support, collaboration and progress developing and delivering educational leadership micro-credentials based on PSEL national standards via the Ed Leaders Network platform. The presentation will help participants understand the growing interest and utilization of micro-credentials in the fields of business and education; understand the what, how, and why of micro-credentials; explore the current collection and planned development of educational leadership micro-credentials; explore the value and currency of micro-credentials to both leaders and organizations; as well as review existing research, resources and programs related to micro-credentials. Ready to learn more or start earning an educational leadership micro-credential? Join our high-energy presentation to learn more!

Presenters

- Dr. Susan Homes, Illinois Principals Association
- Dr. Jason Leahy, Illinois Principals Association
- Dr. Scott Seaman, Association of Washington School Principals
- Dr. Todd Bess, Indiana Association of School Principals

Can This Marriage Be Saved?

Location Atlantic III

Description What strategies can a coach use to develop and strengthen the relationship between the principal and the assistant principal when there are differences in work style, philosophies, and visions? The relationship between a principal and his or her assistant are very similar to a marriage. We all have seen situations where the administrative team ends up not talking, bad mouthing each other and at odds. This causes stress throughout the school and takes away from the main goal of meeting the needs of students. There are a wide variety of causes for this. Regardless of the cause, it must be addressed for the school to make progress. This session will provide specific strategies for creating a working administrative team when it is not functioning.

Presenters

- Emily Poag, University of Delaware
- Jeffers Brown, Christina School District, Delaware
- Jenna Argo, Indian River School District, Delaware
- Sharon Brittingham, Delaware Academy for School Leadership

Coaching Principals to Determine, Monitor, and Achieve Instructional Priorities

Location Atlantic IV

Description Experience a proven method of district level support that includes tiering of schools to provide appropriate level of support through data chats, instructional learning walks, one-to-one coaching, and Instructional Leadership Team work. These structures provide ongoing feedback and support of the school's instructional priorities and allow schools to monitor and achieve them, Learn how each structure works interdependently with the other structures for a cohesive and collaborative support system. Hear from experienced principal supervisors and principal who bring their lens to this important work.

Presenters

- Michelle Fitzgerald, Hillsborough County School District
- Yinka Alege, Hillsborough County School District
- Amber Cronin, Hillsborough County School District

One District's Unique Approach to Developing Effective Leaders

Location Atlantic V

Description This session will illustrate how Prince George's County develops leaders. This multi-prong approach leverages strategic partnerships, internal expertise and research informed practice. The session will also demonstrate the role Principal Supervisors play as key levers in succession building in the district. The session will be both informative and interactive. Participants will have a chance to revisit their approach or begin to think through a new approach for leadership development.

Presenter

- Douglas W. Anthony, Prince George's County Public Schools

Leaders Are Learners Too!

Location Atlantic VI

Description Leaders are learners too! Every leader has both an opportunity and an obligation to be a learner. As principal supervisors, it is important to implement systems that promote a culture of learning through job-embedded coaching and collaboration. During this session, learn strategies to foster an environment of learning, build leadership capacity, and engage principals while providing a systemic approach to enhance adult and student learning. Participants will be provided with strategies to facilitate the professional learning of school leaders in their district.

Presenters

- Vivian M. Green, Palm Beach School District
- Dr. Glenda Sheffield, Palm Beach School District

Developing Principal Capacity to Implement a District Focus

Location Bonnet I

Description Many school improvement experts concur that the key to successful change lies in a clear, singular focus. However, deciding on and maintaining a district wide focus with a through line from superintendent to student is challenging. Participants in this session will learn how a low socioeconomic district, Council Bluffs Community Schools (Omaha, NE metro area) identified a focus area around feedback. Participants will learn how district leaders embedded work around that focus at all levels from the Superintendent to student, and how a professional learning cycle of continuous improvement to build principal capacity on feedback was developed. Participants will also have the opportunity to assess their current status and envision steps to develop and maintain a singular focus for improvement within their district.

Presenters

- Mark Schuldt, Council Bluffs Community School District
- Julie Smith, Council Bluffs Community School District

Improvement, Turnaround and Innovation of Florida Leaders

Location Bonnet II

Description Participants will learn about Florida's systems and structures related to implementation of state and federal laws with a focus on School Improvement. State and regional teams have collaborative partnerships with district and schools with the intent of building capacity of leaders and teachers to impact all student learning outcomes. Florida's innovative approach is to provide site-based support and multiple learning opportunities to our most fragile districts and schools in the state. Specialists provide on-the-ground, customized support to district administrators, instructional coaches and school leadership teams as they work toward sustainable school improvement. Florida has drastically reduced the number of low-performing schools, 40% in the last three years.

Presenters

- Melissa Ramsey, Florida Dept of Education
- Gayle Sitter, Florida Dept of Education

Elevate Your School's Achievement by Developing Student Ownership

Location Oceanside I

Description The key to increasing student achievement is to develop student ownership. This means giving students the authority, capacity, and responsibility to own their own learning. Recent research has shown that developing student ownership builds academic motivation that, in turn, leads to increased student achievement. Administrators will walk away with a variety of methods to implement the most effective and efficient, research-based strategic learning practices in curriculum, instruction, assessment, and climate that foster this ownership. Focusing on increasing student ownership fosters continuous improvements in both teaching and learning. Monitoring this ownership supports the closing of the achievement gap. Participants will hear from a principal of who took her school from the lowest performing in the district to one that is now in the top three. She did this by making sure her school was truly student centered.

Presenters

- Robert Crowe, Elevated Achievement Group
- Antoinette Gutierrez, San Bernardino High School

Think You're Standards Based? It's More Than Just Standards

Location Rio Vista I

Description Bring the focus of observations into clear view. There are many attributes to look for during observations. Can you recognize target-task alignment? What are the critical "look-fors" to see aligned student evidence, equity and access for all students? Is there evidence of the standards being implemented as intended? Join Carla Moore to delve into classroom scenarios looking for the most critical attributes.

Presenter

- Carla V. Moore, Learning Sciences International

Equity for all learners: Transforming Mindsets and Instructional Practices

Location Rio Vista II

Description Charlotte-Mecklenburg Schools will share collaborative efforts to advocate and expand opportunities for English Learners and Students with Disabilities focused on nurturing the whole child and rigorous instruction in the era of Every Student Succeeds Act (ESSA) accountability. The team will share what they have learned as part of a newly created Division of Student services including strategic school support plans, collaborative school visits and analysis of student work protocols.

Presenters

- Kathleen Elling, Charlotte-Mecklenburg Schools
- Ann Stalnaker, Charlotte-Mecklenburg Schools

CONCURRENT SESSIONS 2

Thursday, April 4, 2019 - 11:45 AM - 1:00 PM

Peer to Peer Cohort Learning: Closing the Gap between Theory of Action and Theory of Use

Location Atlantic I

Description Traditional Network meetings were not meeting the needs of principals in deepening their understandings of CCSS or closing achievement gaps in the Denver Public Schools.

In order to disrupt our traditional approach to the work in schools, Principal Supervisors abandoned traditional practice and created an Action Research Project to reorganize school principals into smaller learning cohorts focused on differentiating for each school leader's strategic priorities.

Beginning with a deep dive into student data and adult practices, each school leader developed an actionable Theory of Action plan. Principal Supervisors facilitated monthly processes (structured learning walks) to leverage the expertise of the cohort to close gaps between theories of action and theories of use to impact student outcomes. The learning walks included candid debrief sessions leading to concrete next steps. Leaders held each other accountable for next steps through **mini-cohort** short cycle check ins. This process dramatically shifted the role of the principal supervisors by bringing coherence and an aligned focus to each school visit, as each visit was now differentiated for each school's priorities as opposed to a one size fits all approach to school visits.

Presenters

- Lisa Masias, Denver Public Schools
- Cristina Bansch-Schott, Denver Public Schools
- La Dawn Baity, Denver Public Schools
- Amy Whited, Denver Public Schools

Are you the "Catch of the Day?" Don't Get Hooked!

Location Atlantic II

Description Don't be the fishing net for student discipline issues. Office referrals can be all too common. Truth is that most of the disciplinary issues are minor in nature and when not dealt with, accumulate to an unbearable level. Give your staff the power to handle issues in the classroom while improving test scores & morale in your school.

Presenter

- Louis Apicella, Lee County Schools

Coaching: The Heart of Principal Professional Learning

Location Atlantic III

Description Waukegan Public Schools is diverse district located just north of Chicago. Over the past three years, the district has focused on a theory of action that puts an emphasis on building the capacity of principals and empowering them to improve the quality of instruction. This strategic focus has dramatically increased the number of schools being recognized as commendable by the state from 33% in 2017 to 71% in 2018. Principal coaching has been the key lever in generating these results. Area Superintendents regularly meet with each principal at their school site and engage in an intentional coaching routine focused on the principal's capacity to support, develop, and increase the effectiveness of Instructional Leadership Teams and Grade Level Teams, and on continual data checkpoints for the school's improvement plan. Session participants will learn how Waukegan has structured coaching routines, the coaching tools they use, and how they monitor principal growth/development.

Presenters

- Amanda Patti, Waukegan Public Schools
- Shanie Keelean, Waukegan Public Schools
- Steve Gering, Gering Consulting LLC

Building Capacity of Leaders in High Needs Schools

Location Atlantic IV

Description The State of Nebraska is developing an innovative support system for principals and their supervisors in the highest needs schools. As part of a learning community of ten states (ESSA Leadership Learning Community, convened by The Wallace Foundation), Nebraska is developing a professional learning community, the Nebraska Leadership and Learning Network. The NLLN is informed by design thinking to support principals and their supervisors in challenging schools to deepen their capacity to lead an equity-driven learning improvement agenda. Participants will learn about core equity commitments outlined by the Nebraska Department of Education and the challenges and opportunities created in co-constructing a support network that empowers principals and principal supervisors to own their professional learning in equity-centered leadership. Leadership for NLLN is provided by members of the Nebraska Department of Education, regional Education Service Units, district leaders in Omaha and Grand Island, the Urban League, and the University of Nebraska, Lincoln.

Presenters

- Bradley Portin, University of Washington & Facilitator of Nebraska Leadership & Learning Network
- Shirley Vargas, Nebraska Department of Education, Harvard Fellow
- Dr. Dwayne Chism, Omaha Public Schools
- Larianne Polk, Educational Service Unit 7

PSEL Aligned Evidence and Feedback Tool for Improving Principal Effectiveness

Location Atlantic V

Description If a principal is going to improve as a school leader, it is imperative that he/she receive meaningful and actionable feedback on the instructional leadership of the school. The Principal Supervisor collects two kinds of evidence-- direct and indirect. The direct evidence is collected by observing and talking with the principal. The indirect evidence is often collected by reviewing artifacts, observing students and talking with teachers and parents from the school. The Delaware Academy for School Leadership has been piloting a new evidence collection tool that is used during coaching sessions with the principal. The tool is aligned to the Professional Standards for Educational Leaders (PSEL) and provides the coach or supervisor with a way to document evidence by standard and criteria.

Presenters

- Jacquelyn Wilson, Delaware Academy for School Leadership
- Dave Santore, Delaware Academy for School Leadership
- Norman Kennedy, Delaware Academy for School Leadership

Early Warning Indicator Teams: Central Office and School Level Coherent Leadership Actions to Keep Students on Track Toward On Time Graduation and College and Career Readiness

Location Atlantic VI

Description Despite gains in student promotion and graduation rates in recent years, there are still too many children who fall behind, are retained, and drop out while others must take remedial courses in college. Core Course Failures, Chronic Absences, and Social Emotional Instability are Early Warning Indicators used in Baltimore City Public Schools to predict middle and high school student success of graduation and college readiness. In this session, attendees will discuss leadership actions and interventions schools use to keep students on track toward graduation and college readiness through triangulation of Early Warning Indicators and coordination between district office, schools, and community stakeholders based on Early Warning Indicator Teams.

Presenter

- Daryl Kennedy, Baltimore City Public Schools

Using Instructional Rounds to Create Instructional Leaders and Improve Student Outcomes

Location Bonnet I

Description Our desire is to improve instructional outcomes for all students. We are transforming the way in which we develop Principals as instructional leaders by using consistent protocols for school visits and by implementing instructional rounds as a development tool across the city. Research has shown that the school principal accounts for nearly 25% of the total impact on student achievement (Marzano, Walter & McNulty, 2005). How principals shape the culture and climate of their school, allocate resources, ensure high quality instruction, and use data for informed decision-making matters. Based on this research our team believes that leveraging professional development that focuses on instructional leadership will transform achievement for all students. The Assistant Superintendents facilitate Learning Network monthly meetings with Principals and Assistant Principals to understand the purpose of Instructional Rounds and the protocols for observation and feedback. Assistant Superintendents then schedule and facilitate job-embedded coaching and professional learning through the implementation of Instructional Rounds. The Instructional Round has three parts: pre-work, classroom visitation, and post instructional round. The Instructional Rounds assess how well schools are organized to support students' learning and teacher practice. The quality of principal practices is determined on criteria outlined in the Pennsylvania's Framework for Leadership.

Presenters

- Rahshene Davis, School District of Philadelphia
- Randi Davila, School District of Philadelphia
- Evelyn Nunez, School District of Philadelphia
- Eric Becoats, School District of Philadelphia

64,800 Minutes of Opportunity to Impact Growth

Location Bonnet II

Description Des Moines Public Schools is part of the Wallace Foundation's Principal Supervisor Initiative. Through that work, the district has transformed the role of the principal supervisor – the Office of Schools Directors. The work started with a district investment that increased the number of principal supervisors/Directors to reduce the span of control from 19 to 10, or less. Two Directors that have been in the role since the beginning will discuss how this shift from 19 schools, to the research-based span of control of 10 or less has allowed for strategic impact on school performance. They will share the continued improvement process that the team of Directors uses to tier schools to deliberately deploy their time and support. As well as discuss how to push principals to their peak performance while you balance the role of coach and supervisor.

Presenters

- Greg Grylls, Des Moines Public Schools
- Wayne Knutson, Des Moines Public Schools

Re-branding for Success

Location Oceanside I

Description Change takes time, or does it? Faced with the challenge of turning around a school in improvement can be daunting for any administrator. This session will begin with one simple premise: To develop and foster the culture of a building AND surrounding community, sometimes you need to rebrand. Coming in on the heels of sustained non-achievement, rebranding efforts that are led in a collaborative manner through division-level and school leadership can be the spark that reignites school pride. Three of our division schools who "had" a history of being in school improvement were transformed by three dynamic leaders. Each sharing an intentional focus not only on the academic growth that our students deserved, but creating the environment both physically and culturally, our students could be proud of.

Presenters

- Scott Belako, Spotsylvania County Public Schools
- Mike Brown, Spotsylvania County Public Schools
- Jennifer Belako, Spotsylvania County Public Schools

Consequential Leadership and High Student Achievement

Location Rio Vista I

Description During this interactive session participants will be led in a discussion by Florida educators representing five school districts, who have been engaged in the research USDOE i3grant, and the National Institute for School Leadership (NISL) who will discuss opportunities learned to increase capacity for Strategic and Instructional Leadership in their schools and districts. Participants will be exposed to a sample of leadership research, traits and strategies that have a positive impact on student achievement. The importance of a learning culture, vision, and a professional learning community will be emphasized as critical tools for an effective leader. By using consequential leadership, NISL led schools have demonstrated results that include records of improving student achievement through innovative practices demonstrated to have an impact on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates and increasing high school graduation rates.

Presenters

- Dr. Denise Carlin, Lee County Public Schools
- Dr. Susan Rucker, National Institute for School Leadership (NISL)
- Bobbie D'Alessandro, National Institute for School Leadership

Narrowing the Achievement Gap Through Rigorous Monitoring

Location Rio Vista II

Description The Des Moines Public Schools district made one powerful shift in their monitoring methodology which greatly improved school performance: principal supervisors began to focus directly on student evidence. Through various data monitoring techniques, which the presenters will share, district leaders were able to go deeper than simply assessing principal or teacher practices for perceived effectiveness they analyzed if these actions were actually translating to student achievement gains and skills development. Through rigorous monitoring, principal supervisors surfaced opportunities to strengthen the through line from their own actions, to principals' actions, to teachers' actions, to the achievement of student outcomes. District leaders used short-cycle data tools to be proactive in closing daily learning gaps, which ultimately narrowed the achievement gap for their minority student populations and facilitated continuous school improvement. The presenters will share research-based strategies and tools to help principal supervisors engage in rigorous monitoring to transform their own schools' performance.

Presenters

- Susan Tallman, Des Moines Public Schools
- Matt Smith, Des Moines Public Schools
- Janis Andrews, Learning Sciences International

Lunch with Keynote Susan Taylor

Wednesday, April 3, 2019 - 1:15 PM - 2:45 PM

Location Las Olas

Biography: After 27 years as the chief editor of Essence magazine and the visionary credited with building the brand, Susan L. Taylor left publishing to devote her life to building an organization that is devoted to breaking the cycle of intergenerational poverty among African Americans. The National CARES Mentoring Movement is that organization: a community transformation crusade dedicated to “changing the predictable futures defined for our young who are struggling along the margins and living with the indignity of poverty,” she says. At Essence magazine, Taylor not only served as chief editor, but also authored the magazine’s most popular column, In the Spirit—the first in a mainstream U.S. magazine to champion spiritual growth as a pathway to total well-being and a meaningful life. Under her guidance, the publication’s readership soared to eight million in the U.S., the Caribbean, Canada, the U.K. and English-speaking African nations, and the Essence brand expanded into book publishing, broadcasting, eyewear, hosiery, and its own fashion catalog. But nowhere outside the magazine did she bring people and Black culture together so beautifully as with the launching of the Essence Music Festival and its famous empowerment seminars.

Founded by Susan Taylor in 2005 as Essence CARES, the National CARES Mentoring Movement is the fastest growing mentor-recruitment organization in the nation. In 58 U.S. cities, local CARES Affiliates recruit, train and deploy caring adults to schools and a wide variety of youth-serving organizations that are desperate for Black volunteers to serve as mentors, tutors, reading buddies and role models. Big Brothers Big Sisters, the Boys and Girls Clubs of America, Boy Scouts and U.S. Dream Academy are among the hundreds of organizations for which the CARES volunteer army of passionate CARES Affiliate leaders recruit mentors. To date, National CARES has recruited more than 130,000 mentors.

Deepening her commitment to create pathways out of poverty that equip children with the confidence, well-being and skills they must have to succeed, Susan Taylor is leading National CARES in taking a bold leap forward. In 2009, Taylor formed a brain trust of nationally renowned educators, community activists, business and faith leaders, physicians, psychologists and nutritionists. Their charge was to bring their best thinking to moving what is most needed for African Americans to move to wellness in body, mind, spirit and community. A New Way Forward: Healing What’s Hurting Black America was the outcome, an initiative and training manual for mentoring our young and healing communities.

Susan L. Taylor is the editor of eight books, and the author of four books: the best-seller In the Spirit; Lessons in Living; Confirmation: The Spiritual Wisdom That Has Shaped Our Lives, which she co-authored with her husband, Khephra Burns; and her most recent book, All About Love. Taylor’s genius has not gone unrecognized. She is the first and the only African American woman to be recognized by the Magazine Publishers of America with the Henry Johnson Fisher Award — the industry’s highest honor — and the first to be inducted into the American Society of Magazine Editors Hall of Fame. She is the recipient of scores of prestigious awards, including presidential citations, Image Awards and the NAACP President’s Award for Visionary Leadership, and has honorary doctorate degrees from more than a dozen colleges and universities. Susan Taylor’s vision is clear: calling together a critical mass of caring people to work strategically, peacefully and passionately to heal all that is hurting our children, communities and country

Presenters

- Susan Taylor

CONCURRENT SESSIONS 3

Thursday, April 4, 2019 – 3:00 PM – 4:15 PM

Addressing the Culture Gap: Creating Distributed-Leadership Environments through Empowering Teachers to Lead Change

Location Atlantic I

Description The work of leading schools involves a distributed perspective and transcends beyond formal titles. Embark on an understanding of distributed leadership through empowerment of teachers to lead the efforts of closing the culture gap. An introduction to improvement science as it relates to distributed leadership will frame the discussion, followed by the journey of creating classroom environments which have experienced increased levels of engagement, academic performance and attendance through culturally diverse and aware materials.

The presentation will provide tools of collective inquiry to identify a problem of practice within your school environment and models to map the change efforts; while also providing an example of tools, routines and practices already proven effective in one diverse high school community.

Presenters

- Michelle M. Beavers, Ph.D, University of Virginia
- Leanna Rippey, Lord Botetourt County Public Schools

The Power of the Pipeline: The Broward County Principal Supervisor Initiative (PSI)

Location Atlantic II

Description This presentation will highlight the development of a structure that supports the growth of the principal supervisors using the instructional leadership inquiry cycle tool. School leadership is a daunting task, even under the best of circumstances. Given the increasingly complex demands and challenges principals encounter every day, one way to make the job more manageable is to achieve clarity and focus on leadership practices that will positively affect student achievement and improve overall outcomes. Broward's Principal Supervisor Initiative (PSI) recognizes the role of the Principal Supervisor as crucial in helping principals be more effective, but one that has been hampered by the evolution of how the position is defined, and how candidates are recruited, hired and evaluated. Many in the Principal Supervisor position often have little experience or training prior to taking on the role. Attendees will hear how they can increase the effectiveness of Principal Supervisors in their districts.

Presenters

- Horace Hamm, Broward County Public Schools
- Ted Toomer, Broward County Public Schools
- Paul Wilson, Public Consulting Group
- Chy Davidson, Public Consulting Group

Equity: Ensuring All Students Can Succeed

Location Atlantic III

Description As school leaders, principals must ensure that instruction, policy, practice and culture work to support the success of all students. Yet, frequently, data show that sub-populations of students continue to struggle. In this session, principals will look at data, explore root causes, and consider ways to ensure that equitable practices are in place to support all learners. School case studies from Newburgh Enlarged City School District (NY) will be reviewed. Participants will discuss what it means to support equity in schools in a range of situations involving race, gender, sexual preference, disability and gender identity. This presentation will include the importance of aligning district, building, and school level practices to ensure that each student receive the supports necessary to reach their fullest potential.

Presenter

- Dr. Ebony Green, Newburgh Enlarged School District

The Learning Leader: Understanding How To Organize For Collaborative Work To Improve Performance

Location Atlantic IV

Description This session will include a variety of research-based strategies, techniques and practices. Participants will learn a proven process to improve performance of administrators, at the school level. In this interactive session, participants will learn how to:

- organize principals, in order to provide individualized support and professional learning;
- organize a successful school visit;
- create and organize targeted coaching pods, to establish a professional support learning community and;
- plan and implement a targeted cycle of professional learning for a cluster/region of schools.

Presenters

- Ava Tasker-Mitchell, Lead with Purpose
- Rotunda Floyd-Cooper, Learning To Improve

Prioritizing Time to Build Our Capacity as Instructional Leaders

Location Atlantic V

Description Come and hear from senior leadership in Fairfax County Public Schools (FCPS) as they describe their journey in coaching and supporting novice and experienced principals. In a region comprised of 45 Pre-K-12 schools and 37,000 students, they will share how they have been able to achieve continuous improvement of principal leadership, teaching practices, and student learning. Questions the session will answer:

- How do principal supervisors balance their use of time to prioritize development of principals as instructional leaders?
- How do principal supervisors utilize an inquiry process to improve principal leadership practice and effectiveness?
- How do principal supervisors differentiate professional development opportunities to improve student achievement at scale?

As a result of this session, you will walk away with practical processes, tools, and strategies to strengthen your capacity to develop and support principals as instructional leaders.

Presenters

- Terry J. Dade, Fairfax County Public Schools
- Evangeline Petrich, Fairfax County Public Schools
- Grace Taylor, Fairfax County Public Schools
- Eleanor Contreras, Fairfax County Public Schools
- Christine Slattery, Fairfax County Public Schools

Building Instructional Leaders: A Transformative Approach to Learning Time to Learn and Grow

Location Atlantic VI

Description This session will focus on our District Professional Learning Community where District Leaders are assigned to specific school sites to serve as a coach and mentor to the principal while partnering with the school's leadership team to build capacity as instructional leaders. As a coach and mentor, we partner in learning and growing instructionally creating a trusting culture of growth without fear. This continuum of adult learning is a model which provides a venue for professional dialogue, necessary for developing instructional leaders.

The structure includes quarterly action plan meetings, sample data collection tools, school site specific learning look-fors, and data dialogues which have transitioned to school improvement plans. This session will highlight the transformative nature of this process including the structure of implementation, strengthening of instructional practices, and building capacity of leaders at all levels.

Presenters

- Dr. Ginger Featherstone, Martin County School District
- Heather Padgett, Martin County School District

Learning to Leading - A Professional Learning Cycle for Developing Instructional Leaders

Location Bonnet I

Description It is imperative that principals demonstrate a deep knowledge of teaching and learning processes and engage all staff in developing and applying that knowledge with fidelity to improve student achievement. We have developed a Professional Learning Cycle that allows our principals to be fully engaged as learners prior to leading school-wide instructional initiatives. Our Professional Learning Cycle helps our principals prioritize focus areas through differentiated professional development, rigorous data analysis, coaching and feedback, and evaluation of strategies to ensure consistent monitoring of research-based instructional practices.

The Professional Standards for Educational Leaders and the Model Principal Supervisor Professional Standards are used to ensure we remain focused on the effectiveness of our principals as instructional leaders.

Presenters

- Kasandra Lassiter, Ed.D., Prince George's County Public Schools
- Susan Holiday, Prince George's County Public Schools
- Jennifer Neidenbach, Prince George's County Public Schools

Organizing Centrally to Accelerate School Performance

Location Bonnet II

Description As multiple central teams work to support different work streams in schools, demands upon building leaders and principal supervisors increase. Work that is vital to school success can quickly become uncoordinated, counter-productive, and excessively burdensome for the school leader. Within this session, we will explore the Roundtable model DC Public Schools has used to organize centrally for school support that has led to increased communication, stronger central-school partnerships, and increasingly effective differentiated supports to schools. Attendees will have the opportunity to learn about the model and collaborate with other leaders to think about the implications for strategic change within their own districts.

Presenter

- Justin Good, DC Public Schools

Developing and Leveraging a Growth Mindset to Drive School Improvement

Location Oceanside II

Description Many districts are starting to use Growth Mindset as a School Improvement strategy by empowering students to realize that it doesn't matter where they come from; what society thinks they can do or achieve; they control their outcome. When students believe that performance or skill is developed as a result of intent, hard work, effort, and feedback they move from having a *Fixed Mindset*, where their circumstances dictate their results, to a *Growth Mindset*, where they understand abilities and intelligence can be developed. Although Growth Mindset is an easy concept to understand, it is difficult to implement in schools. Too often, educators think it is about getting kids to try harder and praising them for their effort. Unfortunately, this tends to backfire since students who are putting forth the effort but are not getting the results quickly give up. Developing a Growth Mindset is not only about effort but helping students try new strategies and seek input from others when they are stuck. Data is an important component of creating a Growth Mindset. Without data, educators and students do not know their strengths and opportunities for improvement; they cannot show growth and success; and information is needed to ground feedback discussions. Another key component is helping educators adopt a growth mindset themselves. Yet, how do we instill this belief in our teachers and administrators? In this session, we'll review some of the misconception's educators have about Growth Mindset, hear from a district who is in the middle of a journey to implement this idea, and learn what are some ways to encourage growth mindsets in teachers and students.

Presenters

- Kenneth Tam, Curriculum Associates
- Jaron Carson, Shelby County Schools, TN

What You Measure is What Matters Data Points that Make a Transformational Difference in District and School Performance

Location Rio Vista I

Description St. Lucie Public Schools implemented a comprehensive school transformation plan that relied on high return-on-investment metrics with consistent progress monitoring. Through a collaboration between the academic leadership and instructional technology, the district was able to develop a comprehensive platform that tracked daily performance measures in attendance, discipline, grades, graduation measures, accelerated performance and social/emotional metrics. This platform informs daily decision making and provides the capability to intervene with student and teacher performance in real time. Through the work conducted over the last three years, the district has risen from the bottom third in district performance in Florida to the top third. St. Lucie Public Schools improved its graduation rate from 76% to 90%, improving from 45th out of 67 districts in Florida to ranking 5th in the State. In addition, St. Lucie Public Schools ranked 1st in overall improvement for districts in Florida with more than 15,000 students over the last 3 years. The district has focused on targeted strategies that improve school, principal, teacher and student performance that has resulted in 31 out of 36 schools improving overall performance over the last 3 years.

Presenter

- Dr. Jon R. Prince, St. Lucie Public Schools
- Terence Oleary, St. Lucie Public Schools

Principal Supervisors as Coaches for Leadership Development

Location Rio Vista II

Description In order to improve school performance and increase the capacity of school-based leadership teams, learning communities within one school district implemented an instructional review process to identify school-wide trends that impact student achievement. The classroom walk-through framework focuses on six key elements: standards-based culturally-responsive instruction, student writing, close reading strategies, academic notebooks, student engagement and digital learning. Once the observational data is collected and reviewed, school-based and learning community leadership teams celebrate successes and discuss opportunities for growth. Teams collaboratively develop and implement an action plan to address the instructional concerns, with support from district personnel, which will lead to sustainable best practices.

Presenters

- Rahim Jones, Orange County Public Schools
- Patricia Fritzler, Orange County Public Schools
- Greg Moody, Orange County Public Schools

Breakfast Speaker Dr. Katherine McKnight Friday, April 5, 2019 - 8:00 AM - 9:00 AM

Location Las Olas III & Las Olas IV

Biography: Dr. Katherine McKnight, or “Katie” to her friends and colleagues is a Chicago based author, speaker, consultant, professor and passionate literacy advocate. Most of all, she’s a teacher and parent. Her career in education began over 30 years ago as a middle school and high school English and social studies teacher in the Chicago Public Schools and was appointed as Distinguished Professor of Research at National Louis University. She is a sought after expert in adolescent education and literacy. As a literacy expert with years of experience in the classroom, Katie now travels worldwide as a literacy consultant who is leading the charge to close the achievement gap. Because Katie’s work takes her into all kinds of schools (public, private, and parochial; rural, urban, and suburban), she’s able to complement her vast expertise with relevant classroom experience – classroom and school experiences that are very much like yours. Dr. McKnight has received several awards for her publications and teaching at the university level. She has authored 17 books that support educational strategies to engage all learners.

She is the founder of Engaging Learners, an educational company built around her successful Literacy and Learning Center model. Her work in educational leadership, literacy and student skill development has resulted in unprecedented academic achievement in many struggling schools. You can find her at EngagingLearners.com and her popular podcast, “Two Lit Ladies”.

Description The ability to read, write and speak with proficiency is essential for student success. Students who struggle in school may not possess accurate literacy tools or self-regulation strategies for college and career readiness. This inspiring presentation will showcase how an integrated school-wide literacy and self-regulation plan resulted in at least 15% student growth in one academic year and how you can lead your school to a similar outcome. Research suggests that academic improvement can occur when a self-regulatory model is integrated with strategic literacy instruction that fosters self-efficacy and independence.

Presenters

- Dr. Katherine McKnigh

Feature Session I

Leading with Emotional Intelligence: The Catalyst to Improving Teaching and Learning

Friday, April 5, 2019 - 9:15 AM - 10:30 AM

Location Las Olas II & Las Olas V

Description Our emotions are the gateway to understanding our thoughts, attitudes, beliefs and actions. As leaders, when we don't understand how our emotions impact our thoughts, attitudes, beliefs and actions, we run the risk of operating in the blind spots of our opinions, projecting our feelings and creating dissonance. When we lead in a manner that causes dissonance, we create emotional frustration, stress, "burnout" and disengagement. As a result, there is an absence of learning, a reinforcement of old practices and change and/or progress are often short-lived or inconsequential. With a heightened awareness of our own values, beliefs, experiences and a heightened awareness that it's our own paradigms that shape our behavior, we strengthen our ability to connect with the feelings, needs, and concerns of those we lead as they feel it. This has a cascading effect on teaching and learning. Leading with emotional intelligence is the catalyst to improving teaching and learning. It allows us to nurture healthy relationships, create supportive social networks and accelerate student success.

Presenters

- Dr. Shanequa Fleming

Feature Session II

Roadmap to Productive Partnerships

Friday, April 5, 2019 - 9:15 AM - 10:30 AM

Location Las Olas I & Las Olas VI

Description This session will describe the journey three districts (Broward, Palm Beach and Port St. Lucie) embarked on to improve leadership preparation in their districts. With the assistance of a Wallace Foundation Grant and a partnership with Florida Atlantic University, you will hear their successes and lessons learned during this amazing process.

Presenters

- Ted Toomer
- Denise Rodriguez
- Laura Riopelle

CONCURRENT SESSIONS 4

Friday, April 5, 2019 - 10:45 PM - 12:00 PM

A Leader of Leaders Approach: How Principal Supervisors Impact Instruction at Scale

Location Atlantic I

Description The School District of Philadelphia, in partnership with New Leaders, proposes to lead an interactive session with practical tools that elevate a shared vision of instructional excellence and drive impact at scale. Reflecting on the principals and schools they lead, participants will engage with New Leaders Transformational Leadership Framework (TLFTM). The TLF provides an evidence-based structure for integrating multiple sources of quantitative and qualitative data, diagnosing school strengths and inconsistencies, and determining a set of targeted supports aligned to district priorities. A second tool, leadership walks, allows participants to advance continuous improvement by gathering observable evidence and consistently identifying and replicating high-quality, standards-based instruction. Both tools effectively monitor and support the development of principals and have led to innovative leadership solutions in urban and rural districts. Dr. Shawn Bird, Chief Schools Officer, with New Leaders Dr. Devin Dillon (former superintendent) and La Dawn Baity (principal supervisor), will co-lead the session.

Presenters

- Shawn Bird, Ed.D., The School District of Philadelphia
- Devin Dillon, Ph.D, New Leaders
- La Dawn Baity, New Leaders

Ready or Not: Here They Come (Millennial Teachers)

Location Atlantic II

Description Gain a deeper understanding of Millennials, the largest generation to emerge in the workforce since baby boomers. Focus on how to hire, train and retain Millennials by exploring what motivates this generation, how to encourage them, and how to address their professional development needs. **Note:** This session was recently highlighted on Ed Week's blog: http://blogs.edweek.org/teachers/teaching_now/2018/12/millennial_teachers_things_to_consider_in_trying_to_recruit_and_retain_them.html

Presenters

- Emily Poag, University of Delaware
- Robert Joseph Buckley, Cecil County Public Schools
- Sharon Brittingham, Delaware Academy for School Leadership

A Systemic Approach to Promoting Principal Growth

Location Atlantic III

Description This interactive session will provide a brief overview of an effective model that has led to improved student outcomes on state assessments and principal growth in leadership competencies. This session will highlight the tight organizational structure of mini support teams, school wide collegial calibrations using instructional growth rubrics and school site visit tracker as the cornerstones of principal support in Fulton County Schools Central Learning Community. In addition, artifacts, implementation strategies, and lessons learned will be shared, and participants will have the opportunity to dive deeper into the cornerstones and develop strategies for implementing this model in their own district.

Presenter

- Nathalie Henderson, Fulton County Schools

Instruction and Culture Quality Cycle: A System to Empower Innovative and Transformational School Leaders

Location Atlantic IV

Description This engaging presentation will allow principal supervisors opportunities to explore the components of a highly effective 'feedback loop' process for principals and their leadership teams to improve campus instructional and cultural systems. The Instruction and Culture Quality Cycle (ICQC) includes a 'Baseline Growth Walk' process utilized to identify gaps in instructional and cultural applications. Additionally, the ICQC includes a year-long collaborative, monitoring process of campus growth indicators. Principal supervisors will also learn how to utilize the ICQC to build the leadership capacity of principals and campus leadership teams.

Presenters

- Dr. Susan Hernandez, Fort Worth ISD
- Priscila Dilley, Fort Worth ISD

The Journey of School Improvement: Making it a Reality

Location Atlantic V

Description Nearly every school district in the country recognizes the challenges facing schools today. Many districts have attempted school improvement efforts, but few have been able to support its effectiveness needed to sustain continuous improvement. Join Dr. Julio Nazario-Valle, Dr. Lucinda Thompson, and Amanda Chin as they share systems and strategies for supporting principals with instructional leadership. As a former turnaround principal at a very large urban school district in Florida, Dr. Nazario-Valle will share how he established school-wide systems by creating a vision and accountability measures to improve student performance. Participants will collaborate around best practices for monitoring the effectiveness around school-based instructional leadership team and implementation of instructional priorities. Dr. Nazario-Valle and his team support districts in Southwest Florida who have schools in differentiated accountability. Last year, throughout Florida, 68% of schools that earned a D or F improved by at least one letter grade.

Presenters

- Dr. Julio Nazario-Valle, Florida Department of Education
- Dr. Lucinda Thompson, Florida Department of Education
- Amanda Chin, Florida Department of Education

Sharing the Road: The Network Approach to Strategic Leadership

Location Atlantic VI

Description School systems are notorious for action plans that take up multiple binders and do little more than gather dust. Alum Rock School District, in partnership with the New Teacher Center, has reorganized systems for supporting school leaders to make strategy a daily part of the work of school teams. With technology-enhanced tools, leadership teams assess key priorities aligned to data and research, develop a coherent instructional strategy, and implement with fidelity and peer feedback on a monthly basis. This session is co-facilitated by Alum Rock Union District and the New Teacher Center. They will share the story of their partnership and introduce participants to the key processes that have led to greater coherence and more focused strategic improvement efforts across schools in the Alum Rock Union School District.

Presenters

- Jason Sorich, Alum Rock Union Elementary School District
- Adam Parrott-Sheffer, New Teacher Center

The Change Leader's Coaching Principals to Their Peak Performance After the Shift from Management to Instructional Leadership

Location Bonnet I

Description Des Moines Public Schools is part of the Wallace Foundation's Principal Supervisor Initiative. Through that work, the district has transformed the role of the principal supervisor the Office of Schools Directors. The work started with a district investment that increased the number of principal supervisors/Directors to reduce the span of control from 19 to 10, or less. Two Directors that have been in the role since the beginning will discuss how this shift from 19 schools, to the research-based span of control of 10 or less has allowed for strategic impact on school performance. They will share the continued improvement process that the team of Directors uses to tier schools to deliberately deploy their time and support. As well as discuss how to push principals to their peak performance while you balance the role of coach and supervisor.

Presenters

- Mike Lord, Des Moines Public Schools
- Barry Jones, Des Moines Public Schools

Enculturating Acceptance & Belonging Among At-Risk Learners

Location Bonnet II

Description Leaders of schools with high percentages of at-risk learners recognize the importance of assigning extensive time and attention to establishing practices that contribute to acceptance and belonging among the student population. At the secondary level, this practice is often enculturated through long-term relationships students have fostered through elementary and middle school, as well as through participation in extra-curricular activities. However, for students who do not matriculate within their community or home-school, the challenge of developing an identity in high school can seem insurmountable, yet even more essential to ensuring the at-risk student's sense of belonging and academic success. This presentation will introduce practices and strategies implemented in a non-traditional setting to build a common culture among students from very diverse backgrounds, but who all commonly struggle with academic success. Presenters will share best practices in community collaboration, developing self-regulation strategies, teaching academic self-control and other strategies to ensure the academic success and long term development of students deemed low-achievers, or at risk by contemporary standards.

Presenters

- Bardetta D. Haygood, Broward County Public Schools
- Lynnette Drayton, Broward County Public Schools

Building Your Bench: DCPS' Approach to Distributive Leadership in Schools

Location Oceanside I

Description What could be more vital to a school's long-term success than the cultivation of its future leaders? How do principal supervisors' strategically support leaders with amplifying systems and structures, while cultivating their content expertise and instructional leadership?

During this session, we will walk you through how DCPS' Instructional Superintendents support principals with prioritizing talent and leadership development.

Learning Objectives:

- Evaluate how DCPS instructional superintendents and central office teams collaborate.
- Examine the development and support strategies for school based Academic Leadership Teams.
- Determine the impact of distributive leadership by highlighting the use of student work analysis protocols, data driven instruction, and structures for professional learning

Presenters

- Angela Chapman, DC Public Schools
- Andria Caruthers, DC Public Schools
- Shawn Stover, DC Public Schools
- Katie Larkin, DC Public Schools

Focusing on Student Engagement to Promote Success

Location Oceanside II

Description Under ESSA, North Dakota chose student engagement as its non-academic indicator. This cultural shift in assessment has encouraged principals and superintendents to find new ways to authentically engage their students in their learning. In this engaging, entertaining and informative presentation, attendees will learn why the power of student engagement is important, learn from colleagues on best practices in student engagement, and explore the culture of children (Corsaro, 2012). The latter will focus on teaching attendees' techniques on how to tap into children's unique culture in order to fully engage them in their learning. The presenters have a combined wealth of 60 plus years of experience in innovative education practices. Including, leading statewide projects and professional development in student engagement and personalized, competency-based learning.

Presenters

- Joe Kolosky, North Dakota Dept. of Public Instruction
- Matt Scherbenske, North Dakota Dept. of Public Instruction
- Jim Upgren, North Dakota Dept. of Public Instruction

Incorporating Social Emotional Learning into Our Practice: One District's Journey

Location Rio Vista I

Description Presenters will share Palm Beach County's journey with social emotional learning (SEL). Rather than beginning the initiative with students, we started with adults. By incorporating SEL into professional development before moving into schools with morning meeting, a culture of empathy and respect was built and strengthened. From there, the practices moved into the Summer Reading Academy where improvements were documented in both reading performance and attendance. The journey continues as SEL competencies are being integrated into the academic areas of both in-school and out-of-school time. During the presentation, participants will engage in the signature practices of SEL and leave with strategies and activities to utilize within their school buildings.

Presenters

- Keith Oswald, School District of Palm Beach County
- Diana Fedderman, School District of Palm Beach County
- Kristen Rulison, School District of Palm Beach County

Beyond Grit: How Principals Can Increase Achievement by Improving Student Academic Behaviors

Location Rio Vista II

Description School leaders from high-poverty to high-wealth districts are working to close achievement gaps for African-American, Latino, students with disabilities, English language learners and low-income students, along with other student populations. Research shows that improving student academic behaviors (e.g. attendance, homework completion, class participation) and student perseverance (productive struggle when tackling challenging school work, so students do not give up quickly) are effective approaches to improving student academic outcomes. Addressing non-cognitive factors, like students' beliefs about themselves, feelings about school, or the ways they monitor their learning can develop grit, perseverance and, ultimately higher academic performance when supported as part of the school culture and integrated into core instruction. Six high schools in New York and New Jersey committed to prioritizing student academic behaviors. In this session, participants will discuss the research, the approaches, receive sample tools and strategies, and review data showing how these strategies have significantly improved student outcomes.

Presenters

- Carolyn Quintana, New York City Department of Education
- Hewette Moore, Institute for Student Achievement
- Nathan Dilworth, Institute for Student Achievement