

Agenda

San Diego, CA • November 16–18

Tuesday, October 1

| | | |
|----------------------|---|--|
| 7:00–8:00 a.m. | Registration | |
| | Continental Breakfast | |
| 8:00–9:45 a.m. | Keynote —Regina Stephens Owens <i>Transformational Learning: Belief Runs Through It</i> | |
| 9:45–10:00 a.m. | Break | |
| 10:00–11:30 a.m. | Breakouts | |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) | |
| 1:00–2:30 p.m. | Breakouts | |
| 2:30–2:45 p.m. | Break | |
| 2:45–3:45 p.m. | High-Impact Talks | |
| | Session A • 2:45–3:05 p.m. | |
| | Session B • 3:25–3:45 p.m. | |

Wednesday, October 2

| | | |
|----------------------|---|--|
| 7:00–8:00 a.m. | Registration | |
| | Continental Breakfast | |
| 8:00–9:45 a.m. | Keynote —Anthony Muhammad <i>What Is School Culture and Why Should I Care?</i> | |
| 9:45–10:00 a.m. | Break | |
| 10:00–11:30 a.m. | Breakouts | |
| 11:30 a.m.–1:00 p.m. | Lunch (on your own) | |
| 1:00–2:30 p.m. | Breakouts | |
| 2:30–2:45 p.m. | Break | |
| 2:45–3:45 p.m. | Team Time —Presenters are available to aid in your collaborative team discussions. | |

Thursday, October 3

| | | |
|-----------------|--|--|
| 7:00–8:00 a.m. | Continental Breakfast | |
| 8:00–9:30 a.m. | Breakouts | |
| 9:30–9:45 a.m. | Break | |
| 9:45–11:45 a.m. | Keynote —Alexander McNeece <i>Classroom Engagement Culture: Loving What They Learn</i> | |

Agenda is subject to change.

Breakouts at a Glance

| Presenter & Title | Tuesday, October 1 | | | Wednesday, October 2 | | Thursday, October 3 |
|---|--------------------|----------------|-------------------------------------|----------------------|----------------|---------------------|
| | 10:00–11:30 a.m. | 1:00–2:30 p.m. | High-Impact Talks 2:45–3:45 p.m. | 10:00–11:30 a.m. | 1:00–2:30 p.m. | 8:00–9:30 a.m. |
| Rosa Isiah | | | | | | |
| The Myth of Colorblindness: Developing a <i>Colorbrave</i> Mindset | X | | | | | |
| Mirror Check: Equity and Access Begin With Me | | X | | | | |
| Women in Leadership: Shattering Glass Ceilings With Equity, Diversity, and Access | | | X | | | |
| You Have to Know Them Before You Can Teach Them: Tapping Into Our Students’ Lived Experiences | | | | X | | X |
| Are You OK With That? Examining the Impact of Implicit Bias on School Culture | | | | | X | |
| Alexander McNeece | | | | | | |
| Strategies to Help Students Connect With Their Teachers and Classmates: Relationship-Building Strategies in Classrooms and Staff Meetings | X | | | | | |
| Student Engagement Mindsets and Strategies to Reach Them All | | X | | | | |
| What Holds Us Back from Growing Our Culture? | | | X | | | |
| Practices That Healthy Cultures Adopt: Cooperative Learning Strategies in Classrooms and Staff Meetings | | | | X | | X |
| Ten Essential Early Literacy Practices | | | | | X | |

| Anthony Muhammad | | | | | | |
|--|---|---|---|---|---|---|
| Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change | X | | | | | |
| New Insights for Transforming School Culture | | X | | | | |
| Commitment or Buy-In? | | | X | | | |
| Time for Change: Four Essential Skills for Transformational School and District Leaders | | | | X | | X |
| Assessing the Health of Our School Culture | | | | | X | |
| Malik Muhammad | | | | | | |
| Creating a Culture of Engagement: Extending Knowledge by Analyzing Real-World Situations | X | | | | | X |
| Overcoming a Culture of Poverty: Five Practices for Committed Classrooms | | X | | X | | |
| What If . . . ? | | | X | | | |
| Culturally Responsive Leadership: Creating Healthy Collaboration Between Administrators and Teachers | | | | | X | |
| Regina Stephens Owens | | | | | | |
| The <i>Why</i> Effect: Intentional Systems Drive Inspirational Cultures | X | | | | | |
| Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning | | X | | | X | |
| Hidden Figures: Transforming Learning | | | X | | | |
| Collective Efficacy at Work | | | | X | | |
| Designing and Developing Culture in Schools | | | | | X | |

Agenda is subject to change.

Session Descriptions

Rosa Isiah

[High Impact Talk] Women in Leadership: Shattering Glass Ceilings With Equity, Diversity, and Access

Women battle gender, equity, and pay gaps in top leadership positions across the spectrum. If women make up over half of the population, why do they hold a limited number of leadership positions? Women of color, especially, are at a disadvantage compared to their white counterparts. Despite women outnumbering men in college and obtaining more advanced degrees, they are the minority in many professions, including district superintendent positions.

This session explores strategies that foster a healthy organizational culture of equity, inclusion, and gender equality for women.

Mirror Check: Equity and Access Begin With Me

Equity and growth mindset are essential in developing a healthy school culture. Creating an equitable learning community requires a shift in adult beliefs and expectations. Why does this matter? Although students from historically marginalized groups are making progress, there is tremendous work to do to close achievement and opportunity gaps.

This work begins with analyzing our beliefs and behaviors about equity and mindset and the powerful role it plays in our learning communities. Participants discover the impact of equity and mindset on healthy school cultures.

Attendees can expect to:

- Establish a clear understanding of equity, mindset, and healthy culture in a learning community.
- Examine the barriers that feed a toxic school culture.
- Explore beliefs, behaviors, and roles in developing a school culture that promotes equity and a growth mindset.
- Develop practical strategies to begin work.

The Myth of Colorblindness: Developing a Colorbrave Mindset

Are you colorblind or *colorbrave*? A colorblind mindset negatively impacts the academic success for students of color. Students thrive when schools embrace diversity, acknowledge implicit biases, and view language, color, race, and culture as assets in learning communities. Implementing strategies that foster a *colorbrave* culture empowers and uplifts all students.

Participants can expect to:

- Understand how a colorblind mindset affects academic success and school culture.
- Learn how to counter a colorblind narrative by embracing diversity and acknowledging implicit bias.
- Explore strategies that foster a *colorbrave* mindset and promote diversity in school communities.

You Have to Know Them Before You Can Teach Them: Tapping Into Our Students' Lived Experiences

Creating a safe and inclusive learning community for all students is vital for meeting the needs of the whole child. In building an inclusive school culture, educators should recognize issues that historically marginalized students face: race and ethnicity, language and culture, and socioeconomic status. Schools are encouraged to embrace students' lived experiences and identities when addressing the whole child.

In this session, participants focus on acknowledging and embracing each child's identity and gifts. Participants explore how microaggressions shape school culture.

Participants can expect to:

- Understand the experiences of historically marginalized students and how these experiences affect academic achievement.
- Explore how microaggressions influence students and staff, and determine how they contribute to a school's culture and climate.
- Develop practical strategies to create a more inclusive climate in learning communities.

Are You OK With That? Examining the Impact of Implicit Bias on School Culture

Implicit bias in a school greatly impacts the entire learning community. Defined as attitudes or stereotypes that affect our understanding, behavior, and decision making, implicit bias can be positive or negative and can happen unconsciously and involuntarily.

Unconscious bias contributes greatly to school culture. It fuels achievement and opportunity gaps among students, especially those who are historically marginalized. Educators can address implicit bias by fostering a culture of empathy, as well as holding honest conversations that help change beliefs and behaviors.

Participants can expect to:

- Gain an understanding of implicit and unconscious bias.
- Explore the effects of implicit bias on school culture and academic achievement.
- Review how implicit bias affects relationships among students and staff.
- Develop strategies to understand, recognize, and change our biases, beliefs, and behaviors.

Alexander McNeece

[KEYNOTE] Classroom Engagement Culture: Loving What They Learn

Teachers are leaders in their classrooms. Leaders transform culture, culture develops engagement, and engagement becomes achievement. Alexander McNeece, author of *Loving What They Learn: Research-Based Strategies to Increase Student Engagement* (Solution Tree, 2019), shares tools to build engagement and create a classroom culture where all students grow to love learning.

Participants in this session:

- Learn what student engagement is and why increasing a student's level of self-efficacy is paramount.
- Understand who creates and develops classroom engagement culture and what you can do to help develop students' academic self-concepts.
- Explore a student engagement diagnostic tool and data to focus on critical strategies.

Student Engagement Mindsets and Strategies to Reach Them All

Why are some students engaged and others disengaged? Alexander McNeece explores the basics of engagement, including how to evaluate and increase it. Students come with a spectrum of engagement mindsets. Alexander McNeece reveals those mindsets and how to help all students develop an intrinsic love of learning.

Participants in this session:

- Explore the student-engagement-mindset continuum from Dr. McNeece's book *Launching and Consolidating Unstoppable Learning* (Solution Tree, 2018).
- Learn about the engagement zone of critical need and identify how to help students.
- Collaborate on strategies to help all students love learning.

Strategies to Help Students Connect With Their Teachers and Classmates: Relationship-Building Strategies in Classrooms and Staff Meetings

All students need to feel a high level of relatedness to their teachers and classmates, and our least engaged students need it most. There are strategies teachers can implement right away that will help accomplish this. This is not a sit-and-get presentation. Attendees should be prepared to learn by doing! Participants may walk in as strangers, but they will walk out as a team.

Participants in this session:

- Acquire quick classroom or staff meeting activities teachers and principals can use to increase levels of relatedness.
- Explore the importance of these activities and understand their role in the engagement process.
- Examine their feelings during this reflection-in-action session as they meet new teammates and grow a new community.

[High Impact Talk] What Holds Us Back from Growing Our Culture?

Healthy school cultures seek practices that help all students learn. Why is there pushback when we know what will help? Learn how socialization into school contributes to a traditional approach to teaching and learning and what you can do to help your school's culture grow.

Practices That Healthy Cultures Adopt: Cooperative Learning Strategies in Classrooms and Staff Meetings

Healthy school cultures seek practices that help all students learn. Research shows cooperative classroom activities support struggling students while also scaffolding autonomy to develop independent learners. This is not a sit-and-get presentation. Attendees should be prepared to learn by doing!

Participants in this session:

- Acquire multiple student cooperative learning strategies that grow students' level of competence and help all students engage in learning.
- Explore how these strategies develop student autonomy and practice that teachers can use to support that autonomy.
- Learn connections between using cooperative learning strategies and building a classroom culture of engagement.

Ten Essential Early Literacy Practices

This session identifies 10 essential instructional practices to help students read by third grade. Alexander McNeece frames the pieces of a balanced literacy program—from reading engagement and ideal classroom elements to diagnostic tests and data.

Participants in this session:

- Explore methods and processes to help students build literacy skills and independence.
- Learn about early writing as part of literacy development.
- Examine at-home literacy development by connecting with families.

Anthony Muhammad

[KEYNOTE] What Is School Culture and Why Should I Care?

Anthony Muhammad makes a clear distinction between school culture and school climate, revealing why it should be important to everyone. Participants explore the research history of this topic and why it has been widely ignored, as well as what every member of a school community can contribute to build a healthy and productive culture. Participants obtain a clear understanding of how culture drives every action and decision made in schools.

Participants can expect to:

- Understand the importance of school culture from an empirical perspective.
- Recognize the difference between healthy and toxic cultures.
- Develop strategies and insights to engage the school community in culture building.

Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change

Anthony Muhammad explores the connection between personal and institutional mindsets and academic achievement gaps. The issue of inequality in student learning outcomes has been studied and debated for many years, but Dr. Muhammad shows the primary culprit in the fight to overcome the achievement gap resides in our individual and collective thinking.

Participants can expect to:

- Uncover the true meaning and value of school culture.
- Explore the power of mindsets and their influence on educator effectiveness.
- Learn how to shift from damaging mindsets (superiority and inferiority) to high levels of efficacy (liberation).

New Insights for Transforming School Culture

Anthony Muhammad addresses the issue of conflicting agendas within schools. A high-performing school has a very clear purpose—high levels of learning for all students. Participants examine barriers to aligning individual agendas with organizational agendas, and Dr. Muhammad discusses what *all*

parties must do to create synergy to guarantee learning. In this session, attendees examine the theoretical framework from Dr. Muhammad's *Transforming School Culture: How to Overcome Staff Division* (2017) as the basis for developing a collaborative culture.

Participants can expect to:

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

High-Impact Talk

Commitment or Buy-In?

Anthony Muhammad explores myths surrounding the concept of *teacher buy-in*. This phrase has crept into the lexicon of educational communities all over the world. Many leaders swear they cannot move forward until they achieve the coveted teacher buy-in. Dr. Muhammad proves that stimulating intrinsic commitment is more beneficial than buy-in.

Participants can expect to:

- Learn the difference between intrinsic and extrinsic motivation.
- Understand how to stimulate intrinsic commitment.
- Know discomfort is a natural part of the improvement process.

Time for Change: Four Essential Skills of Transformational School and District Leaders

This session addresses the behaviors of effective leaders and their positive effects on school culture. Understanding the art and science of human motivation is an essential part of compelling leadership. Participants practice skills outlined in *Time for Change: Four Essential Skills for Transformational School and District Leaders* by Anthony Muhammad and Luis F. Cruz (2019): communicating the rationale, establishing trust, building capacity, and getting results. Participants practice these skills while solving real-life school dilemmas.

Participants in this session:

- Learn the balance between support and accountability.
- Understand the difference between rational and irrational resistance.
- Reflect on personal leadership strengths and challenges.

Assessing the Health of Our School Culture

Anthony Muhammad offers participants a practical process that allows them to assess the health of their school culture. He introduces participants to six formal indicators of school culture and a rubric that allows them to evaluate their own environment. Participants review concrete examples of how healthy cultures operate, while examining important leverage points to transform school culture.

Participants in this session:

- Learn the six formal indicators of healthy culture.
- Practice rating schools on a rubric while assessing their school environments.
- Gather concrete ideas to improve their school cultures.

Malik Muhammad

Overcoming a Culture of Poverty: Five Practices for Committed Classrooms

Drawing on decades of research and classroom experience, Malik Muhammad urges educators to act against the debilitating effects of poverty on their students. Participants examine five classroom practices that permeate the culture in successful high-poverty schools: 1) caring relationships and advocacy, 2) high expectations and support, 3) commitment to equity, 4) professional accountability for learning, and 5) the courage and will to act.

Participants in this session:

- Receive information and practical tools to help students break free from the cycle of poverty.
- Explore classroom-tested strategies for self-reflection and ongoing collaboration with colleagues.

Creating a Culture of Engagement: Extending Knowledge by Analyzing Real-World Situations

Research indicates student engagement declines as students progress from upper elementary grades to middle school, reaching its lowest levels in grades 9–12. Some studies estimate that, by high school, 40 to 60 percent of youth are disengaged. If a fundamental goal of school is to prepare young people for the future, how can teachers help students respond to uncertainty without first addressing their current conditions? This session provides K–12 educators with practical strategies to address this question.

Culturally Responsive Leadership: Creating Healthy Collaboration Between Administrators and Teachers

Malik Muhammad shows educators how to hold difficult conversations about social justice and cultural identity that arise in classrooms. Participants learn to detect and manage internal and external triggers related to cultural competency. These triggers often prevent educators from creating safe spaces for students or stunt the ability of colleagues to communicate. Malik shows how to successfully navigate these situations through skills development and group sharing.

High-Impact Talk

What If ...?

Malik Muhammad sheds light on the thought processes of minority students who endure low socioeconomic conditions, traumatizing violent experiences, and culturally deficient educators.

Regina Stephens Owens

[Keynote] Transformational Learning: Belief Runs Through It

Description coming soon!

Designing Systems and Developing Cultures

Culture is simply every intentional and unintentional act that occurs in your school. Participants in this session explore the five keys of developing intentional culture: imagination, individualization, personalization, acculturation, and celebration.

Outcomes include:

- Discovering how the design and development of culture is connected and communicated through the mission, vision, and values of a learning organization
- Leveraging individualization and personalization to maintain school or classroom culture
- Using acculturation and celebration to ensure an inclusive and responsive culture

The *Why* Effect: Intentional Systems Drive Inspirational Cultures

Organizational purpose and collective beliefs affect building systems at all levels. How do you ensure that all practices and procedures are intentional and personify organizational beliefs? It all begins with the *why*. Regina Stephens Owens shares strategies to design cultures that move from compliance, coercion, and fear to cultures that are respectful, responsive, and reflective.

Outcomes from this session include:

- Understanding how to promote high standards of achievement for all
- Discovering how to create a collective, rather than individual, leadership focus
- Designing and developing cultures that are respectful, responsive, and reflective

Collective Efficacy at Work

Leveraging the strengths of all community members can be challenging. Where do we start? How can we monitor and measure to ensure growth for staff and students? How do we work interdependently to accomplish goals? Regina Stephens Owens facilitates a collaborative discussion as participants discover ways to increase results through collective responsibility.

Participants in this session explore how to:

- Build a community of compassion where all stakeholders work interdependently to ensure students are ready for college, career, and life.
- Develop experiences where staff and students learn and grow, resulting in the alignment and achievement of individual and organizational goals.
- Invest in personal mastery that results in increased capacity, collective responsibility, and increased achievement.

Data Discussion for Instructional Leaders: From Data to Design to Demonstration of Learning

In a time of tremendous focus on data, it is imperative to develop a rich culture of collaboration through dialogue and data protocols and to move from a deficit mindset to a growth mindset. Participants in this session discover ways to create a culture of collaboration, use various types of data protocols, and increase team capacity and student learning.

Outcomes from this session include:

- Examining ways to focus on results through the lens of data
- Obtaining tools, tips, and templates proven to impact team and student learning
- Learning strategies to move from data to demonstration of learning

[High Impact Talk] Hidden Figures: Transforming Learning

We hold these truths to be self-evident, that all learners are created equal. We, as a school, are committed to designing environments and experiences that compel the students and staff to use their gifts and talents to better our community. We are committed to transformational learning where learners are well-practiced at critical thinking, goal setting and reflection.