

# Dr. Eric Twadell

Dining Room



Leading <sup>by</sup>  
Design

8:30 — 9:30

## Grading for Learning:

### A Professional Learning Map for Implementing Standards-Based Grading

Standards-based grading has often been cited as the “third rail of school reform.” And yet, we know that on the journey to becoming a professional learning community that embraces assessment and grading practices and supports student learning, standards-based grading is an important destination. This session provides participants with a road map for differentiating professional development for teachers and teams interested in implementing standards-based grading.

*Participants will...*

- Develop an appreciation for the importance of utilizing a learning map to differentiate professional development.
- Explore the challenges associated with traditional grading practices and reporting results.

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9:45 — 10:45

## Beyond the Test:

### Assessment Practices that Work (and Those that Don't) in a PLC

This session explores the use of effective formative assessment practices teachers and teams can use to provide teachers and collaborative teams with more meaningful data and students with more helpful feedback. Participants explore examples and templates for effective formative assessment experiences for students.

*Participants will...*

- Develop an understanding of assessment practices that do not support student learning
- Recognize effective formative assessment practices
- Explore examples of effective formative assessments and templates developed and used to improve student learning and achievement

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11:00 — Noon

## The Instructional Diamond:

### Implementing Proficiency Based Instruction

As educators implement proficiency based assessment and grading strategies there is a realization that the traditional model of instruction must change as well. The teacher as the sage on the stage simply cannot facilitate meaningful learning experiences for students in a proficiency based learning environment,

*Participants will...*

- Examine the instructional design models that support proficiency based assessment and grading
- Examine the instructional delivery models that support proficiency based assessment and grading.
- Develop an instructional plan to support students in meeting a proficiency expectation.

## Welcome! Onboarding with MNSAA

Room 401

Mary Adrian, MNSAA President

Sarah W. Mueller, Executive Director

New administrator? New to MNSAA? Just want a refresher on how to successfully complete MNSAA requirements? This session is meant for anyone who would like to learn more about how MNSAA serves our schools. We will focus on annual requirements, following our Month-by-Month guide, and answer any lingering questions from the new administrator training.

## Early Learning Strategies that Appeal to Multiple Ages

Room 402

Teresa Ripple, Director, St. Catherine University

What instructional strategies are appropriate to an early learning environment? How can teachers be effective with multiple ages? Learn how to adapt instructional strategies and materials to cover a wide variety of ages and stages. Experience activities that are enticing and fun to children, yet inspire deeper learning. We will consider how these activities are vehicles not only for intellectual growth, but for social emotional learning and fine and gross motor skill development.

## Adaptability in Education

Room 403

Michael Gerard, Manager C-STEM, UST

The need for adaptability has never been greater than it is now. The student mental health crisis is driven in part by the lack of adaptability in our students. Our lives are so predictable, regimented and boring that we find it difficult to cope when things don't go our way. Come and learn some skills that you can practice and share with your students to help make your lives more enjoyable.

## Classical Education in the 21<sup>st</sup> Century

Room 406

Susie Brooks, Founder, Veritas Classical Academy

"What is classical education?" I am glad you asked. This session will not only unpack the method and content of classical education, but it will also address critical issues that educators grapple with in an age where truth, beauty and goodness are considered relative.

## Creative Confidence: 10 Simple Ways to Boost Critical & Creative Thinking

Room 407

Nancy Van Erp, Director, Saint Mary's University

We are all innately creative beings, but many of us do not possess the creative confidence\* we need to nurture it in others. This personal deficit puts serious limits on what we're able to empower and inspire others to do as critical and creative thinkers. Explore ten simple ways to nurture creative confidence in your self, colleagues, students, and community. Creative thought is closely tied to critical thought, and it's incumbent upon us all to prepare a way forward that taps into our individual and collective depth as innately creative beings.

\*Creative confidence is a concept coined by Tom and David Kelley who are founders of IDEO and authors of *Creative Confidence: Unleashing the Creative Potential Within Us All*

## Suicide Prevention: Best Practices for Schools and Staff

Room 500

Julene Nolan, Psychologist, Phoenix Counseling

This session meets the Minnesota legislative requirement for professional development for Suicide Prevention Best Practices as part of the renewal condition for Early-Onset Mental Illness in Children and Adolescents. It will include strategies to identify at-risk students, as well as, best practices in school-wide approaches for suicide prevention and crisis intervention.

## Parents, Teachers & Beginning Readers: Sharing the Responsibility for Success

Room 501

**Lisa Darling, Literacy Specialist, SuperKids**

Parental involvement isn't easy but it's NOT rocket science. Families and schools are complex, however, helping families gain the skills to support their children's academic development need not be. Learn ways to help parents become knowledgeable and supportive partners in helping their K-2 students learn to read.

## Inclusion: What Does it Mean?

Room 502

**Wyayn Rasmussen, Academy of Whole Learning  
Katie Thormodsgaard, Director of Therapy**

Inclusion has become a target word for best practice, but is it? Inclusion cannot simply mean dropping a child with a disability into a general ed classroom and expecting him or her to benefit just by being present. Yet this is what many schools do. This presentation expands on the definition of inclusion and gives both teachers and administrators recommendations for ensuring their students are fully included in all aspects of school.

## Team Chair Renewal Training: Earn Your 3-Year Certificate\*

Room 503

**Vicki Kalina Marvin, MNSAA Secretary**

MNSAA leadership is working toward closer standardization of all onsite Team Reports. We believe that this can best be accomplished by having all of our Team Chairs regularly engage in conversations about best onsite practices. All Team Chairs are required to receive a renewal training at a minimum of every three years. Come to this session to share your best onsite visit practices and earn your "Certificate of Training" to validate you as into the future as a quality MNSAA Team Chair.

*\*This session is for acting MNSAA Team Chairs only.*

## Threat Assessment Strategies... "Oh no! What should we do?"

Room 504

**Randy Johnson, MN School Safety Center**

School Safety Assessments or Threat Assessments cover a wide variety of issues or situations. For example, in addition to the concern about the potential for student violence the assessment could include the various forms of harassment, either as a victim or perpetrator, bullying, mental health issues, even potential for self-harm. The assessment process is designed as a 360 degree view of a situation to initiate strategies to best protect students, staff, and educational facilities from threats of violence and to meet the needs of our students and learning community.

## Creating an Effective & Healthy School Culture

Music Loft

**Paul Bernabei, Director, Top 20 Training**

The performance and achievement of our students and staff is directly related to the culture we create. This session presents four components that create an effective and healthy culture of safety and trust. These components need to be the job description of everyone working in a MNSAA school.

*Top 20 Training is a Minnesota based company that provides seminars & resources to empower youth and adults to develop their potential and the potential of others.*



*Leading schools  
into the future*

## Developing & Maintaining Your School Strategic Plan for Improvement\*

Room 401

Andrew Hilliker, MNSAA Vice President

Strategies for developing your school's plan, involving all stakeholders, and communicating the plan will be addressed. Maintaining your SSP as a living document and incorporating recommendations from the onsite team will be addressed. Highlights of some of the common errors made by schools when writing will be reviewed. This is an opportunity for schools anticipating a visit in 2018 or 2019 to touch base with a MNSAA leader to have your lingering questions answered. Come even if you are just curious!

\*This session is recommended for all new administrators and especially those new to MNSAA.

## MNSAA + AdvancED: Preschool through Grade 12 Accreditation

Room 402

Paul Menard, Director of Education, Marian Univ.

An introduction to the new dual-accreditation advantage through a partnership between MNSAA and AdvancED. Learn how to meet both standards, be recognized by both organizations, and help your school excel! (Paul is a former MNSAA Director and leader of an AdvancED accredited school.)

## Best Practices & Tips for Successful and Sustainable Annual Funds

Room 403

Mike Halloran, VP of Development, CSCOE

Come to learn more about presenting and discussing best practices and tips in designing and conducting a successful and sustainable annual fund for your school. Included in the presentation will be the use of an "Annual Fund Tool Kit" containing step-by-step resources (practical samples) for the planning and implementation of your school's annual fund.

## The Khan Academy: What is it? How to Use It for Step-Change Gains in Math

Room 406

Mike Strommen, Consultant, CSCOE

Khan Academy is a free web-based collection of lessons and exercises on various subjects ranging from chemistry to economics to art history. However, it is best known and used for math. In this session we'll discuss what Khan Academy is and how it can be best used to produce non-incremental gains in math.

## Spelling...Why Bother?

Room 407

Rachel David, Education Service Manager, LDA

How do you improve the academic outcomes through spelling? This session will provide evidence regarding the correlation between spelling, writing, and reading and the impact working memory function has among student identified with ADHD or SLD. Learn practical strategies you can immediately implement to improve the academic proficiency of students in spelling.

## Social & Emotional Learning: A Deeper Dive into Effective Practices...Starting with YOU!

Room 500

Julene Nolan, Psychologist, Phoenix Counseling

This session will take a deeper dive into social and emotional learning and in particular specific strategies that can be implemented in schools to promote SEL across classrooms. Social and Emotional Learning (SEL) is being implemented in schools across the country. MDE has released standards and benchmarks for SEL and effective schools are using these tools to decrease behavior referrals, improve student mental health, and bolster academic performance. You will learn practical strategies to improve SEL skills in students, in teachers, and in yourself. Attendees learn how teachers and staff can develop their own SEL skills as a precursor to effective educational practices.

## K-2 is the KEY! Every Student a Successful Reader by Grade 3

Room 501

Lisa Darling, Literacy Specialist, SuperKids

Neuroscience and education research show that beginning readers' brains are different from a fluent reader's. Beginning readers and teachers have different needs than readers and teachers in third grade and beyond. Join us for a Top Ten of compelling research in early literacy which shows K-2 is KEY to closing the reading-achievement gap!

## How to Prepare for Title Programs that Support Your Student & Staff Needs

Room 502

Debra Landvik Letendre, Educational Specialist II

During this session we will look at the consultation requirements and how the nonpublic school official can prepare for and receive a program that meets the needs of their students and staff. A brief overview of the Every Student Succeeds Act, Title I, II, III and IV will be shared. Participants are encouraged to bring their questions, successes and concerns.

## Best Practices to Develop Meaningful Annual Reports for Stakeholders\*

Room 503

Martha Laurent, MNSAA Director, Team Chair & Annual Progress Report Reviewer

New in 2018-19's Annual Progress Report, schools are required to submit their State-of-the-School report. This report provides evidence that your stakeholders were advised of progress achieved on strategically planned improvement initiatives, and what the school's plan for future improvement is. A quality annual report includes: Summary of SSP progress; Use of financial resources; Summary of assessment data results; Enrollment trends; and Upcoming initiatives.

\* Recommended for schools not currently practicing this MNSAA requirement.

## STEM and Cognitive Development

Room 504

Amy Blaubach, Founder & CEO, Curious Minds LLC

This workshop is based on Piaget's research. Learn how STEM impacts the development of whole-brain learning of young learners. Experience activities to bring STEM in to the natural flow of your classroom environment and everyday learning. Amy has over 20 years of experience as a geochemist and science educator. She is passionate about taking the fear and bias out of science and math and making it accessible to people of all walks of life. Her experiences as a science educator include formal and informal teaching grades 6 - 12, being a program writer and educator for the Science Museum of MN.

## Effective Leaders Know How to See Things Differently

Music Loft

Paul Bernabei, Director, Top 20 Training

Why are we getting the results we are getting? The session examines: (1) the tendency we have to blame others when we are not getting the results we desire, (2) how our 'need to be right' activates blame, (3) how curiosity helps us to get better results, and (4) what we can do to see more or differently.



## Annual Progress Reports Made Easy: What's New in 2018-19\*

Room 401

**Julianne Blazevic, MNSAA Director & APR Reader**

The heart of the annual progress report is laid within your school's strategic plan. Learn how to simplify your annual progress report to MNSAA by clearly connecting it to your school strategic plan and meet our quality expectations. The session will clarify the requirements for this report and share what is NEW! Plan ahead to provide your State-of-the-School annual report to stakeholders as evidence. Schools will also be asked to report their process for teacher evaluation and lessons learned from it will inform professional development in the future.

*\*This session is recommended for all new administrators and especially those new to MNSAA.*

## Intentional Interviewing: Making the Smart Hire

Room 402

**Paul Menard, Director of Education, Marian Univ.**

Learn how to use web tools, scripted questions, and sample lessons to make the smart hire unique to your school's mission! Paul has experience conducting interviews and hiring within K-12 independent schools for 11 years. Formerly a MNSAA Board Member, he currently works as the Director of Teacher Education at Marian University in Fond du Lac, Wisconsin.

## Information Technology Wisdom

Room 403

**Bob Thompson, President, Canopy IT Solutions**

Come to this session to learn from our Conference Technology Sponsor Google tips and tricks. You will pick up common solutions to networking issues and how to pin down internet provider issues. Testing apps, email management/migration, and security in Google Chrome will all be reviewed. Apple Server? Come learn what to do with it!

## Assessment Literacy: What is it? Why does it matter?

Room 406

**Jessica Knierim, Executive Account Manager, NWEA Assessments**

Assessment literate educators are informed, reflective, and proactive practitioners of learning for students. Understanding assessments and data literacy are essential for all education stakeholders. This interactive session will help educators understand different assessment methods, how to appropriately match tests to their objectives, and how to integrate assessment data into classroom instruction. The attendees will leave this session with the knowledge to describe different types of assessments, their purpose, and develop local definitions and process for comprehensive assessment planning.

*Learner Outcomes...*

1. The attendee will leave this session with the knowledge to describe different types of assessments and their purpose.
2. The attendee will leave this session with the knowledge to integrate assessment data into classroom instruction.

## Executive Function Solutions in the Classroom and Beyond

Room 407

**Mary Beth Kelley, Program Manager, LDA MN**

Executive function describes a variety of mental processes and behaviors. It is the part of the brain that helps us organize our thoughts and keep and sustain attention. Many individuals with disabilities struggle with these mental skills that help the brain act on information. These skills enable a person to plan, organize, remember things, prioritize, pay attention, and get started on tasks. There are many different models and ways to define different aspects of executive functioning. In this workshop, participants will gain an understanding of the different terms and examples of executive functioning as well as practical strategies to use in the classroom to help increase these skills.

## Effective Communication: Tips to Become Intentionally Relational

Room 500

**Brian Ragatz, MNSAA Team Chair & APR Reader**

As educators, we communicate with everyone around us all the time—through our words (verbal or written), body language, facial expressions— all day long, in hallway chats, staff development, the occasional phone call, and even seeing people outside of school. Unfortunately, what we think we “say” is not always what others “hear”. So, we better get it right! Come learn how to communicate effectively with our parents, students, and each other and transition from “acting” to “being” an effective and relational communicator.

## Providing Feedback that Makes a Difference to Leaders

Room 501

**Carrie Fruin, Professional Learning Coordinator**

Providing effective and actionable feedback is a core competency for school leaders, instructional coaches, and teacher leaders. Learn the theory behind effective feedback while you build and model the skills (through active learning case studies) needed to better communicate with and coach your leaders.

## School Safety & Discipline of Children with Disabilities: Legal Issues Pertinent to Nonpublic Schools

Room 502

**John Gunderson & Sam Nelson, Attorneys, MKQ**

Learn what is of interest and concern to our nonpublic schools. Come prepared to ask questions about legal issues related to school safety and disciplining learners with disabilities that you may be encountering in your school.

## Team Chair Renewal Training: Earn Your 3-Year Certificate\*

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## S.M.A.R.T. Program for Preschool through Grade 3 Learners

Room 504

**Ginger Vance, Principal of Notre Dame Academy**  
**Jessica Kittleson, MN Learning Resource Center**

Come and learn how Stimulating Maturity Through Accelerated Readiness Training (S.M.A.R.T.) can change how your students learn and can help to close the achievement gap. Integrate your curricular items into the daily movement activities and watch your special education referrals drop. This research proven program can make a difference at your school.

## What Every Student in a MNSAA School Needs to Know

Music Loft

**Paul Bernabei, Director, Top 20 Training**

If we want our students to get the most out of their school experience, then they need to know four things that will change the way they experience school. Yes, parents and teachers need to know these as well.

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