

	Presenters	Presentation Title	Presentation Description	Session Learning Targets
#1 am	OSPI Student Information and School Improvement Staff	Using the Washington School Improvement Framework (WSIF) to close opportunity gaps, drive continuous improvement and ensure every students' success.	In this interactive workshop participants will get an in depth review of the Washington School Improvement Framework (WSIF). In addition, participants will have an opportunity to learn about and inform OSPI's new approach to working side by side with schools identified for support to close opportunity gaps and ensure every students' success.	Forthcoming
#2 am	Mira Gobel, Director on Special Assignment, AVID Center	College Readiness for ALL through Inspired Culture and Systems	<p>Within a school organization, we often profess that the mission of our work is about ALL students. However, the systems we have in place and the culture we have created don't always exhibit ALL means ALL. During this hands-on, hearts-in pre-conference session, the participants will learn and experience how AVID College Readiness System can be a catalyst in transforming the culture, systems, leadership and instruction to close the opportunity gap for ALL students. Participants will engage in topics such as fostering growth mindset systems and using why to inspire achievement.</p> <p>The learning experience will be highly interactive, collaborative, and reflective. Your heart will be inspired, and your mind will be challenged.</p>	<p>Focuses on the power of starting with why we do what we do when communicating and attempting to inspire action. The focus will be illustrating and discussing what Why messaging is in contrast to the How and What.</p> <p>Utilize the continuous improvement cycle to change and strengthen systems. Participants will become familiar with the continuous improvement cycle, including phases of the cycle and their application in schools. As part of the cycle, participants will learn about a variety of data sources and the purpose for data use while reflecting on the current use of data at their site. To apply their learning, participants will engage in collaborative problem-solving to support each other in addressing barriers to the full use of continuous improvement cycles in their work.</p>
#3 am	Hilary Loeb, Director, Strategy, Evaluation and Learning, Puget Sound ESD	Introduction to Survey Design, Collection and Reporting	<p>Survey design is a multistage process that requires attention to many details and choices. In this interactive training, participants will learn how to develop questions that accurately measure experiences, behaviors and beliefs. The workshop will address strategies to create a meaningful sample, increase response rates and report survey findings to a wide range of audiences. The facilitator will share a range of free online resources to support further learning, including survey questions, data visualization guides and data coaching activities.</p> <p>Participants are encouraged to bring a device to access online materials during the workshop.</p>	<ul style="list-style-type: none"> * Participants will identify criteria to determine when to use surveys to gather data. * Participants will practice creating and revising survey items. * Participants will develop practical plans to ensure effective survey data collection. * Participants will discuss approaches to engage a range of audiences to take action based on survey findings.
#4 am	Karma Hugo, Director of Early Learning, OSPI	Using WaKIDS to Close Gaps Early	The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is providing data that highlights the wide range of development that entering kindergarteners bring to school each year. The assessment used with WaKIDS, Teaching Strategies GOLD®, provides information for teachers and administrators that can be used right away to take actions that close opportunity and achievement gaps. Research is clear that early intervention is far more effective than remediation efforts, yet WaKIDS remains an underutilized resource in the district tool kit. In this session, learn more about Teaching Strategies GOLD® and the ways in which WaKIDS can improve outcomes in kindergarten and beyond.	High school graduation rates can be predicted by student achievement on third grade test scores. Third grade tests scores can be correlated with levels of school-readiness at kindergarten entry. Too often however, districts view kindergarten as a time to wait and see. If we truly want to disrupt the status quo, in which achievement gaps persist year after year, we must recognize kindergarten as a critical time to level the playing field for all students.

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#5 am	Emily Moore, Principal, Spruce Elementary School, Edmonds School District Anne King, 5th Grade Teacher and Kevin Hodder, 6th Grade Teacher	Making Mathematicians: Transforming Mathematics Learning Through Engaging Tasks and Math Talk	This presentation discusses how engaging math tasks and student talk can transform mathematics learning in the classroom. Hear the story of how one school made the change! In this session we will experience first-hand some highly-cognitively demanding math tasks and discuss the benefits of high cognitive demand and productive struggle. We will present effective strategies for math talk and discuss the benefits of building the level of math discourse in your classroom. We will discuss how the use of these tasks and strategies creates the environment where every learner has a voice, is a leader and a mathematician.	Session attendees will experience how these types of math tasks engage all learners by providing broad entry points for students to access, where the space is created for all students to share their thinking and explain their reasoning, and where mistakes are celebrated as a resource for growth.
#6 am	Maren Johnson, Program Manager for Policy Development, Educator Credentialing, and Continuing Education, Professional Educator Standards Board Dr. Gene Sharratt, AESD Executive Director of Statewide Initiatives	Introducing Micro-credentials for Educators in Washington State	Micro-credentials, an emerging form of professional learning in Washington state, are competency-based and job-embedded. Educators earn micro-credentials by submitting evidence from their practice that they have demonstrated a certain skill or met a specific standard. A badge is a digital representation of that micro-credential. Come meet and ask questions of a panel of Washington state educators who have been leaders in micro-credential implementation this year, and who have completed micro-credentials in their school settings. In partnership with districts, ESDs, and colleges and universities, the Washington state Professional Educator Standards Board (PESB) has been offering micro-credentials in Culturally Responsive Social Emotional Learning; Elementary Computer Science; and in professional learning for educators in the Recruiting Washington Teachers program. Learn about opportunities to become involved in policy exploration of the role of micro-credentials in Washington State.	Participants will learn: -New ways to provide competency-based professional learning to Washington state educators through micro-credentials -Ways to incorporate cultural responsiveness into social emotional learning -Opportunities to diversify the educator workforce through professional learning for the Recruiting Washington Teachers program This session will support participants in developing new ways to engage educators in professional development that will support learning for all students.
#7 pm	Glenn E. Malone, Chief Officer, Puyallup Schools Almai Malit, Director of Assessment & Accountability; Dina Slater, Intervention Teacher; Katie Fosnick, Special Education Support Specialist	ESSA Targeted Support: Now What?: One District's Response	484 (54%) Schools have been identified for Tier I Targeted Support on the recent ESSA WSIF Framework. Tier I supports are Self Directed and without financial support. Learn how one district has prepared to support schools in their efforts to get better results in targeted categories. Participants will walk away with strategies to implement at the local level.	Participants will walk away with practical strategies to implement in Tier I Targeted schools. Participants will explore a variety of Self-Directed Resources available for all schools. Participants will develop ideas for support of their local targeted schools.

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<p>#8 pm</p> <p>Mira Gobel, Director on Special Assignment, AVID Center</p>	<p>College Readiness for ALL through Inspired Leadership and Instruction Center</p>	<p>Within a school organization, we often profess that the mission of our work is about ALL students. However, the systems we have in place and the culture we have created don't always exhibit ALL means ALL. During this hands-on, hearts-in pre-conference session, the participants will learn and experience how AVID College Readiness System can be a catalyst in transforming the culture, systems, leadership and instruction to close the opportunity gap for ALL students. Participants will engage in topics such as fostering growth mindset systems and using why to inspire achievement.</p> <p>Deliver inquiry-based instruction in order to elevate the level of rigor, critical thinking, and student engagement. Use a calibrated understanding of inquiry to provide instruction schoolwide and align expectations for classroom practice. Address one of the greatest challenges in the change process: fostering support for the change itself. Participants are introduced to key concepts like riding an elephant as a metaphor for change. They make connections between the Heath brothers' work and their own before concentrating their efforts on strategy development for an ongoing change initiative at their sites.</p>	<p>Deliver inquiry-based instruction in order to elevate the level of rigor, critical thinking, and student engagement. Use a calibrated understanding of inquiry to provide instruction schoolwide and align expectations for classroom practice. Address one of the greatest challenges in the change process: fostering support for the change itself. Participants are introduced to key concepts like riding an elephant as a metaphor for change. They make connections between the Heath brothers' work and their own before concentrating their efforts on strategy development for an ongoing change initiative at their sites.</p>
<p>#9 pm</p> <p>Kristin Huggins, Associate Professor of Educational Leadership, Washington State University - Vancouver</p> <p>Shannon Calderone, Assistant Professor of Educational Leadership, Washington State University - Tri-Cities</p>	<p>Action Research & Systems Design Principles: Supporting Instructional Improvement through Meaningful School-based Inquiry</p>	<p>This workshop will focus on the use of action research methods as a centerpiece in a district and/or school's instructional improvement efforts. In keeping with Bryk et.al. (2015) systems design approach, we will make the argument that cyclical inquiry methods must be designed in accordance with local teaching and learning processes, with measurement that is rigorous yet relevant to key stakeholders, and by accounting for local school contexts. Such intentionally designed inquiry results in more lasting and effective district- and/or school-wide instructional improvement. Using a combination of research, theory, and practice exemplar, we will invite workshop participants to reframe their own teaching and learning improvement work through the use of systems design principles that encourage effective, meaningful, and long-term instructional change.</p>	<p>Learning targets include: (1) A basic understanding of research, theory, and methods specific to action research; (2) An early conceptualization of a systems design approaches to district and school improvement; and (3) An ability to develop rigorous and relevant inquiry methods that will address local instructional problems. Per our description above, we seek to dispel the notion that metric-centric improvement is the most effective approach to school-based instructional change. To this end, this session is designed to challenge participants existing view of action research inquiry as merely a tool for problem-solving, but rather as a powerful lever for addressing systemic issues that are largely a product of local practice and context-driven instructional problems.</p>
<p>#10 pm</p> <p>Karma Hugo, Director of Early Learning , OSPI</p> <p>Emily Coleman, Kindergarten Teacher, Kent School District as a co-facilitator</p>	<p>Making the Most of Observational Assessment in Kindergarten</p>	<p>Kindergarten is a key transitional year for students and sets a foundation for their academic journey. The Washington Kindergarten Inventory of Developing Skills (WaKIDS) is an important tool that provides real-time information about the strengths and needs of every student, as well as support for their developmental next steps. In this session, find out how WaKIDS is providing teachers with resources to better support their students, right from the start. We will discuss the developmental look-fors that help to focus observations and the role that classroom schedules, routines and adult-child interactions play in supporting assessment and instruction.</p>	<p>High school graduation rates can be predicted by student achievement on third grade test scores. Third grade tests scores can be correlated with levels of school-readiness at kindergarten entry. Too often however, districts view kindergarten as a time to wait and see. If we truly want to disrupt the status quo, in which achievement gaps persist year after year, we must recognize kindergarten as a critical time to level the playing field for all students.</p>

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#11 pm	Adeyemi Stenbridge, Equity Consultant, Independent	What can we learn about Culturally Responsive Education from... Picasso? Building on Models of Promising Practices for Equity in the Classroom	In this session, participants will see models of Culturally Responsive Education (CRE) that both emphasize rigor and engagement and also bridge students' cultural and academic identities performed in high-impact, Title I classrooms. This will be a hands-on, creative space where all are encouraged to design prototypes for culturally responsive learning experiences that are inspired by the promising practices presented in the session. We will follow a technique of Pablo Picasso based on his interpretation of Diego Velazquez's famous painting "Las Meninas." Though this session is focused on classroom-level instruction, anyone with an interest in the alignment of policy environments with instructional practices to better support equitable outcomes is encouraged to attend.	This session is intended for persons who either teach, coach teachers, support teaching, or serve as instructional leaders in schools. Together we will clarify the focus and measures of culturally responsive instruction, as well as the critical beliefs, vital behaviors, emotional motivators, and assistance necessary to support the disruption of the inequitable status quo in the design of classroom learning experiences.
#12 pm	Lucas Snider, Assessment Data Manager, OSPI Kimberly DeRousie, State Test Coordinator; Christopher Hanczrik, Director, Assessment Operations, Anton Jackson, Director, Assessment Development, District Assessment Coordinators	Statewide Assessment Implementation: Understanding the systems and resources for a successful administration	Understand the systems needed to successfully administer the statewide assessment, with the focus on Smarter Balanced. District Test Coordinators and OSPI's Assessment crew will team up to discuss the systems (CEDARS, TIDE, ARMS, etc.) used and resources (Quick Start User Guide, GTSA, PIRG, etc.) available for our statewide testing. Presenters will discuss common scenarios encountered during testing and present practical strategies for addressing and resolving issues.	Understand and be able to navigate the systems and resources available to effectively and smoothly administer the statewide assessment. Understanding and utilizing the features and functions of our test design and delivery system ensures equity for all test-takers. And when administrators and students are familiar with the assessment activity and its features and functions, the more likely they will be more comfortable and engaged in the task.