

2018 Nevada Department of Education

MEGA CONFERENCE

Initiatives in Action - Education for Generations to Come



April 20 – 22, 2018

Rio All-Suite Hotel & Casino

Las Vegas, Nevada



*Offered in collaboration with the Nevada Center for Excellence in Disabilities
and the International Center for Leadership in Education*

RIAN SANDOVAL
Governor

STATE OF NEVADA



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STEVE CANAVERO, Ph.D.
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

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April 20, 2018

Dear Mega Conference Participants:

Welcome to the Nevada Department of Education's 2018 Mega Conference – **Initiatives in Action – Education for Generations to Come.**

In collaboration with Nevada Center for Excellence in Disabilities at the University of Nevada, Reno and the International Center for Leadership in Education (ICLE), this year's conference will feature highlighted Nevada schools providing effective programs and practices that support students' success. Nationally recognized keynote speakers, national expert presenters, featured local educators and Nevada Department of Education staff will address current trends and topics including Inclusive Practices (3-21), Learning to Read-Reading to Learn, Post-Secondary Transition, Fastest Improving Programs-Data Driving Change, Technological Support for Learning, and Differentiated and Brain Research Based Instruction.

A continuing feature of the conference will be utilization of social media to link conference participants, outreach to the larger education community, and a website for participants to utilize.

As Superintendent of Public Instruction, I am dedicated to ensuring exemplary professional development opportunities to facilitate high impact instruction and leadership in order to promote educator effectiveness and improved student performance.

Thank you for your commitment to Nevada's students!

Respectfully Yours,

A handwritten signature in blue ink that reads "Steve Canavero".

Steve Canavero
Superintendent of Public Instruction

SC/kb

About the Conference

The Mega Conference is offered in collaboration with the following organizations:



**Nevada Department
of Education**

Vision:

All Nevadans ready for success in a global 21st Century.

Mission:

To improve student achievement and educator effectiveness by ensuring opportunities, facilitating learning, and promoting excellence.

State Educational Goals 2020:

1. All students are proficient in reading by the end of 3rd grade.
2. All students enter high school with the skills necessary to succeed.
3. All students graduate college and career ready.
4. All students served by effective educators.
5. Efficient and effective use of public funds to achieve the highest return on educational investment.
6. All students learn in an environment that is physically, emotionally, and intellectually safe.

Strategic Priorities:

- Implement standards, programs, and assessments that prepare all students for college and careers.
- Facilitate high-impact instruction and leadership through measurement and support of educator effectiveness and family engagement.
- Evaluate and publicize school, district, and state performance and assign rewards, technical assistance, and interventions.
- Continually improve Departmental leadership and collaboration with all stakeholders.



**Nevada Center for Excellence
in Disabilities**

The Nevada Center for Excellence in Disabilities (NCED) creates a bridge between science and practice by sharing research-based best practice evidence with communities. The NCED's mission is to work cooperatively with consumers (people with disabilities, family members, etc.), agencies and programs to assist Nevadans of all ages with disabilities to be independent and productive citizens, fully integrated into their communities.



**International Center for
Leadership in Education**

While there is no single path to systemic school reform, certain components are essential in order for progress to be made. The International Center for Leadership in Education provides services to schools, school districts and states to help them improve their education systems by focusing on the following essential components necessary for progress to be made: the creation of a shared vision, building leadership, obtaining and using data for decision-making and providing support to staff.

Conference Information

Welcome to the 2018 Mega Conference!

Conference Badges

Conference Badges MUST be worn to access session rooms and to partake in meals or refreshment breaks.

Continuing Education Credit

The Mega Conference will offer Continuing Education Credits from the Nevada Department of Education (NDE). Participants may receive either .5 or 1 CEU depending upon the number of hours attended.

Please be sure to have your Agenda-at-a-Glance stamped at every session you attend, and turn it in at the end of the conference in order to receive credit. **There are no waived sessions (this includes the Share Fair and the Superintendent's Luncheon), so please be sure to have a staff member stamp all sessions in order to receive credit.**

Meals

A continental breakfast will be provided on Saturday and a full breakfast will be provided Sunday for your convenience. Additionally, there will be a reception on Friday evening and a plated luncheon and refreshment break provided on Saturday afternoon. You will be on your own for dinner on Friday and Saturday nights.

Room Locations

All sessions and keynotes will be held in the Brasilia and Miranda rooms at the Rio All-Suite Hotel and Casino. Please refer to your Agenda-at-a-Glance for session locations. A map of the conference center can be found on the conference app for further location details.

Conference App

This year, the Mega Conference is accessible via our app on your mobile device or our web-based version on your laptop. Directions are on our website at www.nevadateach.com and on the flyer provided in your bag.

Internet

Wireless internet is available in the Conference Center. Please select the Mega Conference network and use the password NVMega2018 (case sensitive) Please log on only

2 one device.

Evaluations

Evaluation forms for each session and the overall conference are available electronically through our website and our app or on paper. Please take time to complete each form, as your feedback is important to us and helps us plan future professional development opportunities.

Nevada Teach

Please look to Nevada Teach on the web, Facebook and Twitter for future continuing education programs provided by the NDE in collaboration with the NCED. These statewide learning opportunities focus on research-based school improvement efforts, successful and promising best practices as well as current issues and trends in the education of children.

Use hashtag **#NVMega2018** during the conference and be entered to win prizes!

Photographs/Videos

By registering for the Mega Conference, you have agreed to allow the Nevada Department of Education and/or Nevada Center for Excellence in Disabilities to use your photograph in related publications, website, or other agency materials.

Book Purchases/Book Signing

Several of our speaker authors will have books available for purchase and signing.

Friday 7:00 – 8:15 PM & Saturday all day

Janice Fialka

What Matters: Reflections on Disability, Community and Love

Parents: Professionals Partnering for Children with Disabilities

Saturday 11:15 – 12:15 PM & 3:30 – 4:30 PM

Thomas Murray

Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today

Saturday 11:15 – 12:15 PM & 3:30 – 4:30 PM

Jimmy Casas

Culturize – Every Student, Every Day. Whatever it Takes.

Share Fair Participants

Share Fair Location: *Brasilia 1-3*

Exhibit Hours:

Friday, April 20

7:15 PM – 9:00 PM (Following the Opening Key-note Address)

On Friday night, non-profit organizations will be on-site to share the materials and support they offer educators, students and parents. Please take a moment to visit with our non-profit organizations and learn about what they have to offer. Have our Share Fair vendors sign your Share Fair Card for an opportunity to win a prize! Please be sure to put your name and number on your sheet. **Please note, participation in the Share Fair is REQUIRED for credit. Stamps will not be give until after 8:15 PM.**

Share Fair Participants

City of Las Vegas - Parks and Recreation Adaptive Recreation Unit

250 N. Eastern Avenue
Las Vegas, NV 89101

Contact: Cindy Moyes
Phone: (702) 229-4902
Email: cmoyes@lasvegasnevada.gov
Website: www.lasvegasnevada.gov

The City of Las Vegas Adaptive Recreation Unit offers a variety of programs for persons of varying abilities.

Immunize Nevada

1050 E. Flamingo Road, Suite #E225
Las Vegas, NV 89119

Contact: Lily Davalos
Phone: (775) 624-7117
Email: Lily@immunizenevada.org
Website: <http://immunizenevada.org>

Immunize Nevada is widely recognized as Nevada's trusted resource for immunizations and community health for all ages by fostering education and state-wide collaboration.

Heartland Institute of Financial Education

3618 Cherokee Avenue E
Las Vegas, NV 89121

Contact: Karen Mariano
Phone: (702) 201-1883
Email: karen.mariano@hife-usa.org
Website: <http://hife-usa.org>

The Heartland Institute of Financial Education's College Planning Program (HIFE CPP) is a college planning, coaching and funding program, the purpose of which is to help students and parents successfully navigate the complex college planning, selection and financial aid process.

It is the goal of the Heartland Institute to help young Americans obtain a college education. We help families offset the high cost of college by utilizing proven strategies to help reduce a family's "out-of-pocket" costs.

Based on a family's specific financial situation, we help determine strategies that may reduce the family's "Expected Family Contribution" (EFC), thereby qualifying the student for "Need-Based" monies from both federal and state resources, as well as the college's own resources and private resources.

Share Fair Participants

We provide detailed analysis and strategies that help “mitigate” the high cost of college. Each client/family is assigned a “Coach” who works directly with the student and parents, assisting them with the college planning, funding and admissions process.

Nevada Center for Excellence in Disabilities

University of Nevada, Reno
College of Education
Mail Stop 285
Reno, NV 89557

Contact: Diana Rovetti, Program Coordinator
Phone: (775) 784-4921
Email: nced@unr.edu
Website: www.nced.info

The Nevada Center for Excellence in Disabilities (NCED) creates a bridge between science and practice by sharing research-based best practice evidence with communities. The NCED’s mission is to work cooperatively with consumers (people with disabilities, family members, etc.), agencies and programs to assist Nevadans of all ages with disabilities to be independent and productive citizens, fully integrated into their communities.

Nevada Disability Advocacy and Law Center (NDALC)

2820 W. Charleston Boulevard, #B-11
Las Vegas, NV 89102

Contact: Yasodara Cabrera
Phone: (702) 257-8150
Email: yasodara@ndalc.org
Website: www.ndalc.org

Nevada Disability Advocacy and Law Center (NDALC) is a private, statewide nonprofit organization that serves as Nevada’s federally-mandated protection

and advocacy system for the human, legal and service rights of individuals with disabilities. NDALC was designated as Nevada’s protection and advocacy system by the Governor in March, 1995.

Services provided by NDALC include, but are not limited to: Information and referral, education, training, negotiation, mediation, investigation of reported or suspected abuse or neglect, legal counsel, technical assistance, litigation and public policy work.

Nevada Dual Sensory Impairment Project

University of Nevada Reno
College of Education
Mail Stop 278
Reno, NV 89557

Contact: MaryAnn Demchak
Phone: (775) 784-6471
Email: mad@unr.edu
Website: www.unr.edu/educ/ndsip/

The purpose of the Nevada Dual Sensory Impairment Project is to enhance the educational services provided to children and youth, birth through 21 years, with vision and hearing impairments. The project provides statewide technical assistance to support parents, service providers, and other service agencies in meeting the educational needs of children who have dual sensory impairments.

Share Fair Participants

Nevada Housing Division - Home Is Possible

3300 W. Sahara Avenue, Suite 300
Las Vegas, NV 89102

Contact: Josie Hatem
Phone: (702) 486-5983
Email: jhatem@housing.nv.gov
Website: www.homeispossiblenv.org/

The Nevada Housing Division administers a number of programs designed to meet the affordable housing needs of Nevada's communities. Because teachers make it their life's work to educate young minds, we've created Home Is Possible for Teachers. This homebuyer program is like extra credit for teachers who help make Nevada a great place to live. Home Is Possible For Teachers™ gives K-12 classroom teachers in Nevada \$7,500 in bonus money for a down payment or closing costs plus a below-market interest rate.

Nevada PEP (Parents Encouraging Parents)

7211 West Charleston Avenue
Las Vegas, NV 89149

Contact: Robin Kinkaid, Educational Services Director
Phone: (702) 388-8899
Email: rkincaid@nvpep.org
Website: www.nvpep.org

Nevada PEP is a nonprofit organization that provides information, services and training to Nevada families of children with disabilities, including those who are at risk or who have serious emotional disturbances and their service providers.

Nevada PBIS Technical Assistance Center Nevada Center for Excellence in Disabilities University of Nevada Reno

Mail Stop 285
Reno, NV 89557

Contact: Jodie Soracco
Phone: (775) 682-9062
Email: jodie@unr.edu
Website: <http://nevadapbis.org>

The Nevada PBIS Technical Assistance Center's School-wide PBIS project supports the Nevada Department of Education to develop, enhance, or expand systems of support and technical assistance to Nevada school districts and individual schools sites implementing an evidence-based, multi-tiered behavioral framework for improving behavioral outcomes and learning conditions for all students. Please come by to learn how your district or school site can become involved!

Nevada Special Education Technology Assistance Project (NSETAP)

P.O. Box 603
Carson City, NV 89703

Contact: Liz Isaacs
Phone: (775) 283-2315
Fax: (775) 283-2392
Email: nsetap@aol.com
Website: www.nsetap.com

The Nevada Special Education Technology Assistance Project (NSETAP) is funded by the Nevada Department of Education. The project works to enhance the capacity of school districts to provide assistive technology services and devices. It provides services to school district teams for making informed decisions regarding assistive technology devices and/or services which meet state and federal mandates. Services include consideration of assistive technology, assistance with assessment, training, and an equipment loan library.

Share Fair Participants

Nevada Talking Book Services

Nevada Talking Book Services
6655 West Sahara Avenue, #B200
Las Vegas, NV 89146

Contact: Brett Silver
Phone: (702) 486-3737
Email: bsilver@admin.nv.gov
Website: www.nsla.nv.gov

Nevada Talking Book Services (NTBS) is a free service that provides audio equipment and recorded and Braille books and magazines to individuals who are visually or physically impaired preventing them from reading standard printed material. The program originated in 1931 by an Act of Congress to serve blind veterans. It has expanded over the years to also serve adults and children.

The program is administered by the Library of Congress' National Library Service for the Blind and Physically Handicapped (NLS) and made available through the Nevada State Library and Archives. Patrons can borrow books through NTBS or download them from the Internet. The collection of recorded books available is similar to that of a public library. Plus the collection is supplemented with locally recorded Nevada related titles. All reading materials are sent and returned through the mail postage-free.

NWEA

121 NW Everett Street
Portland, Oregon 97209

Contact: Tabettha Haley
Email: tabetha.haley@nwea.org
Website: <http://nwea.org>

NWEA™ is a mission-driven, not-for-profit organization that supports students and educators worldwide by creating assessment solutions that precisely measure growth and proficiency—and provide insights to help tailor instruction. For 40 years, NWEA

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has developed innovative PreK–12 assessments, professional learning that fosters educators' ability to accelerate student learning, and research that supports assessment validity and data interpretation. Visit NWEA.org to find out how NWEA can partner with you to help all kids learn.

Reading in Motion

65 East Wacker Place, Suite 305
Chicago, IL 60601

Contact: Meredith Campbell
Email: mcampbell@readinginmotion.org
Website: <http://readinginmotion.org>

Reading In Motion is a nonprofit literacy organization that uses music and drama to get students reading by the end of 1st grade. We are currently piloting our program in four Las Vegas schools and want to expand our impact to all Pre-K, kindergarten and 1st grade students.

UNLV Project FOCUS

4505 South Maryland Parkway
Las Vegas, NV 89154

Contact: Karl Wennerlind
Phone: (702) 895-1749
Email: karl.wennerlind@unlv.edu
Website: www.unlvcoe.org/focus

Project FOCUS at UNLV is a post-secondary education program for individuals with intellectual/developmental disability or autism. Students take fully inclusive classes at UNLV and work in various internships geared towards career goals.

Vendors

Vendor Location: *Miranda/Brasilia Hallway*

Exhibit Hours:

Saturday, April 20th

7:00 AM – 6:15 PM

Sunday, April 21st

7:00 AM – 11:45 AM

You will find an Exhibitor Sheet in your registration packet. Please take a moment to visit the vendor exhibits and learn about the latest curriculum support materials and products they have to offer. Have all of the vendors sign your Exhibitor Sheet and turn it in to the registration desk on Sunday morning before the closing keynote for an opportunity to win a prize! Please be sure to put your name and phone number on your sheet. Winners will be posted Sunday at the registration desk.

Vendors

Curriculum Associates

153 Rangeway Road
North Billerica, MA 01862

Contact: Carrie Hartland, Educational Consultant

Phone: (800) 225-0248

Email: chartland@cainc.com

Website: www.curriculumassociates.com

Founded in 1969, Curriculum Associates, LLC is a leading educational technology and publishing company. Its research-based, classroom-proven instruction and assessment programs give every student the chance to succeed.

Houghton Mifflin Harcourt (HMH) International Center for Leadership in Education (ICLE)

125 High Street
Boston, MA 02110

Contact: Laura Schwartz, Account Executive

Anna Ishihara-Account Executive

Phone: (800) 225-5425

Email: Laura.Schwartz2@hnhco.com

Anna.Ishihara@hnhco.com

Website: www.hnhco.com

www.leadered.com

Houghton Mifflin Harcourt (HMH) is a global learning company, specializing in world-class content, services, and cutting-edge technology solutions across multiple media for students and teachers. The International Center for Leadership and Education (ICLE) is a division of HMH, and for over 25 years has empowered leaders and teachers to implement innovative and effective practices, all driven by the belief that educational success depends on instructional excellence-rooted in rigor, relevance, and relationships.

Voyager Sopris Learning

1009 Providence Lane
Boulder City, NV 89005

Contact: Linda Hafen

Phone: (702) 219-1798

Email: linda.hafen@voyagersopris.com

Website: www.voyagersopris.com

Inspiring lifelong learners is central to our mission at Voyager Sopris Learning. Our work is focused on helping struggling learners achieve success while providing teachers with the tools and training to maximize their impact on student success.

Conference Sessions

Friday, April 20, 2018

Saturday, April 21, 2018

5:00 PM – 7:00 PM

Welcome

Keynote Address – Brasilia 4 – 7



**The Unusual is NOT Impossible:
Why Stories Matter to Building
Partnerships**

*Janice Fialka, LMSW, ACSW
Emma Fialka-Feldman*

In this keynote, Janice Fialka will discuss how unusual challenges can provide unique opportunities to discover creative ways to support each other and our children with disabilities. She will share powerful stories and lessons learned by her family and their communities in their quest to shift the unusual into the possible as they raised and supported their 33-year old son, Micah, who has an intellectual disability. Janice will explore why stories matter when we listen deeply to each other. In a very special addition to this keynote, Janice will be joined by her daughter, Emma Fialka-Feldman, a second grade inclusion teacher in Boston who will bring her real-world classroom experience to the conversation. The title of their recent article authored by this mother-daughter team, captures the essence of what they believe is necessary to cultivating partnership, "IEP Meetings: Building Compassion and Conversation." Yes indeed, compassion, conversation and creativity are at the core of partnerships.

7:15 PM – 9:00 PM

Share Fair – Brasilia 1– 3

Non-Profit Educational Providers of Nevada

Please join us for this networking session designed to provide opportunities to learn about various non-profit organizations who offer materials and support to educators and parents. For a complete list of Share Fair participants, please see pages 3-6 of the program.

8 *Please note, participation is REQUIRED for credit.*

7:00 AM – 8:00 AM

Continental Breakfast – Brasilia 2

8:00 AM – 9:30 AM

Keynote Address – Brasilia 4 – 7



**Teaching and Leading with
FOCUS**

Mike Schmoker, Ph.D.

Dr. Mike Schmoker is a former administrator, English teacher and football coach. He has written six books and dozens of articles for educational journals, newspapers and for TIME magazine.

His most recent book is *Leading with Focus* which follows his earlier ASCD best-seller *FOCUS: Elevating the Essentials to Radically Improve Student Learning*. His previous best-seller is *RESULTS NOW*, which was a finalist for "book of the year" by the Association of Education Publishers.

Dr. Schmoker is the 2014 recipient of the Distinguished Service Award by the National Association of Secondary School Principals for his publications and presentations. He has consulted and keynoted throughout the US, Canada, Australia, China and Jordan. He now lives in Tempe, Arizona with his wife Cheryl.

Conference Sessions

9:45 AM – 11:15 AM

Breakout Sessions

21st Century Learning through PLC's in a Small Urban School in Reno, NV- *Miranda 8*

Morgan Barr, Krissy Brown and Elyse Sambrano, Mount Rose Elementary School

This session will include an overview of various types of technology use in schools, specifically Microsoft Teams in the PLC process while incorporating 21st century learning while enhancing communication and collaboration.

Please join us for an interactive session of new ideas and 21st century tools to make your classroom or school a place of 21st century learning. You will learn the latest designs and driving concepts behind a 21st century school! Bring a laptop, iPad, or smartphone with you to this session for maximum benefit.

In order to prepare for this interactive session please download the following apps on your smart device or computer: QR reader, Office 365.

Other resources used: Padlet, Kahoot, Google Forms

Capturing Voices of Impact: Hearing Student, Parent, and Educator Voices through the Nevada K.I.D.S. Read Year-Long Comprehensive Portfolio Project - *Miranda 7*

Joan Jackson & Dr. Kevin Marie Laxalt, Nevada Department of Education

This workshop has been designed to offer participants a unique look into the interpersonal impact that Nevada K.I.D.S. Read: Nevada's Read by Grade 3 Program is having on K-3 students, parents, learning strategists, and teachers. Participants will first be offered a brief overview of the Nevada K.I.D.S. Read Program altogether. They will then be offered a rare glimpse into the personal stories that emerge from daily par-

ticipation in this exciting new K-3 literacy program. These stories will capture the voices of Nevada's Read by Grade 3 students, parents, and educators. Lastly, specific methods that were used for conducting this powerful qualitative data-gathering process will be provided. A packet of materials will be provided for participants including Read by Grade 3 resources and additional user-friendly Portfolio Project templates.

Multi-Agency Collaboration in Post-Secondary Practices - *Miranda 6*

Marva Cleven & C. J. Fields, Lyon County School District

This presentation will describe the collaboration of The National Technical Assistance Center on Transition (NTACT), the Lyon County School District, the Nevada Department of Education, Special Education and Career and Technical Education (CTE) Divisions, and Vocational Rehabilitation (VR) toward improving transition services for students with disabilities in rural Nevada.

In this session, presenters will describe for participants how state level, intensive technical assistance from the National Technical Assistance Center on Transition (NTACT) facilitated increased interagency collaboration, and how this collaboration was systematically transferred to a rural Nevada high school, ultimately influencing transition practices throughout the entire LEA. The presentation will include the processes used in the development of an Intensive Technical Assistance Plan (ITAP) for the high school. How the initial ITAP development meetings influenced the development of a district level transition coordinator position using braided funding, the development of CTE paraprofessionals through CTE grant funding, and the cross training of CTE teachers and special educators. Subsequently, the presentation will describe the progression of initiatives derived from the development of a dedicated transition coordinator position.

Conference Sessions

Student Creators: Audio & Visual Applications **- Miranda 5**

Gregg McGough, International Center for Leadership in Education

The demonstration of learning outcomes used to be limited to paper and pencil assessments and projects. Current advances in web-based and mobile technology has allowed for a heightened level of student creativity in the development and display of “learning artifacts.” Session participants will explore some of the audio and visual tools that are available to learners on both computer-based and mobile technologies. (Vine, Pic Stitch, Over, Cycloramic, Spark).

DPHS /MHS Credit Recovery Academy: The Journey of Building a New Standards-Based Model for Credit Recovery Achievement Through Relationships, Highly-Qualified Teachers, and Best Practices of Blended Learning - Miranda 4

James Reynolds, Desert Pines High School & Timothy Wells, Mojave High School

The Teaching and Learning Center at Desert Pines High School (DPHS) and The Success Academy at Mojave High School (MHS) are examples of the new type of credit recovery programs being implemented at Clark County School District (CCSD). At their cores, both programs function as credit recovery programs for students who place in the bottom percentile regarding credit deficiency. Both schools implement a program that utilizes highly qualified teachers in all four core subject areas to help facilitate student learning and credit recovery. While there are some differences in how each school addresses the challenges unique to each population, they both center around core philosophies. These core philosophies are: positive relationships, motivation, celebration, student achievement, and metacognitive practices.

Cultivating a Growth Mindset in Schools **- Miranda 3**

Sarah Dlouhy, Robert Hinchliffe & Liliana Kulaszewski, Helen Smith Elementary School

Content of Proposed Presentation: “Cultivating a Growth Mindset in Schools” is a presentation outlining how Helen M. Smith Elementary school has implemented a program centered around “Growth Mindset” in their building. Based strongly on the research by Carol Dweck and Mary Cay Ricci, the presentation will outline current findings and discuss how the school works to assist students develop a “Growth Mindset” which allows them to learn from their mistakes, overcome adversity, show grit, and have resilience. Students learn about their own brain at a young age and understand that their knowledge is not “fixed” or set. Understanding that their brains are malleable and a muscle, students know that neuron connections are the key to gaining knowledge and they can understand any concept with enough effort. Combined with the “Class Dojo” app, teachers focus on fostering characteristics in students that are utilized throughout their educational careers. The outcomes of the presentation are:

1. Understand the research behind “Growth Mindset” and how it came to be part of the climate and culture of Helen Marie Smith Elementary School.
2. Provide examples of “fixed” vs. “growth” mindsets in individuals, including students, and how this shapes lives and discuss how to foster these characteristics that lead to success.
3. Understand how “Growth Mindset” is implemented at a school, grade level, individual classroom, and school community level.
4. Assist all participants to begin cultivating and utilizing the principles of “Growth Mindset” in their schools or communities.

After learning the background and being shown ac-

Conference Sessions

tual student examples of “Growth Mindset” participants will be able to collaborate with presenters and colleagues in order to start planning on changing their approach in their educational environment. At the end of the presentation, all participants will have a “Growth Mindset” with respect to “Growth Mindset” and will be motivated to change their approach to teaching and learning.

Creating Mathematically Rich Discourse and Learning with Nevada Math Resources in the Middle School Classroom - Brasilia 3

Dave Brancamp, Nevada Department of Education

When used strategically, these resources have the potential to contribute to classrooms where students are engaged in rich mathematical communication, critique, and problem-solving. This session will explore the teaching and learning supports housed in Nevada’s Instructional Materials Resource Center (IMRC), and how these supports can be leveraged for use in data informed instructional decision-making and lesson development to improve mathematics learning and teaching in middle school classrooms.

Participants will be introduced to the new middle school material that will soon be available in a hands-on approach. We will investigate a couple of activities together. Tablets and/or lap tops are strongly suggested. Come ready to play and enjoy mathematics that will challenge our thinking.

Culturize – Every Student. Every Day. Whatever it Takes. - Brasilia 1

Jimmy Casas, International Center for Leadership in Education

Eradicate Average! CULTURIZE Your School. Average schools don’t inspire greatness--and greatness is what our world needs if we are going to produce

world-changing learners. In this presentation author and education leader Jimmy Casas shares insights into what it takes to cultivate a community of learners who embody the innately human traits our world desperately needs, such as kindness, honesty, and compassion. His stories reveal how these “soft skills” can be honed while meeting and exceeding academic standards of twenty-first-century learning and re-define the purpose of the work you do so you will aspire for nothing short of excellence!

Jimmy Casas will be signing his book 'Culturize – Every Student, Every Day. Whatever it Takes.' from 11:15 AM – 12:15 PM and 3:30 PM – 4:30 PM in Brasilia/Miranda hallway. Copies will be available for purchase as well.

Learning Transformed: 8 Keys to Designing Tomorrow’s Schools, Today - Miranda 1 & 2

Thomas Murray, International Center for Leadership in Education

Having no historical precedent, the current speed of technological breakthroughs has led to the coming age of workplace automation, dramatically altering the world of work that our students will enter upon graduation. With the vast disparities of inequity that have existed for centuries, all that is known about how students learn, and the predictions regarding the world that our students will face tomorrow, utilizing a traditional, one-size-fits-all approach to teaching and learning is educational malpractice. Built upon the foundation of leadership and school culture, a redesigned learning experience fundamentally shifts the teaching and learning paradigm to one that is personal, while altering the use of authentic assessments, how technology is leveraged, the spaces in which the learning occurs, the way educators grow professionally, how schools collaborate with the community, and ultimately, the sustainability of the system as a whole. In this session, Murray will dissect

Conference Sessions

these eight keys, which each serve as a puzzle piece for redesigning the learning experience, to unlock tomorrow's schools so that today's modern learners leave ready to create new industries, find new cures, and solve world problems. We must create tomorrow's schools today and you are part of the solution.

Thomas Murray will be signing his book 'Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today' following this session from 11:15 AM – 12:15 PM and 3:30 PM – 4:30 PM in Brasilia/Miranda hallway. Copies will be available for purchase as well.

11:30 AM – 12:45 PM

Luncheon

Brasilia 4 – 7 (Lunch provided)



Superintendent's Recognition Luncheon

Steve Canavero, Superintendent of Public Instruction, The Nevada Department of Education

This special luncheon will recognize Nevada schools and individuals who have demonstrated innovative practices in order to help students succeed.

Please note, participation in the Superintendent's Luncheon is REQUIRED for credit.

1:00 PM – 2:30 PM

Breakout Sessions

Together We're Better- Making Elementary Inclusion Successful - *Miranda 8*

Melonie DiPietro & Telisha Hutchinson, Lincoln Park Elementary School

The number of students receiving specialized services continues to increase each year, making it all the more important to provide appropriate programs to meet the highly varied needs of our students. In response to the rising need for inclusive classrooms, Washoe County School District piloted the Integrated Kindergarten program to facilitate the transition from a self-contained to a general education setting. Utilizing a co-teaching model and grade level curriculum and assessments, the program aims to provide a rigorous, yet highly supported environment to engage students and increase individual achievement.

Creating an inclusive classroom can be daunting with time, resources, and behavior being consistent barriers. This session makes the task more manageable by connecting teachers with tools and strategies based on research and successful personal experiences. The components of a fully inclusive classroom will be explored, including classroom setup, behavior management, curriculum accommodations and modifications, and special education data. Whether teaching a self-contained environment and working to include students in the general education classroom, or a general education teacher working with resources supports, attending this session will better equip attendees to work collaboratively with their teaching counterparts to provide an educational environment that is beneficial for all students.

Conference Sessions

Assess-Plan-Teach: Highlight, Implementation, and Sustainability - *Miranda 7*

Lisa Andersen, Tracie Bolin, Breanna Cape, Jamie Horacek, Raymond Kwok, Elizabeth Mason, Thomas McTyer & Jana Pleggenhuhle, Clark County School District

The Assess-Plan-Teach (APT) team will highlight the components of the framework and how it is currently being implemented in the Clark County School District. This session will look at:

1. The systems and structures in place,
2. Assessments and data collection used to drive instruction,
3. How to implement each portion of the framework, and
4. How to sustain the framework within a classroom setting, school, and district.

This presentation is a review of the Assess-Plan-Teach framework and its implementation in the Clark County School District's elementary special education programs. Each highlighted component will consist of a description and scenario of how implementation can occur locally within any classroom setting, school, and district. Tools currently being used to monitor accountability and communication will be previewed and provided as take-away resources. The presentation will feature a panel of current teachers participating in the Assess-Plan-Teach (APT) framework providing a chance for questions about their experiences with implementation in their classrooms.

Portrait of a Hybrid High School: Increasing Graduation with a Hybrid Master Schedule, Successful Online Options, and Specific School Wide Interventions Targeting At-Risk Youth - *Miranda 6*

Jill Council, Cary Jordan & Tanya Watts, Pioneer High School

Pioneer High School, located in Carson City, Nevada, developed a successful formula which utilized a flexible hybrid schedule, on site online labs and class-

rooms, and a high caliber and nurturing educational team. The team utilized several interventions which has created a highly successful non-traditional learning environment. Students at Pioneer High School and Carson Online can earn a minimum of 9.5 high school credits per year. This formula at a small alternative school has resulted in a significant graduation rate increase in the Carson City School District. During this session we will share our master schedule setup, online formats, and outline successful interventions which have changed a 29% graduation rate in 2012 to 80.9% graduation rate in 2017.

AVID and IB: Two Distinct Programs; One Common Goal - *Miranda 5*

Tony Gebbia and Melanie Wilkerson, Spring Valley High School

In this session, participants will learn how the AVID Program, and the International Baccalaureate Program (IBMP and IBDP) at Spring Valley High School work in concert with one another to create an unprecedented opportunity for Clark County students. Too often, these programs are viewed as competing opportunities for students. What we have seen is that they form a dream scenario for students focused on post-secondary success.

AVID (Achievement Via Individual Determination) and the various programs of the International Baccalaureate Organization have gained well-earned reputations for preparing students for success in post-secondary education. Despite their common goals, most educators see these programs as targeting a different demographic. A typical AVID student is often the first in their family to attend college, likely has socioeconomic needs, and may be from an under-represented minority group. Students in AVID are capable, but may need a bit of support and encouragement to take on the most challenging high school courses. A typical IB student, especially in the IB Diploma Program (IBDP) is more often seen as a self-starter, for whom college is a foregone conclusion, because their par-

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ents themselves are college graduates. Additionally, the number of IB students receiving Free or Reduced Lunch is usually significantly lower than the student population at large.

Spring Valley High School in Las Vegas is Nevada's only AVID National Demonstration School, and is now implementing both the International Baccalaureate Middle Years Program (authorized March, 2017), and the Diploma Program (will be authorized February, 2018). When we began the process of adding IB to our school, there was concern on both sides of the IB/AVID divide that the other might detract from, or weaken what each program is supposed to be. What we have discovered is that there is no divide at all, and even in these early days of our status as an IB World School we have seen the two programs demonstrably enhance one another. At present, we have over 750 students out of a total population of 2350 benefiting from these programs.

The IB Diploma Program is considered the most challenging curriculum available to high school students, and can have attrition rates as high 35-45 %. Frustratingly, the students who depart are often capable of success in the program, but lack organizational and time-management skills, and may need tutoring in their weaker subjects. These are exactly the supports AVID provides, and as a result we anticipate a much lower rate of attrition. Students who complete the IBDP graduate from college at a rate of 94%, which is nearly twice the national average, so helping students get through it has enormous benefits.

Conversely, too few students who are capable are willing to take on the challenge of the IBDP, usually because they lack support and encouragement. AVID provides that support, and pushes students to choose a challenging path. The kind of student AVID wants to reach may not come from a household where education, especially post-secondary education, is a priority. This is true not because they don't see the ben-

efit, but because they don't understand the process, or their options when it comes to college admissions. AVID fills that void.

These two programs working in harmony on a single campus not only create the expectation that all students can go to college, but they also provide the support necessary and the path to follow. Far from being a threat to one another, AVID and IB are actually a perfect complement to one another, and will benefit Clark County students and our community for years to come.

Project Healthy Minds: A Multi-Tiered System of Support for Mental and Behavioral Health - Miranda 4

Alison G. Clark, Ed.S., NCSP & Katie A. Dockweiler, Ed.D., NCSP, Lucille Rogers Elementary School

This presentation will de-mystify how to effectively manage student behavior in schools. The presenters will introduce the key tenets of Project Healthy Minds: A Multi-Tiered System of Support for Mental and Behavioral Health in schools and will actively engage participants in exercises to begin imaging how the program can work at their schools. Project Health Minds has proven effective at the elementary and secondary levels and lends itself to a phased roll-out for larger campuses. Participants will learn how the mental and behavioral model fits into existing and familiar tiered support frameworks already present on campuses. The presenters will discuss how to build a program from within using existing resources and will engage participants in exercises to promote positive and caring classroom communities that improve student-teacher relationships and classroom culture.

Such exercises include:

- How to conduct an evaluation of a school's climate, current practices, and capacity
- How to form a mental and behavioral health team

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- What meetings should look like and how they should flow
- What data to consider
- How to organize, prioritize, and record data
- What data-based decisions look like
- How to implement effective behavior interventions
- How to continuously engage in team-based iterative and reflective data-based decision making
- How to build partnerships with community organizations and mental health providers

Nevada is Moving Forward with a Birth-3rd Grade (B-3) Approach! - *Miranda 3*

Adam Holland, Frank Porter Graham Child Development Institute at UNC-Chapel Hill and Anna Severens, The Nevada Department of Education

Come learn about what Nevada is currently doing to help implement B-3 to build literacy, SEL, and student engagement across the continuum to support reading by Grade 3. The Nevada Department of Education (NDE) is partnering with national partners, The National P-3 Center (University of WA) and First School (UNC), to help implement and embed this approach within pilot sites and beyond throughout the state. B-3 is a national approach and education reform effort to align instructional strategies and practices across the birth to 3rd grade continuum. Come hear from one of our national partners and NV's state leadership team to learn more about this state and national work. Dr. Holland will lead us in a discussion about how to help increase student motivation and engagement by informing classroom practice through research that creates an environment for students to spend their days happy, safe and learning.

Nevada's State and Federal Accountability Reporting Tool: Nevada Report Card - *Brasilia 3*

Katherine Fuselier, Gunes Kaplan & Russ Keglovits, Nevada Department of Education

In this session, the Office of Accountability at the Nevada Department of Education will provide an overview of the Nevada Report Card, (www.nevadareportcard.com) and how to use this tool to advance outcomes for students. Nevada's state and federal accountability reporting system, the Nevada Report Card provides a wide range of stakeholders with valuable information at the state, district and school level. The Nevada Report Card starts with a strong collaboration with the Nevada's school districts and results in the collection of the legislatively and federally required data elements that tell a story of performance. Topics to be presented include what and how data elements are collected, how the data submission process works, how data is being communicated on our public data domains, how to navigate the website, highlights of the site's capabilities, strategies to improve the site and last but not the least some ways you can share this information. Participants will leave the presentation with a better understating of the information available on NV Report Card website and how they can use this data to make data driven decisions.

Effectively Leading Instructional Improvement - *Brasilia 1*

Sherry St. Clair, International Center for Leadership in Education

The quality of teaching has been continuously documented as the single most important factor in improving educational outcomes for every student, but correctly assessing the level of instruction in a school and improving that instruction can be challenging. In this session, you will explore the essential skills that make instructional coaching a richly rewarding experience for both the leader and teacher. Topics

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will include using data wisely, focusing on student learning in the classroom, asking effective questions, strategically implementing and monitoring strategies, and engaging educators in reflective conversations. You will walk away with practical strategies for motivating staff, building trusting relationships, and supporting a variety of needs.

Scaffolding Close Reading for Struggling Readers - *Miranda 1 & 2*

Norma Godina-Silva, International Center for Leadership in Education

The process of Close Reading provides students with the opportunity to develop the necessary skills to read rich, complex texts independently and proficiently. However, the lack of academic language proficiency and background knowledge can prevent struggling readers from taking full advantage of their learning. This session will offer strategies to assist participants in scaffolding the Close Reading process and help struggling readers develop the ability to grapple with complex texts.

2:45 PM – 4:15 PM

Breakout Sessions

Early Childhood Inclusion – Equity and Diversity for All - *Miranda 8*

Emily Bingham, Laura Malkovich, Derild Parsons and Jenelle Pope, Northside Early Learning Center, Churchill County School District

At Northside Early Learning Center (NELC), inclusion means every teacher and every child feels supported in teaching and learning. Inclusion is a general education initiative in which we provide itinerant Special Education Services within the general education setting. Teachers not only collaborate with Special Education teachers on a regular basis, but they work together to find an implement resources and strategies that work for individual students.

In this presentation, the format and planning for inclusion at NELC will be described. Teacher testimonials, resources, and funding strategies will be discussed. The presentation will end in a question and answer session.

Join us for conversation, resources, and sharing focused around inclusion with early childhood students.

Literacy Toolbox: Engineering a School-wide Tier II Reading Framework - *Miranda 7*

Tara Miller, Michelle Matthews & Kemala Washington, Jo Mackey Elementary School

How do you meet the needs of all students' reading levels during literacy instruction? Do you wish you had more tools to build students' thinking and reading skills through targeted standard-based classroom instruction? Literacy Toolbox is an engaging, interactive session that will focus on designing a systemic Tier II framework. Presenters will share how to build a school-wide literacy block that provides intensive instruction to students who struggle to meet grade-level performance standards and enrichment to students who need to be accelerated.

Session participants will learn how to implement a school-wide Tier II reading framework individualized to their schools, and use diagnostic assessments to level all students and create targeted reading groups. Additionally, participants will be provided templates for student grouping, a pacing timeline, and researched-based resources.

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Make It A Double - Miranda 6

Kevin Carroll, Virginia Coffee, Joe Garton, Mike Shaffer & CJ Waddell, Sparks High School

For the past four years, improving the graduation rate has been a priority at Sparks High School. Making sure our students graduate and that they are prepared for life after high school is key. Indeed, our graduation rates have improved from 68% in 2013-14 to 89% in 2016-17. Building relationships, quality tier one instruction, differentiation, and individualized interventions have all played important roles in this improvement. With Sparks High School recently being internationally recognized as a Model Professional Learning Community School, we have identified the marriage of our collaborative PLC process and quality co-teaching as an area that we have improved upon and that has been essential to our current success, as well as our continuing growth.

At Sparks High School we no longer have “push-in” teachers or teachers who are guests or secondary teachers in the room. Our science, math, English, and social studies teachers work together with our Special Education and English Language Learner teachers to create highly successful teams that focus on growth for all students in the classroom.

Please join us for an informative and relevant session where we will present our school background, current success, and data; explain the basics of how we build outstanding co-teaching teams that make a difference; share the difficulties we still battle in meeting our own expectations for co-teaching; and describe how co-teachers fit in to the PLC process.

The Rising TIDE of Literacy: Designing Solutions through Family Engagement - Miranda 5

Gregg McGough, International Center for Leadership in Education

If you are looking for a session that offers real world/practical solutions, join the Director of Curriculum for the Columbia Borough School District as he shares simple, technology-enhanced solution designs for improving literacy. The data confirmed that the Crimson Tide is facing a literacy, reading and writing, crisis. This high need and high poverty District is unique in that it shares the same 2.3 square mile boundary as the Borough it serves. In the 2016-17 school year, the District embraced a design-thinking approach to offer human-centered solutions to solve this literacy epidemic funded largely by the Federal Title I grant. In an effort to raise the literacy levels within the walls of the three schools, a coalition of school and community action leaders was organized to design literacy interventions that extend into the surrounding community.

What Sticks! Justice, Integrity & Fun (JIF) Combined with Character Development - Miranda 4

Eve Breier-Ramos, Nicole Gums & Nichole Shaffer, Imagine Schools at Mountain View

Imagine Schools at Mountain View (ISMV) has developed a curriculum that integrates character development and a community of Justice, Integrity and Fun! Students are offered opportunities to take ownership of their learning, while exhibiting good character and making choices aligned with a positive culture of support, trust, understanding and a growth mindset.

Dr. Breier-Ramos, ISMV Principal, Ms. Nichole Shaffer and Ms. Nicole Gums, ISMV Assistant Principals, will share data, strategies and best practices of how our

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character development program, as well as the practices of Justice, Integrity, and Fun (JIF) that are part of Imagine Schools culture and help to develop Joy At Work!

Participants will engage in cooperative learning structures and will walk away with strategies for character development and improved school culture.

Evaluation Frameworks for Other Licensed Education Personnel - *Miranda 3*

Maile Bales & Laura Lee Edmonds, Clark County School District and Kathleen Galland-Collins, Nevada Department of Education

Nevada is in the process of implementing 6 new evaluation frameworks for other licensed educational personnel (OLEP), often referred to as Specialized Instructional Support Personnel (SISP). The frameworks have been developed by practitioners, for practitioners, based on their respective national association standards. This session will lead you through a model professional development session that can be used to support the implementation of each of these 6 frameworks in the 2018-2019 school year.

The 6 frameworks being implemented are for school counselors, school nurses, school psychologists, school social workers, speech language specialists and teacher-librarians. The model professional development is specifically designed for these SISP, but can be modified to help any educator dive deep into the NEPF standards for their specific role.

Nevada School Performance Framework: Holistic Approach to Measuring School Performance - *Brasilia 3*

Katherine Fuselier, Gunes Kaplan & Russ Keglovits, Nevada Department of Education

What is the foundation for required school and district related data reporting? What system generates federal and state required data reports? This answer to both questions is a valid and reliable accountability system. You can also think of it as a repository for meaningful and actionable data that holds schools and districts responsible for student achievement, helping to prepare students for success in college and career.

Nevada's Accountability system monitors school quality, informs instructional practices, and can inform parents when selecting a school for their students. Participants learn to identify and understand the components of their school level accountability framework; how star ratings are calculated; how to interpret school rating reports; and how to use the accountability system as a data tool for continuous improvement.

Building Cooperative Behavior for the Classroom - *Brasilia 1*

Lauren Brown, M.A. BCBA & Christine O'Flaherty, M.S. BCBA, Nevada Center for Excellence in Disabilities at the University of Nevada, Reno

This interactive workshop is designed to give educators the tools to increase positive interactions with their students and build cooperative behavior within the classroom. Participants will learn how to tip the scales by making problem behavior less likely and appropriate behavior more likely. Participants will leave with five effective strategies to apply in their classrooms.

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Classroom Walkthroughs and Instructional Rounds to Foster Rigorous Learning Environments - *Miranda 1 & 2*

Norma Godina-Silva, International Center for Leadership in Education

This session will support the work of campus instructional leaders by sharing how classroom walkthroughs and instructional rounds can increase instructional effectiveness and facilitate instructional dialogue among teachers. The session will share rigor, relevance and learner engagement criteria to help focus classroom walkthroughs and instructional rounds, as well as, assist teachers in becoming intentional about lesson planning and lesson delivery to maximize instructional time.

4:15 PM – 4:45 PM

Refreshment Break – *Brasilia 2*

4:45 PM – 6:15 PM

Breakout Sessions

Literacy Learning & Engagement Through Arts Integration Teaching Strategies - *Miranda 8*

Mary Bennett, Theatre Artist and Teaching Artist, Maryjane Dorofachuk, Arts Learning Director, Nevada Arts Council & Tia Flores, Program Director, Sierra Arts Foundation

Research has shown that using arts integration teaching strategies, students are more engaged in the learning process and retain information at a deeper level. Arts integration strategies use the creative process as pedagogy to connect to core subjects.

In this session, the presenters will demonstrate effective arts integration teaching strategies that can be easily incorporated into any classroom setting.

Arts integration is an approach to teaching in which students construct and demonstrate understanding

through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both. (The Kennedy Center's definition of Arts Integration)

Currently in Nevada, only 45 percent of 3rd grade students are proficient in literacy. Which means 55 percent are not. Being proficient in literacy is a vital component to students' academic success. Tia Flores, Program Director at Sierra Arts Foundation, and Mary Bennett, a theatre teaching artist, are aligning the Nevada Department of Education's Read by Grade Three initiative with a literacy focused arts integration program in the Washoe County school district.

Bennett, a Kennedy Center trained teaching artist, will demonstrate and share how to implement arts integration in the classroom. How do teachers create arts integration units without simply adding more to the curriculum? How do they avoid reducing the arts to entertainment only? Developing standards-based learning goals in each discipline helps ensure that each subject is taught with equal integrity. Focusing on a particular topic or theme can result in meaningful connections between subject areas. Effective arts integration instruction often begins with a topic that lends itself to study from several points of view. Teachers guide students as they explore the topic and its related themes, helping students to establish relationships among different ideas.

Maryjane Dorofachuk, Arts Learning Director for the Nevada Arts Council, will introduce the Artists in Schools + Communities Roster, an online resource for schools, organizations and communities seeking to engage teaching artists. Roster artists are experienced in collaborating with schools and communities to conduct arts learning and cultural experiences in, through or/about the arts.

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Strategies, Professional Development and Tools for Literacy and Read by Grade 3 Success - Miranda 7

Heidi Hoshibata & Barbara K. Lindsay, Literacy and Language Development Department, Curriculum and Professional Development Division, Clark County School District

As the fifth largest school district in the nation, Clark County School District (CCSD) has been recognized by the RMC Research Corporation as a model program for Read by Grade 3 from its inception to successful implementation. It was also honored by the Nevada Department of Education for the significant decrease in percentage of at-risk students for reading deficiencies during the 2016-2017. With over 200 elementary schools impacting over 100,000 students and a transiency rate of over 35%, CCSD has created and established several key factors district-wide in improving literacy and making Read by Grade 3 a successful program.

Come learn about how your school and/or district can implement many of these key factors in order to provide consistency and success for your students. First and foremost, every kindergarten through third grade student has an individualized Student Literacy Performance Plan (SLPP) which is immediately accessible to teachers as it is embedded within Infinite Campus. Whether identified as at-risk or proficient, each student entry provides data, strengths, areas for growth or concern, and if needed, an intensive instruction plan. All of this data places an emphasis on data-driven decision making for instruction and small groups. Secondly, the Read by Grade 3 team leaders will share key professional learning opportunities that have been delivered to all RBG3 learning strategists and literacy leaders and re-delivered to all kindergar-

ten through fourth grade teachers at schools including: data analysis; evidence-based literacy strategies, effective intensive interventions; and professional learning communities.

Administrators, teachers, learning strategists, district level team members, families, and all educational stakeholders will gain tips, strategies, and feedback from a large, diverse school district in their implementation of a state law and improving literacy on a daily basis for all kindergarten through third grade students and teachers.

Self-Advocacy, Self-Reliance, Self-Resilience through Study Skills - Miranda 6

Linden Hatch & LeighAnn Hill, Spring Creek High School

In coordination with the transition requirements mandated in the Individuals with Disabilities Education Act (IDEA) and given that post-school outcomes of students with learning disabilities continued to remain poor, Spring Creek High School (SCHS) Student Transition Leadership Team made up of six to seven students who have learning differences developed a transition program that is now incorporated into our study skills classes.

Recognizing students' strengths and interests is crucial in the development of transition services in student IEPs. In order to develop relevant and meaningful transition, it is critical that Individualized Education Program (IEP) team members take into account what the student wants to do and what they are capable of doing which then helps determine what type of transition training needs to happen for the individual student's success in the post-secondary world.

The development of the study skills requirement and the transition binder have improved the quality of the IEPs written and allowed students to become an integral part of their IEP. Having the students com-

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plete their monthly binder tasks including recognizing their individual strengths and interests has been crucial in the development of positive post-secondary outcomes and transition services in student IEPs.

- Students' dreams, preferences, and interests
- Students' needed education and training
- Students' career and employment objectives
- Students' independent living needs

Participants will leave with ideas and strategies to incorporate good program planning and activities that will help create an IEP focused on the students' skills, interests and goals.

Rubrics That Make Writing Achievable For ALL Students - Miranda 5

Bernadette Lambert

Effective writing instruction begins with a rubric. We share it with students at the start of the learning episode. We present it with clear student-friendly language that describes each criterion at every performance level. We roll it out criterion-by-criterion so that students are not overwhelmed. We let students use it to self-assess their work and make modifications as needed. A good rubric gives us feedback so we know how to "feed forward" our instruction. Once you learn the basic steps to create your own analytic rubrics, you will never teach writing without a rubric again.

Fastest Improving Programs – Data Driving Change - Miranda 4

Holli Ratliff & Amy White, C.T. Sewell Elementary School

C.T. Sewell Elementary is a Title I elementary school located in Henderson, Nevada. As a result of significant reform efforts, C.T. Sewell has transformed from an at-risk school in need of improvements to a high achieving school. C.T. Sewell has been designated as a Shining Star School according to the Nevada School

Performance Framework and recognized as a National Title I Model School for closing the achievement gap of at-risk students. In this session, participants will analyze current practices and explore various goal-setting strategies for increasing student learning and motivation.

Coaching the Next-Generation Science Standards - Miranda 3

Sherry St. Clair, International Center for Leadership in Education

The Next Generation Science Standards (NGSS) are out and require science to be taught at a much higher level of understanding compared to previous standards. This session that will address how you can provide comprehensive instructional coaching in the area of science. Topics will include focusing on the three dimensions of the standards to enhance student learning, coaching teachers to ask rigorous, inquiry-based questions, strategically implementing and monitoring NGSS standards, and how to engage educators in reflective instructional conversations. Several free online resources will be suggested to aid with the implementation of the standards.

Select for Excellence – 8 Proven Tips to Improve Your Hiring Practices (Administrator Focus) - Brasilia 3

Jimmy Casas, International Center for Leadership in Education

There is nothing more important than selecting the right people, people with the right talent who want to be excellent! However, are you modeling excellence during the interview process? Do you approach the selection process with the intention of establishing a meaningful relationship with each candidate? What are the candidates saying about you and your school once they leave the interview? In this session Jimmy will share 8 Tips to Improve Your Hiring Practices, leaving candidates looking back

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after they complete the interview process saying, "I would give anything to work for that organization!"

Jimmy Casas will be signing his book 'Culturize – Every Student, Every Day. Whatever it Takes.' 11:15 AM – 12:15 PM and 3:30 PM – 4:30 PM in Brasilia/Miranda hallway. Copies will be available for purchase as well.

Digital Citizenship in Every Classroom - Brasilia 1

Thomas Murray, International Center for Leadership in Education

In today's era of Fake News and viral social media, are your students good digital citizens while living their lives online, without a road map on how to: think critically, behave safely, and participate responsibly?

This session will include an engaging conversation on our classroom experiences and our role in having a direct impact on our students' digital footprint. Resources and strategies for the explicit teaching of digital citizenship and values will also be shared and dissected so that educators leave with tangible ideas and resources. Come ready to share your experience and ideas to support our students moving forward!

Thomas Murray will be signing his book 'Learning Transformed: 8 Keys to Designing Tomorrow's Schools, Today' 11:15 AM – 12:15 PM and 3:30 PM – 4:30 PM in Brasilia/Miranda hallway. Copies will be available for purchase as well.

What Educators and Families Need to Know and Do Together to Support the Child With a Disability to Be Authentically Included and Self Determined - Miranda 1 & 2

Rich Feldman & Janice Fialka (Micah's parents)

Building on the stories shared during Janice's Keynote, Janice and Rich will share practical strategies that have guided their role as parents, such as creating Circles of Friends, and the use of the MAPS process. They will explore how the values of high expectations, interdependency, risk taking, and intentional relationships are implemented in home, school and community settings with educators. Creative approaches such as engaging Micah's peers at his IEP meetings and other examples will be described. This workshop will be interactive and engage the audience in sharing their experiences and insights.

Janice Fialka will be selling and signing her books Friday after the Opening Keynote and Saturday prior to this session.

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Sunday, April 22, 2018

7:00 AM – 8:00 AM

Full Breakfast – *Brasilia 2*

8:00 AM – 9:30 AM

Breakout Sessions

Be the Domino: Uncovering Your Voice for Equity - *Miranda 8*

Alex Coronel & Maria Sauter, Nevada Department of Education

In this highly interactive session, we will explore our histories to uncover mental models and biases. By understanding how our personal life experiences inform our interactions with the world, session attendees will begin to discover how to disrupt the status quo to effect change for their students, schools, and communities.

Measuring Student Growth at the State Level: A Discussion about Methodology, Interpretation, and School Ratings - *Miranda 7*

Katherine Fuselier, Gunes Kaplan & Russ Keglovits, Nevada Department of Education

Can you explain an “SGP Target” or “AGP”, “SGP” or “MGP”? You might recognize these as student identifiers that track the effectiveness of your educational strategies, but did you know that these student growth measures also contribute to at least 50% of your school performance rating?

In this session you will learn about the different ways to measure student progress over time and how those measures are included into the state-wide systems of school accountability. What does it mean for a student to grow academically? What is good growth? How can growth be used to drive continu-

ous improvement? Topics of discussion will include comparisons of different growth methods, a deep discussion of the State’s adopted student growth percentile model, and the uses of the growth model in the school rating system.

Fastest Improving State in the Nation - *Miranda 6*

Sarah Nick, Nevada Department of Education

Nevada’s ESSA plan has been heralded as one of the most rigorous in terms of planning for student growth. The Department of Education’s goal, to become the Fastest Improving State in the Nation, can only be achieved by taking a hard look at the current state of student achievement and applying support where it’s needed most.

In this session, participants will learn about Nevada’s ESSA and STIP (Annual State Improvement Plan) and their current progress toward the 8 Fastest Improving State in the Nation goals. Participants will walk away with an understanding of Nevada’s Fastest Improving vision and how it impacts classroom instruction.

Nevada Instructional Resources: Supports for Data-Informed Teaching and Learning - *Miranda 5*

Lisa Ford, Nevada Department of Education

Participants are encouraged to bring an internet capable device to this presentation to facilitate access to this interactive presentation which will explore the teaching and learning supports housed in Nevada’s Instructional Materials Resource Center (IMRC), and how these supports can be leveraged for use in data informed instructional decision-making and lesson development.

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Participants will become familiar with IMRC; view content specific support materials; and explore the suite of Smarter Balanced Assessments (Interim Assessment Blocks, Interim Comprehensive Assessment, and Summative Assessment) along with their applications for driving instruction.

Attendees will also be able to register for a Digital Library account and learn how this enhanced tool can be used to develop targeted instructional pathways to address students' learning needs as demonstrated on Smarter's summative assessment.

CS For NV: Launching Computer Science in Today's Classroom - Miranda 4

Melissa Scott, Nevada Department of Education

In this session, participants will learn about the roll out of computer science for all students as outlined in Senate Bill 200 and what this means to you. This session will cover the requirements of the legislation, the standard, and resources available to teachers.

Secondary Transition: History, Law and Compliance - Miranda 3

Julie Bowers & Jennifer Kane, Nevada Department of Education

This session will give an overview of the history, law and compliance behind transition services including tips for writing the IEP, goal writing for transition goals and transfer of rights information. Participants will leave with great ideas that can be implemented to ensure that the IEPs they are writing give students with disabilities the transition plan needed to graduate prepared for success in postsecondary education and employment.

Science Alive - Brasilia 3

Amelia Gulling, Desert Research Institute

The Desert Research Institute's Science Alive Program will present on their free resources including their award-winning Green Box program, that are hands-on science lessons for the classroom. Learn about this self-contained science kits and how to utilize them in the classroom to spark interest in STEM for your students. This presentation will also include a hands-on lesson from one of our Green Boxes.

Limited Vocabulary Yields Limited Opportunities: 10 Ways to Circulate a Love of Words in the Classroom - Brasilia 1

Bernadette Lambert

If your language is limited to "May I take your order, please?" so are your opportunities in life. Our students deserve vocabulary development that goes beyond memorizing definitions or filling out word maps. A strong vocabulary takes root in classrooms where students are curious about words, see connections among words, and use newly learned words when they write and engage in classroom conversations. Let's build word-rich environments where we intentionally employ tactics that make content-rich vocabulary and academic language accessible to all students.

Building Cooperative Behavior for the Classroom (repeat session) - Miranda 1 & 2

Lauren Brown, M.A. BCBA & Christine O'Flaherty, M.S. BCBA, Nevada Center for Excellence in Disabilities at the University of Nevada, Reno

This interactive workshop is designed to give educators the tools to increase positive interactions with their students and build cooperative behavior within the classroom. Participants will learn how to tip the scales by making problem behavior less likely and

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appropriate behavior more likely. Participants will leave with five effective strategies to apply in their classrooms.

9:45 AM – 11:45 AM

Keynote Address - Brasilia 4-7



Living Your Excellence, Growing Your Influence, and Transforming the System...Now.

*Jimmy Casas & Thomas Murray,
International Center for
Leadership in Education*



Every educator has greatness built inside them; a greatness that can only be unleashed when they are walking in and towards their purpose. So how can one's 'personal why' fuel the synergy needed to disrupt the system? How can we eradicate "average" and find innovative, practical solutions to issues that have

plagued the system for years? Solidified upon a foundation of dynamic leadership and school culture, a redesigned learning experience fundamentally shifts the teaching and learning paradigm to one that is personal and authentic, takes place in spaces that mirror a transformed pedagogy, and leverages the power of today's technology. It's time to live your excellence, expand your influence, and lead the charge in your classroom, school, or district!

Your Opinion Matters!

Please take a moment to fill out our evaluation forms either online, on the app or on paper. By doing so, you can help drive future professional development offerings.

Save the Date

2019 Nevada Department of Education

MEGA CONFERENCE

May 3 – 5, 2019

Harvey's Lake Tahoe