

# NATIONAL SAM CONFERENCE BREAKOUT SESSIONS

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## 1. BUILD A CULTURE LIKE THE NAVY SEALS

*Travis Mackey*, SAM Time Change Coach and former SAM Principal  
Geneseo, Illinois

### *Session Description*

Using the Battle Buddy system for schools, you can create a culture that encourages staff to connect with one another, as well as increasing staff and student connections. This system also helps develop leadership qualities in staff and students. The Battle Buddy system works at all levels: high school, middle and elementary. The basic elements of the Battle Buddy system for schools was borrowed from the Navy Seals. The presenter used it successfully as a SAM principal at Geneseo High School.

In fact, NSIP produced a 6-minute video demonstrating the presenter's unique "Sociogram" activity at Geneseo High School: <https://bit.ly/3zjKVBy>

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## 2. TIME CHANGE COACHES COLLABORATION

*Janice Marchal*, SAM Time Change Coach and former SAM Principal  
Dimondale, Michigan

### *Session Description*

Attendees will participate in an interactive discussion about their role as a Time Change Coach. Smaller groups will have starter questions to discuss, then those smaller groups will share their thoughts in order to create a list of ideas and helpful techniques used as a Time Change Coach. Participants will have time to share ideas, successes, and challenges. This in-person collaboration is meant to share and celebrate our role at NSIP.

This session is for Time Change Coaches, only.

### 3. OPTIMIZING OPTIONAL DESCRIPTORS: BRINGING EVALUATION ELEMENTS TO LIFE USING TIMETRACK

*Kyle Burroughs*, SAM Principal, and *Heather Bills*, SAM Assistant Principal  
Gardner International Magnet School, Lansing, Michigan

#### *Session Description*

In this session, we will bring evaluation elements to life by identifying meaningful optional descriptors that will ultimately fuel your feedback. Participants will explore how to connect optional descriptors to evaluation elements in order to provide impactful coaching after classroom visits. By using NoteTrack, participants will see their data and comments in one place in order to turn that information into actionable student outcomes. Ultimately, the goal of this session is to see beyond the simple calendar use of TimeTrack and to start seeing it as a coaching tool to move the academic needle.

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### 4. EDUCATORS ON THE CLOCK: MAXIMIZING YOUR TIMETRACK

*Dr. Eric Thompson*, SAM Assistant Principal and former SAM  
Rutland Middle School, Bibb County, Georgia

#### *Session Description*

Every school day can feel like a minefield waiting to blow up your schedule. In this session, you will valuably reflect on how TimeTrack is being used, and we will discuss ways to more effectively utilize the process, whether as SAM/Principal, within an administrative team, or even as an instructional team for the entire building.

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### 5. WOULD YOU LIKE TO BE A SAMS COACH (TCC)?

*Carol Merritt*, SAM Mentor, Trainer, and Time Change Coach, and *Lewis Gowin*, SAM Specialist, Coach, and Trainer  
Louisville, Kentucky and Kansas City, Missouri

#### *Session Description*

How do you become a Time Change Coach and work with SAM teams to support their progress? Attendees will learn about the scope of SAMS coaching work, as well as how to apply and what Coaching Training entails.

This session is only for Principals, Assistant Principals, Instructional Coaches, District leaders, Superintendents, or any certificated TimeTrack owner.

## 6. REVOLUTIONIZING BRANDING IN EDUCATION

*Kier Ingraham*, SAM Principal, and *Patricia Stevenson-McGee*, Instructional Coach  
Ypsilanti Community Schools, Michigan

### *Session Description*

In today's educational environment, branding isn't just for businesses—it's also crucial for educational leaders. A well-defined personal brand can help educational leaders stand out, attract top talent, engage with stakeholders, and advance their organizations' missions. This session is designed to guide educational leaders through the branding process, helping them to understand, create, and maintain a strong personal brand that aligns with the values and goals unique to their organizations.

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## 7. LEADERSHIP WELL-BEING: IT MATTERS!

*Dr. Kendra Washington-Bass*, Former SAM Time Change Coach, CEO of Leader Bubble, and Co-Founder of the Lucy Leadership Project  
Atlanta, Georgia

### *Session Description*

Let's explore the essential principles of well-being for school leaders! Grounded in Gallup's Well-Being framework, you will discover actionable strategies and insights to enhance your physical, emotional, and professional well-being, all while empowering you to lead with resilience and to foster a healthier school environment for both yourself and your team.

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## 8. DIFFICULT CONVERSATIONS: A LEADER'S TOOLKIT FOR HIGH-STAKES CONVERSATIONS

*Kevin Freeman* and *Annette Cozort*, SAM Time Change Coaches and Missouri Leadership Development System Specialists  
Missouri State University, Missouri

### *Session Description*

Are you dreading difficult conversations? Not sure how to tackle tough challenges as a leader? Join us to learn how to navigate difficult conversations in order to address the issue at hand and to maintain a healthy relationship with anyone in your community! Participants will walk away with a toolkit of strategies to help polish their active listening skills, brainstorm solutions, review legal steps, and avoid the emotional drain that can come with difficult conversations.

## 9. CONNECTING YOUR SCHOOL'S IMPROVEMENT PLAN WITH THE SAM PROCESS

*Dawn DiNatale*, SAM Time Change Coach, and *Marianne Dixon*, SAM District Leader and Director, Office of School Leadership  
Buffalo Public Schools, New York

### *Session Description*

Each year, principals and administrative teams write mandated education plans. However, how do these plans turn into a reality? This session will assist principals, SAMs, and Time Change Coaches in using the SAM process and TimeTrack to support the implementation of the school's turn-around plan. Participants will be introduced to a change model and comprehensive protocol for intentional planning that will support the "action" in the action plan. Time will be provided to engage in the process in order to plan for their upcoming work.

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## 10. GET NEGATIVITY OUT OF THE WORKPLACE CULTURE-TORNADOES

*Willow Sweeney*, National Speaker and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

Workplace culture is formed by all the positive and negative energy that is brought in by every employee, every day. There will always be employees who throw positive, healthy, and supportive energy into the workplace culture. Conversely, many will do the opposite, complaining and sharing divisive and negative energy. This session will cover how to diminish the negative communication that Top 20 Training calls "Tornadoes."

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## 11. STOP THE SPINNING! ENDING THE EXHAUSTION OF THOUGHT CIRCLES

*Willow Sweeney*, National Speaker and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

In the last few years, we have all been in our own heads more than ever. Negative thinking breeds more tension and stress in our lives. Spoken aloud or not, this kind of energy spreads to co-workers and students. This entertaining session will provide attendees with strategies for us to diminish the power "Thought Circles" have over us.

## 12. WE ALL GREW UP IN SCHOOLS... NOW WE WORK IN THEM!

*Willow Sweeney*, National Speaker and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

There is an effect that we rarely speak about—one that happens to those of us who work in schools long after we grew up in them. What might be going on in the hearts and minds of we who work in the same environment in which we used to be students? Let's have a few laughs about some of the ways that working in a school is different from working in other industries, and let's suggest new ways to reframe some old beliefs!

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## 13. MANAGING STRESS FROM INSIDE OUT

*Paul Bernabei*, Director and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

Although stress is necessary for a healthy life, chronic stress is a destroyer of life. This session focuses on how stressors come from outside and inside ourselves, how our thoughts increase stress, and how to use practical strategies to minimize unhealthy stress.

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## 14. KEEPING STUDENTS ENGAGED IN LEARNING

*Paul Bernabei*, Director and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

The session helps educators understand (1) a primary cause for student disengagement in school and (2) four essential strategies for creating a culture of learning. These four strategies are: Learning from Mistakes and Failure, Sharing the Secret about Confusion, Fostering Connections and Belonging, and Assuring All Students Know That They Are Intelligent.

## 15. WORK-LIFE BALANCE: CONTROL YOUR TIME, CONTROL YOUR LIFE

*Paul Bernabei*, Director and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

Hectic schedules and countless demands frequently leave us feeling out of balance. This session examines (1) a root cause for the stress, regret and conflict that frequently accompany our lives when we are out of balance, and (2) a simple and practical process for restoring balance and focusing on what is truly important.

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## 16. FOLLOWING OUR NORTH STAR: THE MOTIVATIONAL POWER OF PURPOSE

*Paul Bernabei*, Director and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

Leaders who have a clear sense of purpose are better able to successfully manage challenging times. During this session, participants will (1) create a professional purpose statement, (2) become aware of outside 'hits' and inside 'saboteurs' that can knock us off said purpose, and (3) identify practical strategies that can help us stay focused on our purpose.

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## 17. BEING EFFECTIVE BY SEEING THINGS DIFFERENTLY

*Paul Bernabei*, Director and Co-Founder of Top 20 Training  
Saint Paul, Minnesota

### *Session Description*

To be effective we sometimes have to see things differently. This session provides a tool for achieving desired results and examines: (1) the tendency we have to blame others when we are not getting the results we desire, (2) how our 'need to be right' activates blame, (3) how curiosity helps us to get better results, and (4) what we can do to see more or differently.

## 18. USING TIMETRACK TO ENHANCE PRINCIPALS AND CORE TEAMS

Steve Jones, SAM District Leader, and Debra Sykes, SAM Mentor, Specialist, and Time Change Coach  
Bibb County School District, Macon, Georgia

### *Session Description*

During this session, participants will learn how principals incorporate TimeTrack into Core Team meetings, specifically those that are focused on teacher development. The most important resource that schools have, after all, is effective teachers. And the effectiveness of teachers is guided by the effectiveness and intentionality of principals and Core Teams.

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## 19. DEVELOPING AN EMPOWERING SCHOOL CULTURE

Phil Backlund, PhD, Retired Professor of Communication Studies  
Central Washington University, Ellensburg, Washington

### *Session Description*

A school's culture affects everyone within the school, and thus it is important to be intentional in developing culture. Ideally, the culture empowers students, teachers, and staff in a background of psychological safety and supportive communication. Done ineffectively, aspects of a school culture can be brutalizing for some students. This session focuses on how an empowering culture can be developed, as well as how to implement empowering attributes into a school's culture. Human relations is hard, and many schools do not directly address the role of empowerment.

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## 20. COMMUNICATION WISDOM

Phil Backlund, PhD, Retired Professor of Communication Studies  
Central Washington University, Ellensburg, Washington

### *Session Description*

Principals spend much of their day communicating with others; they speak, they listen. Publications are filled with advice on how to do it well. But what do experts in the communication field think are the most important factors in successful communication? This session summarizes the comments of twenty-four people that spent their lives teaching others to communicate better. Their comments are interesting and applicable to anyone whose job it is to communicate with others and to build relationships.

## 21. USING TIMETRACK OPTIONAL DESCRIPTORS: A PLATFORM FOR GOOD TO GREAT

*J Anderson*, Executive Director of Missouri Association of Elementary School Principals (MAESP)  
Jefferson City, Missouri

### *Session Description*

Attendees will learn how to use TimeTrack to go deeper into the possibilities that the Optional Descriptors feature provides. This session may also be of interest to principal supervisors and district-level administrators who use TimeTrack to manage direct reports, district projects, and “other duties as assigned” in an extended manner, beyond the established TimeTrack categories.

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## 22. BETTER HABITS, BETTER LEADERS

*Jenn David-Lang*, The Main Idea  
Brooklyn, New York

### *Session Description*

Better leaders have better habits. Happier leaders have better habits. Whether you want to develop the habit of running every morning or observing eight teachers every week, better habits improve your work and personal life. Learn the science, strategies, and secrets so that you can learn new habits and make them stick!

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## 23. BEYOND GRATITUDE JOURNALS: HOW LEADERS CAN SYSTEMATICALLY SUPPORT TEACHERS WITH BURNOUT

*Jenn David-Lang*, The Main Idea  
Brooklyn, New York

### *Session Description*

Since the pandemic, we’re seeing lower rates of teacher engagement and higher rates of absenteeism. Learn strategies to get teachers out of burnout so that they’ll thrive and be more likely to stay at your school.

## 24. HIGH CONFLICT: NAVIGATING OUR POLARIZED ENVIRONMENT

*Lucas Held*, Independent Strategic Communications Consultant  
New Haven, Connecticut

### *Session Description*

Once relatively insulated from political conflict, K-12 education has become enmeshed in the partisan, political division that has touched many other sectors of society. In this session, participants will learn the history and sources of the division in public education, the four strategies districts can pursue in response, and five tips to help depolarize conflictual situations.

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## 25. AVOIDING PLC LITE

*Kim Marshall*, Founder and Author of The Marshall Memo  
Boston, Massachusetts

### *Session Description*

PLCs (Professional Learning Communities) are not going well across the nation, only occasionally serving their original purpose of looking at student work and common assessments, identifying effective and ineffective teaching practices, and planning follow-up with students by name and need. This breakout session will focus on the key elements that the principal needs to put in place and the best ways to monitor PLCs in real time.

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## 26. GETTING THE MOST OUT OF FACE-TO-FACE POST-OBSERVATION DEBRIEF CONVERSATIONS

*Kim Marshall*, Founder and Author of The Marshall Memo  
Boston, Massachusetts

### *Session Description*

Short, frequent, unannounced classroom visits are a hallmark of SAM schools, with the principal (and designees) providing celebration, coaching, and in some cases directives to teachers. This breakout session will address the nuts and bolts of effective follow-up conversations with teachers—and how to follow up on those.

## 27. USING THE MARSHALL MEMO AS A FORCE MULTIPLIER

*Kim Marshall*, Founder and Author of The Marshall Memo  
Boston, Massachusetts

### *Session Description*

Everyone in the SAM community has the option of receiving the weekly Marshall Memo with summaries of helpful ideas and research, and you also have access to the 10,000-article Memo archive. This breakout will suggest ways to use your SAM Daily Meeting to think about how to strategically send Memo summaries to individual teachers, teacher teams, and the whole faculty to reinforce best practices and spark new ideas.

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## 28. RUTHLESS EQUITY: CREATING A CULTURE OF BELONGING; EQUITY'S MISSING LINK

*Ken Williams*, Author, Speaker, and Consultant at Unfold The Soul, Inc.  
Atlanta, Georgia

### *Session Description*

In this session, participants will discover the critical role of belonging in ensuring equity for all. Learners will also experience the difference between diversity and belonging, and they will learn a strategy they can implement immediately to deepen belonging for the students/staff they serve.

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## 29. START WITH THE CROWN, NOT WITH THE KID

*Ken Williams*, Author, Speaker, and Consultant at Unfold The Soul, Inc.  
Atlanta, Georgia

### *Session Description*

Great teachers hold above the head of their students a crown they challenge them to grow tall enough to wear. Engaging collaborative teams is a powerful combination of mindset and practice that should be embedded in the DNA of every school's culture. In Start With The CROWN, Ken Williams makes clear what instructional equity looks like in practice and how it delivers on the promise of high levels of learning for all students. Learners will leave understanding how to move equity from ambiguous to actual; from theory to practice!

### 30. RUTHLESS EQUITY: EMBRACING LEADERSHIP'S BLESSED BURDEN

*Ken Williams*, Author, Speaker, and Consultant at Unfold The Soul, Inc.  
Atlanta, Georgia

#### *Session Description*

The power and promise of the principalship is often buried beneath a culture of survival mode; a never-ending grind of reacting and responding instead of leading. What gets lost are the aspects of the principalship that are unique and impactful. Ken Williams helps leaders quiet the noise and reveal how the principal is uniquely positioned to shape a culture of equity, excellence, and achievement for ALL students, regardless of background.

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### 31. COMPASSION RESILIENCE

*Jessica Terlep*, Culture and Climate Coach, SAM, and Additional User  
Ypsilanti Community Schools, Michigan

#### *Session Description*

This is a session about Social Emotional Learning for adults. In this presentation, we will talk about teacher burn-out and how to tap into our compassion so that we can take care of ourselves and our students.

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### 32. TRAUMA INFORMED TEACHING STRATEGIES

*Jessica Terlep*, Culture and Climate Coach, SAM, and Additional User  
Ypsilanti Community Schools, Michigan

#### *Session Description*

Many teachers have heard about trauma: what it looks like and how it impacts learning, but so what? Many of the trainings don't actually give solutions to meeting students' needs in the classroom. This presentation includes tangible strategies that will help teachers create a trauma informed classroom.

### 33. MAKING INSTRUCTIONAL MOVES

*Tiffany Taylor, PhD*, SAM District Leader, Executive Director of Teacher and Leader Effectiveness, *Keith Simmons, PhD*, Superintendent of Schools, *Kim Ray*, Executive Assistant to the Superintendent, and *Antwayne Sanders*, Executive Officer of Elementary Schools  
Griffin-Spalding County School System, Georgia

#### *Session Description*

This session will highlight how the Griffin-Spalding Central Office in Georgia has shifted its practice to support principals in their work, specifically how the Senior Cabinet uses TimeTrack to schedule coaching cycles with building leaders to improve instruction district-wide.

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### 34. TRUST-BASED OBSERVATIONS: UNPACKING THE MODEL

*Craig Randall*, Founder, Author, and Consultant at Trust-Based Observations  
Seattle, Washington

#### *Session Description*

Participants will learn what research says about observations including: 1) why they haven't been improving teaching and learning, and 2) what does improve teaching and learning. In addition, they will learn the Trust-Based Observations system of observations and reflective conversations, with special emphasis put on the steps taken by observers to build trust. Finally, they will learn how to use Trust-Based Observations to foster supported, impactful teacher growth.

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### 35. TRUST-BASED OBSERVATIONS: IN ACTION

*Craig Randall*, Founder, Author, and Consultant at Trust-Based Observations, and *Michele Randall*, Teacher Mentor  
Seattle, Washington

#### *Session Description*

Participants regularly hear about the model, but they may also want to be able to see it in action. In this session, participants will watch a 10-minute mini-lesson, and then—more importantly—watch as we model and unpack the all-powerful Trust-Based Observations reflective conversation, live and in action with the teacher.

### 36. PERSONALIZED LEARNING ACADEMIES: INNOVATION IN IMPLEMENTING THE SAM PROCESS

*Julia Daniely, Ed.D., SAM Principal*  
Bibb County School District, Macon, Georgia

#### *Session Description*

This presentation will highlight how the mission of the National SAM Innovation Project aligns with the principles of personalized learning academies. Attendees will explore how the project's mission supports individualized instruction, student-centered learning, and the development of critical skills. Attendees will also gain insights into how the SAM Process drives the implementation of innovative teaching and learning approaches, strategies, and practices in these unique educational environments. Improved academic outcomes, student engagement, and well-being will be discussed along with the data.

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### 37. FROM VISION TO RESULTS!

*Olia Hardy, SAM Principal, and Lainey Hellman, SAM*  
Baltimore City Public Schools, Maryland

#### *Session Description*

Attendees will learn how to strategically align staff schedules to maximize instruction and reach more students. They will also learn how to delegate effectively to staff by strengths rather than by titles, ultimately to free up the principal's schedule to do what matters most: be deeply involved in instruction and student learning to move student achievement.

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### 38. BECOME A DATA KNIGHT - USING TIMETRACK DATA/CHARTS/GRAPHS

*Debra Sykes, SAM Mentor, Specialist, and Time Change Coach*  
Huntsville, Alabama

#### *Session Description*

By using TimeTrack charts and graphs, participants will build their data literacy for reading the data, working with the data, analyzing the data, and ultimately using the data to support a larger narrative that is intended to communicate some message or story to a particular audience.

### 39. IGNITE YOUR LEADERSHIP S.H.I.N.E.

*LaVonna Roth*, Founder, Speaker, and Consultant at Ignite Your S.H.I.N.E.  
St. Petersburg, Florida

#### *Session Description*

Embark on an illuminating path designed specifically for those who are ready to transform their leadership journey. While acknowledging the unique hurdles leaders face in their particular roles, our focus rises above these challenges to embrace the essence of effective leadership. The S.H.I.N.E. Framework – Self, Heart, Inspire, Navigate, and Exceptional – is your guiding light as you lead within your SAM teams.

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### 40. PSYCHOLOGICAL SAFETY: GOING DEEPER

*LaVonna Roth*, Founder, Speaker, and Consultant at Ignite Your S.H.I.N.E.  
St. Petersburg, Florida

#### *Session Description*

Let's take what was learned in the Keynote and create an even deeper understanding and level of application for your SAM team and staff. Every person makes or breaks how a staff moves forward, so this session supports you in having compassionate, but direct, communication that builds psychological safety.

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### 41. LEADING WITH GRIT & GRACE: BECOMING A WARM DEMANDER PRINCIPAL

*Jennifer C. McCrystal*, SAM Principal  
Hillsborough County Public Schools, Florida

#### *Session Description*

As the principal, your influence impacts every aspect of school life. Balancing the pressures and expectations of managing with caring can be done. In this session, principals will explore leadership as a Warm Demander—prioritizing relationships to convince teachers of their own brilliance while insisting on their best efforts for students—thus helping them reach goals just beyond their grasp.

## 42. EMPOWERING COLLABORATION: A SAM TEAM FUELING ENGAGEMENT IN OUR SCHOOL COMMUNITY

*Shawna Fagbuyi*, SAM Principal and NSIP Board Member, *Stephanie Gobbo*, SAM Assistant Principal, and *Tyhler Johnson*, SAM  
Prince George's County Public Schools, Maryland

### *Session Description*

Attendees will learn how to use TimeTrack to monitor and grow community engagement for parents and all stakeholders in order to support student achievement goals. They will observe a SAM meeting focused on instructional strategies that fuel family and community engagement. They will then learn how to use TimeTrack data to demonstrate highly effective family and community engagement results that impact student achievement.

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## 43. EFFICIENCY UNLEASHED: A SAM TEAM'S FORMULA FOR TITLE I SUCCESS

*Shawna Fagbuyi*, SAM Principal and NSIP Board Member, *Stephanie Gobbo*, SAM Assistant Principal, and *Tyhler Johnson*, SAM  
Prince George's County Public Schools, Maryland

### *Session Description*

Title I expectations can be demanding and appear to be mostly management, operational, or compliance tasks. Learn how a SAM team overcame challenges, focused on instruction, increased fun, unleashed highly effective strategies, and exceeded Title I expectations.

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## 44. EMPOWERING FAMILIES: A SAM TEAM'S JOURNEY TO SUCCESS AT PARENT UNIVERSITY!

*Stephanie Gobbo*, SAM Assistant Principal, and *Shawna Fagbuyi*, SAM Principal and NSIP Board Member  
Prince George's County Public Schools, Maryland

### *Session Description*

Are you looking for a way to create equitable partnerships among staff, families and community partners to academically support the students in your building? In this session, you will learn how Parent University sessions can provide a consistent structure that supports all stakeholders working towards a shared vision. Not only do Parent University sessions allow for discussion and collaboration—stakeholders feel empowered to academically support students, too.

#### 45. ANTHOLOGY: TALES FROM A SAM MARRIAGE

*Ilisa Metter, SAM, and Magdalen Neyra, SAM Principal*  
Bronx, New York

##### *Session Description*

This session is designed for SAMs and their principals to reflect on their journeys and to look toward the next steps in their SAM marriage partnerships. This session will engage participants in an exploration of the evolution of a 5-year SAM/Principal partnership between Magdalen Neyra, Principal, and Ilisa Metter, SAM, from the Bronx, New York. Participants should expect anecdotes and stories from the five year journey, plus ample time to reflect on their experiences. Participants should also expect to leave with tips, tricks, and takeaways from the stories, along with some time to work through their own journey within the SAM program.

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#### 46. ESSENTIAL TIME MANAGEMENT SUPPORT FOR DISTRICT LEADERS

*LaKena Curtis, SAM District Leader, Director of Federal Programs*  
Riverview Gardens School District, Missouri

##### *Session Description*

Transitioning from the “Building Level” to the “District Level” can be a welcomed challenge. In this session, participants will explore the many challenges they may face during this transition, and they will learn how to develop a system to maintain instructional focus at the next level.

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#### 47. THE DIFFERENCE BETWEEN FEEDBACK AND REFLECTION

*John Antonetti, Colleagues on Call*  
Arkansas

##### *Session Description*

We all know the powerful role that feedback plays in both adult and student learning. Yet, without reflection and an intentional action loop, feedback is simply registered in our brains as positive or negative, or even a less powerful blah, blah, blah. In this session, we’ll take a look at the difference between feedback and reflection and then plan ways to make both a part of professional growth and classroom practice.

## 48. (MEANING-FULL) ICEBREAKERS THAT MODEL COGNITION

*John Antonetti*, Colleagues on Call  
Arkansas

### *Session Description*

Principals are asked to be instructional leaders. This is not always easy in content areas we have not taught, but if we model strategies that can work across content areas, we can provide our teachers with strategies that they can take back to their classrooms. Join John as we look at some easy, game-like, ready-to-implement tasks to start faculty meetings and get staff cognitively engaged—different from the ones shared last year! These strategies are content-free, lots of fun, and can easily be adapted by teachers for use in their content classrooms. Slides will be provided for immediate use at home.

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## 49. ONE HOUR TO DEFINE “ENGAGEMENT” THROUGH PERSONAL RESPONSE

*John Antonetti*, Colleagues on Call  
Arkansas

### *Session Description*

Engagement is a word that is thrown around in our profession with frequency—and it has many interpretations at that. But how should we define it so that we can design our classrooms to harness student engagement for deep and powerful learning? Join John as we look at how to increase engagement that transfers to achievement, with one simple slice.

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## 50. LEADING LEARNING WALKS

*John Antonetti*, Colleagues on Call  
Arkansas

### *Session Description*

How do teachers learn their craft? Unfortunately, most professional development activities for teachers occur without students present. What if, instead, we used the power of our own faculties and classrooms as learning labs for our teachers? John will guide us through the Look2Learning model of learning walks that allows teachers to find the value of current learning tasks and then to leverage the design elements to increase engagement and rigor.

## 51. WORKING ON THE WORK

*John Antonetti*, Colleagues on Call  
Arkansas

### *Session Description*

Teachers spend lots of time looking at student work—most often to determine the level of student success. But we can also look at student work to determine the rigor and engagement we are planning for our learners. John will share a protocol for leading PLCs and Data Teams in the work of aligning standards, curriculum, and instruction in the design and development of powerful tasks of learning.

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## 52. POWERFUL TASK DESIGN AND TEACHER COACHING - A NEW WAY TO EVALUATE TEACHERS

*Brian McGuire, PhD*, SAM Principal, and *John Antonetti*, Colleagues on Call  
Chartertech High School for the Performing Arts, New Jersey, and Arkansas

### *Session Description*

“I can’t wait for my evaluation,” said no teacher ever. Because we have reduced the science of learning and the art of teaching to an oversimplified checklist, evaluations typically become a necessary evil in our profession instead of a chance to grow our professional practice. Join Brian and John for a session that looks at a new, teacher-led model of evaluation that values appreciative inquiry, reflective conversations, and the power of the +1 to grow individual and collective teacher efficacy. Brian will walk the group through Chartertech’s transformative journey as they built a trust-based observation process that actually has teachers looking forward to their observations. Seriously.

## 53. NAVIGATING INITIATIVE FATIGUE: HARNESSING CHATGPT AND THE PRICE FRAMEWORK FOR SUSTAINABLE PRODUCTIVITY

*Roshone Ault Lee, Ed.D.*, Founder and Principal of South Bronx Academy for Applied Media (SBAAM)  
New York City Public Schools, New York

### *Session Description*

Dr. Roshone Ault Lee is the creator of the PRICE framework, a research-based tool to help individuals and teams to think through a process with granularity. PRICE stands for Purpose Relevance Impact Conditions Evidence.

In a world that is constantly evolving, individuals and organizations are bombarded with initiatives, projects, and tasks that demand attention and action. The resulting initiative fatigue can lead to burnout, decreased productivity, and a sense of feeling overwhelmed. However, there are two powerful tools at your disposal: ChatGPT and the PRICE Framework. This workshop is designed to guide you through the effective utilization of ChatGPT and the PRICE Framework to combat initiative fatigue and reclaim control over your productivity.

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## 54. DROWNING IN DISCIPLINE: YOUR LIFE PRESERVER, SAM WITH FIDELITY!

*Kent Schnurbusch*, SAM Mentor, Specialist, and Time Change Coach, *Rob Kauffman*, SAM Principal, and *Deb Amos*, SAM Assistant Principal  
Denver, Colorado and Farmington, Michigan

### *Session Description*

This session will be a panel discussion with audience participation, focused especially on fidelity to the SAM Process and anchored around the following:

- Establishing boundaries
- Staying the course
- Effective utilization of descriptors
- Optional Descriptors, key to clarifying data
- The role of the assistant principal
- Response to Office Discipline Referrals
- TimeTrack, data, planning, feedback, and intervention with teachers and students

Participants will leave with a three-point, site-specific action plan.

## 55. SAM SPEED DATING

Dave Sechler, SAM Mentor, Specialist, and Time Change Coach  
Dover, Delaware

### *Session Description*

Are you new to the SAM process and would like to meet others like you who are learning new ways to help their administrators be more effective? Or are you a veteran SAM in a building where there are no other SAMs to talk to? Or would you just like to expand your network of SAM contacts? If you are any of these, try SAM Speed Dating! In a series of facilitated one-on-one and small group activities based on that other kind of speed dating, you will get to introduce yourself, meet other SAMs, talk about your practice, and learn about how others do the SAM Process. This is NOT a “sit-n-git” session (all activities will be strictly professional and platonic).

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## 56. AN ALTERNATIVE TO THE ALTERNATIVE: WEAPONIZING INTERVENTIONS AND SUPPORTS

Myron Franklin, SAM Principal  
Metro Nashville Public Schools, Tennessee

### *Session Description*

Explore ways to implement behavior interventions and trauma-informed strategies to minimize the frequency of students being expelled or excluded from the traditional school setting. Understand that promoting an alternative approach to intervening with problem behaviors can help with those that do not typically improve with traditional disciplinary practices.

In this session, participants will...

- Understand how trauma and mental health needs are undermining the ability of many students to be successful in school
- Discover how implementing wellness zones in schools can improve student behavior, academic performance, and attendance
- Gain strategies proven to help staff decrease behavior incidents throughout the school