

The logo for ISACS, with each letter in a different color: I (red), S (orange), A (yellow), C (green), S (teal).

inspiring independent schools

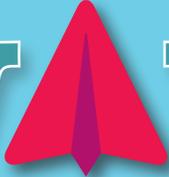
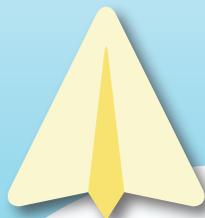
2019 ANNUAL CONFERENCE

THURSDAY, NOVEMBER 7-FRIDAY, NOVEMBER 8

LOUISVILLE, KENTUCKY

NEW WAYS

of Doing School

A red paper airplane icon pointing upwards, positioned between the words 'WAYS' and 'of'.

LOUISVILLE MARRIOTT DOWNTOWN &
KENTUCKY INTERNATIONAL CONVENTION CENTER

Keynote Presenters



Shawn Achor is an expert on the connection between happiness and success. His research on mindset made the cover of *Harvard Business Review*, his TED talk has over 20 million views, and his lecture on PBS has been seen by millions. Achor has worked with Fortune 100 companies, the NFL, the NBA, the Pentagon, and the White House. He is the author of *New York Times* best-selling books, *The Happiness Advantage* and *Big Potential: How Transforming the Pursuit of Success Raises Our Achievement, Happiness, and Well-Being*. Achor's research has been published in *The Journal of Personality and Social Psychology* for work he did at USB in partnership with Yale University to transform how stress impacts the body, and he recently recorded a two-hour interview with Oprah to discuss his mission to bring positive psychology to the world.



Steve Pemberton is the chief people officer of Workhuman where he champions leaders to embrace more humanity, foster a sense of purpose in the workplace, and focus on building upon a culture of recognition and positivity. He also served as chief diversity officer for Walgreens Boots Alliance and *Monster.com*. A frequent presenter on Capitol Hill, he was appointed to serve on the Advisory Committee for the Competitive Integrated Employment of People with Disabilities. A human rights champion, Pemberton has made equality, access, and opportunity the foundation of his personal and professional life. Author of the *USA Today* best-selling memoir and subject of the film, "A Chance in the World," he chronicled the extraordinary journey of his search for family. His advocacy for the disenfranchised has earned him numerous accolades including the Horizon Award by the U.S. Congress, presented to individuals who have expanded opportunities for all Americans through their contributions and who have set exceptional examples for young people.



Homa Tavangar is the author of the *Global Kids* activity cards, *Growing Up Global: Raising Children to Be At Home in the World*, and *The Global Education Toolkit for Elementary Learners* and co-author of the three-book series *Take-Action Guide to World Class Learners* with Yong Zhao. She is co-founder of the Oneness Lab and consultant for NBC Sprout Channel's animated children's program, *Nina's World*. Tavangar has served as adviser to organizations including Quiet Revolution, Disney Channel, the Pulitzer Center, National Education Association Global Learning Fellows, and U.S. and international schools and contributed to *Edutopia*, *National Geographic Edu*, *Huffington Post*, PBS, and *EducationWeek*. She was born in Iran, was raised in the Midwest, and has lived on four continents, and her heritage includes four world religions. For more information, visit growingupglobal.net and onenesslab.com.



Eric Dozier is a cultural activist, musician, and equity educator who uses music to engage communities in dialogue about racism. He currently serves as the director of equity and campus culture at the Episcopal School of Nashville (TN). He is a graduate of Duke University and Duke Divinity School and is currently pursuing a doctorate at the University of Tasmania researching and exploring black gospel music performed in multicultural contexts as a pathway to racial justice. For more information, visit onenesslab.com.

Featured Presenters



Greg Bamford is associate head of school for strategy and innovation at Charles Wright Academy (WA). He has worked in independent schools as a teacher, coach, administrator, consultant, and parent. He is a co-founder of Leadership+Design, a nonprofit that supports educational innovation and leadership development in schools. He was previously

head of school at the Watershed School (CO). During his time at Watershed, enrollment grew by 82%. Bamford and a team of collaborators co-founded the Traverse Conference on real-world learning. He has spoken at education conferences as well as written for *Independent School* magazine, *Net Assets*, and *The Yield*. You can find him on Twitter @gregbamford and his blog at gregbamford.education.



Richard Bell, PhD is associate professor of history at the University of Maryland. Bell has won more than a dozen teaching awards, including the 2017 University System of Maryland Board of Regents Faculty Award for Excellence in Teaching. He has held major research fellowships at Yale, Cambridge, and the Library of Congress and is the recipient of the National

Endowment of the Humanities Public Scholar award. He is the author of two books, one about the history of suicide in America. The other, *Stolen: Five Free Boys Kidnapped Into Slavery and Their Astonishing Odyssey Home*, was published in October. He holds a BA from the University of Cambridge and a PhD from Harvard University.



Sam Chaltain is a partner at 180 Studio, a global design collaborative dedicated to advancing people's understanding of the future of learning—and what it requires. Chaltain's writings have appeared in the *New York Times*, *Washington Post*, and *USA Today*. A former speechwriter for each of President Obama's U.S. Secretaries of Education, he is the author or co-author of six books; a co-producer of the PBS documentary film, *180 Days: Hartsville*; and co-creator of the 10-part online film series, *A Year at Mission Hill*. Chaltain holds a master's degree from the College of William & Mary and an MBA from George Washington University.



Quin Henderson is the partnerships manager at Future Design School, where he empowers and challenges teachers and leaders to lean into the uncertain future. He also is the voice of the Future X podcast, where he interviews global thought leaders on the changing nature of work. He has dedicated his career to helping schools and educators develop the next generation of problem solvers. As an educator and technology coordinator, Henderson spent 10 years at Weber School District (UT), where he inspired students and teachers to unleash their creative confidence and solve problems. Henderson has expertise developing coaching programs, integrating technology into the classroom, and implementing school-wide strategic change.

Featured Presenters



Tom "Teacher Tom" Hobson is a preschool teacher, artist, and author. He is best known for *Teacher Tom's Blog*, teachertombsblog.blogspot.com, where he chronicles his little preschool in the Pacific Northwest. For the past 15 years Teacher Tom has been the sole employee of the Woodland Park Cooperative School (WA), a parent-owned and operated school knit together by democratic, progressive, play-based pedagogy. He came into teaching through the backdoor, after enrolling his child in a cooperative preschool and working in his daughter's classroom. When it was time for his daughter to move on, he stayed behind, where he plans to remain for the rest of his life. He recently authored his first book, *Teacher Tom's First Book*.



Annie McNamara, PhD is a senior research associate at the Fred Rogers Center for Early Learning and Children's Media, where she works to extend the legacy of Fred Rogers by learning from and working with educators to support everyday interactions with children, families, and communities. She leads and contributes to ongoing Simple Interactions research and professional learning efforts while also working with student researchers at the Center's research lab, Incubator 143. McNamara was a research fellow at the Children's Museum of Pittsburgh and holds a PhD from the University of Pittsburgh and a masters from Boston College.



Dave Mochel has taught courses in well-being, leadership, neuroscience, and physics in independent schools for the past 20 years. He founded Applied Attention Coaching and Consulting to help individuals, teams, and organizations focus their attention and energy where it will make the greatest positive difference. Using principles drawn from modern research and enduring wisdom, Mochel offers practices that foster peaceful and powerful lives, relationships, and cultures. He has degrees from Williams College and a master's from SUNY New Paltz. He also held a clinical internship in mindfulness-based stress reduction at the University of Massachusetts Medical Center.



Eddie Moore, Jr., PhD started America & MOORE, LLC to provide comprehensive diversity, privilege, and leadership trainings and is featured in the film *I'm not Racist....Am I?* He is the founder and program director for the White Privilege Conference and founded The Privilege Institute. Moore is also co-founder of the online journal *Understanding and Dismantling Privilege*, co-editor of *Everyday White People Confront Racial and Social Injustice: 15 Stories*, *The Guide for White Women who Teach Black Boys*, *The Diversity Consultant Cookbook: Preparing for the Challenge*, and *Teaching Brilliant and Beautiful Black Girls*. Previously, Moore served as director of diversity at Brooklyn Friends School (NY) and The Bush School (WA). For more information, visit eddiemoorej.com.



Alison Park is the founder of Blink Consulting. Since 2005, Blink has collaborated with over 100 schools to help create communities where all children, youth, and adults can thrive. In addition, Park has facilitated at numerous conferences, including NAIS' Annual Conference and PoCC; partnered with educational access and other youth-focused organizations; and served on the Park Day School (CA) board of trustees. She currently serves on the Mosaic Project advisory board and the SMART program's board of directors. Before Blink, she taught for 13 years in the public, non-profit, and private sectors, including Marin Academy and Head-Royce middle school both in CA. She earned her BA at Yale University and two master's degrees at Harvard's Graduate School of Education.



Deborah Roffman is a human sexuality educator, consultant, and author who has taught sexuality education in all divisions at the Park School of Baltimore (MD) since 1975. Author of *Talk to Me First: Everything You Need to Know to Become Your Kids' "Go-To" Person About Sex*, she has worked with parents, trained teachers and administrators, and advised on curriculum development for hundreds of independent schools across the country. She publishes on a range of sexuality-related topics in professional journals and throughout the national media, most recently on values and sexuality, sexual and gender diversity, affirmative consent, and the #MeToo movement. For more information, visit Talk2MeFirst.com.



Ken Rogers, a trained counselor, is a former faculty member of The Association of Independent Maryland Schools Fellows Program for New Teachers and is currently on the faculty for the ISACS New Teacher Institute and the North Carolina New Teacher Institute. With independent school experience as a teacher, dean, and head of middle school, he is a frequent ISACS and Southern Association of Independent Schools presenter and consultant to independent schools. Rogers is the middle school principal at Charlotte Christian School (NC) and serves on the board of the Teaching Fellows Institute.



Dan St. Romain consults with educators who work with students at all developmental levels. St. Romain is passionate about helping educators shift their perspective on discipline, understanding the best ways to provide support given the challenges posed in today's classroom. After receiving a master's in education, he worked in private, residential, and public schools. His work as a self-contained behavior unit teacher, educational diagnostician, and director of a learning resource center has afforded him experience at all levels, in both general and special education settings. He is the author of *Teach Skills and Break Habits: Growth Mindsets for Better Behavior in the Classroom*.



Michael Thompson, PhD is an author and psychologist specializing in children and families. He is the supervising psychologist for the Belmont Hill School (MA) and has worked in more than 700 schools across the U.S. and internationally. He is the author or co-author of multiple books including the *New York Times* best-selling book, *Raising Cain: Protecting the Emotional Life of Boys*, *Mom, They're Teasing Me: Helping Your Child Solve Social Problems*, *The Pressured Child: Helping Your Child Achieve Success in School and in Life*, and *Homesick and Happy: How Time Away From Parents Can Help a Child Grow*. He has appeared on *The Today Show*, *The Oprah Winfrey Show*, *60 Minutes*, and *Good Morning America* and has been quoted in the *New York Times*, *Washington Post*, *Newsweek*, and *Time*.



Jill Walsh, PhD is a researcher and lecturer at Boston University and an advocate for children. She studies their world, learns from their perspectives, and translates that to help close the generational gap so parents and educators are able to make informed decisions around the digital, social, and emotional health of kids. Her work examines the way social media and the need to document the self online have altered the paths to adolescent development. She has also studied the current research on the impact on reading comprehension when we read digitally and how technology impacts focused attention and classroom discussions. Previously, she taught, coached, and mentored students at the Noble and Greenough School (MA). She obtained a PhD from Boston University, a master's from Brown University, and a BA from Harvard University. For more information, visit drjillwalsh.com and digitalaged.com.

Conference Details

Thursday, November 7-Friday, November 8

Register, select sessions and lunches, and find pre-conference resources at isacs.org/annualconference.

Conference registration deadline is Wednesday, October 16, 2019.

Online registration is required. There is no on-site registration.

Fees

Two-day: \$270 ISACS member One-day: \$175 ISACS member

Trustee Day on Thursday, November 7: \$175 for trustees from ISACS member schools.

ISACS anticipates a significant turnout, particularly on Friday. We recommend registering and reserving hotel rooms early.

If you plan to register 10 or more faculty and staff, please call the ISACS office at (312) 750-1190 for registration assistance.

Location

The conference will take place at the Louisville Marriott Downtown and the Kentucky International Convention Center (KICC).

For Louisville information visit: gotolouisville.com.

Basics & Times

- Sessions take place daily from 9:00 am-4:15 pm.
- Trustee Day takes place on Thursday, November 7 from 9:30 am-3:30 pm, with a special session for board chairs and heads from 8:15-9:15 am. Trustee Day registration is at isacs.org/trusteeday.
- To check in at the start of the conference, visit the ISACS Registration area from 7:30 am-4:00 pm at the Louisville Marriott Downtown. Follow ISACS signage.
- Plan to arrive at the Louisville Marriott Downtown no later than 8:30 am to receive your conference packet and name badge prior to the start of the conference.
- Banquet lunch is 11:45 am-1:15 pm and is included in your registration fee. You must pre-register for your lunch attendance as part of your complete conference registration.
- Conference brochure, schedule at-a-glance, pre-conference resources, and conference planner can be downloaded at isacs.org/annualconference.
- Meeting room locations and maps will be available in the on-site conference packet.

Site Visits on Wednesday, November 6

Come a day early and visit independent schools in the Louisville area on Wednesday, November 6. Visit isacs.org/annualconference for a list of schools. Please contact the schools directly to schedule site visits.

Cancellation Policy

Cancellations must be received at programinfo@isacs.org by Wednesday, October 16 to receive a refund. ISACS will determine the refund amount, if any, at the conclusion of the conference. Cancellations received after Wednesday, October 16 will not receive a refund. Registration may be transferred to another member from the same school.

Hotel Accommodations

Louisville Marriott Downtown
280 West Jefferson, Louisville, KY 40202 • (502)-607-5045
louisvillemarriottdowntown.com

ISACS has secured a discounted room rate of \$169/night plus tax, single or double occupancy, at the Louisville Marriott Downtown. To make a reservation, call 1-800-266-9432 and mention the group name *Independent Schools Association of the Central States* before Tuesday, October 15, 2019. Individual reservations must be cancelled 48 hours before date of arrival. The ISACS rate includes wi-fi in the guest rooms and access to the fitness center.

Transportation & Parking

Air travel to Louisville can be accessed via Muhammad Ali International Airport (SDF).

A taxi from the airport to the hotel costs approximately \$20 one-way and takes approximately 15 minutes outside of rush hour and 30 minutes during rush hour.

Overnight discounted self-parking for ISACS hotel guests at the Marriott is \$19/night; overnight valet parking is \$34/night.

There is no daily parking at the Marriott. Please park at one of several parking garages near the Marriott for \$10/day.

If your school is using a bus to transport faculty and staff, please notify ISACS at (312) 750-1190.

For more information on parking, visit isacs.org/annualconference.

CARMICHAEL'S BOOKSTORE WILL BE ON-SITE TO SELL BOOKS, INCLUDING TITLES BY FEATURED PRESENTERS.

BOOK SIGNINGS WITH FEATURED SPEAKERS WILL BE ANNOUNCED AT THE CONFERENCE.

ISACS Conference App

Download and peruse the conference mobile app starting November 1, 2019.



Social Media at the Conference



@ISACSNews

#ISACSCon

TRUSEE DAY Thursday, 11/7

9:30 AM – 3:30 PM

(with a special session for board chairs & heads)

8:15 AM – 9:15 AM

SPECIAL SESSION FOR BOARD CHAIRS & HEADS Courageous Leadership

Michael Thompson, Author & School Consultant
School leadership requires countless skills: empathy and knowledge of pedagogy, the ability to hire great teachers and balance a budget as well as capacity for vision and risk-taking. It also requires one harder-to-define attribute: courage. A school leader necessarily bears the pain of the school community and sometimes has to protect that community with tough decisions. To make courageous decisions, the leader must have the support of the board and, in particular, the board chair. Thompson will talk about the journey towards courage on the part of the board.

9:30 AM – 11:30 AM

Understanding School Culture for Trustees

Michael Thompson, Author & School Consultant
All schools have a distinct culture of artifacts, traditions, beliefs, and norms of behavior best described as, “the way we do things around here.” It also is true that most intractable problems in school are the result of conflicting values and messages—many of them unconscious—that are embedded in the culture of the school. Thompson will address a number of questions: What is school culture? What parts of school culture are visible and which ones are hidden? What is the head’s role in shaping school culture? What is the board’s role in defining and defending school culture?

11:45 AM – 1:15 PM

ISACS Luncheon with Steve Pemberton

Please see TL-1, page 7 for description.

1:30 PM – 3:30 PM

Becoming a Values-based Leader

Harry Kraemer, Jr., Northwestern University’s Kellogg School of Management
Sometimes “doing the right thing” while also delivering outstanding and lasting results is difficult for leaders to achieve. Values-based leaders are needed more than ever in today’s economic and political environment. In a session that draws on Kraemer’s global experience as the chairman and CEO of Baxter International, learn the importance of four key principles (self-reflection, balance, true self-confidence, and genuine humility) in the actions and decisions one makes as leader of an organization.

Trustee Day Sponsor



Thursday, 11/7

Thursday Morning Sessions

9:00 AM – 10:15 AM

T-1 Meetings & Decision-Making that Increase Engagement & Decrease Resistance

Dave Mochel, Mindfulness Coach

The role of an educational leader is to serve adults effectively so that they can serve children effectively. We will look at principles and practices for creating engagement and supporting well-being in the adult community. This session will be helpful to leaders at all levels—from department chair to head of school.

T-2 The Landscape of Teen Digital Media Use: The Good, the Bad & the Confusing

Jill Walsh, Boston University

Social media creates many opportunities and challenges for adolescents. We cannot pretend that social and digital media do not impact the teens with whom we work, but in what ways and to what effects? Learn the landscape of teen technology use and why teens are drawn to the digital space. Hear research on technology’s impact on mental health outcomes, peer relationships, and identity development. This session is for middle and upper school.

T-3 Educating Citizens Through Play *

Tom Hobson, Teacher Tom

Learn how children’s play brings the habits and principles of democracy into early childhood classrooms. Explore the purpose of education in democratic societies and how and why we have managed to veer from the original intent. In support of play-based education, hear stories that showcase how this curriculum works. Learn the benefits of introducing playful principles to your own students, what makes a good citizen, the traits and habits required for self-governance, and tips on how to implement these ideas in the classroom. This session is for early childhood and lower school.

T-4 The Living School: Redesigning School to Reflect the Wisdom of the Natural World *

Sam Chaltain, 180 Studio

What are the design principles of the natural world—the ones that, over billions of years of trial and error, have allowed living systems to thrive and adapt? What would happen if we learned how to apply those principles toward the creation of more dynamic, living human systems—ones that can give voice, clarity, meaning, and form to a new story for how we learn and live, so that together we can build a better world, by design? A framework for the living school that can yield school and classroom cultures that are designed to affirm each person’s inner spark, not dim it, will be outlined. All are welcome.

T-5 Strengths-based Student Leadership

Matt Nink, Lake Forest Academy Global Youth Leadership Institute (LFA/GYLI)

Explore structures and strategies to promote authentic student leadership including how to measure student growth in leadership and how to teach leadership more effectively to impact academics, athletics, and arts. This session is for grades 5-12.

T-6 Google for Education Google Certified Educator

Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

T-7 Making Space for Innovation in Your Curriculum

Todd Martin, Columbus Academy

Learn to incorporate K-12 makerspaces and examine the journey to create a culture of innovation. From digital design and rapid prototyping to service projects and interdisciplinary lessons, see examples of student projects that align high academic standards with innovation and iteration. Leave with resources to incorporate design thinking into any discipline, tips for successful makerspace integration, and ways to overcome the challenges of project implementation. This session is for PK-12 English, History, World Language, and STEAM faculty.

T-8 Creating a Happier & Healthier Faculty

Jennifer Brown & Mike Pence, Canton Country Day School

Wellness for educators is key for the health of a school and students. Learn how a personalized and comprehensive program was developed to create a healthier and happier employee, which, consequently, produced a more positive and productive school and reduced the school’s health care plan costs. Processes, challenges, and successes will be shared. All are welcome.

T-9 Surviving My First Year as Principal

Heather Tibbetts, Principia School

Are you a new or aspiring principal or school leader navigating a web of students, faculty, parents, school culture, curriculum, data, and more? Hear lessons learned in leadership, pitfalls to avoid, researched-based strategies, and words of encouragement for new principals and school leaders. Learn to create a healthy school culture, maintain focus on student learning, build teams, manage people, and cultivate leadership in others.

T-10 Planning & Executing Project Based Learning Across Subject Areas

Adam Levine & Ben Stallsmith, Joseph & Florence Mandel Jewish Day School

Project based learning (PBL) is all the rage in modern education, but how can we take it a step further? Learn to elevate project based learning by taking an interdisciplinary approach. Leave with concrete strategies for planning and executing a meaningful PBL unit, including planning documents, brainstorming ideas, and presenting the work on a large scale. This session is for middle and upper school.

T-11 Controlled Chaos + Full Engagement = Elementary Capstones**Laura Blanchet & Leann Zdrojewski, University School of Milwaukee**

Hear about an experiential capstone project and how it is distinctly different from purely research-based student projects. Explore a program structure and curriculum for upper elementary age students and consider the powerful impact a program can have on student learning and personal growth. This session is for lower school.

T-12 Essential Question for All Ages**Korin Visocchi, Academy of the Sacred Heart**

What distinguishes a good read from great literature? What makes a good day? Explore the power of a great question and learn how essential questions can drive conversations, community, or curriculum. Walk away with essential questions that can guide the design of instruction or professional practices. All are welcome.

T-13 Reimagining Equity & Inclusion in Our Schools**Clarese Dixon & Stefanie Bator, Beacon Academy**

Hear successes and challenges in moving beyond traditional equity/inclusion models. Questions and philosophies that began and continue to drive that process, such as a co-director model, intergenerational work, and new PBL courses, will be shared. Beginning with specific questions, methodology, and philosophies can help your school build its own system, enabling your equity/justice work to deepen. This session is for middle and upper school.

T-14 Letting History Tell Its Story: Using Primary Sources**Brett Pritchett, University Heights Academy**

We study historical figures or time periods from the point of view of a textbook author or editor, but what would happen if we allowed the actual people throughout history to tell their stories? Explore the value of stepping into the lives of those who came before and walk around in their shoes. Learn methodologies of primary source analysis as well as classroom implementation strategies and about valuable resources to aid in lesson plan development. This session is for lower, middle, and upper school.

T-15 Publishing with a Purpose: Motivating Struggling Writers**Catie Smith, Meredith-Dunn School**

Explore the importance for any writer to publish. Hear about the importance and research behind student publishing, as well as alternative ways to publish. Learn ways to publish, including how to make an e-book and record voice-over pictures for younger students' publishing. This session is for lower, middle, and upper school writing and language arts.

T-16 Getting Ready to Write the Self-Study Report**Dawn Klus & Andy Gilla, ISACS**

A school looking ahead to or already in Year 1 of the ISACS accreditation cycle must complete several tasks before writing the school's Self-Study Report during Year 2. Reaffirming the school's mission statement, completing a survey of the school community, and scheduling a kick-off workshop for Year 2 are just a few. Other tasks include establishing the steering committee, setting up subcommittees to write reports, providing guidelines for writing self-study area reports, analyzing results from the school community survey, and formatting the self-study document.

Thursday Morning Sessions

10:30 AM – 11:45 AM

T-17 Practicing What We Teach: Habits of Healthy Adult Culture ***Dave Mochel, Mindfulness Coach**

We would all like more time, more resources, less pressure from parents, fewer emails, and decreased distractions for our students. These are real constraints for schools, and many of them fall outside our control. How do we create a healthy culture within these constraints? How do we practice values-driven interactions and conversations when we are tired, frustrated, and triggered? When with a new framework for thinking about healthy culture and practices for building the habits that support it. All are welcome.

T-18 Speaking with Children So They Can Think ***Tom Hobson, Teacher Tom**

Hear how the specific words we use and how and when we use them shape reality for our students for both good and bad. Learn the importance of being clear and precise with language, honoring children without commanding or bossing them, creating and maintaining an environment in which children are enabled to do their own thinking and make their own decisions, and supporting children as they learn from the natural consequences of their thoughts, language, and behaviors. This session is for early childhood and lower school.

T-19 Technology & Our Students' Social & Emotional Health**Jill Walsh, Boston University**

Learn about the role technology plays in the stress processes for tweens/teens. We talk about constant peer comparisons, social conflicts teens experience on digital media, and the impact of hours of violent video games, but we don't have a clear sense of how these affect students. Explore how digital platforms serve the critical roles of expanding and fostering social relationships and learn challenges faced in the digital space that create an amplified context in which typical teen struggles feel more intense. This session is for all; however, many of the strategies will target grades 5-12.

T-20 The Third Teacher: Redesigning Physical Space to Reimagine Learning ***Sam Chaltain, 180 Studio**

Are you interested in exploring the critical link between the school environment and how children learn? Do you need practical design ideas, both great and small, to guide your community's efforts to make learning more meaningful? Several different engaging ways to begin transforming your learning spaces as soon as you get back to school will be discussed. All are welcome.

T-21 Google for Education**Google Certified Educator**

Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

T-22 Accommodating Non-binary Students in Travel Programs**Matt Nink & Erin English, LFA/GYLI**

Learn to accommodate gender non-binary students in outdoor programs, overnight trips, and retreats. As schools grapple with inclusion of all identities, schools need to establish policies and practices to help everyone succeed in all aspects of school life. Benefit from years of working with students in out-of-context experiences and hear trends, policies, and key practices that can be immediately implemented. This session is for K-12.

T-23 Building & Sustaining an Effective Parent Diversity Group**Bob Cooke & Jonelle Harris, Community School**

Successful diversity and inclusivity initiatives require engaged and active parents in order to ensure lasting transformation of an independent school's culture. Learn how to create, empower, and sustain a Parent Diversity Group, leading to ongoing parent-directed educational workshops, service events, and social gatherings. Leave with strategies and resources to help begin and nurture a parent diversity and inclusivity organization in your school. All are welcome.

T-24 Novel Engineering: K-3 Thinkers Who Tinker**Ann Marie Zeimet-Schultz, Convent of the Visitation**

Learn how combining K-3 literacy and STEAM creates a learning opportunity that reaches all levels of the STEAM process. K-3 children's books rich with characters and plot will be introduced. We will use the STEAM process and find different ways to create a twist in the plot or develop different endings to the stories. Create and share ideas and leave with a new approach to incorporating literacy and STEAM into primary classrooms. This session is for lower school.

T-25 Talking About Race & Identity with Contemporary Art**Michael Jones, The Pembroke Hill School**

Explore the forces of race and identity as they play out in our own lives, the lives of our students, and the world around us. Learn concepts related to racial equity and begin building the foundation needed to facilitate conversations around race and bias in the classroom, all while learning techniques for incorporating works of contemporary art into this vital work. This session is for all.



T-26 Fantasy Worlds, the 4 C's & Virtual Reality (VR)

Dan Jacobs & Brian Durst, The Roeper School
Our students design fantasy worlds, create crises in their worlds, and send letters, in character, to elementary school students asking for assistance. Younger students write, draw, and build their way to solutions, while older students recreate the world in VR using free software. Learn to connect students from different schools, energize interest in literacy and writing, help develop 3D graphics skills, and promote cooperation, community, and creativity across all ages and demographics. All are welcome.

T-27 Taking Learning Beyond Walls & into the Local Community

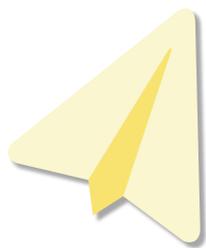
Amanda Crews & Melissa Leone, The Linsly School
What skills do we want students to possess before they graduate? In a 21st century classroom, students should be working with an authentic audience to evaluate and solve real-world problems with hands-on experience. Learn about two community-driven experiences for upper school students centered around project based learning, critical thinking, and action research that engage upper school learners through community partnerships.

T-28 Write Everywhere: No Fear Writing Across Disciplines

Bridget York, Oak Farm Montessori School
Experience the freedom of writing across the curriculum without fear of failure. An experienced National Writing Project Teaching Fellow will share how to support students' communication skills. Writing in its many forms is the signature means of communication in the 21st century. Create a future for students where every person is an accomplished writer, engaged learner, and active participant in a digital, interconnected world. This session is for all.

T-29 Book Report Makeover: Crafting Creativity & Relevancy

Brendan McEachern & Mary Kate Newton, The Summit Country Day School
Learn how students select and read various genres and produce a written and creative product. Using the learning commons and makerspace, students build objects associated with books through 3D printing, puppetry, filmmaking, and Legos. Learn about the projects, guidelines, and the final products. Starting from book selection through presentation day, hear about student-driven projects created in one school year. This session is for middle and upper school.

**T-30 New Approaches to Second Language Acquisition (SLA)**

Diego Ojeda, Louisville Collegiate School
For the last 30 years, SLA research has demonstrated how grammar-based instruction is not effective nor efficient in world languages instruction. World language teachers will learn how and why to make their instruction comprehensible for better results. All are encouraged to attend as world language instruction traditional paradigms are changing.

T-31 Amplifying Students' Voices Through Project Based Learning

Rachel Goldberg & Sam Hirschman, Summers-Knoll School
Explore ways to use project based learning as a vehicle to teach students how to find and engage with multiple perspectives and how to integrate their own interests and voices into projects. Learn to increase students' autonomy in their learning through projects in an approach that blends whole-class guided instruction with individual and paired work. All are welcome.

T-32 Planning, Supporting & Publishing the Self-Study Report for Accreditation

James McGuire, Louisville Collegiate School & David Moeckler, Solomon Schechter of Metropolitan Chicago
Creating the Self-Study Report during the year before the arrival of the visiting team can seem overwhelming. Planning is the key to success. Establishing timelines and subcommittee assignments for faculty and staff, including data from the school's community survey, planning work sessions for writing the reports, and determining roles of students, parents, and trustees should be considered. Benefit from the experiences of others as you begin your school's self-study process. Leave with plans and ideas to implement in Year 2 of the ISACS accreditation process.

Thursday Luncheon

11:45 AM - 1:15 PM

TL-1 A New Take on Diversity: Moving from Labels to Experiences

Steve Pemberton, Author & Senior HR Executive
After growing up in foster care and being labeled as a boy "without a chance in the world," Pemberton has never cared for labelling people. Drawing upon his experience as the chief human resource officer of Workhuman and former chief diversity officer at Walgreens Boots Alliance, he discusses how the conversation on diversity should move away from a sole emphasis on classifying people by their visible characteristics. Instead, we should focus on who they are and the life experience they bring. Pemberton will outline how this approach brought increased shareholder value to Walgreens and Monster and how it can be implemented by any team or organization. Hear how a shift in the paradigm will increase focus, commitment, morale, and engagement and have a direct impact on school culture.

Thursday Afternoon Sessions

1:30 PM - 2:45 PM

T-33 Effective Strategies for Building a Great Team

Steve Pemberton, Author & Senior HR Executive
This empowering, interactive session focuses on the key strategies and behaviors that drive successful teams and further collaboration. Learn how to leverage different views to improve outcomes and ask the right questions to build a powerful team dynamic and a culture of inspired engagement. All are welcome.

T-34 Rational & Irrational Expectations of Parents, Teachers & Administrators

Michael Thompson, Author & School Consultant
Independent school parents have powerful expectations for their children's school experience. Some of their hopes are reasonable, others are not; and many of their fears are quite irrational. But in general, parents believe that the more information they have, the more control they have and the more choices their children have in school, the better the child's education. In this ironic talk, Thompson will discuss the paradoxes of the anxious independent school parent. Concrete suggestions for managing common parental anxieties will be provided. This session is for all.

T-35 Helping Students (& Ourselves): Align Our Habits with Our Goals & Values

Dave Mochel, Mindfulness Coach
Many of us have habits that help us find short-term comfort and avoid discomfort. Some of these behaviors are benign and some conflict with what we really value. How do we take an honest look at what is working and what is not? How do we shift the balance toward healthy, effective behaviors? Explore strategies for aligning daily habits with what matters and what works. This will be helpful both personally and professionally. All are invited.

T-36 Educating Citizens Through Play

Tom Hobson, Teacher Tom
Please see T-3, page 5 for description.

T-37 Competing with Technology for Our Students' Attention

Jill Walsh, Boston University
As devices allow and encourage us to task switch, we spend less time focused on one thing. This has important implications for our students as deep focus is required for mastery of new material and is particularly relevant as devices are used more often for reading, homework, and studying. Hear the research on multitasking and best practices for incorporating technology use into classrooms. Learn to organize classes and schedules to include technology yet also encourage focused, sustained attention in students. Classroom strategies and management of assessments and homework will be shared. This session is for all; however, research presented will focus on middle and upper school.

T-38 The Living School: Redesigning School to Reflect the Wisdom of the Natural World

Sam Chaltain, 180 Studio
Please see T-4, page 5 for description.

T-39 Counseling Basics for School Leaders
Ken Rogers, Charlotte Christian School

A review of basic counseling skills can enable the school leader to manage relationships, problem solve, and communicate more effectively. Learn what counselors know and practice and add those skills to your toolbox. All are welcome.

T-40 Google for Education
Google Certified Educator

Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

T-41 Trends & Measurement in Global Education

Matt Nink, LFA/GYLI & Chad Detloff, Global Education Benchmarking Group

Learn about two key data sets that will help you understand and plan for current trends in global education including program locations, ways to manage risk, percentage of students traveling, and other key elements. Leave with pre- and post-measurement tools to design and improve global programs. Brainstorm with your team and practice ways to collect and tell your school's global stories. This session is for K-12.

T-42 New Ideas for Everyday Engagement in Literacy & Math

Emily Eichenbaum & Allison Downing, The Lexington School

Experience hands-on, practical applications that you can implement immediately into your classroom. Leave with resources to re-energize your teaching and captivate your learners. Technology in the classroom, collaborative thinking, and everyday engagement ideas will be highlighted. This session is for lower school.

T-43 Symposium Society "E Pluribus Unum"

Joshua Blonski & Todd Flanders, Providence Academy

Symposium Club offers juniors and seniors a way to engage highly controversial issues with civility and charity. Through guided conversations, participants encounter each other as persons, not partisans. The American culture that our young people encounter today is often dominated by division, rancor, and identity politics. Symposium Club offers a better way and is guided by the Chestertonian principle that we should never let a quarrel disrupt a good argument. This session is for upper school.

T-44 SET: A Model for Social Emotional Development & Technology

Ashley Jahraus & Sarah Vaughn, The Frances Xavier Warde School

Our academic technology coordinators and psychologists developed the Social Emotional Development and Technology Program (SET) in response to the questions of: How much technology is too much in the classroom? and how is technology impacting our students socially and emotionally? Learn about the partnership's year-round program that focuses on the overlap of devices, social media, and students' social emotional development and leave with strategies to bring back to your school. All are welcome.

T-45 Teaching Interdisciplinary Courses in an Inflexible Schedule

Wesley Priest & Tasha Barger, University High School of Indiana

As a way to think about providing more life-worthy, rich, and meaningful experiences for students, our faculty created and taught two interdisciplinary classes that challenged the way we have traditionally thought about teaching, learning, and scheduling. Learn about the complexities, challenges, and rewards in implementing these classes, and see examples of student work. This session is for upper school.

T-46 Meaningful Movement in the Classroom

Sara Carrico & Angela Conway, Meredith-Dunn School

Hear how to engage students with movement in the classroom using the GoNoodle website. Learn to ease transition times, support positive behavior, increase student self-awareness, boost learning of academic subjects with movement, and improve student concentration and focus. The free version of the website as well as highlight features of GoNoodle Plus will be explored. This session is for lower and middle school.

T-47 Passion Through Personalized Learning for All

Paula Apostolou & Jana Smith, Maumee Valley Country Day School

Imagine an environment in which community members actively pursue and share passions. Explore intentional systems such as unique student scheduling and schoolwide programming for PK-12 students as well as unique opportunities for faculty/staff. Learn how to live the mission through this personalized approach and more about student and faculty/staff opportunities. Leave with ideas, strategies, and resources to bring passions to life. All are welcome.

T-48 Writing a Self-Study & Loving It

Amy Maier & Shelley Petzold, Madison Country Day School

The key to a successful self-study process is advance planning, organization, and fun. It is possible to write The Self-Study Report with the entire community's input and have everyone enjoy the process along the way. This session will walk you through the preparation and implementation of Year 2 of the ISACS accreditation process including: creating the steering committee team, motivating all constituents, developing timelines, eliminating paper, implementing organizational strategies, and throwing the celebration party.

Thursday Afternoon Sessions

3:00 PM – 4:15 PM

T-49 Practicing What We Teach: Habits of Healthy Adult Culture

Dave Mochel, Mindfulness Coach

Please see T-17, page 6 for description.

T-50 Speaking with Children So They Can Think

Tom Hobson, Teacher Tom

Please see T-18, page 6 for description.

T-51 How Technology Shapes Learning: The Amazing, the Challenging & the Confusing

Jill Walsh, Boston University

Technology offers incredible opportunities; we take students on virtual tours of the Louvre, access research, create quick polls in real time, and develop online study guides that students are actually excited to use. We also see students struggle to understand what constitutes credible sources online and messaging or watching videos during class. All of us struggle to retain what we read on screens. What is the balance? Explore the effects of reading digital materials on retention and how technology can aid and impede critical thinking skills and discussions. All are welcome with an emphasis on late lower through upper school.

T-52 Nurture Belonging & Deeper Learning: Recognize & Overcome the Challenges of Teaching for Global & Cultural Competence *

Homa Tavangar, Global Education Advisor & Author

Explore lessons learned after an intensive year-long process creating the activities deck, *Global Kids*. Learn what it takes to recognize implicit bias and cultural appropriation, decolonize learning, respect diverse parenting styles, face sensitive topics touching on history, politics, religion, gender, and cultural practices in age-appropriate ways, and translate them into deeper engagement for global and cultural competence. Learn about tools, techniques, and talking points for leaning into these challenging issues for any age and how these lessons can foster greater belonging and inclusion, whatever your school's demographics. For K-12.

T-53 The Third Teacher: Redesigning Physical Space to Reimagine Learning

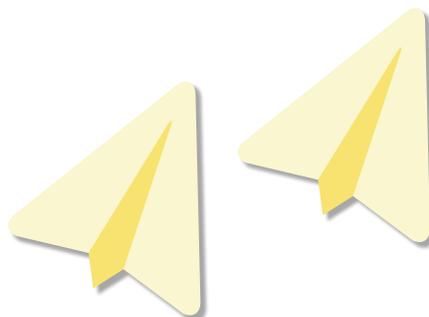
Sam Chaltain, 180 Studio

Please see T-20, page 6 for description.

T-54 Maybe It IS You: Developing a Healthier Response to Feedback

Ken Rogers, Charlotte Christian School

We receive feedback in a variety of forms: anonymous surveys, reactions from others, performance reviews, and even rumors. Learn why hearing feedback is so challenging and develop strategies to learn and grow from feedback of all kinds. All are welcome.



T-55 Field Trips are for Adults, Too

Matt Nink & Ingrid Valdez, LFA/GYLI

Explore ways to design and deliver programs for adults in your community. Schools can design new ways for adults to learn, build trust, and grow in multiple perspectives, from one-day faculty retreats to multi-day programs in other countries. This session is for K-12.

T-56 Witness Theater: Social Justice as Theater for Change

Leighann Delorenzo, Laurel School

Learn how the student-centered concept of Testimony Theater from page to stage aligns with curricular philosophy and furthers the school's values statement. Explore how your school's social justice programming can be enhanced by Testimony Theater. View testimonials by survivors and students, and images and examples from past Testimony Theater productions. This session is for upper school.

T-57 Projects Using the New Clips iPad App

Joan Skees, Sayre School

Clips is an app that comes on newer iPads. It can be used to create applicable projects in a number of subject areas. Projects also can be uploaded into a number of other applications or websites. This session is for early childhood and lower school.

T-58 Implementing Inclusion for Students with Disabilities

Jessica Rockhold & Kristina Christensen, Friends School of Louisville

Hear about our Pathways for Inclusion program for students with significant disabilities. The implementation of the program including changing mindsets, staffing, programming, implementation of evidence-based practice, application of Applied Behavior Analysis, and individualized instruction within the inclusion model will be discussed. This session is for all.

T-59 Shifting the Lens: What is Wrong? to What Has Happened?

Leslie Wiss & Erika Rackers, Great Circle

Many students express anger and some become violent in the classroom. They may have a hard time transitioning from one activity to the next or when they are asked to do an undesired task. Often there is more behind the behaviors. The lens through which you look impacts how you see, interact, and teach. Learn to understand student behavior from the perspective of brain development and look through a compassionate lens to better support their needs. All are welcome.

T-60 A School Transformed: Learning Labs Around a Power Standard

Beth Steffen & Joe La Montagne, Edgewood High School

A leadership team combated low morale from disjointed professional development by creating and implementing a schoolwide power standard. Explore a process that strengthens power-standard implementation as teachers visit each other's classes in cross-disciplinary teams, resulting in energy, gratitude, inspiration, and momentum towards stronger student outcomes and professional growth. This session is for middle and upper school.

T-61 Beyond Haiku: Teaching Poetry Without Rules

Christie Bowles & Melissa Sutherland, Walden School

Learn to expand teaching of poetry to include lesser known poetic forms that allow children more choice for self-expression and opportunities to explore the craft of writing by using poets as their mentors. Engage in an experience that will expose students to a plethora of poetry and engage young writers in creating their own poetry. Leave with writing invitations to spark joy in young poets. This session is for lower school.

T-62 STEAMing Ahead: Integrating the Arts into STEM Instruction

LuAnn Hayes & Heather Ribblett, Kentucky Country Day School

What happens when the arts are integrated into traditional STEM instruction? Students have an incredible opportunity to engage in content across disciplines and develop 21st century skills. Learn strategies for integrating the arts into STEM instruction in the primary classroom. Explore STEAM curriculum implementation by focusing on the planning process. Examples of students at work will be shared. This session is for lower school.

T-63 Using Google Classroom in a Performance-based Class

Katie Hancock & Janine Fink, Walden School

Learn how to implement Google Classroom successfully in a performance-based class. Create and link practice journals and written assignments and post video links to assist with home practice. Learn how students submit solo video assignments for individual assessment as you keep student communication and grading consistent while eliminating paper. This session is for middle and upper school.

T-64 State-level Teacher Services Committees (TSC): What are the Possibilities for Your State?

Becky Johnson, Chair of Kentucky Association of Independent Schools (KAIS) TSC & Committee Members

The KAIS TSC has over 20 years of experience in providing quality professional development, national speakers, and networking opportunities for all independent school faculty in Kentucky. Learn how our committee operates and bring questions and ideas from your own state committees to share. Whether your state has its own TSC or you are interested in forming one, we look forward to sharing ideas and inspiration with you.

T-65 Moving Forward in the Time of Millennials

Chris Everett, The Kensington Group, Inc. & Nick LeRoy, Bright Minds Marketing

Is your school ready for the future? There are many trends and changes that are forcing schools to reevaluate their world. The students and parents of today look and act differently than those of 20 or even 10 years ago. In this session, examine the changes in our key stakeholders and discuss approaches to better serve key constituents. All are welcome.

** This session will be repeated.*

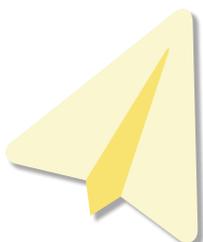
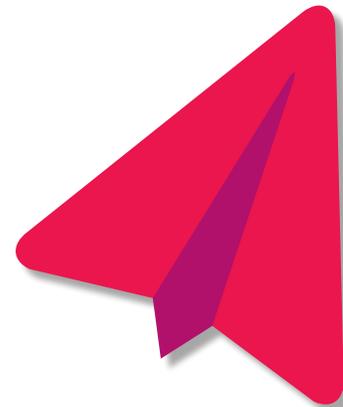
RECEPTION

4:30 PM - 5:30 PM

Join the ISACS board, committees, and staff for a reception for heads of school, teacher representatives, and diversity practitioners.

New this year: reception will take place in the Exhibitor Area.

Sponsored by



Friday Morning Workshop

9:00 AM – 11:45 AM
(Half-day Workshop)

F-1 Doing Affinity Groups in Community *

Alison Park, Blink Consulting

Affinity groups are typically initiated by under-represented student groups and run mostly on their own during lunch meetings while the rest of the community wonders, “What are they doing in there? Why do they need to meet?” As student leaders do their work in affinity, we, as educators, if we are committed to supporting all of our students to thrive, need to do our work, too. All are invited to learn about why we need affinity, what affinity is—and isn’t—and principles of how schools can effectively and impactfully implement and integrate affinity in their communities.

Friday Morning Sessions

9:00 AM – 10:15 AM

F-2 Enrollment Growth Through Customer Experience

Greg Bamford, Charles Wright Academy

Like many young schools, Watershed School once struggled to achieve full enrollment. But over the course of three years, it grew by 82 percent. The school used a design thinking approach to unpack its customer’s experience and make changes to improve it. Learn how Watershed did it, leave with concrete takeaways, and gain the confidence that you can guide your school to growth. This session is for all who work with admissions.

F-3 Dealing with Difficult Behaviors

Dan St. Romain, Educational Consultant

Stressed out about the behaviors of individuals in your life? The first step in dealing with behavior is to adjust our perspectives. Examine common patterns of behavior that often lead to conflict. Best strategies for avoiding power struggles will be discussed. This session is for all who deal with behaviors of parents, staff, administrators, and students.

F-4 Finding & Celebrating Deep & Simple Moments in Early Childhood *

Annie McNamara, Fred Rogers Center for Early Learning & Children’s Media

Serving children requires us to understand and address a complex system of challenges and opportunities. It is difficult to imagine how a single, small moment fits within these complex challenges, and yet such moments are the building blocks of a healthy community. Finding meaningful ways to talk about such moments can be encouraging, enriching, and empowering. Each interaction lays the groundwork for lasting developmental relationships—showing children that they are cherished and have a place in this world. Explore the power we have to build connections and contribute to the positive development of children. This session is for early childhood.

F-5 Nurture Belonging & Deeper Learning: Recognize & Overcome the Challenges of Teaching for Global & Cultural Competence

Homa Tavangar, Global Education Advisor & Author

Please see T-52, page 8 for description.

F-6 The Guide for White Women Who Teach Black Boys

Eddie Moore, Jr., Author & Consultant

Learn how the book was created to support white women educators to engage in concentrated, focused inquiry around their relationships with black male students and the impact on those relationships related to issues of white supremacy, white privilege, race, and racism. Using video footage from interviews with both white female teachers and black men and boys, explore new avenues of reflection and action for white teachers. This session is for all.

F-7 Surviving a Bear Attack: Strategies for Difficult Conversations

Ken Rogers, Charlotte Christian School

Everyone dreads conversations that wind up intensifying into tense, even combative, interactions. By understanding the dynamics in these charged exchanges and managing your own emotions, you can more effectively de-escalate encounters. Leave with skills to manage these moments. All are welcome.

F-8 Hack Your Curriculum *

Quin Henderson, Future Design School

Learn how design thinking can be leveraged as an approach to curriculum design. Teachers are empowered to see themselves as experience designers to bring to life key skills and understandings for students. Future Design School will help you create a guiding “how might we” question for your students that is fueled by student curiosity and interest and guided by learning outcomes. This session is for JK-12.

F-9 Hamilton: How the Musical Remixes American History *

Richard Bell, University of Maryland

America has *Hamilton*-mania. This session—for those who know the soundtrack or who’ve seen the show—explores this musical phenomenon to reveal what its success tells us about the marriage of history and show business. Learn what the musical gets right and wrong about Alexander Hamilton, the American Revolution, and the birth of the U.S. and why it matters. Examine the choices *Hamilton*’s creators made to simplify, dramatize, and humanize the complicated events and stories on which the show is based. Explore *Hamilton*’s cultural impact: what its success reveals about the stories we tell each other about who we are and the nation we made. This session is for middle and upper school.

F-10 Google for Education

Google Certified Educator

Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

F-11 How to Reimagine PK-Lower School Sexuality Education *

Deborah Roffman, Human Sexuality Educator & Holly Fidler, St. Paul Academy and Summit School

Explore the underlying awareness and skills teachers and administrators need to comfortably and confidently bring this topic into their PK and lower school curriculum, including the developmental sequence of student questions about gender and human sexuality topics and developmentally appropriate benchmarks for implementing sexuality education. Audit current programs and obtain resources for effectively implementing developmentally appropriate programming at your school.

F-12 Teaching Math Through Hands-on Explorations & Project Based Learning (PBL)

Katherine Castle, Columbus Academy

Exploring with manipulatives and working through challenges help students to develop conceptual understanding of major topics. Learn to use hands-on explorations and PBL to introduce decimals, proportions, functions, percentages, geometry, and more. Leave with specific activities designed to enhance students’ ability to retain information and explain the why behind mathematical processes. This session is for lower and middle school math.

F-13 Diversifying Independent Schools: Meeting the Needs of English Language Learners (ELL)

Kim Carver, Cathedral High School

Meeting the needs of ELL can be difficult. Developing a program with specific goals is essential. Explore the development of a new program for ELLs including a focus on teaching and coaching teachers, families, and students in how best to navigate and get the most out of their school experience. Leave with best practices for meeting the challenges of this growing population. This session is for middle and upper school.

F-14 The Impact of Our Executive Functioning Practices

Jaclyn Neistat & Liz Iverson, The Ancona School

This session will help professionals reflect on the effectiveness of their own executive functioning (EF) strategies. Explore researched information on EF to identify an ideal environment and match it to the skills you currently have and those you need to develop. Learn how our own executive functioning skills have a significant impact on those with whom we work and teach. All are welcome.

F-15 Environment as the Foundation for Relationships

Meg Fitzgerald, Bennett Day School

Follow the professional development process that unfolded during a building expansion to merge two campuses. Parent interviews, early childhood values, and consideration of design/layout of classrooms and spaces in a larger school will be explored. Inspired by the Reggio Emilia approach, learn to bring together all stakeholders in the student learning experience. For early childhood and lower school.

Friday Morning Sessions

10:30 AM – 11:45 AM

F-16 You Teach Them WHAT in Preschool Art?

Lori Barnett & Becky Johnson, The Lexington School

In this hands-on session, learn how to take media such as leather, wool, and printmaking to young children, ages 3-8. Look at ways to create meaningful opportunities for arts education and engagement in your community through collaboration with local artists inspired by student work. This session is for early and lower school.

F-17 Generating a Student Film Festival

Laura Klein, University School of Milwaukee

Students are inundated with media, and it is crucial for them to create their own content, equipping them with digital literacy skills. Explore a working model of a student-generated film festival and consider steps to develop a festival at your school. Learn to create an entry form, align categories to class curriculum, network with community businesses for sponsorship, select judges, and showcase your event. This session is for middle and upper school.

F-18 Running a Life Skills Event

Erin Staley, Louisville Collegiate School

Learn to organize parents and alums to come back to school to teach upper school students a life skill for an hour. We hosted 240 students in 17 sessions, including How to Grill, Interviewing, Self-Defense, Baking, How to Do Laundry, Plumbing Repair, etc. The initial idea, developing a timeline, ideas for reaching out to your community, and technology will be described. This session is for upper school.

F-19 Teaching About Immigration in Partisan Times

Delia Pergande, Sayre School

Immigration is often at the center of American partisanship. Effective teaching of immigration requires historical perspective, media literacy, political savvy, and a global grasp of human rights. Explore strategies, sources, discussion prompts, and curriculum for teaching about immigration and receive a digital edition of Brown University's Choices Unit, "Immigration and the U.S. Policy Debate," which culminates in students formulating their own ideas on the future of U.S. immigration policy. This session is for grades 8-12.

F-20 From Input to Output: Success in World Language

Jennifer Hoban, Louisville Collegiate School

Overwhelmed by all the different teaching styles and methodologies in the world language classroom? Tied to a textbook or tired of trying something new only to return to how you used to teach? Cut through the different pedagogical approaches and forge your own teaching style, allowing students to be engaged in the classroom, learn language through painless acquisition, and find success in speaking and writing. This session is for all world language teachers to feel better about how they teach.

F-21 Fill Your Cup First: Design Thinking to Tech with Intention

Tracey Joyce, Mounds Park Academy

Learn how the design thinking process can help you discover the best way to Tech with Intention. Strategies and resources will be shared for creating a Tech with Intention mission statement wherever you see the need. Apps, extensions, and activities will be shared for learning how to bring mindfulness into your life as an educator and the lives of your students. All are welcome.

F-22 Performing Arts for Students with Learning Differences

Emily Meranda, The de Paul School

Explore how the Orff Schulwerk pedagogy creates access points into art, music, drama, and dance for students with learning differences. Look at movement in music from French composer Camille Saint-Saens' "The Carnival of Animals" and how pop artist Wayne Thiebaud and his dessert-themed artwork enhances language and linguistics practice in the elementary classroom. For art, music, and theater faculty.

F-23 Use Blogging to Transform Your Students' Writing

Christopher Antonsen, Countryside School

Transform your students' writing with a blogging program that fits your curriculum. Writing for authentic audiences of their peers, students enthusiastically choose their own topics, consider audiences strategically, practice rigorous revision, and become stronger, more confident writers who can't wait for more. Leave with examples and recommendations for middle and upper school.

F-24 Hire Together: Sharing Power in the Hiring Process

Jason Heisserer, Crossroads College Preparatory School

A school's commitment to diversity, equity, and inclusion must include an analysis and revision of practices using such a lens. Explore revisions to hiring practices that include other stakeholders in the design and decision-making. Learn who to include and how to include them; when and how to share power and decision-making; some risks and pitfalls administrators may experience; and commitments administrators must make. All are welcome.

F-25 Conduct & Use the ISACS School Community Survey

Chris Everett, The Kensington Group, Inc. & Bob Dicus, Marketing Research Technologies

In this session, designed to aid self-study/strategic planning chairs in administering the ISACS School Community Survey, hear how to conduct the survey from initial planning through final results. Learn the implications of decisions related to sample frame (one survey per student/household), split households, multi-hat responsibilities (e.g., faculty members who are parents), survey timing, and customized questions. Come to appreciate the benefits of the embedded alumni/ae survey for development initiatives. Bring your questions.

F-26 Real-World Learning in Independent Schools *

Greg Bamford, Charles Wright Academy

Independent schools are, in Tony Wagner's words, embracing the challenge of "creating innovators" through new programs that tackle real-world problems. Sometimes, these programs are put in a silo. This session is for educators and leaders who want their schools to go further. Explore design principles to embrace real-world learning with a focus on program development, the use of space, the use of time, and assessment. All are welcome.

F-27 Teach Skills & Break Habits: Growth Mindsets for Better Behavior: PK-5

Dan St. Romain, Educational Consultant

How do you create long-term change for students with chronic behavior problems? Learn about the downfall of behavior tracking systems and why behavior folders, point sheets, prize boxes, and clip systems, etc., can work against our ultimate goals. Examine strategies for strengthening positive behaviors in a way that helps students long after they leave the classroom. For PK-5.

F-28 Finding & Celebrating Deep & Simple Moments in Early Childhood

Annie McNamara, Fred Rogers Center for Early Learning & Children's Media

Please see F-4, page 10 for description.

F-29 Between the Lines: Decoding Tense Communication

Ken Rogers, Charlotte Christian School

Learn to focus on developing and practicing the skill of forensically analyzing challenging emails, comments, and messages in an effort to understand others and develop strategic and effective responses. All are welcome.

F-30 The N!gga(er) Word: Is There a Message in The Madness?

Eddie Moore, Jr., Author & Consultant

Who is allowed to say the N!gga(er) word? What do we do/say when it is said in our classrooms, hallways, practice fields, dinner table, cafeterias, and residence halls? Ignoring the word is not an option anymore. Examine personal and professional histories with the word, when and/or how it was first heard, and pictures/feelings associated with the word. Consider the ramifications of casual or uninformed usage of a powerful and troublesome word. This session is for all.

F-31 Cycles of Assessment for Authentic Learning *

Quin Henderson, Future Design School

Learn various methods for assessing student growth and providing meaningful, descriptive feedback to students. Future Design School will share how a student-centered approach to assessment creates a cycle of feedback that includes student self-reflection and goal setting. You will generate ideas for how you can incorporate conversations, observations, and products into your assessment cycle. This session is for JK-12.

F-32 Hamilton: How the Musical Remixes American History

Richard Bell, University of Maryland
Please see F-9, page 10 for description.

F-33 How to Reimagine PK-Lower School Sexuality Education

Deborah Roffman, Human Sexuality Educator & Holly Fidler, St. Paul Academy and Summit School
Please see F-11, page 10 for description.

F-34 The Superpower of Metacognition

Sarah Flotten & Kim Schafer, Breck School
Neuroscience is everywhere, and yet we don't always know how to harness the tidal wave of information for effective application in the classroom. Hear how one school is teaching students to learn about learning and think about thinking. Leave with activities to use in either an advisory or a classroom setting. This session is for all.

F-35 Worth 1000 Words: The Power of Images

Amy Vander Deen, Breck School
Current brain research shows that images are a powerful tool for learning and recalling information. Delve into recent studies on using visuals in the classroom and learn how this research led the presenter to incorporate images in Spanish lessons. Discover ways to engage world language students through photos, comics, paintings, advertisements, animated gifs, picture book illustrations, and more. This session is for world language, K-12.

F-36 Cultivating Creativity & Design with Making & Tinkering

Brian Puerling & Tiffany Tafe, Catherine Cook School
Explore developmentally appropriate strategies to support creativity and design through authentic and meaningful making and tinkering. Gain context and vision for work with young children through connection to the core curriculum. Design and computational thinking will be highlighted. Share ideas, questions, and concerns about how to begin, advocate, and sustain this work. This session is for early childhood and lower school.

F-37 Manipulating Math: Making Math Lessons Magical & Meaningful

Ellen Noel & Colleen Wyss, Community School
Explore ways to make math curriculum work for your classroom. Hear ideas and information that will allow you to get the most out of your math manipulatives and incorporate movement into your current curriculum. Leave with fresh new ideas that will make math your favorite part of the day. For early childhood and lower school.

F-38 Deep Diving: May Term Programs & Immersive Learning

Matt Bolton & Nick Francis, Seven Hills School
Learn how a May Term program allows students and teachers to immerse themselves in an interdisciplinary topic and explore the world beyond classrooms and campus. Hear the collaborative process that developed a May Term and identify opportunities for this kind of experiential, interdisciplinary program. This session is for upper school.

F-39 Changing the Way We Do School Food
Torrey McMillan & Nick Keck, Hathaway Brown School

Food is highly personal. And yet, the food we serve in school has the potential to not only affect learning and health but also build community, bring joy, celebrate diversity, and tie us to local and global food systems. Learn how one school is transforming its food culture through the development of a food philosophy and community-wide engagement to bring the new philosophy to life. Gain insights into challenges and approaches used to shift everything from thinking about menus to food-related curriculum. All are welcome.

F-40 Implementing a Block Schedule & Co-curricular Program

David Long & Clay Gahan, Louisville Collegiate School
Walk through the process to investigate and create a block schedule for middle and upper schools. Hear how to support the new schedule and learn to use block schedules to start a co-curricular program building the 21st century skills needed to find success in college and beyond. All are welcome.

F-41 Future Proof Your School

Peter Dry, Principia School
Is your school future proof or verging on irrelevance? Get to the heart of why your school needs to change, how it can change, and what that change might look like. Using examples from schools from around the world, tackle the need for schools to shift from an outdated industrial-age approach to one that creates students who are future ready. A schoolwide change methodology and simple classroom levers will be shared to help you ensure your school is future proof. All are welcome.

F-42 Creating Inclusive Leadership Opportunities

Jamie Atlas & Becky Kline, Hathaway Brown School
Explore a unique student council model for lower grades. Incorporating principles of Responsive Classroom, we designed a program that allows interested students to create and lead schoolwide projects in a regular school day. Incorporate schoolwide themes as well as emphasize the social emotional curriculum taught in the classroom. This session is for lower school.

F-43 Game Time: New Ways to Build Fact Fluency

Julie Borushko & Laura Deimel, University Liggett School
Drop the flashcards and join us to find new ways to support learners in growing their fact fluency and number sense. Hear about using game exploration and instruction to redefine the way we teach and learn math. A commitment to redefining not only daily instruction but also the curriculum has created a systemic change supporting all learners. This session is for early childhood and lower and middle school.

F-44 Weathering the Storm

Justin Brandon, Francis W. Parker School
How do you respond when a racial incident occurs in your community? How can your response reflect the mission of the school? Explore a response to a racial incident and leave with examples of how a community can come together to address race. This session is for all.

F-45 The Best Two Weeks in Middle School

Angie Brothers, The Orchard School & Jamie Napier, Park Tudor School
Learn to implement mixed grade, co-taught, in-depth, multi-week courses in a progressive middle school. Learn how to design, offer, afford, and expand an intensive term while allowing student choice for courses. Hear success stories and lessons learned during a two-year implementation. This session is for middle school.

F-46 Using Robotics to Enhance Your Curriculum

Tracy Murch & Tracy Hickenlooper, Seven Hills School
For many teachers, figuring out how to integrate robotics into their already full day can seem like a daunting task. Through this hands-on session, learn how to use robotics to complement rather than compete with the existing curriculum. This session is for lower and middle school.

F-47 What Makes a School Tour Great? Advice from a Secret Professional School Shopper

Nick LeRoy, Bright Minds Marketing
Your school tour is the most critical stage of the entire enrollment process. Many schools don't analyze its effectiveness and look for ways to constantly improve. As a secret professional school shopper, LeRoy has conducted dozens of school tours. Learn the common mistakes made by many schools and how, with just a few tweaks to your process, you can make your school tour more successful. This session is for enrollment management professionals and other administrators.

F-48 Analyze & Interpret the ISACS School Community Survey Results

Chris Everett, The Kensington Group, Inc. & Bob Dicus, Marketing Research Technologies
Designed for self-study/strategic planning chairs, visiting team members, administrators, and board members, this session explores survey benefits by focusing on the analysis of the data. Learn to translate survey results into self-study/strategic planning input, issues, and priorities. Understand how the new Summary and Board Overview presentations ease the self-study/planning process. Hear how correlation and regression analyses can guide resource allocation. Make the connection from survey results to planning and decision-making.

F-49 Google for Education Google Certified Educator

Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

Friday Luncheons

11:45 AM – 1:15 PM

FL-1 Rethinking the Formula for Success: The Power of Positivity in Education

Shawn Achor, Author & Positive Psychology Expert

We are sometimes taught to think: “If I work harder, then I will be successful, and then I will be happy.” This formula—which undergirds much of our educational and professional world—is scientifically backwards. Achor explains how positive brains reap a unique advantage, raising nearly every educational and business outcome—but only if we get the formula right. By demonstrating how happiness is a choice, we can help students not only cultivate positive habits and mindsets but achieve higher levels of success as a result. His study on 1,600 Harvard students and years as a Freshmen Proctor gave him a unique window into the thinking of success-driven and sometimes overwhelmed students. His subsequent work now reveals how very simple changes to our mindset and habits can result in positive changes that cascade to others around us. Using his new research, interactive experiments, and humorous stories, Achor shows how we can bring this research to life for our schools and for ourselves.

FL-2 This is Our Story, This is Our Song: New Pathways to Transforming Culture & Building Relationships

Homa Tavangar, Global Education Advisor & Author & Eric Dozier, Cultural Activist & Music Educator

On the surface Tavangar and Dozier represent two very different backgrounds—a first-generation Iranian immigrant woman of Jewish and Muslim heritage and a Southern-born-and-bred black male Baptist preacher. Their collaboration carries lessons on unlocking empathy, unity, innovation, and authentic relationship—key ingredients which get to the heart of the challenges in our schools and across the headlines. In this research-based, heartfelt, story- and song-filled session, expand your imagination to consider small steps to transform the culture, to unleash the potential of your learning and living environments, and how you may be the “change you wish to see in the world.”

Friday Afternoon Workshops

1:30 PM – 4:15 PM
(Half-day Workshops)

F-50 The Happiness Advantage in Education

Shawn Achor, Author & Positive Psychology Expert & Greg Kaiser, The Happiness Advantage/Orange Frog Workshop

We know that a positive engaged brain provides the greatest competitive advantage in the 21st century in the office and classroom. Increasingly, the world’s most forward-looking schools are engaged in creating positive cultures to enhance education. This happiness advantage improves performance, pride, and culture, helps retain the best teachers, and deepens student, family, and community relationships. Best yet, happiness is contagious. Learn how the latest research on positive psychology in education can be applied to the benefit of your school, faculty, and classroom. Explore the seven principles of positive psychology that fuel success and performance in education; create your own personal plan for incorporating happiness into your life and school; and obtain information on the latest research regarding “positivity in education.” All are invited.

F-51 Doing Affinity Groups in Community

Alison Park, Blink Consulting
Please see F-1, page 10 for description.

Friday Afternoon Sessions

1:30 PM – 2:45 PM

F-52 I Can Make Good Choices: PK-2

Dan St. Romain, Educational Consultant
“You’re not my friend!” “That’s not fair!” “I don’t want to do that!” Each year it seems that we are dealing with more behavior problems in the primary classroom. Come to this fun session and get quick and easy strategies for teaching behavior and social skills using visuals, literature, simple chants, and activities. This session is for PK-2.

F-53 Growing Simple Interactions Through Practice

Annie McNamara, Fred Rogers Center for Early Learning & Children’s Media
We rely on capturing and learning from everyday simple interactions. Learn how this approach can complement and support the work of professional development and system change. By capturing and learning from what ordinary people do extraordinarily well in simple, everyday moments, we can grow practice, nurture intuition into intention, and plant the seeds for sustainable systems change. Gain a deeper understanding of the role of human interactions in child development; identify simple moments as the catalyst for positive change; and engage with an approach developed to promote and affirm the practice of developmental interactions with children and families. This session is for K-3.

F-54 Google for Education

Google Certified Educator
Hear about new product updates and program launches from Google for Education. Learn from your peers about how to leverage Google tools in the classroom and become more productive and efficient to better serve students. A detailed description will be available on the ISACS website to aid in your conference session selection.

F-55 Harnessing Your Unique Power as an Emerging Leader

Greg Bamford, Charles Wright Academy
Developing as a leader means understanding your unique power and leveraging your humanity. This interactive session is intended for leaders at all stages of development, with or without positional authority. Frameworks for thinking about your leadership presence will be introduced and, together, we’ll discover how we can leverage them at school.

F-56 White Privilege 101: Getting in on the Conversations

Eddie Moore, Jr., Author & Consultant
This interactive, informational, challenging, and energetic session examines and explores white privilege and oppression and the imperative that those promoting diversity must “get in on the conversations.” Leave with the skills and knowledge necessary to begin addressing issues of white privilege and oppression individually and institutionally. This session is for all.

F-57 Hack Your Curriculum

Quin Henderson, Future Design School
Please see F-8, page 10 for description.

F-58 The Restless Genius of Benjamin Franklin

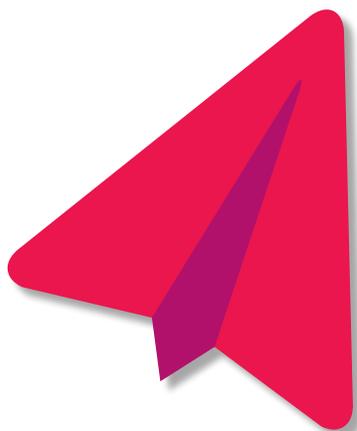
Richard Bell, University of Maryland
Franklin’s genius is a puzzle. Born the 10th son of a humble family of Puritan candle-makers in Boston in 1706, Franklin’s rise to the front ranks of science, engineering, and invention was as unexpected as it was meteoric. Franklin’s genius lay in optimizing, tinkering, improving, and never being satisfied with the world as he knew it. Examine Franklin’s ideas to make life simpler, cheaper, and easier, which encompassed not only natural science and engineering, but also public works, civic improvements, political trail-blazing, and fresh, new business ideas. This session is for middle and upper school.

F-59 Own Your Narrative

Alesi Enriquez, The Film Guys & Meg Colafella, Western Reserve Academy
Traditional is no longer the safe choice. This generation of students has grown up being marketed to from all angles and is turning more and more to brands that are honest, transparent, and authentic. As it turns out, you can’t fake authenticity. Videos are the place to be real and most schools aren’t leveraging that potential. We’ll show you how. This session is for admissions, marketing, communications, and development staff.

F-60 Square Peg, Square Hole

Mary Cognata & Megan Gibson, Miriam School
Is there a place for students who learn differently in the changing landscape of independent schools? Yes. Learn to create a curriculum and daily routines that can be customized to fit the needs of each student, rather than ask students to fit a predetermined program. Leave with innovative strategies to modify classrooms to meet the academic, communication, sensory-motor, and social needs of students who learn differently. This session is for lower and middle school.



F-61 A New Model for Student Research: Unraveling Gender Bias

Richard Kawolics, Laurel School

Female students participating in interscholastic speech and debate have been criticized for styles and behaviors that are accepted in male competitors. Student researchers put data to anecdote: investigating criticisms given to speakers, analyzing impacts, and drawing connections to socially-constructed expectations for female speakers. Their continuing work and the process developed provide a model for student research focusing on unpacking impacts and causes of a cultural phenomenon. This session is for middle and upper school.

F-62 Podcasting for Schools: The Why & How

Julia-Kaye Rohlf, Sacred Heart Schools

In our digital world, podcasts are booming. Regardless of your skill level or budget, podcasting can be an easy tool. Learn why your school should be podcasting, possible topics, who the guests could be, and how to create a successful podcast that your audience loves. Leave with tools for how to start your podcast and an outline for a season of episodes custom designed for your school. This session is for marketing, communication, admissions, and development roles.

F-63 Student-led Learning: A Graphic Novel Unit

Patricia Harpring & Kimberley Butler, Laurel School

Increase engagement by giving students greater choice and voice in instruction. Explore a student-led unit that utilized graphic novels with themes relevant to middle and high schoolers. Students learned strategic ways to read and think about a text, while also working in groups to create their own graphic novels. Leave with a framework for creating a student-led unit using any text(s) as well as activities you can use immediately. This session is for middle and upper school English and language arts.

F-64 Full Bloom's: Student Leadership Creating Authentic Learning

Greg McDonough & Mark DeBernardi, Lake Forest Country Day School

Making learning engaging and authentic is one of the greatest challenges facing educators. Giving students leadership opportunities through avenues such as public speaking, clubs, and teaching others can foster higher-order thinking across disciplines. Explore several initiatives developed to create a culture of student leadership and how they can be adapted at your school. All are welcome.

F-65 Customizing a Developmentally Appropriate PE Curriculum

Ashley Beyer & Anna Callahan, Hathaway Brown School

Hear ideas for classroom teachers looking to create an integrated curriculum that meets both state and national standards. Understand the importance of scaffolding your physical education curriculum from kindergarten to ninth grade to achieve a high success rate for your students. Empower your students by integrating physical education with the core classroom subjects.

F-66 Using Expressive Arts to Regulate Students in the Classroom

Matt McGaughey & Susie McGaughey, Great Circle

Hear about the Neurosequential Model in Education© and how adverse childhood experiences impact brain development. Leave with knowledge of how effective intervention strategies rooted in the expressive arts can be used in an education setting. This session comes to life through hands-on participation in a creative music activity, i.e., group drumming or song writing to better illustrate how to use the power of music in a trauma-informed classroom. This session is for all.

F-67 It's All About Relationships

Jacklyn Wells, Maumee Valley Country Day School

Restorative practices can improve student experiences and school culture. Educators will be challenged to think about how relationship building is tied to how we handle conflict in our schools. In the same ways in which our students need to learn core academic skills, educators also must teach them to respond to events in order to build positive student culture. All are welcome.

F-68 Connecting Personal Story to Social Justice & Global Events

Susan Prater, Meredith-Dunn School

Discovering our own stories ensures that understanding and compassion are cultivated. Learn strategies and methods to engage students in discovering and sharing their stories while differentiating for students with language-based challenges as well as other learning differences. This session is for middle school and can be adapted for lower and upper grades.

F-69 Compassion Studies

Lisa Howie & Sue Musson, Virginia Chance School

Social Emotional Learning (SEL) is an important component of the progressive school curriculum. To solidify and formalize intentional SEL, a variety of compassion projects have been implemented. These projects involve student voice and interest, and help to look both inwards as a school and outwards to our local community and beyond. A schoolwide celebration of learning showcases how a single topic can be experienced in many meaningful ways with children age 2 through fifth grade. This session is for early childhood and lower school.

F-70 Adopting a Math Curriculum: The Challenges of Change

Brian Ray, St. Francis School

Making a large change in curriculum is a massive undertaking that needs careful consideration. Hear an honest account of how a school adopted the College Preparatory Mathematics curriculum for grades 6-12. Learn about the school's process of trying to change their math curriculum, how they involved and educated many stakeholders throughout the process, and how they found successes and challenges throughout. This session is for middle and upper school.

F-71 Multi-Sensory Language for K-1

Elizabeth Taylor & Carol Bertram, The Lexington School

A multi-sensory approach to teaching language-related skills can provide excellent instruction for all students. Learn about how 30 minutes of Orton-Gillingham language instruction benefits students' progress in reading fluency, phonemic awareness, spelling, and comprehension. This session is for early childhood and lower school.

F-72 The Who, What & Why of Comprehensible Input (CI) in a World Language Class

Donna Tatum-Johns, Kentucky Country Day School

Most language teachers agree that the primary objective of any language class is to help students develop the ability to communicate comfortably and confidently in the target language. But, what is communication? How do we get students to proficiency? What does the research say about second language acquisition (SLA) and the brain, and what role does CI play in acquisition? Hear how the principles of SLA inform classroom practices of comprehension-based teaching and an overview of CI strategies. This session is for all world language faculty and administrators.

F-73 Reading & Writing with Power

Lisa McElwain & Dale Pagano, Lake Ridge Academy

Learn and practice critical reading and writing strategies that will help students read challenging texts and answer text-dependent questions. Discover how to craft questions that turn students back to the text and provide insight into their thought processes. Explore methods to improve student writing beginning at the sentence level with strategies that can be taken straight to the classroom. This session is for grades 4-12.

F-74 Classroom Environment: Setting the Stage for Purpose with Intention

Alayne Vokurka & Kasey Anderson, Virginia Chance School

Hear how the classroom environment can set the mood, attitude, and expectations for you and your students. A positive classroom environment feels warm, safe, respectful, welcoming, and supportive of student learning. Learn how your classroom can tell a story of who lives in it through a focus on the use of natural materials and environment as the third teacher. See images of PK-5 classrooms that invite children to explore, stay, and learn. This session is for early childhood and lower school.

Friday Afternoon Sessions

3:00 PM - 4:15 PM

F-75 Literature, Language & Life Skills: Oh My! PK-1

Dan St. Romain, Educational Consultant

Although our inclination is to teach the way we were once taught, as times change, so must our strategies. In this fast-paced session, participants will have fun examining how social, emotional, ethical, and cognitive skills can be taught through literature and interactive reading strategies. This session is for PK-1.

F-76 A Change Is Gonna Come: Musical Journeys Through American Race Relations

Eric Dozier, Cultural Activist & Music Educator

With live performance, lecture, and blues revival, experience the impact of music on American culture, identity, and social progress. Through his blend of down and dirty blues, socially conscious soul, and spirit fueled gospel, Dozier shines a light at the crossroads of music and American race relations by performing songs and discussing key musical figures and themes from the abolitionists, civil rights, labor, and anti-war movements, and other contemporary voices of change. Understand what it means to be an advocate of diversity and equity imbued with a sense of mission and commitment to healing the human family. This session is for music, social studies, and religion educators who want ways to engage communities in creative and inspiring dialogue about race, social justice, and society.

F-77 Real-World Learning in Independent Schools

Greg Bamford, Charles Wright Academy

Please see F-26, page 11 for description.

F-78 Untold Stories of the American Revolution

Richard Bell, University of Maryland

The American Revolution marks the birth of a nation committed to the promise of life, liberty, and the pursuit of happiness. Explore what you might not yet know about the struggle for independence and probe unexpected corners of the war and expand its cast of characters. Hear the breadth and depth of sacrifices made by the colonists as they turned a protest over the price of goods into a fight for freedom. This session is for middle and upper school.

F-79 Cycles of Assessment for Authentic Learning

Quin Henderson, Future Design School

Please see F-31, page 11 for description.

F-80 Networking for Division Heads

Jennifer Bullock, Detroit Country Day School & Ben Ottenweller, Canterbury School

Enjoy connecting and collaborating with fellow division heads. Develop a support network of people who understand the unique joys and challenges of this role in independent schools. This session is for current division heads at all levels.

F-81 Revamp Your Recruitment: Create Connections to Your School

Raymond Yu & David Boxer, The Blake School

Hericlitus once said, "The only thing that is constant is change." He could have been referring to employment openings, and we believe the search process should be one that casts the best light on your school. Do you wish to create a recruitment process where candidates would say they felt welcomed, valued, and appreciated? Steps for conducting timely and effective searches that foster an authentic and genuine connection between the candidate and your school will be shared. All are welcome.

F-82 Project Based Learning: A Student Driven Approach

Sam Page & Carly Coleman, Rohan Woods School

While the acquisition of reading, writing and mathematics skills is important, so, too, are opportunities for students to apply these skills in a real-world way, in real time. Project based learning allows students to apply academic skills while building the skills of creativity, collaboration, communication, and problem solving. Learn about student-driven learning through Project Approach. For early childhood, lower, and middle school.

F-83 From Feeling Overwhelmed to Feeling Inspired

Pete Moore, Lake Forest Country Day School

Learn five strategies and tools used by high achievers from a range of industries that will enable you to feel energized, remain mindful and centered, manage email effectively, establish lasting habits, and become clear on your personal mission and values. Leave with tools and strategies to help you feel grounded and develop a clear sense of purpose. This session is for all.

F-84 Reggio Snapshots: A Peak Inside Our Daily Life

Elizabeth Barber & Randi Bowling, The Stanley Clark School

Get a look at a Reggio-Emilia inspired classroom. Learn how to incorporate social-emotional learning to meet the needs of students and see how to make technology meaningful and age-appropriate. Hear how projects evolve, how they are sustained over time, and get a peek into daily routines to see how each part of the day is inspired by the Reggio-Emilia philosophy. This session is for early childhood.

F-85 Number Talks for K-3

Jan Estes, Sayre School

Number talks are five-to-fifteen-minute classroom conversations that build numerical reasoning and grow mathematical minds. Explore number talks, the rationale behind them, and modeling. Resources to implement in classrooms will be provided. This session is for early and lower school.

F-86 30 Days of Insanity or Writing a Novel in One Month

Krista Barbour, Bishop Seabury Academy

Students writing novels? In 30 days? Insane? But totally possible. Explore the wild and rewarding process of helping students write full-fledged, 10,000+ word novels in one month. Leave with tools to take into the classroom. All the pitfalls and triumphs—covering planning, editing, and hosting a public reading—will be shared. This session is for middle and upper school.

F-87 Diversity, Equity & Inclusion Councils at Your School

Lindsay Serrano & Brett Paice, St. Francis School

Does your school culture promote diversity but struggle to articulate what that really means? Learn frameworks, theory, and purposeful practices for starting meaningful and deliberate institutional objectives concerning diversity, equity, and inclusion. Leave with examples, language, and strategies for discourse on creating an inclusive culture that provides a safe and conducive environment for all. This session is for lower, middle, and upper school.

F-88 Genrefication: A New Way to Ignite a Passion for Reading

Pat Kellicker & Patty Dunn, The Wellington School

Cultivating the love of reading never loses its importance. Finding engaging ways to foster a reading passion can be challenging for teachers and librarians. What happens if you take a risk and try something new? After years of exploring ways to reignite the joy of reading in our community, we tackled the solution with a new approach. Through genrefying our collection, we will illustrate the worthwhile nature of taking risks. All are welcome.

F-89 Disrupting Hierarchies

Hal Schwartz & Elizabeth Kesling, Orchard School

Hear how a progressive school is working to break down the traditional model of school organization and replace it with a framework that truly honors the voice and choice of its students and teachers. Explore what the framework looks like in practice and leave with strategies for how to best influence grassroots change in your school community. All are welcome.

F-90 Make Your Class Engaging Again

Michael Jones, Pembroke Hill School

Meaningful partnership and transparency are key to successful relationships with parents. Learn tips on proactive communication and out-of-the-box thinking on how to incorporate parents into the classroom with purpose. Best practices and wisdom will be shared as well as challenging and inspiring points on getting the most out of parental involvement. This session is for K-12.

F-91 I Have a Feeling We're Not in Kansas Anymore: Digital Natives, The Clickerati & Students 2.0

Sarah Shartzter, Kentucky Country Day School

Look at how students who were "born digital" learn and function in classrooms. Hear research on the concept of digital natives and whether or not they truly exist, a discussion of different labels, statistical data on learning and technology, and ideas for engaging students. This session is for all.

F-92 Interdisciplinary Connections & Bearing Witness to History

Maris Elder, Walden School

There are myriad approaches to Holocaust studies, and educators recognize that the curriculum differs with each reteaching from year-to-year, class-to-class, based on the backgrounds, sensitivities, and experiences of the students. Hear suggestions about approaches to the subject and connect instruction to the fine arts and other social studies topics (e.g., genocides, slavery, refugee crises, etc.), enabling a stronger appreciation of the legacy of those historic events. This session is for middle and upper school.

** This session will be repeated.*

ISACS Annual Conference Planner

Use this worksheet to record the sessions and luncheons for which you registered and bring it with you to the conference. Specific meeting room assignments and maps will be available on-site in your registration packet. Following your online registration, you will receive an email confirming your session and luncheon selections.

LOUISVILLE MARRIOTT DOWNTOWN & KENTUCKY INTERNATIONAL CONVENTION CENTER

Thursday, November 7

| | | | | | |
|---|---------------------|---------|--|------|--|
| MORNING | 9:00 AM - 10:15 AM | SESSION | | ROOM | |
| | 10:30 AM - 11:45 AM | SESSION | | ROOM | |
| Luncheon 11:45 AM - 1:15 PM TL-1 A New Take on Diversity: Moving from Labels to Experiences | | | | | |
| AFTERNOON | 1:30 PM - 2:45 PM | SESSION | | ROOM | |
| | 3:00 PM - 4:15 PM | SESSION | | ROOM | |

Friday, November 8

| | | | | | |
|--|---------------------|----------|--|------|--|
| MORNING | 9:00 AM - 11:45 AM | WORKSHOP | | ROOM | |
| | 9:00 AM - 10:15 AM | SESSION | | ROOM | |
| | 10:30 AM - 11:45 AM | SESSION | | ROOM | |
| Luncheons 11:45 AM - 1:15 PM FL-1 Rethinking the Formula for Success: The Power of Positivity in Education FL-2 This is Our Story, This is Our Song: New Pathways to Transforming Culture & Building Relationships | | | | | |
| AFTERNOON | 1:30 PM - 4:15 PM | WORKSHOP | | ROOM | |
| | 1:30 PM - 2:45 PM | SESSION | | ROOM | |
| | 3:00 PM - 4:15 PM | SESSION | | ROOM | |

Register online at isacs.org/annualconference.



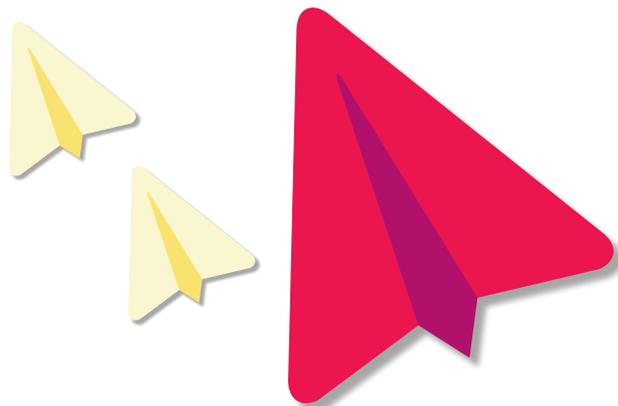
Schedule at-a-glance: Thursday

Several sessions are offered more than once and are indicated with an * when first listed.

Each attendee will receive a complimentary copy of Shawn Achor's book, *The Orange Frog*, at registration.

Thursday, 11/7

- Registration: 7:30 am – 4:00 pm
- Conference sessions: 9:00 am – 4:15 pm
- Conference luncheon and keynote presentation: 11:45 am – 1:15 pm (Banquet luncheon included in registration fee)



| TRUSTEE DAY 9:30 am – 3:30 pm | |
|-------------------------------|--|
| 8:15 AM – 9:15 AM | Courageous Leadership for Heads & Board Chairs |
| 9:30 AM – 11:30 AM | Understanding School Culture for Trustees |
| 11:45 AM – 1:15 PM | ISACS Luncheon with Steve Pemberton |
| 1:30 PM – 3:30 PM | Becoming a Values-based Leader |

| THURSDAY MORNING | |
|--|--|
| SESSIONS 9:00 am – 10:15 am | |
| T-1 Meetings & Decision-Making that Increase Engagement & Decrease Resistance | T-8 Creating a Happier & Healthier Faculty |
| T-2 The Landscape of Teen Digital Media Use: The Good, the Bad & the Confusing | T-9 Surviving My First Year as Principal |
| T-3 Educating Citizens Through Play * | T-10 Planning & Executing Project Based Learning Across Subject Areas |
| T-4 The Living School: Redesigning School to Reflect the Wisdom of the Natural World * | T-11 Controlled Chaos + Full Engagement = Elementary Capstones |
| T-5 Strengths-based Student Leadership | T-12 Essential Question for All Ages |
| T-6 Google for Education | T-13 Reimagining Equity & Inclusion in Our Schools |
| T-7 Making Space for Innovation in Your Curriculum | T-14 Letting History Tell Its Story: Using Primary Sources |
| | T-15 Publishing with a Purpose: Motivating Struggling Writers |
| | T-16 Getting Ready to Write the Self-Study Report |
| | T-17 Practicing What We Teach: Habits of Healthy Adult Culture * |
| SESSIONS 10:30 am – 11:45 am | |
| T-18 Speaking with Children So They Can Think * | T-26 Fantasy Worlds, the 4 C's & Virtual Reality (VR) |
| T-19 Technology & Our Students' Social & Emotional Health | T-27 Taking Learning Beyond Walls & into the Local Community |
| T-20 The Third Teacher: Redesigning Physical Space to Reimagine Learning * | T-28 Write Everywhere: No Fear Writing Across Disciplines |
| T-21 Google for Education | T-29 Book Report Makeover: Crafting Creativity & Relevancy |
| T-22 Accommodating Non-binary Students in Travel Programs | T-30 New Approaches to Second Language Acquisition (SLA) |
| T-23 Building & Sustaining an Effective Parent Diversity Group | T-31 Amplifying Students' Voices Through Project Based Learning |
| T-24 Novel Engineering: K-3 Thinkers Who Tinker | T-32 Planning, Supporting & Publishing the Self-Study Report for Accreditation |
| T-25 Talking About Race & Identity with Contemporary Art | |
| LUNCHEON 11:45 am – 1:15 pm TL-1 A New Take on Diversity: Moving from Labels to Experiences | |
| THURSDAY AFTERNOON | |
| SESSIONS 1:30 pm – 2:45 pm | |
| T-33 Effective Strategies for Building a Great Team | T-40 Google for Education |
| T-34 Rational & Irrational Expectations of Parents, Teachers & Administrators | T-41 Trends & Measurement in Global Education |
| T-35 Helping Students (& Ourselves): Align Our Habits with Our Goals & Values | T-42 New Ideas for Everyday Engagement in Literacy & Math |
| T-36 Educating Citizens Through Play | T-43 Symposium Society "E Pluribus Unum" |
| T-37 Competing with Technology for Our Students' Attention | T-44 SET: A Model for Social Emotional Development & Technology |
| T-38 The Living School: Redesigning School to Reflect the Wisdom of the Natural World | T-45 Teaching Interdisciplinary Courses in an Inflexible Schedule |
| T-39 Counseling Basics for School Leaders | T-46 Meaningful Movement in the Classroom |
| | T-47 Passion Through Personalized Learning for All |
| | T-48 Writing a Self-Study & Loving It |
| SESSIONS 3:00 pm – 4:15 pm | |
| T-49 Practicing What We Teach: Habits of Healthy Adult Culture | T-57 Projects Using the New Clips iPad App |
| T-50 Speaking with Children So They Can Think | T-58 Implementing Inclusion for Students with Disabilities |
| T-51 How Technology Shapes Learning: The Amazing, the Challenging & the Confusing | T-59 Shifting the Lens: What is Wrong? to What Has Happened? |
| T-52 Nurture Belonging & Deeper Learning: Recognize & Overcome the Challenges of Teaching for Global & Cultural Competence * | T-60 A School Transformed: Learning Labs Around a Power Standard |
| T-53 The Third Teacher: Redesigning Physical Space to Reimagine Learning | T-61 Beyond Haiku: Teaching Poetry Without Rules |
| T-54 Maybe It IS You: Developing a Healthier Response to Feedback | T-62 STEAMing Ahead: Integrating the Arts into STEM Instruction |
| T-55 Field Trips are for Adults, Too | T-63 Using Google Classroom in a Performance-based Class |
| T-56 Witness Theater: Social Justice as Theater for Change | T-64 State-level Teacher Services Committees (TSC): What are the Possibilities for Your State? |
| | T-65 Moving Forward in the Time of Millennials |

* This session will be repeated.

Schedule at-a-glance: Friday

Several sessions are offered more than once and are indicated with an * when first listed.

Each attendee will receive a complimentary copy of Shawn Achor's book, *The Orange Frog*, at registration.

Friday, 11/8

- Registration: 7:30 am – 4:00 pm
- Conference sessions: 9:00 am – 4:15 pm
- Conference luncheons and keynote presentations: 11:45 am – 1:15 pm
(Banquet luncheons included in registration fee)



| WORKSHOP 9:00 am – 11:45 am | | F-1 Doing Affinity Groups in Community * | |
|---|---|---|---|
| SESSIONS 9:00 am – 10:15 am | | | |
| FRIDAY MORNING | F-2 Enrollment Growth Through Customer Experience | F-13 Diversifying Independent Schools: Meeting the Needs of English Language Learners (ELL) | |
| | F-3 Dealing with Difficult Behaviors | F-14 The Impact of Our Executive Functioning Practices | |
| | F-4 Finding & Celebrating Deep & Simple Moments in Early Childhood * | F-15 Environment as the Foundation for Relationships | |
| | F-5 Nurture Belonging & Deeper Learning: Recognize & Overcome the Challenges of Teaching for Global & Cultural Competence | F-16 You Teach Them WHAT in Preschool Art? | |
| | F-6 The Guide for <i>White Women Who Teach Black Boys</i> | F-17 Generating a Student Film Festival | |
| | F-7 Surviving a Bear Attack: Strategies for Difficult Conversations | F-18 Running a Life Skills Event | |
| | F-8 Hack Your Curriculum * | F-19 Teaching About Immigration in Partisan Times | |
| | F-9 Hamilton: How the Musical Remixes American History * | F-20 From Input to Output: Success in World Language | |
| | F-10 Google for Education | F-21 Fill Your Cup First: Design Thinking to Tech with Intention | |
| | F-11 How to Reimagine PK-Lower School Sexuality Education * | F-22 Performing Arts for Students with Learning Differences | |
| | F-12 Teaching Math Through Hands-on Explorations & Project Based Learning (PBL) | F-23 Use Blogging to Transform Your Students' Writing | |
| | F-24 Hire Together: Sharing Power in the Hiring Process | F-25 Conduct & Use the ISACS School Community Survey | |
| SESSIONS 10:30 am – 11:45 am | | | |
| FRIDAY MORNING | F-26 Real-World Learning in Independent Schools * | F-38 Deep Diving: May Term Programs & Immersive Learning | |
| | F-27 Teach Skills & Break Habits: Growth Mindsets for Better Behavior: PK-5 | F-39 Changing the Way We Do School Food | |
| | F-28 Finding & Celebrating Deep & Simple Moments in Early Childhood | F-40 Implementing a Block Schedule & Co-curricular Program | |
| | F-29 Between the Lines: Decoding Tense Communication | F-41 Future Proof Your School | |
| | F-30 The N!gga(er) Word: Is There a Message in The Madness? | F-42 Creating Inclusive Leadership Opportunities | |
| | F-31 Cycles of Assessment for Authentic Learning * | F-43 Game Time: New Ways to Build Fact Fluency | |
| | F-32 Hamilton: How the Musical Remixes American History | F-44 Weathering the Storm | |
| | F-33 How to Reimagine PK-Lower School Sexuality Education | F-45 The Best Two Weeks in Middle School | |
| | F-34 The Superpower of Metacognition | F-46 Using Robotics to Enhance Your Curriculum | |
| | F-35 Worth 1000 Words: The Power of Images | F-47 What Makes a School Tour Great? Advice from a Secret Professional School Shopper | |
| | F-36 Cultivating Creativity & Design with Making & Tinkering | F-48 Analyze & Interpret the ISACS School Community Survey Results | |
| | F-37 Manipulating Math: Making Math Lessons Magical & Meaningful | F-49 Google for Education | |
| | LUNCHEONS 11:45 am – 1:15 pm | | |
| | FL-1 Rethinking the Formula for Success: The Power of Positivity in Education | | FL-2 This is Our Story, This is Our Song: New Pathways to Transforming Culture & Building Relationships |
| | WORKSHOPS 1:30pm – 4:15 pm | | |
| | F-50 The Happiness Advantage in Education | | F-51 Doing Affinity Groups in Community |
| | SESSIONS 1:30 pm – 2:45 pm | | |
| FRIDAY AFTERNOON | F-52 I Can Make Good Choices: PK-2 | F-64 Full Bloom's: Student Leadership Creating Authentic Learning | |
| | F-53 Growing Simple Interactions Through Practice | F-65 Customizing a Developmentally Appropriate PE Curriculum | |
| | F-54 Google for Education | F-66 Using Expressive Arts to Regulate Students in the Classroom | |
| | F-55 Harnessing Your Unique Power as an Emerging Leader | F-67 It's All About Relationships | |
| | F-56 White Privilege 101: Getting in on the Conversations | F-68 Connecting Personal Story to Social Justice & Global Events | |
| | F-57 Hack Your Curriculum | F-69 Compassion Studies | |
| | F-58 The Restless Genius of Benjamin Franklin | F-70 Adopting a Math Curriculum: The Challenges of Change | |
| | F-59 Own Your Narrative | F-71 Multi-Sensory Language for K-1 | |
| | F-60 Square Peg, Square Hole | F-72 The Who, What & Why of Comprehensible Input (CI) in a World Language Class | |
| | F-61 A New Model for Student Research: Unraveling Gender Bias | F-73 Reading & Writing with Power | |
| | F-62 Podcasting for Schools: The Why & How | F-74 Classroom Environment: Setting the Stage for Purpose with Intention | |
| | F-63 Student-led Learning: A Graphic Novel Unit | | |
| | SESSIONS 3:00 pm – 4:15 pm | | |
| | F-75 Literature, Language & Life Skills: Oh My! PK-1 | F-85 Number Talks for K-3 | |
| | F-76 A Change Is Gonna Come: Musical Journeys Through American Race Relations | F-86 30 Days of Insanity or Writing a Novel in One Month | |
| | F-77 Real-World Learning in Independent Schools | F-87 Diversity, Equity & Inclusion Councils at Your School | |
| | F-78 Untold Stories of the American Revolution | F-88 Genrefication: A New Way to Ignite a Passion for Reading | |
| F-79 Cycles of Assessment for Authentic Learning | F-89 Disrupting Hierarchies | | |
| F-80 Networking for Division Heads | F-90 Make Your Class Engaging Again | | |
| F-81 Revamp Your Recruitment: Create Connections to Your School | F-91 I Have a Feeling We're Not in Kansas Anymore: Digital Natives, The Clickerati & Students 2.0 | | |
| F-82 Project Based Learning: A Student Driven Approach | F-92 Interdisciplinary Connections & Bearing Witness to History | | |
| F-83 From Feeling Overwhelmed to Feeling Inspired | | | |
| F-84 Reggio Snapshots: A Peak Inside Our Daily Life | | | |

* This session will be repeated.

SAVE THE DATES



HEADS CONFERENCE: AN ANNUAL EXPLORATION OF SCHOOL LEADERSHIP

Thursday, January 30 – Friday, January 31, 2020

SWISSOTEL • CHICAGO, IL



ACADEMY FOR DIVISION HEADS

Thursday, February 6 – Friday, February 7, 2020

HOTEL PALOMAR • CHICAGO, IL



ACADEMY FOR NEW DIVISION HEADS & LEADERS

Thursday, June 18 – Friday, June 19, 2020

ISACS CLASSROOM • CHICAGO, IL



LEADERSHIP ACADEMY

Tuesday, June 23 – Thursday, June 25, 2020

IN PARTNERSHIP WITH THE KELLOGG SCHOOL CENTER FOR NONPROFIT MANAGEMENT



NEW TEACHER INSTITUTE

Monday, July 20 – Wednesday, July 22, 2020

WOLCOTT SCHOOL • CHICAGO, IL

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