



*inspiring independent schools*

## 2022 ANNUAL CONFERENCE

THURSDAY, NOVEMBER 3 – FRIDAY, NOVEMBER 4

ST. PAUL, MINNESOTA

# NEW WAYS *of Doing School:* **WHAT WE'VE LEARNED**



SAINT PAUL RIVERCENTRE

## Keynote Presenters



**ERIC WHITACRE**, Grammy Award-winning composer and conductor, is known for his ground-breaking Virtual Choirs that have united singers from more than 145 countries over the last decade. A graduate of the Juilliard School of Music, Whitacre is currently Visiting Composer at Pembroke College (Cambridge University, UK) and recently completed his second term as Artist in Residence with the Los Angeles Master Chorale. In 2020, he was named a Yamaha Artist. His recent collaboration with Spitfire Audio resulted in a trail-blazing vocal sample library which is used by composers world-wide.



**DAN HEATH** is the co-author of four international bestsellers: *Made to Stick*, *Switch*, *Decisive*, and *The Power of Moments*. His newest book *Upstream: The Quest to Solve Problems Before They Happen* was an instant *Wall Street Journal* bestseller. Heath is a senior fellow at Duke University's CASE center, which supports entrepreneurs who fight for social good, and also founded Thinkwell, an innovative education company. He was named to the Thinkers 50, a ranking of the world's 50 most influential management thinkers, and to *Fast Company* magazine's list of the Most Creative People in Business. Heath has an MBA from Harvard Business School and a BA from the Plan II Honors Program at the University of Texas at Austin.

# ISACS deep

## LEARNING INSTITUTE

In partnership with  
RaceHill Institute /  
National Anti-racism  
Teach-in (NARTI)

THURSDAY,  
NOVEMBER 3

Please see page 5 for IDLI  
program details.

## Institute Leaders



**JACK HILL** is the founder of the National Anti-Racism Teach-In, a national anti-racist conference and global movement to identify, analyze, and challenge racism and white supremacy. Hill is a nationally recognized diversity consultant, facilitator, educator, and writer. His articles and talks on race, education, religion and diversity have appeared in *The Baltimore Sun*, *NPR*, *ABC*, *Chicago Tribune*, *The Afro American Newspaper*, *WashingtonPost.com*, *The Chicago Defender*, and other media. He is a contributor to the book, *A Guide for White Women Who Teach Black Boys* and the book *Diversity Work in Independent Schools: The Practice and The Practitioner*, a publication of NAIS. He holds degrees from Frostburg State University, Johns Hopkins University, and Middlebury College.



**LIZA TALUSAN** is an educator, speaker, leader, writer, life/leadership coach, and parent. With over 25 years of experience in PK-20 education, she facilitates conversations about diversity, anti-racism, bias, privilege, and power and creates environments that allow for people to discuss these difficult topics openly. Talusan empowers individuals to create more inclusive organizations, environments, communities, and teams. Her research includes: the experiences of underrepresented populations, Asian American and Pacific Islander students, interracial relationships, recognizing and reducing unconscious bias, and the impact of federal financial aid policies. She has a bachelors from Connecticut College, a masters from New York University, and a PhD from University of Massachusetts Boston.

## Spotlight Presenters



**NICOLE A. DUFAUCHARD** is head of school at the Advent School (MA) and prior to that, served as the director of multicultural affairs at Providence Day School (NC). She spent 20 years exploring equity and access in education and works with boards in equity and justice work. She mentors administrators and faculty of color and women aspiring for school leadership with the National Association of Independent Schools (NAIS) and Association of Independent Schools of New England where she is a board member. She is on the faculty for the NAIS Diversity Leadership Institute and is a member of the Elementary School Heads' Association Membership Committee on Diversity. DuFauchard holds a BA in political science and international affairs and an MA in organizational communications and development with a concentration on cross-cultural communications.



**PAUL GORSKI**, PhD is the founder of the Equity Literacy Institute and EdChange and has more than 20 years of experience helping educators and others strengthen their equity efforts. He has worked with educators in 48 states and a dozen countries and published more than 70 articles and wrote, co-wrote, or co-edited 12 books on various aspects of educational equity including *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* and *Case Studies on Diversity and Social Justice Education* (with Seema Pothini). He is the author of the *Multicultural Pavilion*, an online compendium of free resources for educators, was a teacher educator at several universities and is a published poet. Gorski earned a PhD in educational evaluation at the University of Virginia.

# Featured Presenters



**JOSEPH BAUERKEMPER** is associate professor at the University of Minnesota. His scholarship, outreach, and teaching emphasize Indigenous governance, federal and state policy regarding American Indian nations, and Native literatures. He teaches across all departments, serves as lead facilitator for an intergovernmental collaboration providing training on

tribal-state relations for State of Minnesota departments and agencies, and provides governance programming for tribal staffers and administrators. He earned his PhD in American studies from the University of Minnesota, enjoyed one year at the University of Illinois as a Chancellor's Postdoctoral Fellow in American Indian Studies, and enjoyed two years at UCLA with concurrent appointments.



**BARBARA BEACHLEY** is a consultant and executive director of learning and development at Independent School Management (ISM). She co-authored the book *Comprehensive Faculty Development: A Guide to Attract, Retain, Develop, Reward, and Inspire*, and contributes to the advisory letter *Ideas and Perspectives*. She consults in the areas of employee evaluation, growth

and culture, academic leadership, and student-centered and brain-based pedagogy. Prior to joining ISM, Beachley began her career as an upper school teacher and later served as academic dean in independent PK-12 schools.



**JENNIFER BRYAN**, PhD is a psychologist, consultant, coach, speaker, and author with 40 years of experience working in educational and clinical settings. She earned her masters and doctorate from Teachers College, Columbia University, a BA from Princeton University and studied at the Harvard Graduate School of Education. She founded Team Finch Consultants in

2000, specializing in helping schools and organizations create inclusive communities by understanding and addressing gender and sexuality diversity. She is the author of two books: *From the Dress-Up Corner to the Senior Prom: Navigating Gender and Sexuality Diversity in PreK-12 Schools* and the children's book, *The Different Dragon* and now works at Re-Set School, helping K-12 schools (re)build equitable, healthy, connected, and sustainable learning communities.



**DAVE BURGESS**, a teacher and professional magician, was voted a faculty standout for 17 consecutive years as Most Entertaining, Most Energetic, and Most Dramatic. He specializes in teaching hard-to-reach, hard-to-motivate students with techniques that incorporate showmanship and creativity. In 2014, he was awarded the BAMMY

for Secondary School Teacher of the Year by the Academy of Education Arts and Sciences. He is the co-author of *P is for PIRATE* and *The New York Times* best-selling author of *Teach Like a PIRATE*, which sparked an educational revolution all over the world.



**TIM FISH** is the chief innovation officer at NAIS and a member of the Strategy Lab team, where he develops partnerships to co-create tools and frameworks that build capacity for designing and implementing innovation. He has roots in the independent school community and a long history at McDonogh School (MD) where he served as associate headmaster. In

addition, Fish was the founding president and CEO of the FolioCollaborative, a nonprofit community of schools focused on building a flexible faculty/staff development process. He is the co-author of the book *Leadership and Technology at Independent Schools*.



**TADD M. JOHNSON**, Esq. is professor emeritus and first senior director of American Indian Tribal Nations Relations where he served as liaison between the University of Minnesota and regional Tribal Nations. He served in many roles at the University of Minnesota Duluth including director of the Tribal Sovereignty Institute. An enrolled member of the

Bois Forte Band of Chippewa, Johnson was a tribal attorney, tribal court judge, tribal administrator, and lecturer on American Indian history and Federal Indian Law. He spent five years with the U.S. House of Representatives as counsel to the Subcommittee on Native American Affairs and was appointed by President Clinton to chair the National Indian Gaming Commission. He was nominated by the President and confirmed by the U.S. Senate as a Trustee of the Udall Foundation and continues to serve in that role.



**ALISON PARK** is the founder of Blink Consulting, an educational consultancy that is critically rethinking diversity. Blink has collaborated with schools and organizations to help create communities where all can thrive. Park has been a conference facilitator at the ISACS Diversity Summit, Asian Educators Conference, NAIS Annual and POCC Conferences,

NWAIS Board Chair and Heads, the White Privilege Conference, and Blink's own Class Conference. She taught in the public, nonprofit, and private sectors and served on the boards of Park Day School (CA) and SMART. She earned her BA at Yale University and two EdMs at Harvard's Graduate School of Education.



**TODD A. SAVAGE**, PhD, NCSP, is a professor in the school psychology program at the University of Wisconsin-River Falls, and is former president of the National Association of School Psychologists. Savage earned his doctorate from the University of Kentucky and prior to his current position, was faculty in the school psychology program at New Mexico State

University. Savage's scholarly research interests include LGBTQ+ issues in education with an emphasis in gender diversity, culturally responsive practice, social justice matters, school safety and crisis prevention, preparedness, and intervention.



**LISA VAN GEMERT** shares best practices in education with audiences around the world. She is a consultant and advisor to television shows including *Lifetime's "Child Genius,"* a writer of award-winning lesson plans, numerous articles on social psychology and pedagogy, and four books, including the award-winning *Perfectionism: A Practical Guide to Managing*

*Never Good Enough*. Van Gemert is a former teacher, school administrator, and Youth & Education Ambassador for Mensa.



**DAVID WALSH**, PhD is a psychologist, best-selling author, and international speaker. He founded the National Institute on Media and the Family, and then co-founded Spark & Stitch Institute to translate cutting-edge brain science to everyday practice for parents, teachers, and other professionals. Walsh has written 10 books including the national best sellers *Why Do They*

*Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen* and *No: Why Kids - of All Ages - Need to Hear It and Ways Parents Can Say It*. He has been a guest on national radio and television programs and testified numerous times before Congress.



## Featured Presenters

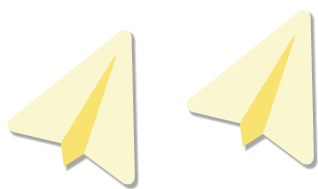


**ERIN WALSH** is a parent, speaker, educator, and writer. She has worked with communities across North America who want to better understand child and adolescent development and cut through conflicting information about kids and technology. In addition to writing articles for organizations Bolster Collaborative and *Psychology Today*, she co-authored the 10<sup>th</sup> Anniversary Edition of the national best seller *Why Do They Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen*.



**JILL WALSH**, PhD is a sociology professor at Boston University and also is the founder of Digital Aged, a consulting group that educates students, families, and educational institutions about positive technology use. Her book *Adolescents and their Social Media Narratives: A Digital Coming of Age* was published in 2017 and she is working on a new book for parents. Her research

interests include social media and identity work, gaming cultures, mental health, and digital hate speech. She earned a PhD from Boston University, a masters from Brown University, and a BA from Harvard University. Before graduate school she taught 9<sup>th</sup>-12<sup>th</sup> grades at an independent school.



**JEN WHEELER** works with Street Law's Teacher Professional Development and curriculum projects, bringing high-quality materials and support to educators around the world. She helps teachers improve their craft and believes working at Street Law allows her to support and serve teachers. She taught social studies for seven years in Baltimore City Schools and directed curriculum development projects and teacher professional development programs at the Baltimore Urban Debate League. Wheeler holds an MA in teaching with a specialization in secondary education social studies from Johns Hopkins University.



**ROSALIND WISEMAN** is a *New York Times* bestselling author whose publications include *Queen Bees and Wannabes: Helping Your Daughter Survive Cliques, Gossip, Boyfriends, and the New Realities of Girl World*—that was the basis for the movie *Mean Girls*, and *Masterminds & Wingmen: Helping Our Boys Cope with Schoolyard Power, Locker-Room Tests, Girlfriends, and the New Rules of Boy World*, which was awarded Best Parenting Book by Books for a Better Life. In the fall of 2022, Wiseman and co-author Shanterra McBride will publish *Courageous Discomfort: How to have Brave, Life Changing Conversations about Race and Racism*. Wiseman is the co-founder of Cultures of Dignity and has been profiled in or written for *The New York Times*, *TIME*, and *The Washington Post* among others and appeared on the *Today Show*, *CNN*, *Good Morning America*, and National Public Radio.

## Highlighted Presenters



**JULIE ROGERS BASCOM** is a service-learning leader who has been supporting youth workers, teachers, and young people to use service-learning as a strategy to solve problems in their communities. She is the director of learning and leadership at the National Youth Leadership Council (NYLC) which aims for all young people to become civically informed

and engaged global citizens by participating in service-learning during their formative years. NYLC's mission is to create a more just, sustainable, and peaceful world with young people, their schools, and their communities through service-learning. She also serves on non-profit boards that encourage civic engagement and presents nationally on how to incorporate service into curriculum and community.



**ANDREA JENKINS** is a former independent school administrator, teacher, advisor, and parent, working for multiple Episcopal schools and has served on several Southern Association of Episcopal Schools accreditation teams. She now works in strategic partnerships for The Social Institute, which provides a gamified, online learning platform that empowers students to navigate their social world — social media and technology — to fuel their health, happiness, and future success. She has a masters in teaching, with a focus on childhood education.



**HEATHER LISTER** is a school librarian and STEM/CS educator in Camp Hill School District in central Pennsylvania. For the last decade, Lister has worked with educators around the world in embedding hands-on learning experiences and integrating technology across the curriculum. She holds degrees and teaching certificates in library science, instructional technology, computer science, and mathematics.



**CLAIRE RANIT** leads efforts to support community and systems-level trauma informed and resilience practices through training, implementation, and evaluation. Working across different sectors to support collaboration, she builds well-connected systems between schools and their community partners. The goal of her work is to help the helpers, including school administrators, educators, support staff, and others, through a strengths-based approach; recognizing and normalizing natural human responses and providing tools to move beyond reaction to response.



**DOUG STOWE** began his career as a woodworker. *The Wisdom of Our Hands: Crafting, A Life*, is his 14<sup>th</sup> book and he also is the author of over 100 articles. He began a woodworking program at the Clear Spring School (AR), to integrate woodworking activities to reinforce the academic curriculum, restoring the rationale for the use of crafts in general education. He was named an "Arkansas Living Treasure" by the Arkansas Department of Heritage and Arkansas Arts Council for his contributions to traditional crafts and craft education. Retired from the Clear Spring School, he remains an advocate of woodworking education and teaches at the Eureka Springs School of the Arts, the Marc Adams School of Woodworking and at woodworking clubs throughout the US. His blog, *Wisdom of the Hands* was launched in 2006 and has had 2.5 million visits.

MAGERS & QUINN BOOKSELLERS  
WILL BE ON-SITE TO SELL BOOKS,  
INCLUDING TITLES BY FEATURED  
PRESENTERS.

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



# ISACS deep LEARNING INSTITUTE

In partnership with  
RaceHill Institute/  
National Anti-racism  
Teach-in (NARTI)

ISACS, in partnership with the RaceHill Institute/National Anti-racism Teach-in (NARTI), is providing dedicated time and space to foster cross-racial understanding and collaborative anti-racist leadership to support deep, meaningful learning. Teams and individuals who participated in the most recent NARTI, as well as those who hope to participate in the future are invited to the first ISACS Deep Learning Institute (IDLI) which has been created to bring thoughtful, committed educators from around the country to form a community around deep learning related to all aspects of diversity, equity, justice, and inclusion. This safe space includes listening, learning, and sharing to support the deep learning necessary for meaningful and sustainable organizational change.

IDLI will be an extended workshop within the ISACS Annual Conference structure. The ISACS Annual Conference will take place on Thursday, November 3 and Friday, November 4, 2022, in St. Paul MN. Those who wish to participate in the IDLI are invited to register for the first day of the ISACS Annual Conference on Thursday, November 3, and then select the Deep Learning Institute for all sessions you will attend that day. To maximize the power of deep listening and learning, we encourage participants to commit to all four sessions in the Institute, which will run from 9:00 am - 4:15 pm. Registration for the conference will provide your registration for IDLI as well as a banquet luncheon and keynote presentation. IDLI participants also are invited to register for the second day of the Annual Conference to hear from international experts regarding all aspects of teaching and learning, post-pandemic.

## ISACS Deep Learning Institute Schedule

AUDIENCE: ALL

PRE-SELECT THE FOLLOWING SESSIONS DURING ONLINE REGISTRATION.

### Thursday, November 3

9:00 – 10:15 AM

#### T-1 IDLI: Anti-racist Schools & Urgent Lessons for Our Time

Jack Hill, Educator & Author

Hear about the many pitfalls of anti-racist leadership including the excavation of self and strategies to build anti-racist stamina. Learn how to sustain the journey of anti-racist work.

10:30 – 11:45 AM

#### T-15 IDLI: Building Identity-conscious & Anti-racist School Communities

Liza Talusan, Educator & Author

Discover how identity affects our professional and personal lives. Learn how to build habits and skills of identity-conscious teaching and learning.

11:45 AM – 1:15 PM

#### TL-1 IDLI: Join the Annual Conference Banquet Luncheon & Keynote Presentation

Look for reserved tables for IDLI participants toward the front of the luncheon ballroom.

1:30 – 2:45 PM

#### T-31 IDLI: From Barriers to Belonging: Creating Inclusive Equitable School Communities

Nicole A. DuFauchard, Advent School

Explore a new definition of “belonging.” Learn to define belonging and how it is defined in our schools today. Learn to center belonging as a tool for creating inclusive spaces.

3:00 – 4:15 PM

#### T-45 IDLI: Equity Literacy

Paul Gorski, Equity Literacy Institute & EdChange

Learn to deepen our personal and institutional understandings of how equity and inequity can operate in our schools and communities.

# Thursday, 11/3

## Thursday Morning Sessions

9:00 – 10:15 AM

### T-1 IDLI: Anti-racist Schools & Urgent Lessons for Our Time

**Jack Hill, Educator & Author**

This session is the first of four sessions in the ISACS Deep Learning Institute. Please see page 5 for description.

### T-2 Perfect Practice: Harnessing the Power of Effective Practice

**Lisa Van Gemert, The Gifted Guru**

No one has time to waste in classroom instruction, so it's vital that teachers know and apply the cutting-edge science of learning strategies to make learning stick. This session shares the essential practices every teacher needs to make sure that students have the best chance possible to acquire and retain concepts. This session is for teachers of grades 3-12, all content areas.

### T-3 After the Tech Gorge: How to Regulate After Our Pandemic-tech Overconsumption \*

**Jill Walsh, Boston University**

There has always been debate about the opportunities and challenges with screen time, but there were best practices that educators could seek out as guidelines. Then the pandemic made technology critical for both our students' academic and social experiences. What do best practices look like now? And how can we regulate after a period of intense tech overload? Learn the parameters worth instituting to help build new and healthier tech habits and learn the challenges of digital multitasking, tech as the perfect procrastination tool, and our own modeling of healthy tech use. Hear practical guidance to easily implement in classrooms. This session is for all educators, with focus on late elementary through upper school.

### T-4 Belonging & Ownership for America's New Population

**Carol Kelly, Emerson School**

In 2019, for the first time, more than half of the nation's population under the age of 16 identified as a racial or ethnic minority (Brookings Institution). How can private schools redesign education to create belonging and ownership for the new majority? This session will give an overview of why private schools should take the lead, and then focus on institutional and classroom changes. All are welcome.

### T-5 Understanding & Supporting Your Students Executive Functioning Skills

**Catherine Ruekert & Jeannie Parker, Groves Academy**

Are you looking to eliminate barriers for students with ADHD or executive functioning deficits in your classroom? Executive functioning skills are essential for many academic tasks. Join us for an overview of executive functioning skills and how they impact academics with an emphasis on reading, writing, and language. Learn simple, yet effective, individualized modifications and strategies to improve whole group instruction. Leave empowered to assist your students in reaching their full potential. For lower, middle, and upper school.

### T-6 Developing a Substantive Intellectual Framework for Global Thinking

**Ben Bollinger Danielson, St. Paul Academy and Summit School**

Hear about the transition of our history curriculum from a traditional, survey-based world history program to a thematically-based and relevant world history curriculum that seeks to develop global thinking in our students. Consider the academic habits, topics, readings, and experiences in which high school students should engage to best develop themselves as global citizens and what students should know about the world that will inform them as global citizens. For upper school.

### T-7 Meals, Wheels & Reels: Connecting Learning to the Community

**Corey Petrick & Angela Linn, Thaden School**

Today's world requires students to engage in real issues and solve real problems. Hear about an interdisciplinary program—Meals, Wheels & Reels—built upon local resources to empower students to connect learning to the community. Learn from one school's ongoing experience incubating innovative transdisciplinary learning in grades 6-12. Leave with a vision for hands-on, authentic learning, along with tools to bring it to life. For middle and upper school.

### T-8 Using Technology to Create Maps & Graphs in Social Studies

**Christopher McGinley, Sayre School**

Learn to use basic applications to create hand-made graphs and charts in order to illustrate geopolitical dynamics in social studies classes. There are many technological aids available to create maps and charts to identify social phenomena, but kids like to create by hand. Indeed, over 100 years ago Maria Montessori identified the importance of "hand-work" in learning. Learn to teach middle schoolers how to make meaningful graphics that make sense of data.

### T-9 Kindergarteners Can Be Researchers

**Elizabeth Barber & Randi Bowling, The Stanley Clark School**

Have you ever thought about introducing a research project with your younger students but have no idea where to start? Research doesn't have to be saved for the oldest students in your school. Hear how our kindergarten has incorporated a semester-long research project into our Reggio-Emilia inspired curriculum. This inter-disciplinary project incorporates elements of art, technology, Spanish, music, public speaking, and more. For early childhood and lower school.

### T-10 Socio-Scientific Inquiry Learning: Through UN Sustainable Development Goals

**Maedeh Pourrabi, University Liggett School**

In an everchanging globalized world, implementation of inquiry-based science education teamed with civic learning can help students focus on important scientific topics. We can do this by implementing the United Nations Sustainable Development Goals in our curriculum. Using a pedagogical approach to socio-scientific learning which combines science and civic education, and social and environmental sustainability, students will learn through questioning, engaging in critical reasoning, and gain an intercultural competence to engage in social action. All are invited.

### T-11 A LEAP into Something Better

**David Glover & Brandon Sullivan, Wellington School**

COVID-19 presented new challenges and served as a catalyst for innovation. Hear how LEAP Days were launched on five-day weeks for Learning, Exploration, And Projects. These days combine advisory and academics with opportunities for differentiation through support and challenge while presenting opportunities to nurture well-being, engage with future-focused skills, and deliver individualized education. Learn how LEAP Days were designed and implemented, and leave with strategies for bringing these ideals to your community. For upper school.

### T-12 Deep Education: Transcending the Turbulence

**Richard Beall, Maharishi School**

Deep often signifies profound or universal. What is deep education? Building on an innovative approach implemented in schools worldwide, this concept will explore methods for transcending the turbulent surface level of our consciousness and reveal insights from ancient wisdom and modern scientific research. Be prepared to stretch your thinking about education, human nature, and how we equip our students to manage stress and realize their innate potential. All are invited.

### T-13 Comprehensible Input (CI) in World Language: Five Activities to Make CI Come Alive

**Angela Ponzio, Francis Parker School of Louisville**

CI can be scary, but it doesn't have to be. There are many fun, dynamic, and easy ways to leverage CI to stoke students' passion for using the language. Leave with specific activities, practices, and practical ideas for creating a compelling, engaging and successful second language classroom each and every day. This session is applicable for all World Language teachers regardless of division.

### T-14 Getting Ready to Write the Self-Study Report

**Andy Gilla & Dawn Klus, 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 chapter committees to write the self-study report, providing guidelines for writing self-study chapters, analyzing results from the school community survey, and formatting the self-study document. This session is for everyone preparing for a self-study report.



\*Session is repeated.



## Thursday Morning Sessions

10:30 – 11:45 AM

### T-15 IDLI: Building Identity-conscious & Anti-racist School Communities

**Liza Talusan, Educator & Author**

This session is the second of four sessions in the ISACS Deep Learning Institute. Please see page 5 for description.

### T-16 The Creativity Prescription

**Lisa Van Gemert, The Gifted Guru**

Hands down the most popular session Van Gemert presents, this is a treasure of practical strategies any teacher can use to infuse creativity into the classroom. Twelve tools and techniques any teacher can easily use that will improve student performance and enhance the classroom experience for teachers and students alike will be shared. This session is for grades 2-12, all content areas.

### T-17 Technology & Mental Health: What is the Link? What Can We Do?

**Jill Walsh, Boston University**

We hear that technology use is associated with worse mental health outcomes for teens, but there is confusion about how technology creates this negative experience. Hear what research says, debunk common myths, and learn technology's often undervalued positive impact. Learn about quantity vs. quality of technology use and technology use as a mood management tool, while focusing on what the data means for educators, how to think about classroom technology use, and how to help students manage these challenges. This session is for grades 5-12.

### T-18 The "WHY" of Service-Learning: In & Out of the Classroom

**Julie Bascom, National Youth Leadership Council**

Service-learning is a strategy to reach positive youth outcomes in and out of the classroom. Examine why and where educators can use service-learning as an opportunity for young people to grow and practice leadership skills, collaborate with others, and see themselves as problem solvers. Participants will gain access to materials to launch a service-learning experience as part of an advisory program, school club, or affinity group. This session is for middle and upper school.

### T-19 Eye of the Storm: Keeping Your Cool in Chaos

**Jenny Pitcher, Detroit Country Day School**

Good leadership starts with confidence...but how can we keep our composure and leadership in troubling times? Learn to lean on others, develop your own leadership skills, stay organized, and engage stakeholders to move forward with confidence and reassurance. All are invited.

### T-20 The Studio: Where Personalized Learning Becomes Personal

**Andrew Podoll & Cameron Buckley, The Delta School**

Imagine a high school classroom that's not a classroom. Hear what personalized learning feels like—yes, feels like—when it's actually personal. Design with us and let us workshop your ideas through our educational studio framework. No matter what stage of reimagining learning you are in, join us in nurturing your project thought seeds into purposeful experiences. Come shift your classroom to studio. This session is for upper school.

### T-21 Going Green: How Nature-based Learning Fosters Student Engagement

**Joya Elmore & Pete Kaser, Wellington School**

How can you create authentic, nature-based learning for your students? Whether your school is nestled on a campus with ample outdoor opportunities or you are teaching in an urban setting, there are a variety of ways to begin your journey into nature-based learning. Hear how we grew our nature-based curriculum from one small garden into three, and sparked school-wide initiatives in nutrition, sustainability, and mobile classroom services. All are welcome.

### T-22 Controlled Chaos + Full Engagement = Elementary Capstones

**Laura Blanchet & Leandra Erickson, University School of Milwaukee**

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

### T-23 Interactive Science Notebooking in a Technologically Advancing World

**Michelle Brown, Whitfield School**

In a world where gaming, hundreds of tabs, and applications compete for student attention, take time to go back to the basics with interactive notebooking. Learn to creatively engage your students, while minimizing the distractions of technology that dominate their lives. Hear the science and research behind doodling, physical engagement, and social emotional learning. Learn to expand critical thinking while exploring student perspectives. This session will focus on middle school.

### T-24 Broadening the Reach of Your Instructional Coaching Program

**Blair Hanson & Natalie Holz, Sacred Heart Schools**

Two instructional coaches will share how they collaborate with academic leadership to broaden their reach and situate instructional coaching within a school-wide vision of teacher professional development. School leaders, coaches, and teacher leaders will explore ways to refine and expand their programs to reach a greater number of faculty, develop teacher leadership, and promote a school-wide culture of learning and growth. All are invited.

### T-25 How Do You Know That They Grow? Teaching the 5C's

**Rigdon Irvin & Kristi Vidler, The Clear Spring School**

In teaching the 5C's (communication, collaboration, creativity, critical thinking, and character) what tools do teachers need to document and assess student growth? Through project-based learning and thematic instruction, both the 5C's and academic areas can be evaluated, ensuring that the world of school matches the world that students will enter. Learn to take current lesson plans and incorporate the 5C's assessment model. All are welcome.

### T-26 Breaking Down Departmental Barriers with Collaboration, Cooperation, Creativity & Critical Thinking Projects

**Ronna Baca & Kelsey Irizarry, Convent of the Visitation School**

Would you benefit from gaining strategies for collaborating with colleagues? Do you want to bring the 4C's into your coursework, but don't know where to begin? Improve your teaching practice and energize your existing curriculum with engaging lessons and leave with ways to foster dynamic learning in your classroom through collaboration and cooperation. For lower, middle, and upper school.

### T-27 Executive Function: In the Classroom & Beyond

**Andrew Tolan, Groves Academy & Rachel Erickson, St. Paul Public Schools**

Learn about the design and launch of an upper school's Executive Function courses. Our ultimate goal? Putting new tools and strategies in students' hands and the self-knowledge to use them independently. Hear how explicit instruction in Executive Function skills has changed our students' learning and faculty culture, and experience some of the activities we use to facilitate discussion and exploration of Executive Functioning skills. For middle and upper school.

### T-28 Building School Community Remotely & Beyond

**Sherri Helvie & James Layne, Orchard School**

The pivot to remote learning in the spring of 2020 demanded both new ways of doing school, and new ways of sustaining community for students, staff, and families. The Orchard School launched a comprehensive communications plan that keeps families connected while also creating compelling content for outreach marketing. In this session, learn more about mission-driven messaging, leveraging social media, and managing the communications workflow while keeping your school community actively engaged. All are invited.

### T-29 Writing a Self-Study & Loving It

**Shelley Petzold, Madison Country Day School**

Key to a successful self-study is advance planning, organization, and FUN. It is possible to write a self study with the entire community's input AND have everyone enjoy the process along the way. Walk through the preparation and implementation of Year 2 of the ISACS accreditation process including: creating steering committee team, motivating all constituents, timelines, eliminating paper, organizational strategies, and throwing the celebration party. Benefit from our experience.



## Thursday Luncheon & Keynote Presentation

11:45 AM – 1:15 PM

### TL-1 Creativity & Connection: The Humanism of Technology

**Eric Whitacre, Musician & Composer**

Eric Whitacre is the creator of the Virtual Choir, a digital project that combines thousands of user-submitted videos into a single stunning choral performance. This global choir transcends geography, class, and background; it is a testament to the power of leadership and technology to foster creativity and connection, even in the most challenging circumstances. Whitacre will speak about the rise of organic humanistic online communities, born through the Virtual Choir and the relationship this has to the creative process.

## Thursday Afternoon Sessions

1:30 – 2:45 PM

### T-30 Continuing the Conversation with Eric Whitacre

**Eric Whitacre, Musician & Composer**

Engage in conversation with composer Eric Whitacre to continue the conversation about connections and creativity while celebrating the essential experiences provided by the arts in our schools. All are invited.

### T-31 IDLI: From Barriers to Belonging: Creating Inclusive Equitable School Communities

**Nicole A. DuFauchard, Advent School**

This session is the third of four sessions in the ISACS Deep Learning Institute. Please see page 5 for description.

### T-32 Differentiation Made Easy: Low-prep Potpourri

**Lisa Van Gemert, The Gifted Guru**

Are you looking for effective ways to differentiate that won't break your time bank? Hear a literal alphabet soup of ideas for a broad range of grade levels and content areas. Find ideas you can implement tomorrow, as well as those that will become your go-to strategies for years to come. Meet the needs of your students, both cognitively and emotionally, with far less effort than you thought possible. This session is for grades K-12, all content areas.

### T-33 After the Tech Gorge: How to Regulate After Our Pandemic-tech Overconsumption

**Jill Walsh, Boston University**

Please see T-3, page 6 for description.

### T-34 SOS: Implementing a Program to Support Study Skills, Organization & Self-Advocacy

**Rebecca Roberts & Ashley Ward, Meredith-Dunn School**

Learn how your school can implement structured, specific practices to support students in becoming competent and independent learners. Instead of preaching about study skills and organization, explicitly teach your students effective, applicable strategies. Experience how SOS instruction will help students become confident and resilient learners. Leave with a blueprint for teaching study skills, organization, and self-advocacy across the elementary grades. This session is for K-8.

### T-35 Teacher Talk

**Dean Ruff, Old Trail School & Abby Reed, Community School**

Do you enjoy a good town hall meeting where you come and choose the topics that you are interested in discussing with fellow teachers? What new and wonderful ideas or strategies did you discover? What silver linings did you find that others can immediately use in their classrooms? Share ideas and resources with teachers from around the Midwest and return home with new ideas. All are welcome.

### T-36 Inspiring & Invigorating: Lessons Learned Through J-Term

**Christopher Hindsley & Mercedes Muñoz-Peredo, University High School of Indiana**

January Term provides students with an immersive experience and opportunity to explore varied topics while also revitalizing the teaching spirit. Hear from two experienced teachers who will share how to successfully and creatively implement an immersive class experience from the "ground up" using examples of prior January Term courses. Leave inspired and invigorated. For upper school.

### T-37 Using Recognition Programs to Reinforce School Culture

**Kenneth Harkenrider, Canterbury School**

Learn to use recognition programs to reflect and reinforce your school culture. Hear about the intentional creation of your school/program values and culture, creation of specific awards to reflect values, and implementation of awards program for maximum impact. Those involved in extra-curricular areas in middle and upper school (athletics, arts, speech, etc.), and anyone wishing to explore the power of positive recognition are invited.

### T-38 Outdoor Education in Bite-sized Chunks

**Kim Green & Abbie Bole, Laurel School**

The push to get students outside grew immensely during the pandemic and yet, rewriting your curriculum to incorporate more meaningful outdoor time can feel overwhelming. Participants will see examples of ways to get students outside using simple materials and accessible outdoor spaces. Walk away with ideas for interdisciplinary stand-alone lessons and mini-units that can be immediately applied in the classroom. This session is for K-5 educators.

### T-39 Three Ways to Lower the Stress in Your Math Classroom

**Natalie McElligott, St. Paul Academy and Summit School**

Math teachers understand the importance of creating an environment that encourages problem-solving and critical thinking. Brain research shows that students need to feel safe and calm to engage in these processes. Unfortunately, many of our students feel just the opposite when studying math. Hear three research-based strategies that may help lower the stress students (and their parents) feel around math. For middle and upper school.

### T-40 Raising Up Servant Leaders

**David Hoffner & Collin Quinn, Minnehaha Academy**

How do we teach students in a way that creates more than a beautiful mind, but also paves the way to a beautiful, thriving life? Hear about the creation of the Minnehaha Leadership Institute (MLI) designed to raise up servant leaders in the arts, athletics, and academics through mentoring, faith formation, and community building. MLI designers will share details of their program and the quest to develop students who care more about what their eulogy will say than what they can add to their resume. For upper school.

### T-41 Can I Get Your Thoughts on This? Reimagining a K-5 Leadership Team

**Beth M. Nelson & Jake Ban, St. Paul Academy and Summit School**

A new school year, a new team, and a pandemic. Join the members of a lower school leadership team as they share the strategies used to create a model of collaborative leadership. Hear how to conserve existing frameworks while integrating new ideas to build rapport and define roles to provide responsive support for students, faculty, and families. For lower school administrators and leaders.

### T-42 Designing for Student Interest

**Matthew Wolfram, Shattuck-St. Mary's School**

If you were to design a learning experience connected to student interest, your subject area scope and sequence, and 21<sup>st</sup> century skills, what would that look like? How would you rethink school? Participants will work with presenters to develop real-world, interdisciplinary learning experiences with multiple pathways to connect and incorporate student interests. For middle and upper school.

### T-43 Capstone Programs: Combining Academic Rigor & Experiential Learning

**Laura Klein, University School of Milwaukee**

Tower Project is a student-driven, teacher-mentored program that challenges students to build expertise through traditional and less traditional research on a chosen topic and put that knowledge into action. Tower is entering its eighth year in 4<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup> grades. Hear details of our program, steps to implement a capstone project, and challenges and opportunities that come with experiential programs in a traditional academic setting. All are welcome.



**T-44 Maintaining Well-being Through Stress & Uncertainty in the Classroom****David Arnold, Columbus Academy**

Feeling stress and uncertainty is part of life, and classrooms are not exempt. How can teachers preserve happiness and enjoy teaching no matter the situations faced? Just as we encourage students' resilience, it's key to nurture our own resilience to maintain well-being. K-5 teachers are invited to explore well-being strategies and learn a self-coaching framework to help experience more peace and less stress, from the inside-out. For lower school.

**Thursday Afternoon Sessions**

3:00 – 4:15 PM

**T-45 IDLI: Equity Literacy****Paul Gorski, Equity Literacy Institute & EdChange**

This session is the fourth of four sessions in the ISACS Deep Learning Institute. Please see page 5 for description.

**T-46 Courageous Discomfort: How to Have Hard Conversations & Create Inclusive Communities \*****Rosalind Wiseman, Cultures of Dignity**

How do we make an inclusive community where everyone feels a sense of belonging while also having honest conversations about topics that often silence most of us? How can we have uncomfortable conversations to bring us closer as a community? Knowledge and skills to promote diversity and equity will be shared including: how to have hard conversations about bias, discrimination, and privilege, how to support anti-racist work when you can't relate to people of color's experience, knowing the difference between a curious question and a question that reinforces bias and discrimination, and increasing educators' and parents' skills to partner with young people to create a culture of dignity. Integrating the skills of Social and Emotional Learning with the content of Diversity Equity and Inclusion will be shared. All are invited.

**T-47 Learning Design for a New Era \*****Tim Fish, National Association of Independent Schools**

Hear the lessons learned from hundreds of school visits, webinars, and workshops to explore the essential ingredients for powerful learning design. Fish is not presenting the answer. Rather, his ideas will serve as an invitation to a spirited conversation among participants. This session is for all.

**T-48 Positive Faculty Culture with a Growth & Evaluation Framework Teachers Love \*****Barbara Beachley, ISM**

Teachers need and deserve a predictable and supportive environment in which they can grow and thrive. Learn about this mission-driven growth and evaluation framework that administrators call "eminently doable", and faculty embrace for its treatment of teachers as professionals. Separating growth from evaluation resolves the challenges faced with faculty evaluation, allowing energy and emphasis to be placed on personalized, teacher-directed growth. All are invited.

**T-49 Crisis-inspired Innovations: Chapel & Community Life During a Pandemic****Colin Malthie, Shattuck-St. Mary's School (SSM)**

During the pandemic, many organizations shed unnecessary practices and introduced innovations to help them thrive for years to come. Hear how one school has adapted during our present crises. The school chaplain will lead this interactive session to present recent adaptations and innovations regarding chapel, spiritual life, and community connections, and invite other schools to share what they have learned and implemented. All are welcome.

**T-50 Task-Based World Language Learning & Teaching****Marisue Gleason, Mounds Park Academy**

Have you heard of Task-Based Language Learning and Teaching (TBLT) but don't know what it really means? Do you want to leave a session with hands-on activities to use directly in your class? Do you want to focus on complexity, accuracy, and fluidity, in both writing and speaking? This is it! TBLT is using language to achieve real world outcomes. For middle and upper school world language faculty.

**T-51 Organic Choice: Courses that Naturally Provide Multiple Options to Students****Lon Weaver, The Marshall School**

How do we empower students to embrace course content? Student choice is a key answer to this question. Multiple approaches are possible in courses ranging from Ethics to World Religions, from Politics and Spirituality to the Temptation of War, through learning activities that regularly provide choices to students that easily arise from course content. While it is based on upper school classroom experience, this session addresses questions faced by all teachers.

**T-52 The Art of Student-led Discussion****Brad Homuth, University Liggett School**

Student-led discussion is a difficult exercise to cultivate so how might teachers guide students to take ownership of the discussion? How might all students be encouraged to participate? How can students and teachers work together to extract meaning from a discussion? Hear the answers to these questions while examining discussion strategies, and considering methods of evaluating discussions and working with students to reflect on the process itself. This session is for upper school social studies and history.

**T-53 Empowering, Engaging & Equitable Approaches to Learning & Assessment****Pamela Harris Marcus, Villa Duchesne and Oak Hill School**

Looking for ways to decrease student stress and anxiety surrounding assessments, increase student confidence and engagement, improve learning outcomes, and build stronger relationships with students? Explore approaches to learning that create predictability and meet the diverse needs of students including individualized instruction, no-stakes formative assessments, optional retakes and revisions, flexible deadlines, and concrete intervention steps for struggling students. This session is for middle and upper school.

**T-54 Literacy Practices: Using Best Practices to Create a Culturally Responsive Classroom****Laura Marabito, Laurel School**

The pendulum in literacy instruction continues its swing from "whole language" and "balanced literacy" to "structured literacy." We will look at what current research indicates for the K-3 literacy classroom. These best practices will be used to anchor a curriculum that emphasizes the importance of diversity, equity, and inclusion, through culturally responsive materials, ideas, and practices. For grades K-3.

**T-55 The Power of Disruption: Supporting Teachers Through Programmatic Changes****Jessica FitzPatrick & Rigdon Irvin, The Clear Spring School**

Our school instituted large programmatic changes and regrouped classes into a mix of 1<sup>st</sup>-6<sup>th</sup> grade and 7<sup>th</sup>-10<sup>th</sup> grade. Teachers develop 6-8 week blocks of study that are based around their interests and include a mix of traditional "academics". These block classes have made it easier for the school to live its mission and respond to the challenges of 21<sup>st</sup> century teaching and learning. This session is for all.

**T-56 Encouraging Civic Engagement During a Partisan Era****Matt Bolton, The Seven Hills School**

How can schools produce informed citizens during this era of political polarization? How can we engage students in studying some of the major social, political, and economic issues of our time without tumbling into the political divide? We'll discuss civic engagement programs and approaches that have worked at our school and will lead participants through a process of generating ideas to bring back to their own classrooms. For upper school.

**RECEPTION**

4:30 – 5:30 PM

Join the ISACS board, committees, and staff for a reception to celebrate heads of school, lead learners, and diversity practitioners. Invitation only. *RSVP required.*

Reception will take place in the Exhibitor Area.

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\*Session is repeated.

## Friday Morning Sessions

9:00 – 10:15 AM

### F-1 **UPSTREAM: The Quest to Solve Problems Before They Happen** **Dan Heath, Duke University, Author & Entrepreneur**

Some experiences are vastly more memorable and meaningful than others: a moment of extraordinary service that a parent can't stop talking about or a moment of insight that helps a group of employees embrace a new vision. Everywhere you look, people are trying to craft memorable experiences. Leaders are working to boost employee and student engagement, but these discussions have been dominated by a focus on fixing problems rather than creating memorable experiences. Drawing from his book *The Power of Moments*, Heath will reveal the four elements that create defining moments so we can create moments that spark delight, connection, and insight. All are invited.

### F-2 **Creating a Culture of Dignity** **Rosalind Wiseman, Cultures of Dignity**

Treating people with dignity matters, but creating a culture of dignity must go beyond slogans, posters, and programs. Explore a principle-based approach that gives people structure and flexibility to turn common social challenges that often exacerbate tensions between us into teachable moments where everyone's dignity is affirmed. With this foundation, adults and young people can learn skills to understand emotions, manage conflicts, create appropriate boundaries, and effectively advocate for themselves, where everyone thrives. Apply a principles-based approach, differentiating respect and dignity to transform relationships, social and emotional learning to build group cohesion, dynamics that lead to social conflict, repairing and strengthening relationships after conflict, or making assumptions while demonstrating ethical authority. All are invited.

### F-3 **Using The Identity-conscious Educator as a Framework for More Inclusive Schools**

**Jack Hill, Educator & Author, Liza Talusan, Educator & Author & Nicole A. DuFauchard, Advent School**

Learn how school leaders can use this book as a definitive framework to move an entire institution, or how diversity practitioners can use the book and framework to support their work with teachers and staff. Hear from a panel of experienced diversity leaders who will share insight and personal testimonies that will prepare and empower all participants. Learned from skilled practitioners as they walk you through essential scenarios. This session is for all.

### F-4 **Social Media & Student Mental Health: What Do We Need to Know?**

**David Walsh & Erin Walsh, Spark & Stitch Institute**

Students' relationship with screens continues to intensify as learning and socializing move online. This interactive session will use brain science, stories, and humor to cut through conflicting messages about the impact of screen time on student mental health. Educators will learn to identify the key ingredients for digital well-being, identify red flags, and nurture protective skills online and offline. This session is for lower, middle, and upper school.

### F-5 **This session has been cancelled.**

### F-6 **Doing DEI (While Trying Not to Make the News) \***

**Alison Park, Blink Consulting**

DEI is challenging enough without worrying about ending up in the news, whether it's because you aren't doing enough or because you're doing too much. How can a school advance DEI when it's afraid of becoming a headline? We'll explore why (of course) communities are "going public" with concerns about DEI; how this is *and* isn't helping; and how to advance DEI, accepting the reality that our intentions, efforts and impacts are not a private matter. Engage with each other in discovery of how to focus on their DEI game, and not the news cycle. This session is for all.

### F-7 **Vision & Strategy Design for a New Era**

**Tim Fish, NAIS**

Join an energizing session designed to provide the context and tools needed to gain a clearer picture of the future and to develop an effective vision and strategy for a new era. Insights on practical ways for school teams to approach problem framing and to engage in strategic design that supports long-term sustainability and differentiation will be shared. This session is for anyone interested in the inseparable relationship between vision, strategy, and innovation.

### F-8 **Trauma-informed Emergency Drills for Students \***

**Claire Ranit, School Emergency Management Consultant**

There are different actions students, and staff, must be ready to take in response to threats or hazards that may impact the school community. To prepare students to respond well to emergencies, it's important for schools to present emergency drills in more trauma-informed ways. This session will provide a foundation for trauma-informed practices followed by an overview of how schools can design more trauma-informed emergency drills. For lower, middle, and upper school.

### F-9 **UPDATED Embracing the Challenge: Teaching about Current & Contested Issues**

**Jen Wheeler, Street Law**

Teaching about current and contested issues is challenging, but there are also significant benefits. Participants will discuss and weigh the researched benefits and challenges and will learn strategies to support discussion of current and contested issues in the classroom. This session is 4<sup>th</sup>-12<sup>th</sup> grade teachers who may find themselves facilitating these important conversations.

### F-10 **Positive Faculty Culture with a Growth & Evaluation Framework Teachers Love**

**Barbara Beachley, ISM**

Please see T-48, page 9 for description.

### F-11 **STEM + Literacy = "MAKE" the Connection**

**Heather Lister, School Librarian & STEM/CS Educator**

Who says literacy can't be hands-on? And who says you can't use literature in STEM? This session will explore the mutualistic relationship of STEM and literacy including several frameworks and walk-through example projects. Leave with lots of ideas and resources. This session of for those working in grades K-5.

### F-12 **How Schools are Using Innovative Technology to Address Student Social Media Challenges**

**Andrea Jenkins, The Social Institute**

Now, more than ever, students' social-emotional health is deeply shaped by their social world, including social media and technology. Learn actionable tips and best practices to empower students to make healthy, high-character choices. Hear the role of social media and technology in student social-emotional health, seven timely, tech-related skills to teach students throughout the school year, and how school leaders can engage 100% of students through gamified learning. For educators, grades 5-12.

### F-13 **The Wisdom of Our Hands \***

**Doug Stowe, Woodworker, Educator & Author**

Human learning follows a simple pattern, from the easy to more difficult, from the known to the unknown, from the simple to the complex, and from the concrete to the abstract. Hear an author, master woodworker, and teacher describe human growth through the eyes of a maker of beautiful and useful things. Learn about the need to create as a fundamental building block that drives lifelong learning and explore how purposeful engagement of the hands is a way to re-energize American education at large, and one of the best ways to energize both the individual child and that child within ourselves. All are welcome.

\*Session is repeated.

### F-14 Back to our Kindergarten Roots: Leading Change & Cultivating Growth Through Outdoor Education

**Elly Maconochie & Kara Alverson, Canterbury School**

Prior to Covid-19, outdoor learning at our school was limited to occasional field trips. Taking inspiration from past and contemporary approaches to outdoor education, the pandemic created opportunities to introduce nature-based learning to our PK-3 students. We will draw upon Rogers' Innovation theory to discuss how this change was implemented and how we charted the process of growth. Hear an overview of our philosophy and pedagogy, through stories, photographs, and practical activities. This session is for PS-grade 4.

### F-15 Mathematical Modeling to Facilitate Ownership of Learning

**Matthew A. Kennedy, Laurel School**

Explore how open-ended prompts of real problems are modeled in middle and upper school mathematics in order to empower students to engage in deep discussions and learning. Participants will be immersed in an activity and will debate and discuss their solutions by working through an activity as students. Learn how to bring mathematics to life and celebrate students' unique voices as part of a mathematical community of learners. For middle school faculty and administrators.

### F-16 Lights, Camera, Action: Movie Making with Young Children

**Faith Murphy, Francis Parker School of Louisville**

Learn how to turn your favorite storybooks into live action movies starring your students. By engaging children in this process they become empowered to take charge of their learning, while simultaneously providing you with excellent documentation and resources to help market your school. This fun, project-based activity can branch across any subject and be done by any teacher with a smartphone. This session is for early childhood and lower school.

### F-17 Teaching on the Day After Trauma, Tragedy & Disaster

**Lora McManus & Tyneeta Canonge, The Blake School**

From the kindergartener asking, "Who is Derek Chauvin?" to the 6<sup>th</sup> grader asserting, "But Asian people should just be less passive", to the 12<sup>th</sup> grader musing, "How will the conflict in Ukraine affect me?" teaching on "the day after" can be emotional and daunting. Participants will consider equity-focused pedagogical best practices for responding to students' needs, while also balancing self-care and colleague-support. All are welcome.

### F-18 Supporting All Students: Tools for Academic Success

**Todd Hanson, Groves Academy**

The ubiquitous nature of technology provides opportunities for a multi-faceted approach to obtaining, organizing, and presenting information. Leveraging these technologies to assure access for all students can be a challenge if a teacher doesn't know where to begin. Hear an overview of tools that can level the playing field for all students, including those that may struggle academically. Specific tools and best practices will be demonstrated in this session for middle and upper school.

### F-19 Conduct & Use the ISACS School Community Survey

**Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS**

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.

## Friday Morning Sessions

10:30 – 11:45 AM

### F-20 Teaching Outside the Box: A Crash Course in Creativity \*

**Dave Burgess, Author & Teacher**

Enjoy a fast-paced and fun session designed to teach techniques that will skyrocket creativity. Learn how to use your brain like Google, create a GPS system for powerful teaching, and magically create new ideas through Creative Alchemy. In addition, learn how to overcome obstacles that stifle creativity by using the Wedding Photographer Principle. Leave believing you are a creative being and inspired to add memorable experiences to your lesson plans. All are welcome.

### F-21 Courageous Discomfort: How to Have Hard Conversations & Create Inclusive Communities

**Rosalind Wiseman, Cultures of Dignity**

Please see T-46, page 9 for description.

### F-22 The Science of Motivation: Getting Going Again \*

**David Walsh & Erin Walsh, Spark & Stitch Institute**

You don't have to go far on the internet to find tips for how to "stay productive" and ideas for how to motivate students. The reality on the ground, though, is that productivity and high motivation become more elusive as stress levels rise. Understanding the science of motivation can help us keep our eyes on how to nurture it in students—not just for the sake of getting more done but for everyone's mental health and well-being. This session is for lower, middle, and upper school.

### F-23 The Classroom as Community: Centering Well-being in Teaching & Learning \*

**Jennifer Bryan, Re-Set School**

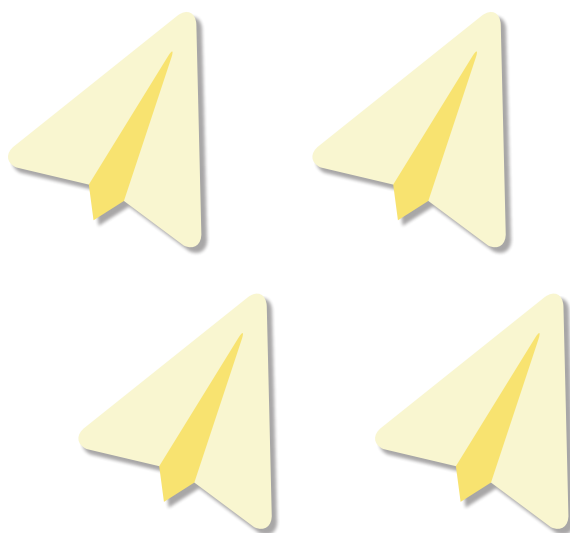
As schools continue to contend with the impact of Covid and the unrest of the past three years, educators are focusing on wellness more than ever. What does *centering well-being* look like in the classroom? This session will offer a holistic framework for understanding what well-being is (spoiler alert: well-being is not the same as "happiness"). We will identify ways for classroom teachers to integrate both mind-body and pedagogical practices that support effective, meaningful teaching and learning. This session is for all.

### F-24 What Does It Mean to Actually "Measure" DEI? Auditing for Impact & Accountability

**Alison Park, Blink Consulting**

"The work of DEI is never done." True, and we should still be accountable for progress. How is DEI going at your school and how do you know? Maybe you administer a survey, collect some demographic information, and have an inclusion dashboard. This introductory conversation connects those elements within a rigorous, robust, and impactful system of auditing DEI. Deepen your understandings of auditing DEI, why it's vital and what it comprises—and assess your school's foundation and growth responsibilities to be accountable for realizing DEI. All are invited

*\*Session is repeated.*





**F-25 Understanding & Supporting Gender Diverse Students \***

**Todd Savage, University of Wisconsin-River Falls**  
Gain increased awareness and knowledge regarding gender diversity and schools. Legal and ethical matters that apply will be addressed as well as social justice considerations. The session will include facilitated conversation and supportive materials such as short videos. All are invited.

**F-26 Learning Design for a New Era**  
**Tim Fish, NAIS**

Please see T-47, page 9 for description.

**F-27 Trauma Informed & Resilience Practices for Points of Friction**  
**Claire Ranit, School Emergency Management Consultant**

Dive into the different ways stress can be categorized and how that can impact the human body. Hear a high-level introduction to the Adverse Childhood Experiences study, and how that can translate into points of friction with students, parents, colleagues, friends, and loved ones. The focus will transition to what can happen on a systems level when people are experiencing toxic stress, phases commonly seen in communities experiencing disaster, and some tools to help you “get off the roller coaster.” All are invited.

**F-28 UPDATED Structure Matters: A Discussion Strategy for Controversial Issues \***

**Jen Wheeler, Street Law**

This session will focus on a particular discussion strategy called Structured Academic Controversy that is student-centered and can be used within a variety of subject areas. Participants will experience the protocol and receive access to materials appropriate for middle and high school.

**F-29 Practical Strategies for Structuring Engaging Lessons of any Length for Deeper Understanding & Retention**  
**Barbara Beachley, ISM**

Recent advances in brain science have greatly impacted how we approach teaching and learning. But teachers are busy and there's so much information out there, where to start? Hear a straightforward method to incorporate brain-based strategies in your classes that will enrich and enliven the lessons you are already teaching. Come with a lesson in mind and be prepared for an interactive experience, and leave with practical take-home resources. This session is for middle and upper school faculty and administrators.

**F-30 The Past, Present & Futures of Indian Policy**

**Tadd M. Johnson & Joseph Bauerkemper, University of Minnesota Duluth**

This session will introduce and analyze the history, present, and potential trajectories of Federal Indian policy, a deeply influential terrain that has fundamental impacts on tribal nations and their relationships with settler governments and civil society institutions. Learn about the historical eras of Federal Indian policy, essential concepts of Indigenous sovereignty and trust relations, and how these matters connect to the present and to participants' work. All are invited.

**F-31 A “Four-C-Able” Space: How Makerspaces Support the 4C's**  
**Heather Lister, School Librarian & STEM/CS Educator**

One of the timeless struggles that exists in education is creating authentic learning experiences. The walls of a classroom do not have to be limiting if we give students tools to create, tinker, invent, and be the masters of their own learning. In addition to answering basic questions about makerspace design and implementation, this session will examine how makerspaces support the 4C's of creativity, collaboration, communication, and critical thinking. This session is for all.

**F-32 A Guide to Woodworking with Kids**  
**Doug Stowe, Woodworker, Educator & Author**

Stowe's Wisdom of the Hands Program at the Clear Spring School (AR) has provided a model for a return of creative craftsmanship to American education. Based on Friedrich Froebel's Kindergarten as a philosophy of learning, participants will see photos from the classroom and learn woodworking techniques that can translate to broader implications of what kids and their teachers can learn working with wood. Learn how Wisdom of the Hands has become a signature program with deep effect on the school's culture. This session is for all.

**F-33 Global Competency in ANY Classroom**

**Kaleigh LaRiche, Andrews Osborne Academy**

Hear several simple yet impactful ways to weave global competency skills into your classroom, regardless of subject or grade level. Learn how applying a global lens can help students to engage with the world around them, find common ground with other humans, take action and even solve problems. Weave global competency skills into any curriculum and cultivate the skills necessary for future global leaders while identifying resources to implement today. This is for lower, middle, and upper school.

**F-34 From Knowledge to Action: JEDI & Community Life**

**Callie Laz Davis & Andy Gaertner, Lake Country School**

How do we, as white educators, build a community that is anti-racist? Hear our continuing journey of becoming a program that infuses Justice, Equity, Diversity, and Inclusion (JEDI) throughout our three-week Montessori adolescent program. We will share our practice of setting intentions through brave space norms, promoting learning and action to acknowledge the history of stolen land and policies of Indigenous erasure, and building relationships to bring diverse perspectives. For middle school.

**F-35 The Case for Mini Observations**  
**Peter Locke, Madison Country Day School**

More substantive than learning walks and more nimble than the Danielson framework checklist, the Kim Marshall-inspired mini-observation method allows academic leaders to provide frequent and quality feedback to teachers in a way that builds trust, drives student learning, and can actually be accomplished. Come see why it's great and completely possible for every teacher at your school to be observed 10 times or more each year. All administrators are welcome.

**F-36 Science Strategies: Sparking Curiosity in Middle School Students**

**Sheila Higgins, Maharishi School**

Encouraging students to embrace curiosity is an essential part of education. As research shows, middle school is a pivotal, powerful, and influential stage in both cognitive and social emotional development—students must be given opportunities to wonder, invent, and collaborate as they navigate the learning process. Explore ways to bring education to life and ignite student curiosity to improve learning outcomes and advance content mastery. This session is for middle school science.

**F-37 Edible & Educational: Lessons from a Food Education Fellowship**

**Regina Santiago, Mounds Park Academy**

Food education provides engaging learning opportunities across all subject areas. Students can learn how food connects us to ourselves, our communities, and our world, while advocating for an equitable future. Learn about a kindergarten teacher's experience as a Food Education Fellow for Pilot Light Chefs, hear the seven Food Education Standards, and see examples of lessons to generate ideas for your own programs. This session is for K-2 educators.

**F-38 Soft Start, Purposeful Play for K-5**

**Sara Queen & Leslie Linde, Virginia Chance School**

Transition into the school day with an open-ended, playful, exploratory time that provides students with opportunities for relationship building and child-centered learning. Learn how to incorporate student interest into social greetings, games, purposeful centers, and invitations that will allow your students to practice prosocial behaviors, ignite their imagination and creativity, explore the world around them, and make meaningful connections. This session is for lower school.

**F-39 Teaching Law in High School**

**Trent Apple, Francis Parker School of Louisville**

We know that understanding the law is crucial to becoming a thoughtful, informed citizen. Why not empower your high school students with the skills needed for that pursuit? Join a collaborative discussion of how you can incorporate legal studies into your curriculum, and see just how exciting the law can be for students. Experience how this academic pursuit with tangible applications can enhance your school's mission of preparing students for life. For upper school.

**F-40 Analyze & Interpret the ISACS School Community Survey Results**

**Chris Everett, The Kensington Group, Inc., Bob Dicus, Marketing Research Technologies & Dawn Klus, ISACS**

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.

*\*Session is repeated.*

## Friday Luncheon & Keynote Presentation

11:45 AM – 1:15 PM

### FL-1 **Creating Moments That Matter** **Dan Heath, Duke University, Author & Entrepreneur**

So often, we fall into a cycle of reaction. A problem happens, and we respond. We fight fires. We contend with emergencies. We don't see the big picture, and we don't think about the future, we just keep pushing forward from one crisis to the next. What if we could shift our energies upstream—uncovering and addressing the source of those problems? Heath will reveal how some leaders have learned to spot problems in advance: a school district that can predict which students will drop out—4 years before graduation, or an internet service company that can predict which customers are likely to cancel their subscriptions—as early as two weeks after they sign up. When we shift from downstream response to upstream planning, it can cause miracles. Heath will share the three forces that push us downstream, as well as the powerful levers we can use to start preventing problems before they happen.

## Friday Afternoon Sessions

1:30 – 2:45 PM

### F-41 **Teach Like a PIRATE**

**Dave Burgess, Author & Teacher**

Join a high-energy, entertaining, and inspirational session that will transform how you look at your role as an educator. Learn to dramatically increase student engagement, design wildly creative lessons, and build a course that is a life-changing experience for your students. Reignite your passion and learn to make school an amazing place that has students wanting to knock down the walls to get in. *Teach Like a PIRATE* has sparked a revolution in education and has inspired teachers to achieve new levels of excellence. Experience unbelievable intensity and outrageous energy. All are welcome.

### F-42 **Essential School Safety & Crisis Response Considerations**

**Todd Savage, University of Wisconsin-River Falls**

Participants will benefit from increased awareness and knowledge about essential school safety and crisis response considerations as independent schools engage in the ongoing process of this work. Information will be shared in light of the U.S. Department of Education's guidance around the five missions that must be addressed by schools. Topics will include aspects of teaming, planning, prevention, preparedness, mental health response, and recovery. All school personnel engaged in school safety and crisis response work are invited.

### F-43 **Doing DEI (While Trying Not to Make the News)**

**Alison Park, Blink Consulting**

Please see F-6, page 10 for description.

### F-44 **The Science of Motivation: Getting Going Again**

**David Walsh & Erin Walsh, Spark & Stitch Institute**

Please see F-22, page 11 for description.

### F-45 **Research in the Age of the Filter Bubble**

**Heather Lister, School Librarian & STEM/CS Educator**

Many of us are aware of the filter bubble issue, but how do we teach our students to navigate the "information superhighway" if that highway simply takes us full circle? Hear how to make students aware of the filter bubble, leave with specific examples and tools to "burst" the filter bubble, and learn to teach research strategies in a sea of misinformation. Those who teach 6-12 are invited.

### F-46 **Equity in Service-Learning**

**Julie Bascom, National Youth Leadership Council**

In response to the racial justice reckonings of the past two years, interest in strategies for working in communities—both within and outside schools—has increased. But educators remain concerned about how and where to begin service-learning experiences as well as how to work across cultures and communities. To be effective facilitators, educators must not only be informed about community assets and needs but also be aware of their own motivations and assumptions. The session will share National Youth Leadership Council's newly-published self-assessment tools—one personal, the other programmatic—that provide opportunities for reflection ahead of the experience. This session is for all.

### F-47 **American Indian Treaty Relations & Obligations**

**Tadd M. Johnson & Joseph Bauerkemper, University of Minnesota Duluth**

This session provides a conceptual overview and explanation of U.S.-Indian treaties with an emphasis on basic concepts and the underappreciated importance of treaty relations to all people living on this continent. Participants will consider their own connections to place and to treaties and think toward how such perspectives can inform their work. All are invited.

### F-48 **Revealing 2022's Biggest Trends with Students, Tech & Social Media**

**Andrea Jenkins, The Social Institute**

Which social media and tech trends should you pay attention to, and which ones should be ignored? Social media has a big influence on students' well-being and attitudes, and behaviors around technology are evolving as fast as tech devices themselves. Hear results from the world's largest school survey and learn what tens of thousands of students think about the most popular apps, technology in school culture, and how to navigate difficult social situations involving technology. Learn how 5<sup>th</sup>–12<sup>th</sup> grade students navigate and socialize on social media, key gender differences in attitudes, thoughts, and behaviors online, and the strategies school leaders can use to implement digital citizenship. For 5-12 grade educators.

### F-49 **The Classroom as Community: Centering Well-being in Teaching & Learning**

**Jennifer Bryan, Re-Set School**

Please see F-23, page 11 for description.

### F-50 **Trauma Informed Emergency Drills for Students**

**Claire Ranit, School Emergency Management Consultant**

Please see F-8, page 10 for description.

### F-51 **UPDATED Structure Matters: A Discussion Strategy for Controversial Issues**

**Jen Wheeler, Street Law**

Please see F-28, page 12 for description.

### F-52 **The Wisdom of Our Hands**

**Doug Stowe, Woodworker, Educator & Author**

Please see F-13, page 10 for description.

### F-53 **Novel Engineering Thinkers Who Tinker**

**Ann Marie Zeimetz-Schultz, Convent of the Visitation School**

Hear how combining literature and STEAM creates a learning opportunity that reaches all levels of STEAM and learners. Learn to use the STEAM process and find different ways to create a twist in the plot or different endings to the stories. Create and share ideas and leave with a new approach to incorporating literacy and STEAM into your classroom. This session is for lower school.

### F-54 **How Fiction Can Develop Personal Leadership Traits in Adolescents**

**Geoff Peate, International School of Indiana**

While it is possible to teach leadership through courses, using characters in fiction to teach youth leadership concepts is in its infancy. Learn how leadership traits from fictional characters can help show a greater understanding of leadership traits among adolescents and give them a greater confidence in their ability to lead. For upper school English teachers.

### F-55 **Creating Innovative Literacy Programs with State Award Books**

**Helen Rosenberg, North Park Elementary School**

Every state library has state award book programs. The books that are nominated each year are diverse and pre-vetted and make for excellent choices around which to design engaging reading programs for all grades. Hear about a family book festival for grades K-3, making storyboard dodecahedrons for grades 3-5, book baseball for grades 5-7, and March book madness brackets for grades 5-8.

### F-56 **Pandemic as ReVision: A Renewed Purpose for Educational Technology**

**Dave Eisenmann & Julie Winn, Minnehaha Academy**

The pandemic accelerated educational technology usage in unexpected ways, creating both necessary solutions and novel challenges during an uncertain time. As schools return to live teaching spaces, it can be challenging to determine what to keep, tweak, and delete from our classrooms. Hear how one school used the crisis as a catalyst to ultimately refine their vision for ed tech and use it as a springboard into the next era of innovation. All are welcome.



### F-57 Fostering Equity, Inclusion & Belonging in Classrooms with Young Learners

**Kate Shirk & Nathan Smith, Pembroke Hill School**  
Learn concrete approaches for creating equitable and inclusive classroom communities with a focus on normalizing and celebrating differences and fostering children's formation of positive self and social identities. Hear the philosophical framework, research supporting the necessity of this work, action research, and anecdotal examples of how to turn these values into actions. Early childhood and lower school educators are invited.

### F-58 Launching a Lower Division Forest School

**Matthew Whittaker & Jamie Steckart, The Marshall School**  
Building upon research connecting the outdoors, social-emotional learning, and academic achievement, we designed a lower school around students' curiosity, play, and inquiry. Hear how to forge a solid foundation of literacy and numeracy skills within the context of spending at least 50% of time outdoors. This session provides insight into the reasoning, research, and steps to develop this program expansion. This session is for lower school faculty and administrators, especially those looking at innovation.

### F-59 Hands-on Entrepreneurship Using the Teaching Kitchen Model

**Stephen Carter, Cincinnati Hills Christian Academy**  
When innovative education moves past the walls of the classroom and into a strategically designed teaching kitchen, learning flourishes as students develop key attributes of the entrepreneurial mindset. Learn from the first K-12 school in the world to be accepted into the collaborative run by the Harvard Public School of Health and the Culinary Institute of America for the purpose of running a teaching kitchen designed to teach health and wellness principles alongside entrepreneurship. Hear the foundation of this ground-breaking program along with tips and techniques for replicating. All are welcome.

### F-60 Roundtable for Division Heads Hosted by the ISACS Administrative Services Committee

Divisional leaders from all divisions are invited to join a spirited conversation about the current challenges, opportunities, and innovations that come with this leadership role. Meet others in the same role and share helpful practices, resources, and stories to recharge yourself and your ISACS colleagues. This session is for division heads and those in similar leadership roles.

### F-61 Idea Exchange for New ISACS Lead Learners

**Hosted by the ISACS Professional Services Committee**  
You have just taken on the new role of Lead Learner. Join others serving in this new role and contribute to the development of a vibrant community of Lead Learners. Make connections with other Lead Learners and share models for professional learning at your school. Leave with new connections, ideas for adult learning at your school, and visions of how to maximize the impact of this new ISACS community. This session is for all who have been identified as Lead Learners in their schools.

## Friday Afternoon Sessions

3:00 – 4:15 PM

### F-62 Teaching Outside the Box: A Crash Course in Creativity

**Dave Burgess, Author & Teacher**  
Please see F-20, page 11 for description.

### F-63 Understanding & Supporting Gender Diverse Students

**Todd Savage, University of Wisconsin-River Falls**  
Please see F-25, page 12 for description.

### F-64 Climbing the Ladder to Meaningful Youth Adult Partnerships

**Julie Bascom, National Youth Leadership Council**  
Explore Roger Hart's Ladder of Participation as an evaluation and planning tool for educators and youth workers. The Ladder of Participation details levels of youth involvement in classrooms and youth programs, from the lowest level of "Manipulation" to the highest level of "Youth-Initiated Shared Decisions with Adults." Hear ways to tap into authentic youth voices in current programs or classrooms. For middle and upper school educators.

### F-65 Guidance for Tribal Engagement & Consultation

**Tadd M. Johnson & Joseph Bauerkemper, University of Minnesota Duluth**  
This session presents effective practices and approaches to engaging with tribal nations and building productive partnerships with tribes and Native peoples. Hear prominent models of tribal consultations, success stories, and illuminating examples of when things don't go so well. Participants also will encounter recommendations for initiating and developing new relationships oriented toward identifying and addressing needs and opportunities associated with tribes and their members. All are invited.

### F-66 Beyond the Workbook: Enrich Math Learning with Supplemental Resources

**Sarah Batzel, Avery Coonley School**  
Math is a dynamic, visual, and creative subject that encompasses more than just writing numbers in a workbook. Heighten your students' joy for mathematics by incorporating rich tasks from recommended resources, which deepen students' understanding of core concepts and elevate their thinking. Explore a wide variety of high-quality books and websites that you can draw from to make math more engaging and differentiated for your learners. This session is for lower school.

### F-67 Executive Functioning Strategies for Middle School Students

**Aimee Hall, Columbus Academy**  
Are you looking for ways to incorporate meaningful strategies to help middle school students who struggle with Executive Functioning? Do you need practical ideas, that seamlessly fit into your instructional model, allowing all students to be engaged, learning, and having fun? Leave with strategies and resources that will offer immediate results for both you and your students. For middle school educators.

### F-68 Values: The Bedrock for Teaching, Learning, & Leading

**Christopher Arnold, Francis W. Parker School**  
Teachers make about 1,500 decisions a day. Your values are your guiding light on the hard days (or weeks). What are your values? Participants will engage in The Values Activity and discover what you say you do versus what you intend to do. Leave with the materials to lead this activity in your school. All are welcome.

### F-69 The Power of Story Listening in Elementary World Language

**Kristen Diersing & Megan Hayes, The Seven Hills School**  
Language delivered in story form provides interesting, rich, and contextualized input. Learn how to select, adapt, and effectively deliver compelling stories to language learners. Explore "Story Listening" as a method to provide optimal comprehensible input to students which in turn leads to language acquisition. For early childhood and lower school world language faculty.

### F-70 Sharing Your Voice: Using Drama as a Springboard to Social/Emotional & Diversity/Inclusion Skills

**Taylor Mata & Alissa Rowan, Community School**  
Learn to use drama to address the social and emotional needs of students and teach lessons of diversity, inclusion, and equity to all grades. With a growing national mental health crisis, it is vital that students learn to build SEL/DEIJ strengths. Examples of plays and videos will be shared and participants will leave knowing how to create classroom plays that integrate SEL into existing curriculum, accessing essential social-emotional skills. For early childhood, lower, and middle school.

### F-71 Calendaring to Create Community Randy Boroff & Sheri Gross, Gross Schechter Day School

Produce inclusive, engaging, and meaningful programs that touch all constituents, thereby fostering lasting intergenerational relationships and loyalty to the school. Look at leveraging a blend of milestones and annual programs to create a calendar reflective of a school's values and educational practices. Leave understanding how to leverage an existing programmatic calendar to create and enhance a school community built on joy, shared values, unique culture, and lasting, one-of-a-kind relationships. All are welcome.

### F-72 What Students Want & Need in a 21<sup>st</sup> Century Class

**Yerko Sepulveda, Porter-Gaud School & Lacy Chick, Hawken School**  
Does your school want to place emphasis on student voices, but struggles to make those voices visible in the curriculum? A research team surveyed and analyzed what 9<sup>th</sup>-12<sup>th</sup> grade students deem important in their courses for the 21<sup>st</sup> century, then correlated those ideas with core principles of Beyond Education to create a student-centered framework for course redesign. Explore innovative strategies to center student voices as we think of new ways of doing school. All are welcome.



**F-73 Hiring Processes to Mitigate Bias****Bill Hudson & Lamar Shingles, Mounds Park Academy**

The Mounds Park Academy (MPA) strategic plan prioritizes increasing BIPOC representation throughout the MPA community, including in our leadership, governance, faculty, and staff. Over the last several years, we've created a new hiring process to mitigate as much bias as possible with several concrete and easily implemented measures. As a relatively small school, we are doing this in-house with existing staff. Although the implementation of the new process has been successful, we've hit several challenges along the way. We will share our process, lessons learned, obstacles we've faced, and how the process continues to evolve. This session is for heads of school, division heads, diversity practitioners, and anyone involved in the hiring process, particularly those from small schools.

**F-74 Birding as a Tool in Place-based Education****Ragen Mitchell & Salem Sreenivasan Aiyasami, Orchard School**

Birding is one of the fastest-growing hobbies in North America. Hear about our experiences implementing an intensive birding unit. By studying birds, students engage in hands-on, real-world learning experiences, build their communication, inquiry, and technological skills, and become better citizen scientists. Birding can be an invaluable complement to your existing curriculum, and you can easily incorporate most activities into STEM themes. For middle school.

**F-75 Character Education with Dr. King****Arthur Hippler, Providence Academy**

Martin Luther King, Jr.'s "Letter from Birmingham Jail" was crucial in the cause of racial equality. Its rhetoric still has power. But the heart of his argument, about the foundation of just laws, is less emphasized today and thus, a great resource for character education is often overlooked. If we wish to instill a firm foundation for human dignity and human rights, we should recover Dr. King's compelling appropriation of perennial ethical principles. For middle and upper school.

**F-76 The Immersive Studio: A Month with Ceramics****Emily Trick, The Miami Valley School**

How can you get students to embrace the trial and error that comes with a professional studio practice, where one project ends with questions and excitement for the next? This session will illustrate two attempts (pre- and during-pandemic) at creating a studio classroom that thrusts students into living with these questions, using local and regional resources to enrich the studio experience. For upper school.

**F-77 Building the School-based Counseling Program without Breaking the Bank****Josh McLaughlin & Liz Richmond, Urban Community School**

The need for in-school mental health supports has never been higher. Hear how schools can design a low-cost, low-liability program to offer students convenient, coordinated care. Learn how to create affiliations with mental health clinicians who can treat students in your building, build referral relationships with medical institutions for higher-level needs, and partner with universities to bring counseling and psychology graduate students on-site to expand your range of flexible supports. All invited.

**F-78 Beyond Biology, Reimagining Sex Ed with a Whole-child Approach****Stacy Henning, Villa Duchesne and Oak Hill School**

Sex Education in schools is broken. Schools are wondering how to go beyond just biology to build a comprehensive sex education program while respecting the values of our students, families, and school culture. In this session, we discuss that balance and equip educators with tools to create a responsible and positive, whole-child sex education curriculum by cultivating a space where students feel at ease covering important topics usually left behind by traditional sex education. For middle and upper school.

**F-79 Celebrate the Arts: Engage the Community****Marty Strohmeier & Molly Bryant, Visitation Academy**

Explore the process of organizing Fine Arts Day, a day to host 50 professional actors, dancers, singers and musicians from various cultures who present interactive workshops to students in kindergarten through 12<sup>th</sup> grade. The day includes keynote speakers who use the arts for social change and performances. Inviting guests, student sign-ups, schedule and best practices we have learned after doing it for nine years will be covered. All are welcome.

**F-80 New Approaches to Teaching About Propaganda & Logical Fallacies****Greg Davis, Wellington School**

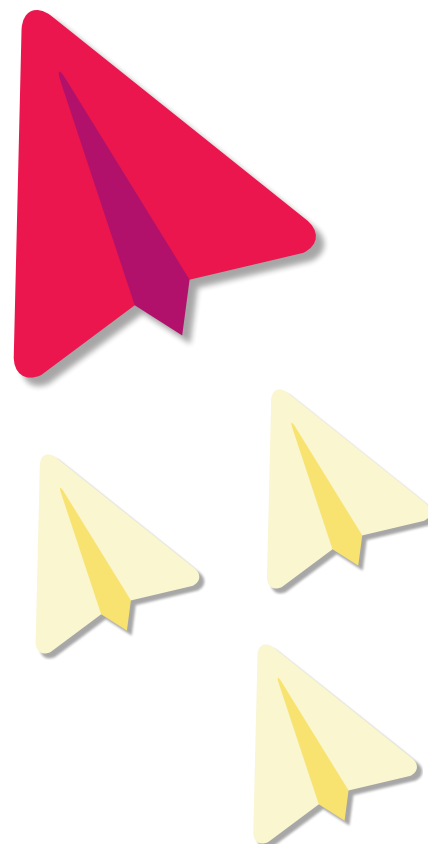
Common approaches to teaching about propaganda include the well-known approach of introducing techniques like bandwagon, plain folks, and glittering generality, then using them to analyze historical and literary examples. This approach is fine but clunky. Hear new approaches to teaching about propaganda using *Animal Farm* and the Holocaust which are much stickier for students. This session will describe those techniques and provide usable classroom materials. For middle and upper school.

**F-81 Together in Story: When Vulnerability Strengthens****Anna Barter & Amanda Rosas, Convent of the Visitation School**

The pandemic felt isolating; the socio-political climate felt jarring. Yet one upper school faculty built community. Together, we committed to tackling challenges that had become urgent: from racial justice and equitable grading to the sharing of experiences by BIPOC faculty and allies, we embraced vulnerability and grew as educators for our students. Learn about one school's attempt to confront 2021 by uncovering the power of our stories. For upper school.

**F-82 Roundtable for Teachers from Under-represented Groups****Hosted by the ISACS Equity & Justice Committee**

Teachers from under-represented groups are invited for dialogue and fellowship, facilitated by ISACS Equity and Justice Committee members. Meet colleagues and make connections while sharing challenges, opportunities, and needs. Engage in conversation about the most effective ways ISACS can support you in your school. All are welcome.



# Conference Details

**Thursday, November 3-Friday, November 4**

**Check registration details, session information, and health and safety protocols on the [2022 Annual Conference webpage](#).**

Online conference registration deadline is Wednesday, October 12, 2022. There is no on-site registration.

## Registration Fees

- ISACS Member Registration:
  - Two-day: \$300 per person
  - One-day: \$185 per person
- ISACS Non-Member Registration:
  - Two-day: \$375 per person
  - One-day: \$225 per person
- Registration fee includes a banquet luncheon from 11:45 am – 1:15 pm each day.

**EACH ATTENDEE MUST REGISTER SEPARATELY**

## Location

The conference will take place at the St Paul RiverCentre, 175 West Kellogg Blvd, St Paul, MN.

For more information on St. Paul, visit [St. Paul's visitor website](#).

## Basics & Times

- Sessions take place 9:00 am-4:15 pm daily.
- Following arrival at the conference site, visit the ISACS Registration Area from 7:30 am-4:00 pm at the RiverCentre, Ballroom Level. Follow ISACS signage.
- Plan to arrive at the RiverCentre, Ballroom Level, no later than 8:30 am to receive your name badge prior to the start of the morning sessions.
- You must pre-register for your lunch attendance (followed by the keynote presentation) as part of your complete conference registration.
- Once registered, the [2022 Annual Conference microsite](#) is your source for everything ISACS Annual Conference! You can find up-to-the-minute information including the conference brochure, schedule at-a-glance, conference planner, etc. Approximately one week prior to the Conference, meeting room locations, maps, and additional conference details will be posted to the microsite. NOTE: ISACS will no longer provide on-site conference packets, or a conference app. Attendees should utilize the microsite instead.

## Site Visits on Wednesday, November 2

Come a day early and visit independent schools in the Twin Cities on Wednesday, November 2. Visit the [2022 Annual Conference webpage](#) for a list of schools available to visit. Please contact the schools directly to schedule site visits.

## Hotel Accommodations

### InterContinental St. Paul Riverfront

11 East Kellogg Blvd • St. Paul, MN • (651) 292-1900

ISACS has secured a discounted room rate of \$179/night plus tax for single or double occupancy, which includes complimentary Wi-Fi. To make a reservation, call 651-292-1900 and request the "ISACS Annual Conference 2022" rate or request the code Y4H. To reserve your room online use the following: [2022 ISACS Annual Conference Reservations Booking Link](#). This rate is valid until Wednesday, October 12 or until the room block reaches capacity. Reservations must be cancelled 48 hours prior to arrival.

The hotel is 3 ½ blocks from the RiverCentre and is approximately a 10-minute walk via Kellogg Blvd or the Skyway.

ISACS will provide morning and afternoon bus transportation between the hotel and the RiverCentre.

## Transportation & Parking

- Air travel to the Twin Cities can be accessed via the Minneapolis-St. Paul International Airport (MSP).
- A taxi from the airport to the hotel costs approximately \$40 one-way and takes approximately 20 minutes (45 minutes during rush hour).
- InterContinental Overnight Parking:** Self-parking in the attached parking ramp is \$21/night for overnight parking for hotel guests (which is a discounted rate for the ISACS group and will be billed directly to your hotel room) with in and out privileges. Valet parking rates will be shared as the conference approaches.
- RiverCentre Daily Parking:** Daily parking is available at the RiverCentre Parking Ramp, 150 West Kellogg Blvd, which is located next to the RiverCentre and connected via the Skyway. The daily rate is \$10/day if you arrive prior to 1:00 pm and \$20/day if you arrive after 1:00 pm. Payment is made upon entry.
- Schools Arriving by Bus:** If your school is using a bus to transport faculty and staff, please notify ISACS at [programinfo@isacs.org](mailto:programinfo@isacs.org).

## Cancellation Policy

Cancellations must be received at [programinfo@isacs.org](mailto:programinfo@isacs.org) by October 12 to receive a refund. ISACS will determine the refund amount, if any, at the conclusion of the conference. Cancellations received after October 12 will not receive a refund. Registration may be transferred to another member from the same school.

## Social Media at the Conference



@ISACSNews  
#ISACSCon

# 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 emailed to attendees approximately one week prior to the conference. Following your online registration, you will receive an email confirming your session and luncheon selections.

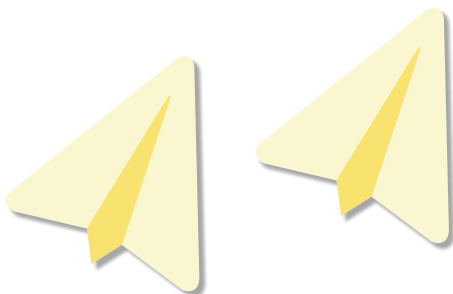
## SAINT PAUL RIVERCENTRE

### Thursday, November 3

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 Creativity & Connection: The Humanism of Technology					
AFTERNOON	1:30 PM – 2:45 PM	SESSION		ROOM	
	3:00 PM – 4:15 PM	SESSION		ROOM	

### Friday, November 4

MORNING	9:00 AM – 10:15 AM	SESSION		ROOM	
	10:30 AM – 11:45 AM	SESSION		ROOM	
Luncheon 11:45 AM – 1:15 PM FL-1 Creating Moments That Matter					
AFTERNOON	1:30 PM – 2:45 PM	SESSION		ROOM	
	3:00 PM – 4:15 PM	SESSION		ROOM	





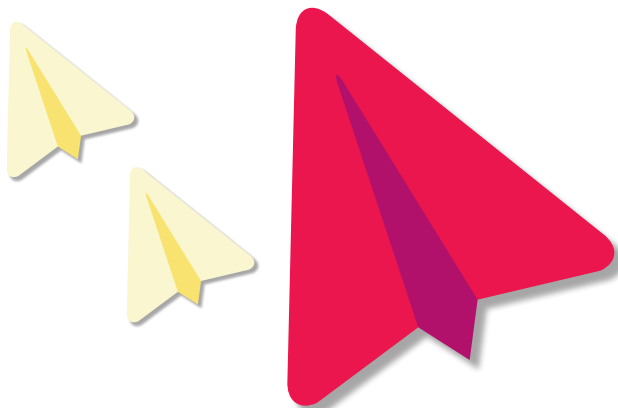
# Schedule at-a-glance: Thursday 11/3

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

- 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

THURSDAY MORNING	SESSIONS 9:00 am – 10:15 am	
	T-1 IDLI: Anti-racist Schools & Urgent Lessons for Our Time T-2 Perfect Practice: Harnessing the Power of Effective Practice T-3 After the Tech Gorge: How to Regulate After Our Pandemic-tech Overconsumption * T-4 Belonging & Ownership for America's New Population T-5 Understanding & Supporting Your Students Executive Functioning Skills T-6 Developing a Substantive <del>CANCELLED</del> Framework for Global Thinking T-7 Meals, Wheels & Reels: Connecting Learning to the Community	T-8 Using Technology to Create Maps & Graphs in Social Studies T-9 Kindergarteners Can Be Researchers T-10 Socio-Scientific Inquiry Learning: Through UN Sustainable Development Goals T-11 A LEAP into Something Better T-12 Deep Education: Transcending the Turbulence T-13 Comprehensible Input (CI) in World Language: Five Activities to Make CI Come Alive T-14 Getting Ready to Write the Self-Study Report
	SESSIONS 10:30 am – 11:45 am	
	T-15 IDLI: Building Identity-conscious & Anti-racist School Communities T-16 The Creativity Prescription T-17 Technology & Mental Health: What is the Link? What Can We Do? T-18 The "WHY" of Service-Learning: In & Out of the Classroom T-19 Eye of the Storm: Keeping Your Cool in Chaos T-20 The Studio: Where Personalized Learning Becomes Personal T-21 Going Green: How Nature-based Learning Fosters Student Engagement T-22 Controlled Chaos + Full Engagement = Elementary Capstones	T-23 Interactive Science Notebooking in a Technologically Advancing World T-24 Broadening the Reach of Your Instructional Coaching Program T-25 How Do You Know That They Grow? Teaching the 5C's T-26 Breaking Down Departmental Barriers with Collaboration, Cooperation, Creativity & Critical Thinking Projects T-27 Executive Function: In the Classroom & Beyond T-28 Building School Community Remotely & Beyond T-29 Writing a Self-Study & Loving It
	LUNCHEON 11:45 am – 1:15 pm TL-1 Creativity & Connection: The Humanism of Technology	
THURSDAY AFTERNOON	SESSIONS 1:30 pm – 2:45 pm	
	T-30 Continuing the Conversation with Eric Whitacre T-31 IDLI: From Barriers to Belonging: Creating Inclusive Equitable School Communities T-32 Differentiation Made Easy: Low-prep Potpourri T-33 After the Tech Gorge: How to Regulate After Our Pandemic-tech Overconsumption T-34 SOS: Implementing a Program to Support Study Skills, Organization & Self-Advocacy T-35 Teacher Talk T-36 Inspiring & Invigorating: Lessons Learned Through J-Term	T-37 Using Recognition Programs to Reinforce School Culture T-38 Outdoor Education in Bite-sized Chunks T-39 Three Ways to Lower the Stress in Your Math Classroom T-40 Raising Up Servant Leaders T-41 Can I Get Your Thoughts on This? Reimagining a K-5 Leadership Team T-42 Designing for Student Interest T-43 Capstone Programs: Combining Academic Rigor & Experiential Learning T-44 Maintaining Well-being Through Stress & Uncertainty in the Classroom
	SESSIONS 3:00 pm – 4:15 pm	
	T-45 IDLI: Equity Literacy T-46 Courageous Discomfort: How to Have Hard Conversations & Create Inclusive Communities * T-47 Learning Design for a New Era * T-48 Positive Faculty Culture with a Growth & Evaluation Framework Teachers Love * T-49 Crisis-inspired Innovations: Chapel & Community Life During a Pandemic T-50 Task-Based World Language Learning & Teaching T-51 Organic Choice: Courses that Naturally Provide Multiple Options to Students	T-52 The Art of Student-led Discussion T-53 Empowering, Engaging & Equitable Approaches to Learning & Assessment T-54 Literacy Practices: Using Best Practices to Create a Culturally Responsive Classroom T-55 The Power of Disruption: Supporting Teachers Through Programmatic Changes T-56 Encouraging Civic Engagement During a Partisan Era

\*Session is repeated.



# Schedule at-a-glance: Friday 11/4

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

- 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



FRIDAY MORNING	SESSIONS 9:00 am – 10:15 am	
	F-1 UPSTREAM: The Quest to Solve Problems Before They Happen F-2 Creating a Culture of Dignity F-3 Using The Identity-conscious Educator as a Framework for More Inclusive Schools F-4 Social Media & Student Mental Health: What Do We Need to Know? F-5 This session has been cancelled. F-6 Doing DEI (While Trying Not to Make the News) * F-7 Vision & Strategy Design for a New Era F-8 Trauma-informed Emergency Drills for Students * F-9 <b>UPDATED</b> Embracing the Challenge: Teaching about Current & Contested Issues F-10 Positive Faculty Culture with a Growth & Evaluation Framework Teachers Love	F-11 STEM + Literacy = “MAKE” the Connection F-12 How Schools are Using Innovative Technology to Address Student Social Media Challenges F-13 The Wisdom of Our Hands * F-14 Back to our Kindergarten Roots: Leading Change & Cultivating Growth Through Outdoor Education F-15 Mathematical Modeling to Facilitate Ownership of Learning F-16 Lights, Camera, Action: Movie Making with Young Children F-17 Teaching on the Day After Trauma, Tragedy & Disaster F-18 Supporting All Students: Tools for Academic Success F-19 Conduct & Use the ISACS School Community Survey
	SESSIONS 10:30 am – 11:45 am	
	F-20 Teaching Outside the Box: A Crash Course in Creativity * F-21 Courageous Discomfort: How to Have Hard Conversations & Create Inclusive Communities F-22 The Science of Motivation: Getting Going Again * F-23 The Classroom as Community: Centering Well-being in Teaching & Learning * F-24 What Does It Mean to Actually “Measure” DEI? Auditing for Impact & Accountability F-25 Understanding & Supporting Gender Diverse Students * F-26 Learning Design for a New Era F-27 Trauma Informed & Resilience Practices for Points of Friction F-28 <b>UPDATED</b> Structure Matters: A Discussion Strategy for Controversial Issues *	F-29 Practical Strategies for Structuring Engaging Lessons of any Length for Deeper Understanding & Retention F-30 The Past, Present & Futures of Indian Policy F-31 A “Four-C-Able” Space: How Makerspaces Support the 4C’s F-32 A Guide to Woodworking with Kids F-33 Global Competency in ANY Classroom F-34 From Knowledge to Action: JEDI & Community Life F-35 The Case for Mini Observations F-36 Science Strategies: Sparking Curiosity in Middle School Students F-37 Edible & Educational: Lessons from a Food Education Fellowship F-38 Soft Start, Purposeful Play for K-5 F-39 Teaching Law in High School F-40 Analyze & Interpret the ISACS School Community Survey Results
	LUNCHEON 11:45 am – 1:15 pm <b>FL-1</b> Creating Moments That Matter	
FRIDAY AFTERNOON	SESSIONS 1:30 pm – 2:45 pm	
	F-41 Teach Like a PIRATE F-42 Essential School Safety & Crisis Response Considerations F-43 Doing DEI (While Trying Not to Make the News) F-44 The Science of Motivation: Getting Going Again F-45 Research in the Age of the Filter Bubble F-46 Equity in Service-Learning F-47 American Indian Treaty Relations & Obligations F-48 Revealing 2022’s Biggest Trends with Students, Tech & Social Media F-49 The Classroom as Community: Centering Well-being in Teaching & Learning F-50 Trauma Informed Emergency Drills for Students F-51 <b>UPDATED</b> Structure Matters: A Discussion Strategy for Controversial Issues	F-52 The Wisdom of Our Hands F-53 Novel Engineering Thinkers Who Tinker F-54 How Fiction Can Develop Personal Leadership Traits in Adolescents F-55 Creating Innovative Literacy Programs with State Award Books F-56 Pandemic as ReVision: A Renewed Purpose for Educational Technology F-57 Fostering Equity, Inclusion & Belonging in Classrooms with Young Learners F-58 Launching a Lower Division Forest School F-59 Hands-on Entrepreneurship Using the Teaching Kitchen Model F-60 Roundtable for Division Heads F-61 Idea Exchange for New ISACS Lead Learners
	SESSIONS 3:00 pm – 4:15 pm	
	F-62 Teaching Outside the Box: A Crash Course in Creativity F-63 Understanding & Supporting Gender Diverse Students F-64 Climbing the Ladder to Meaningful Youth Adult Partnerships F-65 Guidance for Tribal Engagement & Consultation F-66 Beyond the Workbook: Enrich Math Learning with Supplemental Resources F-67 Executive Functioning Strategies for Middle School Students F-68 Values: The Bedrock for Teaching, Learning, & Leading F-69 The Power of Story Listening in Elementary World Language F-70 Sharing Your Voice: Using Drama as a Springboard to Social/Emotional & Diversity/Inclusion Skills F-71 Calendaring to Create Community	F-72 What Students Want & Need in a 21 <sup>st</sup> Century Class F-73 Hiring Processes to Mitigate Bias F-74 Birding as a Tool in Place-based Education F-75 Character Education with Dr. King F-76 The Immersive Studio: A Month with Ceramics F-77 Building the School-based Counseling Program without Breaking the Bank F-78 Beyond Biology, Reimagining Sex Ed with a Whole-child Approach F-79 Celebrate the Arts: Engage the Community F-80 New Approaches to Teaching About Propaganda & Logical Fallacies F-81 Together in Story: When Vulnerability Strengthens F-82 Roundtable for Teachers from Under-represented Groups

\*Session is repeated.

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