

MPA WINTER WEBINARS

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Sign up for 7 - 8 = \$65/each ~ Sign up for all 9 = \$60/each

Discounted Cost Only Applies for the Initial Registration.

Time: 3:00 – 4:00 p.m. each day (Eastern Standard Time)

JOIN LIVE AND HAVE THE RECORDING OF THE WEBINAR AVAILABLE TO YOU FOR ONE WEEK AFTER THE PRESENTATION.

Webinar 1 ~ January 9, 2024
Leading An MTSS School with Tom Hierck



Tom Hierck has been an educator since 1983 in a career that has spanned all grade levels and many roles in public education. He is a compelling presenter, infusing his message of hope with strategies culled from the real world. He understands that communities face unprecedented challenges and knows which strategies will produce the best results. He has presented to schools, districts, community leaders, and business groups across North America with a message of celebration for those seeking to make a difference. His belief that “every student is a success story waiting to be told” has led him to work with teachers and administrators to create positive school cultures and build effective relationships that facilitate learning for all students. He is the author/co-author of 19 books.

Session Description:

Success breeds success. Students will be more motivated to learn when they observe the growth achieved through their hard work. Educators will respond in the same way. To maximize the chances of this occurring, schools must have systems that establish goals, measure progress toward those goals, and communicate progress, celebrating, or making course corrections as appropriate. Most schools can initiate MTSS-based practices, but only schools that have a plan for sustaining these practices will optimize success and student learning.

The school staff must be led. The principal and the administrative leadership team must meet regularly to ensure that efforts are coordinated, and that information is communicated. Strong leadership is an absolute foundational prerequisite to successful MTSS implementation. Principals and other leaders need not have all the answers, but they must ask all the questions and, with patient persistence, ensure that all staff members are working together toward the goal.

School leaders and their team of educators identify measurable goals, define the variables that will be monitored, and gather and analyze evidence. They communicate the analyses to stakeholders to adjust efforts and motivate the continuous drive to maximize student learning.

Webinar 2 ~ January 16, 2024
Getting The Most Out of the Marshall Memo with Kim Marshall

Kim Marshall was a teacher, central office administrator, and principal in the Boston Public Schools for 33 years. He now advises and coaches new principals (mostly with New Leaders for New Schools), teaches courses and conducts workshops on instructional leadership and time management, and publishes a weekly newsletter, the *Marshall Memo*, which summarizes ideas and research from 44 publications (www.marshallmemo.com). Kim has written several books and numerous articles on teaching and school leadership. His most recent book is *Rethinking Teacher Supervision and Evaluation* (Jossey-Bass, 2013). He is married and has two children, both teachers.



Session Description:

The weekly Marshall Memo has great potential for addressing a variety of front- and back-burner school issues. This webinar describe how it is assembled and written and walks school leaders through five possible ways for leaders to use the Memo, with specific examples:

1. Each week, selecting one or two articles that will be of interest to certain teacher teams or individuals, clipping those Memo summaries, sharing them by e-mail or paper copy, and then following up to see people's takeaways.
2. Choosing certain articles for full-faculty meetings, with everyone reading a hard copy silently (this usually takes only 5-10 minutes), getting in small groups, following a discussion protocol, then having a whole-group discussion of possible action steps.
3. Going into the Memo archive to research a particular issue – for example, grading policies, social-emotional learning, or curriculum unit design.
4. Having study groups or teacher teams use the archive to research a particular issue that the school has prioritized, and then reporting findings to the staff.
5. Sharing certain article summaries with parents.

Webinar 3 ~ January 23, 2024

The Power of the Doodle: The Neuroscience of Sketchnoting and Nonlinguistic Representation
with Jed Derybury



Jed Dearybury began his education career in 2001. He was featured in *GQ Magazine* as Male Leader of the Year, met President Obama as the South Carolina honoree of the Presidential Award for Excellence in Math and Science Teaching, and was named top 5 finalist for SC Teacher of the Year. He was also the very first Milken Fellow from South Carolina in 2016. Since leaving 2nd grade in 2015, he has been leading professional development across the country, and training the next generation of educators through teaching in Higher Ed. He published his first book, *The Playful Classroom* in June 2020. His second book, *The Courageous Classroom*, released in July 2021. Book number three, *The Playful Life*, was released in October 2022.

Session Description:

How many times have you heard someone say, "I can't draw!" But, no one ever says, "I can't doodle." By using a simple shift of verbiage, it can make all the difference. This shift in word choice can create countless impactful neurological benefits for ALL abilities of learners as it literally rewires the brain to build confidence and ability. Yes, you can draw, and we will do it through doodling. During the engaging learning experience, participants will be guided through numerous doodling lessons in which they will gain insight that will assist them in creating their own doodling learning experiences for students in their classrooms. They will also be presented with the neuroscience behind the work. Nonlinguistic representation is invaluable to the work of education and will help a wide variety of learners.

The student with learning disabilities, the student with gifted and talented abilities, the students who are bored, the students who struggle to focus. All of them can benefit from the power of the doodle! The work is more relevant than ever as we as art educators will play a crucial role in the healing of student trauma as a result of several years of pandemic life. As we all know art is healing, and when combined with confidence and empowerment, the impact on practice will certainly lead students of ALL backgrounds to a place of acceptance and insight into others and their well-being. As part of the research for my books, *The Playful Classroom* and *The Playful Life*, I can attest to the impact of doodles firsthand and this knowledge needs to be in every art classroom in the country.

Webinar 4 ~ January 30, 2024

Using What We Know About the Adult Learning Process to Maximize School and Classroom Intervention Effectiveness
with Kim Anderson



Kim Anderson's interest in public education began in 2008 when she worked at the Morris Farm Trust, a nonprofit educational farm in Wiscasset. She wrote a grant for a school garden and began working with classes from nearby Wiscasset Primary School to plan and plant that garden. Seeing the excitement and connections both kids and teachers made while working in the garden planted a seed for Kim. She served on the RSU 12 School Board and when her term was up she began subbing in the local schools. By 2013 she landed a job as an Ed Tech III at Wiscasset High School and in 2015 she became a teacher in the Alternative Education Program there, continuing her work with kids to spark excitement and connection through learning outdoors. In 2020, Kim finished her Masters degree at UMAine Farmington and moved into administration to promote and empower outdoor learning for teachers and students wherever possible. In July, 2023, Kim became the Superintendent of Schools for the Wiscasset School Department where she supports and encourages more experiential learning in an effort to make Wiscasset Schools the best in the State for student and staff retention, learning outcomes, and job satisfaction. Kim's passion continues to be connecting students to the world around them through experiential and project-based learning and her studies have led her to examine how changes such as these impact the teachers who are tasked to implement them. Kim is currently a Doctoral Candidate in Educational Leadership at the University of Maine where her work focuses on how teachers as adult learners impact the change process in schools. Her research suggests that empowering teachers through the adult learning process is a way to successfully implement school improvement efforts while increasing teacher morale and for student learning.

Session Description:

In this webinar we will examine how top-down change efforts and interventions in schools and classrooms impact the teachers charged with their implementation.

The focus will be on the relationship between organizational change and teachers as adult learners and how working with and acknowledging the adult learning process will improve intervention efforts for students and increase teacher morale. This webinar will review how to effectively roll out school reform efforts by seeing teachers through the adult learner lens. This webinar will benefit policy makers, administrators, and anyone working with school reform. The tools and knowledge gained will help educational leaders to better support their teachers charged with implementing school improvement initiatives, increasing their effectiveness, and ultimately improving the learning experience for both students and teachers.

Webinar 5 ~ February 6, 2024

Slow, Flow Art: A Mindful Approach to Connecting Creativity, Gratitude, and Nature
with Charlene Lutz



Charlene Lutz M.Ed is an artist, art educator, and wellness practitioner with over 25 years of experience in multiple educational settings including public, private, and charter schools. Charlene has worked with teaching artists in the Philadelphia area including collaborations with The Delphi Arts Program (Philadelphia Museum of Art) and The Barnes Foundation. She was awarded Teacher of the Year in 2017 by The School District of Philadelphia. She launched Well+Life LLC bringing art and mindfulness practices together inspiring self-awareness, intention, and balance. Charlene seeks to empower educators and leaders to cultivate self-care and daily wellness practices knowing that when we can bring our best selves to our profession, we bring out the best in all students.

Session Description:

Take care of YOUR mental wellness!!! Join Wellness Practitioner and Artist Charlene Lutz for a nature-connected art workshop. Tune into the moment and become mindfully present, experimenting, and creating mini gratitude postcards using patterns inspired by nature. Relax your inner critic and relieve stress in this exploratory and freeing slow-flow, process art session.

Supplies: Paper (medium to heavy weight is best), pen, pencil, scissors, nature items such as pine needles, leaves, seeds, berries, acorns, twigs, moss, lichen, etc.

Additional suggested supplies to enrich art making experience. No need to get all of them! One or two will do. Assorted colored pens, colored pencil, pastel, watercolor or acrylic paint, paint stick, inks, glue stick or glue, and collage papers.

Webinar 6 ~ February 13, 2024

The Science of Reading and Its Implications for Early Elementary Students

with Ann Schoenthaler-Ervin, Ph.D.

Ann Schoenthaler-Ervin, Ph.D. is a Waterville, Maine based Psychologist who is specialized in General Psychology. Ann is specialized in psychological testing and evaluating or assessing patient's personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning.

Accordingly, she performs counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, and behavior analysis and therapy. She can diagnose and treat mental and emotional disorder or disability, alcoholism and substance abuse, disorders of habit or conduct, as well as of the psychological aspects of physical illness, accident, injury, or disability by psychoeducational evaluation, therapy, remediation, and consultation.



Session Description:

Via an oral and slide presentation, followed by questions and answers, the five learning objectives for this session include:

1. To demonstrate an understanding of the Science of Reading.
2. To understand the importance of direct, systematic instruction of phonemic awareness, phonics, and reading fluency in early elementary school.
3. To summarize the key components of LD138 (i.e., Dyslexia Screening) and upcoming legislation as the State continues to address the needs of struggling readers and promote grade level reading achievement for all students.
4. To describe practical strategies to implement a school-wide reading program consistent with the Science of Reading and recommendations from the National Reading Panel.

Webinar 7 ~ February 27, 2024

Making the Move from Teacher to Leader
with Alex Kajitani



Alex Kajitani is the 2009 California Teacher of the Year, and a Top-4 Finalist for National Teacher of the Year. A leading authority on training teachers to teach online, he is the creator of "Wacky Math Hour," a free, weekly online class that attracted thousands of students during the Covid shutdown.

He is also the creator of the wildly popular online program, <http://www.MultiplicationNation.com>, and his songs and videos have received hundreds of thousand of views on youtube. He is an acclaimed speaker, author, and was featured on *The CBS Evening News*, where Katie Couric exclaimed, "I LOVE that guy!" For more, visit: <http://AlexKajitani.com>.

Session Description:

Making the move from leading our students to leading our colleagues can be daunting. With a few critical leadership skills, it can also be empowering and inspiring. In this high-energy, fast-paced session, join one of the country's top teacher leaders for a bold and honest look at how teacher leaders (and new administrators) can gain and implement the critical skills necessary to lead with poise and confidence.

Specific topics covered include how to:

- Present topics in a way that generates colleagues' support.
- Apply effective coaching principals that bring out the best in others.
- Run a highly effective meeting.

Attendees will leave with practical ideas that can be *immediately implemented* to elevate their teacher leadership and ignite the best in those around us.

Webinar 8 ~ March 19, 2024

Redefining Rigor with Depth of Knowledge
with Erik Francis



Erik M. Francis, M.Ed., M.S. is an author, educator, and speaker who specializes in teaching and learning that promotes cognitive rigor and college and career readiness. He is the author of *Now THAT'S a Good Question! How to Promote Cognitive Rigor Through Classroom Questioning* published by ASCD. He is also the owner of Maverik Education LLC, providing academic professional development and consultation to K-12 schools, colleges, and universities on how to develop inquiry-based learning environments and deliver inquiry driven learning experiences that engage and encourage students to demonstrate higher order thinking and communicate depth of knowledge.

Session Description:

Depth of Knowledge continues to be a focus and priority in education. However, if your understanding of DOK as a concept and framework is cloudy or unclear, you're not alone. Unfortunately, much of the information presented and provided on DOK has been inaccurate or inconsistent. In this workshop, participants will learn what exactly Depth of Knowledge is and how it measures the cognitive rigor of academic standards, curricular activities, and assessment items. They will learn how teaching and learning for Depth of Knowledge is standards-based, socially and emotionally supportive, and student responsive. They will also learn how the DOK levels can be used as a multi-tiered systems of support (MTSS) for delivering instruction, responding to intervention (RTI), addressing and assessing learning loss, and extending or enriching student learning. Most importantly, participants will learn how Depth of Knowledge redefines rigor by clarifying what exactly students must learn and how deeply students must understand and use their learning.

Objectives:

- Recognize what the four levels of Depth of Knowledge are and how they demand students to attain (DOK 1), explain (DOK 2), justify (DOK 3) or extend (DOK 4) answers.
- Understand how Depth of Knowledge measures the cognitive rigor of academic standards, curricular activities, and assessment items.
- Use the DOK levels as a multi-tiered systems of support (MTSS) model for delivering instruction, responding to intervention (RTI), addressing and assessing learning loss, and extending or enriching student learning.
- Deconstruct the learning intention of academic standards to determine the level of Depth of Knowledge students must understand and use their learning.
- Reconstruct performance objectives into DOK learning targets that specify the demand of the mental processing (DOK Skill) students must perform and the extent of the response (DOK Response) students must provide.
- Create pathways to proficiency and progressions of performance that guide students to rise to, reach, and go beyond the DOK level of academic standards.
- Use Depth of Knowledge to strengthen and support data-driven decisions and discussions of a professional learning community (PLCs).

Webinar 9 ~ March 26, 2024

Connecting the Dots to Nurture the Whole Teacher
with Allyson Asprey



Allyson Asprey has been an award-winning school leader for nearly 20 years, leading all levels from elementary to High School. She had the honor to help open a highly successful charter school, which included developing a secondary program designed around research-proven practices. Allyson next served as an elementary principal and district leadership coach. She was on the Executive Board of Directors for MEMSPA (Michigan Elementary and Middle School Principals Association) as the Professional Development Chair and is on the NAESP Editorial Advisory Board. Allyson is the best-selling author of several books—including best-sellers *Lead with Collaboration*, *Leading the Whole Teacher*, and *The Path to Serendipity*. She also wrote the picture book *The Princes of Serendip*. She loves working with passionate groups of educators to support them in taking care of the whole child and the whole educator by implementing research-proven practices. Allyson's [TEDx Talk](#) can give you an insight into her passion.

Session Description:

Every teacher brings his or her whole self to school: their dreams, their personal challenges, their hopes, and fears, along with their desire to be valued, to be connected and to learn and grow. We will connect the dots to collaborate on creating school environments that can nurture every part of a teacher, that can help them stay connected to their why, and fulfill their servant hearts. We will break down the specific components of the whole teacher in this session and dive into strategies that will help create the environment that teachers need in order to thrive.

Participant Outcomes

Participants will walk away from this interactive, hands-on session with strategies to:

1. Help teachers feel emotionally safe in the school environment.
2. Make sure all staff feel valued and appreciated.
3. Create healthy relationships with staff and among staff.
4. Protect healthy workloads for teachers