

Wednesday PM Concurrent Sessions

Wednesday, June 15, 2022

1:30 pm - 2:25 pm

2:30 pm - 3:25 pm

- **College Level Course Experiences for Each High School Student**
 - *Robb Virgin and Victor Johnson, Eden Prairie High School*
 - *Minnesota I*
 - We aspire for each student to graduate on-time, with a successful college-level course experience, and meaningful extracurricular experience. This session describes the steps we've taken to increase college-level course enrollment from 29% of students in 2018 to 71% of students in 2022, as well as the steps we'll take to increase to 100% by 2026.

- **Individualized Student Career Plans: Big Lake 3E Model and Sandbox**
 - *Bob Dockendorf, Big Lake High School*
 - *Whitebirch Room*
 - Big Lake schools make it a priority to prepare every student for life after high school. There are many paths to a career so it's imperative that we educate students on all options. We have developed the **3E** model, which is unique to Big Lake Schools. The first **E** is **Exposure**. We want to expose students to as many different career opportunities as possible, with the goal of trying to spark career interest as early as grade 3. Our second **E** is **Exploration**. Students get a chance to dive deeper into career pathways they found interesting through exposure. Our final **E** is the capstone **Experience**. Students learn the practical and theoretical aspects of a highly skilled occupation while working on the job, receiving high school credit, and earning a wage! Our newest, and most exciting addition to our experiential learning through exploration of careers is our "BIG LAKE SANDBOX". We will be teaching our students heavy equipment operation on site this upcoming Fall.

- **Leading Change in the Middle School via the "My Story, My Brilliance" Project**
 - *Dr. Steve Emerson, St. Cloud University*
 - *Heartland I & II*
 - This presentation tells the story of Olson Middle School in Minneapolis. It focuses on leading change, adaptive leadership and shared leadership. In this presentation, I share 7 key ingredients for leading a school to improve student outcomes by focusing on changing school culture. These ingredients include: partnership, learning from others, reflective journaling, student choice and voice, re-imagining the role of the school counselor, instructional coaching and professional development. The thread that runs through all of these is a shared leadership model where licensed and non-licensed staff take active roles in changing school culture.

- **Pillager Schools Mentorship Program**
 - *Wade Mortenson and Stacy Germundson, Pillager Middle School*
 - *Governors*
 - The mentor program in the Pillager School District is driven by data and built on personalization. Before meeting with mentees, the team trains chosen mentors who repeatedly show "Pillager Husky Pride" to work with younger students. Mentors provide interventions in early literacy skills including letter recognition, sounds, and formation to name a few. In addition, mentors collect data to track the progress of their mentees.

- **Flex Periods: Middle and High School (1:30 Session Only)**
 - *Heather Giese and Sarah Sirna, Regional Center of Excellence*
 - *Lakeside A*
 - Are you finding your master schedule restraining when it comes to meeting student needs, particularly credit recovery? Consider a Flex Period! In this session, you will learn about different Flex models that can help you build in just in time academic support, create experiences that promote student agency and develop an opportunity to embed clubs and extracurricular activities.

- **Equitable Grading Practices (2:30 Session Only)**
 - *Heather Giese and Sarah Sirna, Regional Center of Excellence*
 - *Lakeside A*
 - Course failure rates increased during the pandemic, reducing student confidence in school and their chances of pursuing postsecondary education. Additionally, traditional student grades often include non-academic criteria that do not reflect student learning gains. As a result, traditional grading may inadvertently penalize marginalized students who struggle to meet non-academic expectations. Equitable grading is a highly effective strategy proven to improve student grades, minimize grading biases, and reflect learning mastery.

- **Start, Stop, Continue**
 - *Todd Van Erp, Western Lakes Regional Center of Excellence*
 - *Elizabeth Vaught, Ed.D., Minnesota Department of Education*
 - *Heartland III & IV*
 - In this session, we will ask leaders to reflect on what they will start, stop and continue doing in a reflective dialogue. We will provide leaders an asset based approach in looking at student needs in our post pandemic world. Are you listening to student voices, using data, being bold, and moving your school forward?

- **Leading Impactful SEL Programming**
 - *Eileen Weber and Lisa Worden, Sourcewell*
 - *Lakeside B*
 - The social and emotional needs of students and staff are a top priority, and school leaders are seeking solutions that create immediate impact, and at the same time, are sustainable. This task can seem overwhelming! Today's session will identify 10 proven components of social and emotional learning and provide a process for implementing SEL in your building. You will reflect on and assess existing elements and create a plan of practical steps for moving forward.

- **Language Access and Equity: Creating Multilingual School Ecologies**
 - *Dr. Ashley Karlsson, SE/Metro Regional Center of Excellence*
 - *Pelican*
 - In Minnesota, the legal basis for translation and interpretation is clearly articulated through the LEAPS Act (2014), a collection of 42 state statutes that outline school supports for multilingual learners and families. District and school language access plans can ensure that affirmative steps are taken to support the language rights of all families. This session will review the legal requirements around translation and interpretation and discuss strategies for creating multilingual school ecologies and communication plans.

- **Your Part of the Story**

- *Brett Carlson, North Branch Area Schools*

- *Minnesota II*

- A single phone call can challenge the very meaning of resilience. In a year already made tough by COVID, Brett Carlson was embarking on a six-month sabbatical with his family when he received the news that he had stage four colon cancer. This single phone call would dramatically alter his life, challenge the depths of the power of positive thought, and open his eyes to a world of support and human compassion. How do we cope when presented with tough times? Focus on what you can control, marshal your support, take the time to experience the everyday joy of family and friends, and relish each victory - large and small.