

9TH ANNUAL

NORTH DAKOTA MTSS

CONFERENCE

Student Centered Support Systems

June 10-12, 2019

**Holiday Inn
Fargo, North Dakota**

CONFERENCE CO-SPONSORED BY:

South East Education Cooperative (SEEC)
Mid-Dakota Education Cooperative (MDEC)
Missouri River Education Cooperative (MREC)



9TH ANNUAL NORTH DAKOTA MTSS CONFERENCE

Student Centered Support Systems

General Conference Information

WHEN:

Monday, June 10th – Wednesday, June 12th, 2019

- 8:30am – 4:30pm | Monday June 10th | 8:00am Registration
- 8:00am – 4:30pm | Tuesday, June 11th | 7:30am Registration
- 8:00am – 3:15pm | Wednesday, June 12th | 3:15pm Door Prizes! Must be present to win.

WHERE:

Holiday Inn, Fargo | 3803 13th Ave S, Fargo, ND 58103 | 701-282-2700

Room block (Held until May 9th):

https://www.ihg.com/holidayinn/hotels/us/en/fargo/famd/hoteldetail?newRedirect=true&qSrt=sBR&qIta=99801505&icdv=99801505&qSIH=FARND&qGrpCd=NDM&setPMCookies=true&qDest=3803%2013th%20Ave%20S,%20Fargo,%20ND,%20US&srb_u=1

WHO:

All educators interested in broadening their knowledge in Multi-Tiered Systems of Support (MTSS), RTI Behavior and Academic. Teams are encouraged to attend, but individuals are more than welcome!

REGISTRATION:

To register, you must have an escWorks account. If you do not have an account, [create one HERE](#).

[Click here to access a cheat sheet to help create your account.](#)

CONFERENCE FEES:

April 16th – May 10th, 2019 | Early Bird Rates: \$115 per day

May 11th – May 31st, 2019 | Regular Rates: \$145 per day

CANCELLATION POLICY:

Cancellations for this event are not allowed online or by phone. Cancellations must be submitted to Darlene Pullen no later than 7 calendar days prior to event for a refund. A processing fee of 25% of the registration cost with a minimum fee of \$10 will be applied to the refund. To cancel your registration, forward your event confirmation email along with your request to cancel to ndseec.info@k12.nd.us. No refunds for online courses, nonattendance, or cancellations submitted one to six days prior to the event. Registrations are transferrable. Participants will receive a full refund for events cancelled by South East Educational Cooperative.

PAPERLESS!

In an effort to be eco-friendly, we are again paperless! This means YOU will be responsible for printing or downloading your schedule and ALL your breakout session materials prior to the conference. Keynote session handouts will still be provided.

All materials will be posted at <http://www.ndmtss.org/>.

CREDIT:

One graduate professional development credit (\$65) from Valley City State University will be available for attending any TWO DAYS of the conference. Online credit registration is open May 1 – June 14. Credit assignment is due June 28, 2019. Register here after May 1st:

<http://www.vcsu.edu/extend/vp.htm?p=1618>.

Monday, June 10th, 2019

<i>Time</i>	<i>Session</i>	<i>Presenter</i>
8:40 – 10:20 am	KEYNOTE: Practical Strategies for Reducing Anxiety & Defiant Behavior in the Classroom <i>Session ID: 39502</i> With up to one in four children struggling with anxiety in this country, overwhelmed adults are in need of a new approach as well as an effective and easy-to-implement toolkit of strategies that work. Through the use of case studies, humorous stories, and examples of common challenging situations, participants will learn easy to implement preventive tools, strategies, and interventions for reducing anxiety, increasing self-regulation, accurate thinking, and self-monitoring.	Jessica Minahan <i>MEd, BCBA</i> <i>Special Educator & Consultant to Schools Internationally</i>
BREAKOUT 1 10:30am – 12:30pm	Kids Who Challenge Us: Increasing Work Engagement & Reducing Oppositional Behavior in Students <i>Session ID: 39503</i> Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. As a result of this workshop, participants will be able to easily implement preventive tools, strategies, and interventions for increasing work engagement, initiation, persistence, and self-monitoring.	Jessica Minahan <i>MEd, BCBA</i> <i>Special Educator & Consultant to Schools Internationally</i>
	Creating an MTSS Playbook: What's Your Building's Plan for Success? <i>Session ID: 39504</i> Successful teams, in sports and/or business, have a well-defined plan of attack. School improvement, through the Implementation of NDMTSS, should be no different. Participants will engage in the beginning development of an NDMTSS Playbook that will serve several purposes 1) Needs Assessment Conversations- What do we have in place, and what do we need? and 2) Communicate clearly the "way we do business" as a building/and or district . For those struggling to pull all of the NDMTSS pieces together, this tool may be the answer! • Receive Overview of the Playbook Concept. • Review potential Chapters for their playbook. • Begin writing their Playbook Chapters.	Shannon Harken <i>Heartland AEA, Iowa</i>
	Tier 1 Supports: Prioritized Standards and Proficiency Scales <i>Session ID: 39505</i> In an effort to help schools implement a guaranteed and viable curriculum, North Dakota teachers and Regional Education Associations partnered to identify K-12 prioritized content standards for ELA and Math. Along with the prioritized standards, this State Work Group created aligned proficiency scales including essential vocabulary and sample assessment items. The instructional strategies shared with this rich bank of resources will help educators enhance differentiated instruction and progress monitoring practices, supporting all students through the learning progressions. • Access and apply the ND K-12 Prioritized Standards in ELA and Math. • Access and apply the ND K-12 ELA and Math Proficiency Scales.	Erin Lacina <i>Northeast Education Services Cooperative (NESC)</i>
	Onboarding New Staff/Leaders to NDMTSS <i>Session ID: 39506</i> You've done it! You have finally finished hiring your new staff and your school employee roster has been fulfilled. Now, sit back, relax and...think about onboarding! New staff onboarding is more than just filling out paperwork and getting a name badge. Successful onboarding includes introducing new hires to your NDMTSS system in your school. NDMTSS is a framework to provide all students with the best opportunities to succeed academically, behaviorally and social-emotionally in school. Attending this session will help you determine the essential messaging needed to effectively on-board new staff to your systems framework. Attendees will receive an onboarding template to use to acquaint their staff to the NDMTSS framework. • Review the essential elements of an NDMTSS framework. • Explore your school/district(s) guiding beliefs as they relate to NDMTSS. • Identify key messaging to introduce NDMTSS to new staff. • Create a plan for NDMTSS to be in your onboarding process	Lisa Klabunde <i>Missouri River Education Cooperative (MREC)</i>

(REPEAT) Kids Who Challenge Us: Increasing Work Engagement and Reducing Oppositional Behavior in Students

Session ID: 39507

Among the many reasons new teachers leave the field within their first five years, disruptive students are on the top of the list. Without intervention, these children are at risk for poor performance, diminished learning, and social/behavior problems in school. As a result of this workshop, participants will be able to easily implement preventive tools, strategies, and interventions for increasing work engagement, initiation, persistence, and self-monitoring.

Jessica Minahan

*MEd, BCBA
Special Educator &
Consultant to Schools
Internationally*

Executive Skills: The Hidden Curriculum that Needs Our Attention

Session ID: 39508

Are you frustrated with underachieving students? As educators we may be committing "assume-i-side" (Kevin Feldman), assuming too often that the lack of students' success is simply because students lack will power, determination, and good decisions. This session will concentrate on how we might want to rethink our responses regarding the underachieving students. We will explore how to assess and teach "executive skills", the skills that are required to accomplish a task in an efficient manner, from cleaning out a desk to completing a research paper.

- Define Executive Skills.
- Learn how to assess executive skills.
- Explore how to teach executive skills.

Shannon Harken

Heartland AEA, Iowa

Intensifying Instruction

Session ID: 39509

NDMTSS focuses on providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals. In order to meet the demands of an MTSS system, educators are asking for assistance in deepening their knowledge and skills in how to intensify instructional practices to meet the needs of all students. This training will provide educators with evidence-based instructional designs to accelerate students' rate of learning. These can be applied at the universal (Tier 1), strategic (Tier 2), and intensive (Tier 3) levels of instruction. The following features of instruction will be addressed: More Explicit, More Systematic, More Modeling, More Opportunities to Respond, More Feedback, and More Judicious Review.

- Understand the Gradual Release of Responsibility Model as a foundation to high quality instruction.
- Know how to intensify instruction through evidence-based instructional features to accelerate students' rate of growth.
- Develop an action plan that is practical, reasonable, and doable.

Carrie Ziegler

*Missouri River
Education Cooperative
(MREC)*

Blending Best Practices to Create a Safe and Positive School Environment: MTSS, PBIS and Restorative Practices

Session ID: 39510

The blending of the NDMTSS framework and restorative practices aims to increase positive relationships while decreasing a student's engagement in exclusionary discipline practices. Both aim to keep our students in school. NDMTSS framework lays the foundation for creating a schoolwide approach focused on prevention and instruction while a restorative framework adds relational context and social emotional content to increase student's self-awareness of responsibility, accountability, empathy and the ripple effects of harm. Utilizing restorative practices within a multi-tiered system proactively works to establish a safe and inclusive community and responds to harm in a way that emphasizes repairing that community.

- Review the essentials of both an MTSS and Restorative Framework.
- Gain knowledge of shared core beliefs and features of a multi-tiered system of support and restorative practices.
- Explore a brief overview of the continuum of restorative practices typically used in schools.
- Consider a tiered-model of professional development to become a restorative school

Lisa Klabunde

*Missouri River
Education Cooperative
(MREC)*

BREAKOUT 3 3:40 – 4:30pm	NDMTSS Barrier Busting <i>Session ID: 39511</i> What are those barriers that are hindering NDMTSS implementation? This session will provide guidance regarding the common barriers that emerge while implementing NDMTSS, and time will be provided to brainstorm, as a group, current issues buildings are facing. • Present supports for common NDMTSS barriers. • Provide an opportunity to learn with and from each other regarding additional NDMTSS barriers.	Shannon Harken Heartland AEA, Iowa
	Networking Session <i>Session ID: 39512</i> Use this session to personalize your learning and what YOU need during the conference. Connect with educators doing MTSS work; expand on an idea or conversation you started during a session or at lunch; or brainstorm around a certain topic either individually or with others. Stop in and utilize the time and space to meet your learning needs, enjoy a snack, and/or network with others.	Not Facilitated

Tuesday, June 11th, 2019

<i>Time</i>	<i>Session</i>	<i>Presenter</i>
8:40 – 10:00 am	KEYNOTE: How to Teach Like Kevin Bacon: What Research-Based Instruction Looks Like <i>Session ID: 39515</i> The one single feature of instruction that improves reading achievement is increasing instructional explicitness. Unfortunately, explicit, more intentional instruction is often treated as a second-class citizen in practice and teacher education programs. Would Kevin Bacon's instructional practices in the movie Footloose be considered "second class?"	Nancy Marchand-Martella Suzi and Dale Gallagher Dean of Education at Purdue University
BREAKOUT 1 10:10am – 12:10pm	Secondary Literacy Practices <i>Session ID: 39516</i> This session focusses on secondary literacy strategies for students in grades 6-12. Learning-to-read and reading-to-learn strategies will be shared along with curricular programs shown to be effective for those needing strategic and/or intensive interventions. Study strategies found to promote college and career readiness will also be highlighted.	Nancy Marchand-Martella Suzi and Dale Gallagher Dean of Education at Purdue University
	(PART 1) MTSS: Improving Math Instruction for Students who Struggle <i>Session ID: 39520</i> Are you ready to try new approaches to teaching mathematics interventions? Dr. Karp will share evidence-based instructional strategies such as Concrete-Semi-Concrete-Abstract (CSA) that emphasize students' development of a balanced understanding of concepts and skills in a MTSS model. The day will emphasize hands-on learning and a problem-solving approach to whole number operations. • Learn new strategies to teach from a problem-solving perspective.	Karen Karp, EdD EdD Program Professor at John Hopkins School of Education
	(REPEAT) Creating an MTSS Playbook: What's Your Building's Plan for Success? <i>Session ID: 39521</i> Successful teams, in sports and/or business, have a well-defined plan of attack. School improvement, through the Implementation of NDMTSS, should be no different. Participants will engage in the beginning development of an NDMTSS Playbook that will serve several purposes 1) Needs Assessment Conversations- What do we have in place, and what do we need? and 2) Communicate clearly the "way we do business" as a building/and or district . For those struggling to pull all of the NDMTSS pieces together, this tool may be the answer! • Receive Overview of the Playbook Concept. • Review potential Chapters for their playbook. • Begin writing their Playbook Chapters.	Shannon Harken Heartland AEA, Iowa

The Happy Healthy Teacher Impact: How Your Social and Emotional Well-Being Positively Predicts Passionate Teaching

Session ID: 39522

"Research suggests that cultivating your own joy and happiness has benefits not just for you, but also for others in your life" (The Book of Joy, 2016). As an educator, embodying core elements of social and emotional well-being like self-awareness, self-compassion, and self-regulation not only improve your overall mental and emotional health as a teacher, they positively impact your effectiveness and influence with students. In this highly experiential session, you will discover the origins of teacher well-being while you explore simple and practical strategies to stoke your core SEL capacities that fuel your passion to teach and build strong foundations of social and emotional support for your students!

- Rediscover and connect with your "why," core values, and desires as a teacher
- Explore how your social and emotional well-being is your greatest professional capital
- Create your Teacher Well-Being Manifesto
- Discover strategies to tame the busy teacher mind to keep anxiety in check and burnout at bay
- Experience how to instantly de-escalate your mind and body so to regain your emotional equilibrium in stress-inducing teaching moments
- Experience mindfulness-based practices grounded in neuroscience that cultivate self-awareness, self-compassion, and social awareness

Dr. Jennifer Clifden

*Creator Present
Teacher Training
Founder Present Well-Being LLC*

Accommodations, Modifications & Interventions: Untangling Terms and Clarifying Roles

Session ID: 39523

Clarifying the difference between student accommodations, modifications, and interventions will help staff understand how each can play a role in an MTSS system. The session will also address how to think about differences in the intensity of interventions for students in different tiers.

- Define the terms and give concrete examples of accommodations, modifications, and interventions and the differences between the terms and services
- Determine when and where each of these ways of meeting student needs is appropriate
- Identify the various ways intervention dosage or intensity can vary and how to support a level of intervention likely to have a meaningful impact with the student

Dr. Lisa Stewart

*Minnesota State
University Moorhead*

Elementary Literacy Practices

Session ID: 39524

For more than 40 years, we have known that the more explicit the instruction, the more effective it will be, especially for struggling readers. This session focuses on elementary (K-3) literacy strategies with a focus on explicit learning-to-read and reading-to-learn strategies along with effective reading programs for those needing more strategic and intensive interventions.

(PART 2) MTSS: Improving Math Instruction for Students who Struggle

Session ID: 39525

Are you ready to try new approaches to teaching mathematics interventions? Dr. Karp will share evidence-based instructional strategies such as Concrete-Semi-Concrete-Abstract (CSA) that emphasize students' development of a balanced understanding of concepts and skills in a MTSS model. The day will emphasize hands-on learning and a problem-solving approach to whole number operations.

- Learn new strategies to teach from a problem-solving perspective.

(REPEAT) Executive Skills: The Hidden Curriculum that Needs Our Attention

Session ID: 39526

Are you frustrated with underachieving students? As educators we may be committing "assume-i-side" (Kevin Feldman), assuming too often that the lack of students' success is simply because students lack will power, determination, and good decisions. This session will concentrate on how we might want to rethink our responses regarding the underachieving students. We will explore how to assess and teach "executive skills", the skills that are required to accomplish a task in an efficient manner, from cleaning out a desk to completing a research paper.

- Define Executive Skills.
- Learn how to assess and teach executive skills.

Nancy Marchand-Martella

*Suzi and Dale Gallagher
Dean of Education at
Purdue University*

Karen Karp, EdD

*EdD Program Professor
at John Hopkins School
of Education*

Shannon Harken

Heartland AEA, Iowa

BREAKOUT 2 cont...

(REPEAT) The Happy Healthy Teacher Impact: How Your Social and Emotional Well-Being Positively Predicts Passionate Teaching

Session ID: 39527

"Research suggests that cultivating your own joy and happiness has benefits not just for you, but also for others in your life" (The Book of Joy, 2016). As an educator, embodying core elements of social and emotional well-being like self-awareness, self-compassion, and self-regulation not only improve your overall mental and emotional health as a teacher, they positively impact your effectiveness and influence with students. In this highly experiential session, you will discover the origins of teacher well-being while you explore simple and practical strategies to stoke your core SEL capacities that fuel your passion to teach and build strong foundations of social and emotional support for your students!

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- Experience mindfulness-based practices grounded in neuroscience that cultivate self-awareness, self-compassion, and social awareness

Dr. Jennifer Clifden

*Creator Present Teacher Training
Founder Present Well-Being LLC*

How to Select Evidence-Based Interventions

Session ID: 39528

Evidence-Based Interventions are essential for effective and efficient tiered support. This session will focus on finding evidence-based interventions matched to the students and resources in your school and implementing those interventions successfully.

- Finding EBIs and critically evaluating if they are a good match with students/resources
- Planning for implementation and support for EBIs in a realistic way so there is fidelity and follow through
- Evaluating student progress to maximize the effects of EBIs

Dr. Lisa Stewart

Minnesota State University Moorhead

Digging Deep into your SWIS Data

Session ID: 39529

This session will be about digging deep and drilling down into your SWIS data. Attendees must have an active account with SWIS. School teams are welcome. You will leave with next steps on your SWIS data.

- Evaluate current SWIS referral information.
- Discover tips to using the SWIS Dashboard.
- Review Reports.
- Learn the Drill Down Tool.
- Use the Data Integrity Summary.

Sandy Zahn

South East Education Cooperative (SEEC)

BREAKOUT 3 | 3:20 – 4:30pm

Literacy for Young(est) Learners

Session ID: 39532

The SEEDS of Early Learning (ages 3-5) and SEEDS Begin at Birth (infants and toddlers) professional learning curriculum resources promote age-appropriate activities that prepare our littlest learners for eventual school success. This session will introduce activities that promote vocabulary and phonological awareness skills by talking, reading and writing with our youngest learners through songs and play.

- Understand the big five early literacy predictors and the big five early math ideas.
- Rate their coaching style using a SEEDS quality interactions tool.
- Examine how emergent literacy activities can be embedded into the PreK program.

Kerri Whipple

South East Education Cooperative (SEEC)

(PART 3) MTSS: Improving Math Instruction for Students who Struggle

Session ID: 39533

Are you ready to try new approaches to teaching mathematics interventions? Dr. Karp will share evidence-based instructional strategies such as Concrete-Semi-Concrete-Abstract (CSA) that emphasize students' development of a balanced understanding of concepts and skills in a MTSS model. The day will emphasize hands-on learning and a problem-solving approach to whole number operations.

- Learn new strategies to teach from a problem-solving perspective.

Karen Karp, EdD

EdD Program Professor at John Hopkins School of Education

ESSA Targeted Support Schools Session: Planning and Balancing Supports

Session ID: 39535

This session is specifically designed for schools selected for Targeted Support. The system of support for schools is a multi-faceted approach which provides schools customized outcomes and evidence-based practices. This is a great opportunity to openly discuss planning and balancing systems of support.

- Overview of Identification of Targeted Support Schools.
- Visual Mapping for Planning and Balancing Supports.
- Opportunity to Discuss Supports and Professional Learning.
- Questions & Answers

**Stefanie Two-Crow
& Annie Linden**

*NDDPI
Office of Educational
Equity & Support*

Foundations of Well-Being: Mindfulness & Mindful Movement

Session ID: 39537

Time to relax the body and calm the busy mind! In this highly experiential and restorative session, educators will engage the foundations of mindfulness through mental and physical exercises that simultaneously soothe and restore the body while resting their minds. Educators will engage slow and strategic mindful movements designed to stimulate the body's natural calming system while also practicing 2 mindfulness-based exercises that decrease anxiety and restore levels of mental health and well-being.

- Learn and engage the 3 foundations of mindfulness and mental health.
- Engage mindful movement practices (designed for all bodies) to stimulate the body's calming system.
- Discover how focusing on the breath busts up mental and physical blocks to well-being.

**Dr. Jennifer
Clifden**

*Creator Present Teacher
Training
Founder Present Well-
Being LLC*

Networking Session

Session ID: 39538

Use this session to personalize your learning and what YOU need during the conference. Connect with educators doing MTSS work; expand on an idea or conversation you started during a session or at lunch; or brainstorm around a certain topic either individually or with others. Stop in and utilize the time and space to meet your learning needs, enjoy a snack, and/or network with others.

Not Facilitated

SWIS – How Can that Help With Keeping Track of All Those Behavior Referrals?

Session ID: 39539

This session is an introduction to SWIS (School Wide Information System). SWIS is a reliable, web-based information system used to collect, summarize, and use student behavior data for decision making. Through SWIS, staff enter office discipline referrals online and readily use the data in the SWIS reports.

- Overview of SWIS
- Exposure to the SWIS Reports
- Referral Examples will be given
- Readiness Checklist to obtain SWIS
- How to obtain SWIS

Sandy Zahn

*South East Education
Cooperative
(SEEC)*

Wednesday, June 12th, 2019

<i>Time</i>	<i>Session</i>	<i>Presenter</i>
8:00 – 9:15 am	KEYNOTE: Simle Middle School: MTSS - It Works! <i>Session ID: 39542</i> Hear how MTSS has built a culture of collaboration and support throughout our school. Simle Middle School is in year four of implementation and the results of this work are compelling and sustaining. We would like to be a partner in your journey to building a sustainable model of dealing with behavior and academic supports. Do not reinvent the wheel, learn with us.	Simle Middle School <i>Russ Riehl, Jess Nichols, Meagan Sharp, Kaye Andersen, Brigitte Johnson, Ryan Clark, Jacelyn Brown, & Kelsey Boyce</i>
BREAKOUT 1 9:25am – 10:55am	(PART 1) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction (Grades K-2) <i>Session ID: 39543</i> Participants will experience engaging classroom-tested tasks that create more robust learning on topics for students in grades K-2. The emphasis will be on number, number relationships and place value.	Karen Karp, EdD <i>EdD Program Professor at John Hopkins School of Education</i>
	Simle Middle School: Building a Solid Tier 1-Tier 2 Framework <i>Session ID: 39544</i> Come ready to dig into your reading and math data to analyze your current reality. Leave with a plan and steps to strengthen your core instructional practices. Evaluating current tiered reality and determining if you have a core problem. Developing a pathway of instruction and determining tier 1 and 2 instructional needs.	Jess Nichols & Kaye Andersen <i>Simle Middle School</i>
	It's Not Just Another Thing: Embedding SEL Within the MTSS Framework as a Trauma-Informed Practice <i>Session ID: 39545</i> Many of the initiatives our schools engage in align with evidence-based best practices to support the academic, social-emotional and behavioral success of all students. Unfortunately, the absence of explicit alignment between initiatives is all too common and resistance to "another initiative" emerges. Explore flipping the script of "initiatives fatigue" by explicitly embedding SEL within your multi-tiered system of supports with foresight rather than hindsight. - Identify the 5 SEL competencies as defined by CASEL. - Analyze alignment & integration strategies. - Understand the rationale behind the 4 ND SEL recommendations.	Keely Ihry <i>South East Education Cooperative (SEEC)</i> Lyndsi Engstrom <i>Mid-Dakota Education Cooperative</i> Lisa Klabunde <i>Missouri River Education Cooperative (MREC)</i>
	Using EL Norms and ACCESS Growth Charts: Taking EL Data to the Next Level <i>Session ID: 39546</i> This workshop assists MTSS and leadership teams to make more equitable decisions for EL students. The EL Norms Application contains information that schools can use to determine reasonable expectations for EL student academic achievement performance when comparing your EL students to other ELs. Typically, MTSS teams use national (all students) norms to view EL student performance. The EL Norms training allows users to view EL students with a new, more equitable lens. This application allows for the comparison of EL student performance against other ND EL students. It helps schools to answer the question of "How does my EL student academic achievement compare to other EL students in ND who are at the same level of English language proficiency?" - Determine which of the the seven factors of developing a culturally and linguistically responsive approach to MTSS their school needs to work to improve. - Compare and analyze EL student assessment data to help make decisions about typical performance on academic assessments. - Gauge the effectiveness of the EL programming for specific EL students based on their ACCESS growth trajectory.	Kerri Whipple <i>South East Education Cooperative (SEEC)</i>

BREAKOUT 1 cont...	Effective Data Meetings <i>Session ID: 39547</i> Effective Data Systems refers to how well student support structures are working. Evaluating and problem-solving systems requires a plan. Effective data plans must spell out what data your team will be using and how they will be using it. How will your team organize the data so you can identify what's working and what's not? • Establish Problem-Solving Process Using Data • Use System Data to Evaluate Adequate Progress for Tiered Supports • Use Data to Prioritize System Improvements	Cheryl Hoggarth <i>South East Education Cooperative (SEEC)</i>
	Tier I Content Literacy Components at the Secondary Level <i>Session ID: 39548</i> This session will show you how understanding key literacy components (i.e., phonics, fluency, vocabulary, and comprehension) can enhance instruction in all content areas for every learner. It will also support teachers in effectively designing small group instruction to best meet the needs of all learners. • Understand the key literacy components. • Learn how literacy components enhance content understanding. • Use this knowledge to design instruction that meets individual needs.	Amanda Peterson & Brenda Ehrmantraut <i>NDDPI Office of Academic Support</i>
	Northern Cass: Adults first: Why Well-Being and Social-Emotional Learning Starts With You <i>Session ID: 39549</i> All educators know that social-emotional learning is important. We also know that we need to take care of the adults in the building if we're going to take care of our learners. This session will focus on why engaging the adults in the building in the work of social-emotional well-being is imperative. Schools are systems. If we want our learners to apply and practice positive SEL skills and well-being, the adults need to be engaged and encouraged in these areas as well. • Engage in dialogue around WHY adults should be included in the practice of well-being and SEL. • Share Northern Cass' journey (wins and work-throughs) to adult social-emotional learning. • Learn about quick, easy ways to incorporate staff SEL and well-being practices in your school system.	Ashley Krinke & Keira Oscarson <i>Northern Cass</i>
BREAKOUT 2 11:00am – 12:05pm	(PART 2) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction (Grades K-2) <i>Session ID: 39550</i> Participants will experience engaging classroom-tested tasks that create more robust learning on topics for students in grades K-2. The emphasis will be on number, number relationships and place value.	Karen Karp, EdD <i>EdD Program Professor at John Hopkins School of Education</i>
	Simle Middle School: Behavior Framework and Community Partnerships <i>Session ID: 39551</i> Present strategies to build tier 1 and tier 2 behavior interventions. Discuss community partnerships and accessing behavioral health resources in schools. • Leave with low cost, high return strategies for both tier 1 and 2. Introducing resources and supports available to schools of all size and at all levels.	Russ Riehl & Meagan Sharp <i>Simle Middle School (Bismarck)</i>

Improving Student Success Through Application of the NDMTSS Social-Emotional Learning Goals and Scales

Session ID: 39552

Focused on the 5 core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) of Social and Emotional Learning (SEL) as defined by the Collaborative for Academic Social and Emotional Learning (CASEL), the NDMTSS SEL Goals and Scales were designed for ND educators by ND educators! This session is intended to introduce educators to the recently released North Dakota Multi-Tier System of Supports (NDMTSS) SEL Goals and Scales as a framework to guide to explicit instruction of SEL skills, navigate selection of evidence-based programs and curriculum, steer professional learning within ND and assess knowledge and skills in a sequential manner.

- Identify the 5 competencies of SEL as defined by CASEL.
- Understand the purpose of the NDMTSS SEL Goals and Student-Friendly Scales.

Understand how to access the NDMTSS SEL Goals and Student-Friendly Scales.

Keely Ihry

*South East Education
Cooperative (SEEC)*

Lyndsi Engstrom

*Mid-Dakota Education
Cooperative*

Lisa Klabunde

*Missouri River Education
Cooperative (MREC)*

New Salem-Almont: Elementary and High School Pathways

Session ID: 39553

We will be presenting on Academic and Behavior Pathways as well as how to structure your day to fit in the interventions necessary to implement these pathways. We currently do a once per week MTSS meeting as well as PLC's at both the Elementary and High School level. We will present the schedule for both the High School and Elementary to show MTSS times, PLC's, and intervention times. We would like to present on the components of the pathways as well as how to build them and list our current interventions and how we use them.

- Behavior Pathway- Components and how to build the Pathway: learn the components needed and how to build the pathway for your school.
- Academic Pathway- Components and how to build the Pathway: learn the components needed and how to build the pathway for your school.
- PLC's in a small school at the Elementary and High School Level: see how we implement PLC's in the High School and Elementary School with a small staff.

MTSS Academic & Behavior Meetings including Data: see an Excel data sheet and the components of an MTSS meeting and how to structure them into your day.

New Salem-Almont

*Lauren Bennett, Amanda
Wald, Karlie Murschel,
Michelle Rud, Jamie Entzi,
& Brian Christopherson*

NDMTSS & ND Literacy Plan Alignment

Session ID: 39554

Through making connections between the NDMTSS Framework - Essential components and the ND Comprehensive State Literacy Plans Essential Components, participants will understand how the alignment of NDMTSS and ND State Literacy Plan, supports schools/districts in their ability to create equity and personalize learning for all students.

- NDMTSS - Definition and Description
- Understand how NDMTSS is a continuous improvement process
- Know the 5 Essential Components of NDMTSS and their interdependence
- Know the 6 Essential Components of the ND Literacy Plan and the alignment to NDMTSS

Cheryl Hoggarth

*South East Education
Cooperative (SEEC)*

Implementing Highly Effective and Engaging Literacy Strategies

Session ID: 39555

This presentation will provide an overview of how you can implement highly effective literacy strategies in the secondary classroom, focusing on opportunities for extended discussions of fictional and factual text meaning and interpretation (i.e., Socratic seminars, debates, small group discussion, writing prompts, etc.) and increasing student motivation and engagement in literacy learning.

Amanda Peterson & Brenda Ehrmantraut

*NDDPI
Office of Academic
Support*

Richland Elementary: Everyone Does Everything

Session ID: 39556

During this interactive session, we will explain, model, and practice Tier I classroom engagement strategies – particularly those that ensure “Everyone does everything.”

- Learn practical strategies to increase student motivation and engagement by using Dr. Kevin Feldman's framework.
- Learn how to implement and utilize learning walks in your school.

Richland 44

*Jill Harris, Faith Rieger &
Amanda Jacobson*

(PART 1) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction (Grades 3-5)

Session ID: 39557

Participants will experience engaging classroom-tested tasks that create more robust learning on topics for students in grades 3-5. The emphasis will be on fractions!

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Karen Karp, EdD

*EdD Program Professor at
John Hopkins School of
Education*

Operationalizing the Priority Standards and Proficiency Scales

Session ID: 39558

You've learned about the K-12 ELA and Math prioritized standards created by the NDREAs and the cadre of ND teachers and have started using proficiency scales. Now what? Join us to learn how to bring these resources to life in your daily operations.

- Gather ideas for implementing the K-12 ELA and Math prioritized standards and proficiency scales.
- Learn about additional resources in development that will help you to continue the work with students and staff.
- Learn about new professional learning opportunities available to support implementation of the standards and scales.

Erin Lacina

*Northeast Education
Service Cooperative*

NDMTSS Social-Emotional Learning Goals and Scales Review and Revision

Session ID: 39559

Collaborate with colleagues from across ND to inform the 2019 NDMTSS Social-Emotional Learning Goals and Scales review and revision process. Participants will share knowledge, understanding and implementation experiences through facilitated discussion to work towards an improved iteration of these opensource NDMTSS resources.

- Analyze the NDMTSS SEL Goals and Scales.
- Provide meaningful input to inform the revision of the NDMTSS SEL Goals & Scales.

Keely Ihry

*South East Education
Cooperative (SEEC)*

Lyndsi Engstrom

*Mid-Dakota Education
Cooperative*

Lisa Klabunde

*Missouri River Education
Cooperative (MREC)*

Using Students' First Language to Support Language and Content Learning in the Classroom

Session ID: 39560

Research supports the use of a student's first language in English-instruction settings, but how do monolingual teachers help with this? This session will review the need and the research behind using a student's first language in mainstream content classes. We will also brainstorm ideas for how to encourage and incorporate the use of a student's home language in your school and classroom.

- Recognize how including options for first language supports in classrooms helps to give students access to content presented in English.
- Investigate first language supports that specifically help students in classroom activities that use English as a medium of instruction.

Kerri Whipple

*South East Education
Cooperative
(SEEC)*

Tier 1 Social-Emotional Learning at the Elementary Level

Session ID: 39561

This session will provide an example of how social-emotional learning can be implemented at the Tier 1 level for students in elementary school. Examples of a large district implementation plan will be shared and will include district expectations, scope and sequences, and training for classroom teachers. Examples from one elementary school will also be shared and will include how to teach SEL during morning meetings, embedding SEL into the culture of a school, and a principal's perspective on how it has influenced students and teachers in her school.

- Understand how SEL can be implemented in a large school district at Tier 1 of an MTSS framework.
- Understand how CASEL, NDMTSS, and local SEL resources can be aligned.
- Learn about concerns and questions classroom teachers have about implementing SEL in their classroom.
- Recognize how the culture of a school is impacted when implementing SEL at the Tier 1 level.

West Fargo

*Dawn Miller, Tabatha
Joyce, & Joseph Praulus*

BREAKOUT 3 cont...	West Fargo: Implementation of Personalized Learning Supporting Learning Needs for Students <i>Session ID: 39562</i> This session will cover the “Why, How, and What” of Personalized Learning along with the positive impacts it has on student agency and motivation providing time for the intervention and enrichment needs for all students. Educational leaders will share the strategic process and resources to support implementation. Classroom teachers will share their success stories on how Personalized Learning enhanced student agency and supported the various learning needs of students. • Develop knowledge of the key components of Personalized Learning and the impacts it has on individual learners. • Establish connection how “variance of pace” can provide the essential time to support learner intervention and enrichment. • Recognize how “student voice and choice” establishes student motivation and agency in the learning continuum. • Learn how educators have implemented Personalized Learning in their classrooms and effect it had on their students.	West Fargo <i>Dr. Allen Burgad & Michael Stecher</i>
	Wilton: Establishing Consistent Expectations Using CHAMPS <i>Session ID: 39564</i> Using our own experiences as school administrators, we will walk through how CHAMPS allows for both school-wide consistency and classroom-specific management. We will provide an overview of CHAMPS and help you create an action plan for implementation and follow-through. • Participants will understand the importance of a consistent management system. • Participants will understand how to effectively use CHAMPS both as a school-wide system and in a classroom. • Participants will develop an action plan for implementation. • Participants will have a sustainability plan to ensure effective implementation.	Wilton <i>Courtney Seiler & Macy Hettich</i>
Final Sessions	(PART 2) Teaching Student-Centered Mathematics: Developmentally Appropriate Instruction (Grades 3-5) <i>Session ID: 39565</i> Participants will experience engaging classroom-tested tasks that create more robust learning on topics for students in grades 3-5. The emphasis will be on fractions!	Karen Karp, EdD <i>EdD Program Professor at John Hopkins School of Education</i>
	Team Action Planning <i>Session ID: 39567</i> Use this time to gather with your school team to review, assess and make MTSS plan for your school/district.	