



Leadership

Tools for Today

Keynote Speaker:



Daniel Bauer

Transform your life and leadership via the ABCs of powerful professional development™

In this keynote, leaders will learn the ABCs of powerful professional development™ framework. This model is made up of authenticity, belonging, and challenge. When each of these components are infused into a professional development experience, life and leadership transformation occurs. In addition to learning the framework, participants will take action via practical activities that will immediately integrate more authenticity, belonging, and challenge into their culture and leadership practice.

DANIEL BAUER is the Chief Ruckus Maker at BETTER LEADERS BETTER SCHOOLS (BLBS). He launched the BLBS Podcast in September 2015. With over 1.5 million downloads, the BLBS show is the most influential podcast available for educational leaders. In 2016, he changed how professional development is offered to school leaders through the structure of a mastermind. Since then, Daniel has coached and mentored over 100 school administrators from every continent in the world (except Antarctica of course). In 2017, Daniel launched The School Leadership Series, his second podcast which amplifies the diverse voices in school leadership today. He is the author of The Better Leaders Better Schools Roadmap, which was #1 on the Amazon New Release list, and his second book, Mastermind: Unlocking Talent Within Every School Leader, will be available on September 28, 2021, and is co-published with Corwin and the School Superintendents Association (AASA). Daniel's JUST CAUSE is "to connect, grow, and mentor every school leader who wants to level up." He is excited at the opportunity to serve school leaders in Utah this November.

Breakout Session Presenters:



Daniel Bauer

Want to be a more effective leader? The key is in developing your self-awareness

Who taught you to be self-aware? If your experience is like mine the answer is, "No one!" TalentSmart tested 500,000 leaders and found only 36% could identify what was going on with them internally. That means two-thirds of leaders are controlled by their emotions and thoughts and are completely unaware this is happening! TalentSmart also found that 83% of people high in self-awareness are top performers. Learn how to be more effective by increasing your self-awareness in this breakout session.

Daniel Bauer is the Chief Ruckus Maker at BETTER LEADERS BETTER SCHOOLS (BLBS). He launched the BLBS Podcast in September 2015. With over 1.5 million downloads, the BLBS show is the most influential podcast available for educational leaders. In 2016, he changed how professional development is offered to school leaders through the structure of a mastermind. Since then, Daniel has coached and mentored over 100 school administrators from every continent in the world (except Antarctica of course). In 2017, Daniel launched The School Leadership Series, his second podcast which amplifies the diverse voices in school leadership today. He is the author of The Better Leaders Better Schools Roadmap, which was #1 on the Amazon New Release list, and his second book, Mastermind: Unlocking Talent Within Every School Leader, will be available on September 28, 2021, and is co-published with Corwin and the School Superintendents Association (AASA). Daniel's JUST CAUSE is "to connect, grow, and mentor every school leader who wants to level up." He is excited at the opportunity to serve school leaders in Utah this November.



Jason Benson

Building Collective Teacher Efficacy Through a Shared Vision for Learning

How do you build collective teacher efficacy, the belief that educators can have a positive impact on student achievement, within your school? This session will discuss the important role that a shared vision for learning has on collective teacher efficacy. School leaders will come to understand that through purposeful collaboration, they can leverage a shared vision for learning to influence the culture, systems and structures, relationships, and well-being in their schools, thereby facilitating experiences that build teacher capacity and positively impact student achievement.

Dr. Jason Benson is an award winning educator who has been recognized at school, district, state, and university levels for his work in education. Having spent the majority of the past 17 years working as a teacher, principal, and educational consultant in Title One schools, Dr. Benson has first hand experience leading schools successfully through turnaround and reform efforts. He received a Masters degree in Education and an Administrative/Supervisory Certificate from Utah State University and has a Doctorate in Education from BYU. Dr. Benson is the principal at Franklin Elementary, a highly impacted Title One school in the Provo City School District.



Brenda Beyal & Heather Francis

What Utah's Sovereign Nations Want Children to Know About Them

Are you or your staff stressed about the "do's" and "don'ts" when it comes to sharing Native American culture and content in the classroom? Discover ways to integrate Native American culture and the arts, into core subject standards. Learn how the BYU ARTS Partnership collaborates with Tribal representatives and cultural artists to create authentic resources that support teacher confidence and amplify Native voices in the classroom.

This session provides strategies for respectfully teaching sensitive topics and will help you understand what it means when our lesson plans wear a tribal seal of approval, and how Native American content can serve student learning in all subjects, all year long.

Brenda Beyal taught in a multiage classroom in the Nebo School District for thirty-two years. The last two years in the district she worked with Native American students and parents as an advocate and supporter. She now works with the BYU ARTS Partnership helping artists to develop arts integrated curriculum. She is the Program Coordinator for Native American Curriculum Initiative.

Heather Francis is a dance teaching artist and instructional designer. Her past experience includes teaching math and dance at a junior high in South Salt Lake, conducting ethnographic field research on dance and drumming in rural Ghana, and co-directing BYU's educational outreach dance company Kinnect. Heather currently works as the Research and Development Coordinator for the BYU ARTS Partnership while she continues her studies in the BYU Instructional Psychology and Technology program.



Eric Campbell

Tackling our toughest conversations like a hostage negotiator

Learn how to handle your toughest conversations with students, parents and teachers... with ease!

Eric Campbell works in Wasatch School District. He has been an elementary teacher and principal and currently serves as the director of elementary schools in the district and also serves as the Director of Equity and Inclusion.

Stephanie Discher, Kim Heaton, & Fawn Gardner

Model PLC School Journey Reflections

In this session we will review and reflect on our Model PLC School Journey. How it changed us as educators, how it impacted the quality of instruction and most importantly...how it impacted student learning and results. We will share our story and then leave ample time for questions.



Stephanie Discher is the principal of Old Mill Elementary in Heber, Utah.



Kim Heaton is an instructional coach at Old Mill Elementary in Heber, Utah.



Fawn Gardner is the Fifth-Grade team leader at Old Mill Elementary in Heber, Utah.



Lana Hiskey

Using social media to engage/connect students and parents.

Learn some easy, tried and true tips that will help you communicate and engage your students and parents through social media. Also, learn to avoid pitfalls of social media. (Please bring a device so you can be actively engaged.) You will come away with 9 strategies for generating awesome content and 100 inspiring ideas for school social media posts.

Lana Hiskey is the Communications and Community Relations Coordinator and the Nebo Education Foundation Executive Director for Nebo School District and has served in both positions since 2002.

Lana is a past President of the Utah School Public Relations Association and past Vice President for the Utah Association of Public School Foundations for the state of Utah. She has a marketing background with a master's degree in Education Administration from Southern Utah University.

As the Communications and Community Relations Coordinator, Lana Hiskey is the spokesperson for over 35,000 students and 4,500 employees in Nebo School District. She has produced thousands of articles for three daily newspapers, a weekly newspaper, a monthly newspaper, four television stations and various radio stations as well as manages social media including Facebook, Instagram, and Twitter.

Lana oversees media relations, district publications, the district's website articles, district newsletters and e-newsletters, social media and media relations training for administrators and employees. She was aired in commercials for radio and television and taught public speaking and interviewing.

Mrs. Hiskey has presented at the National School Public Relations Conference in New Orleans, the State School Board's training, the Utah School Public Relations Association, and received recognition for her school public relations program in the state. One of her favorite assignments is helping administrators learn the art and ease of communications especially with social media and electronic devices. Lana has championed three successful bonds including the most recent bond for \$298 million.

Her daughter, Shalee, who graduated in Public Relations and Communications said, "Mom is one of the most kind-hearted and giving people I know. She is always willing to help others and puts them before herself. Mom looks for the tender mercies of life each and every day and that is what helps her to find true happiness in her life."



Ben Jameson

Developing Assessment Capable Learners Through Learning Targets and Success Criteria

Imagine getting into your car and driving without knowing where you are going. Only your passenger knows. He tells you where to go by giving you step-by-step instructions without any understanding of our ultimate destination. Because of this, you are unable to evaluate your progress on this journey because you don't know where you are going. Your ability to navigate as the driver has been severely diminished. Not ideal, right? Without the effective use of learning targets and success criteria, many students are experiencing something similar in their educational journey.

Because they don't know where they are going or how to evaluate their progress, their ability to navigate through their learning is diminished. They lose motivation and interest. In this session, we'll discuss how to use learning targets and success criteria to help motivate and empower students in their own education. Students' ability to answer questions like 'Where am I going?' and 'How do I get there?' allow them to assess their own progress. Because they can answer these questions for themselves, they are inherently more engaged and more motivated in their learning. This is the first step in developing what John Hattie calls assessment capable learners, which has an effect size of 1.44 or about three years of learning progress in one school year.

Ben Jameson spent 16 years in the middle school life. As a teacher for eight years, he taught Spanish, language arts, journalism and reading. He spent the other eight years as a middle school administrator, four of which he served as a principal at a local school designated by the National Forum to Accelerate Middle-Grades Reform as a School to Watch. Ben currently serves as assessment director for Jordan School District.



Joe Jensen & David Boren

Untangling the Deep Learning Perception Knot: Creating Clarity on What Deep Learning IS and What it IS NOT

For decades, the best educational minds have warned we need to move beyond content mastery as the goal for education. If we don't get to systematic development of skills and dispositions (deep learning), using content essentials as our vehicle, then we will soon be irrelevant. However, misperceptions abound around the topic of deep learning and can

discourage educators' pursuit of systematic deliberate deep learning. This session will focus on what deep learning IS and what IS NOT and create a compelling case for unapologetically fostering a culture of deep learning in our schools.

Racing mountain bikes in Leadville, running in Boston, or just commuting by bike to school, **Joe Jensen** has become an endurance junkie. That training serves him well as the principal of Timpanogos High School, where he revels in creating conditions and building capacity with an amazing team of educators to intentionally nurture connection and well-being as well as deliberately develop a culture for deep learning in students and staff. In his 27th year, Joe has been an English teacher, assistant principal, JH principal, and HS principal. He would rather play catch with his nine-year-old in the backyard than attend an NFL football game. He would rather read great literature than go to a special effects movie. He would rather plan a good road trip with Julie and his 6 kids than book a Caribbean cruise. In his endurance pursuits, he lives by the mantra, "There's no bad weather, there's just bad gear." And, his kids still roll their eyes when he claims doctor status on medical questions.

David Boren has been an educator for the last 20 years. He has taught Spanish at a private university, has been a public school teacher and administrator, and currently works as the director of BYU's School Leadership Program. His work as an educator has taken him to South America, Africa, Asia, the Pacific, and all over the United States. His writing and teaching focus primarily on leading teams, adult learning, innovative education, and fostering wellbeing in schools. David grew up on a small farm in Idaho and now lives in Pleasant Grove, Utah with his wife Sherrie, and their five busy kids. In his free time, he enjoys running, mt. biking, hiking, fishing, storytelling, and puttering around in the yard.

Kirk Johnson, Travis Lemon, & Cameron Duckworth

How a Focus on Essential Learning and Grading Practices Helped Us Navigate Through a Pandemic

Hear how a laser-like focus on school goals and student learning helped one school to continue to improve student learning and engagement through remote learning.



Kirk Johnson is in his third year as principal at American Fork Junior High School. He has been in education for 16 years as a teacher, coach, assistant principal, and now principal. Kirk earned his bachelor's degree from Brigham Young University in French Teaching with a minor in Chemistry Education. He earned a Master's of Education degree from Southern Utah University.



Travis Lemon has taught at American Fork Junior High School for the past twenty-one years and also currently serves as an instructional content coach for secondary mathematics teachers throughout Alpine School District. Travis has a M.A. in Mathematics Education from Brigham Young University, achieved National Board Certification in Early Adolescence Mathematics, and is a recipient of the Presidential Award for Excellence in Science and Mathematics as well as the Huntsman Education Award.



Cameron Duckworth is in his first year of being an assistant principal at Viewpoint Middle School. The previous nine years were spent at American Fork Junior High teaching; the last three years his time was split between teaching and being a PLC Coach. Cameron graduated from Utah Valley University with a History Education degree. He earned a Master's degree in Technology and Learning and a Master's degree in Education Leadership from Western Governor's University.



Mike Larson

Helping Students Through Building Community Connections: The Power of One Passionate Person

It all started with one conversation with one teacher. It has led to wonderful things happening at our school to help our students. We have learned that individuals and businesses in the area really want to help when you find the right purpose. This session will share ideas to help you get started at your school.

Mike Larson grew up in Orem and has spent his entire career in Alpine School District. He was a student at Mountain View, a teacher at Timpanogos, and an assistant principal at Orem High School before spending the last 5 years as an Elementary School Principal. In the past year he has learned that trying to increase test scores does not get him out of bed in the morning, but helping students have the tools they need to be successful in life does. He loves working with the students at his school but loves his own 8 kids more. He hopes to instill his love of reading in every student and has one rule to live by: You only have to read on days that you breathe.



Heather Leary & Elicia Timpson Gray

Connecting Art and Science for Engaging Interdisciplinary Activities

Creativity is important for artists and scientists alike. In this workshop attendees will explore meaningful connections between science and art. Students will learn how to create interdisciplinary connections that meet art standards and science standards with confidence. Participants will explore the science behind melted glass and the aesthetic nature of the same medium. Finally, students will create their own beautiful piece of “melted” art while learning about the science behind the process.

Heather Leary is an Assistant Professor of Instructional Psychology & Technology at Brigham Young University. Her research focuses on tackling complex educational challenges in K-12 and higher education while working collaboratively with educators in various disciplines (e.g., science, math, arts) to iteratively design and implement potential solutions. Currently, she is partnered with elementary teachers to integrate arts into SEEd aligned lessons.

Elicia Timpson Gray has taught art for more than 20 years in a variety of different capacities. She currently spends the bulk of her time as an art specialist in a Portuguese immersion elementary school. She has a master's degree from Brigham Young University and she specializes in curriculum development and unconventional art mediums. She loves to learn new things and is constantly in search of new ways to solve problems.



Rachel Neeley & Kami Christensen

Using Coaching to Create a Supportive Culture of Continuous Improvement

The administrator is the instructional leader in the school and is an essential ingredient in leading school transformation. In this session, we will explore different coaching models and learn how an administrator can utilize coaching to support a culture of teaching and learning.

Rachel Neeley has been an educator in Nebo School District for 18 years. She taught junior high and high school English and mentored new teachers for 15 years. For the past three years, Rachel has worked as a Curriculum Specialist supporting mentors, coaches, and secondary English teachers. Rachel graduated from BYU with a Bachelor of Arts in English Teaching and a Master of Arts in Teacher Education with an emphasis in literacy. She is passionate about using coaching as a tool to help educators grow and reach their goals.

Kami Christensen has been a Curriculum Specialist for the Nebo School District for the past 13 years. She started her career 22 years ago, as an elementary school teacher (4th and 1st grade). She also had the opportunity to work as a Clinical Faculty Associate (CFA) with BYU for three years. Kami graduated from BYU with a Bachelor of Science in Elementary Education. She also recently earned her Master of Education in Educational Leadership from SUU. Kami assists Nebo educators through the ongoing training and support of site-based mentors and instructional coaches. She is dedicated to providing professional learning, coaching and ongoing support for transformational growth in educators and high levels of learning for students.



Michael Owens

The Best Leaders are the Best Followers: Followership as a Complement to Leadership

In this session, we will discuss principles of followership, which can be seen as the flip side of leadership. Generally, school and district leaders have both traditional leadership roles while also being followers. They follow the direction of their superiors while being leaders to their team members. We will examine principles of effective followership as a complement to leadership in educational organizations.

For over 20 years, **Dr. Michael Owens'** work in Argentina, Los Angeles, Salt Lake City, and Detroit has shaped his research agenda, which focuses on leadership, followership, and constituent engagement in schools and other educational organizations that serve youth in cities. He has been with the David O. McKay School of Education at Brigham Young University (BYU) since 2017.



Kate Ross

Engineering the Future through Innovative Leadership: A Journey from Doing to Being

In schools, our greatest asset is our collective brilliance. The trick is to unlock that collective brilliance in teachers and students to engineer innovative solutions where the impossible becomes possible. A necessary shift to a new way of being as leaders is accomplished by not merely "doing" the 6 C's but "being" the 6 C's. This session highlights one school's journey and aims to provide access points to your school's next steps in maximizing the possibilities!

Kate Ross is in her 25th year as an educator. She began her career teaching 7th and 8th grade English at Mountain Ridge Junior High, worked as a trainer and integration specialist for the online writing program My Access, coached first year secondary teachers in Alpine School District, and currently is the principal of Lindon Elementary. Throughout all of her different roles in education, she is passionate about helping all those around her to reach new heights and to recognize their potential. She sees her primary role as a facilitator and is relentless in her support of teachers and students. She enjoys spending time with her two daughters and husband.



Ben Springer

Managing the Modern-Day Classroom: "SEL, Discipline, Screens, Oh My!"

Join Dr. Ben Springer for a humorous and insightful take on the four pillars of modern classroom management. Participants will gain ready-to-use tools to bring back to their PLC/School teams. Major outcomes of this training will include:

- Identification of the four pillars of modern classroom management
- Access to tools applying the four pillars of classroom management
- Identifying an "I do, We do, You do" method of implementing the four pillars of classroom management with school teams
- Identifying a progress monitoring and feedback methodology to support teachers and their students.

Ben Springer is an award winning and Nationally Certified School Psychologist. Ben is also the author of the popular book, "Happy Kids Don't Punch You in the Face." Ben received his Master's and Doctoral Degrees from the University of Utah in Educational Psychology. Ben studied, Autism Spectrum Disorders, Social Skills Instruction, Applied Behavioral Analysis, Parent Training, and Evidence Based Practice. Ben has worked professionally as a school psychologist, behavior specialist, and director of special education. Currently, Ben works as the director of special education in Wasatch County School District and manages Totem PD, a professional learning company focusing on practical, ready-to-use tools for educators working in classroom management, crisis de-escalation, bullying prevention, positive behavior supports, and student wellness. Ben is married with four lovely daughters, enjoys backpacking, fishing, and collecting comic books.

Shari Taylor, Thomas Paul II, Kathy Larsen, Ryan Rocque, & Cole Perry

Supporting High Levels of Learning for High Ability Students

Join a panel of middle school administrators to learn and discuss best options for meeting the needs of all students in our schools, including our smartest and brightest. Share ideas for in school and extracurricular programs. Share ideas for supporting teachers and staff in identifying and meeting the needs of high ability students.



Shari Taylor is an assistant principal at Vista Heights Middle School. She is the past Director of Gifted Services for Alpine School District. She has been an educator for the district for 28 years teaching all elementary levels in music and advanced 5th & 6th grade instruction for all subjects. In addition to teaching children, Shari teaches adults working on their Utah State Gifted and Talented Endorsement and teachers for identified advanced classes. Shari is the past president of the Utah Association of Gifted Children. She loves her career as a life-long educator and learner.



Thomas Paul II, M.Ed is an assistant principal at American Fork Junior High School. He started in education as a special education para educator as he worked on a Bachelor's degree from UVU in English Education. Upon graduation Thomas taught Language Arts at Independence High School then at Mountain Ridge Junior High. After getting his Master's degree in Educational Leadership from BYU he was assigned to be an assistant principal at Traverse Mountain Elementary, then Skyridge High School, and now American Fork Junior High school. Having the opportunity to work at every level of elementary and secondary has provided a unique experience in education. Thomas is dedicated to the idea that all students can learn at high levels and believes students just need the right conditions to find success. Thomas and his wife Mandi have three children who all attend Mount Mahogany Elementary school.



Kathy Larsen is an assistant principal at Pleasant Grove Junior High. She is the former English Content Specialist for Alpine School District, a position that allowed her to facilitate professional learning for English teachers and special education teachers throughout the district. Kathy was an English teacher for 17 years, and learning alongside her wonderful students is among the most special experiences of her life. Kathy has a master's degree in Teacher Education and a master's degree in Educational Leadership from Brigham Young University.



Dr. Ryan Rocque assistant principal at Lakeridge Jr. High is known for his experience as an innovative foreign language teacher and a data driven leader who believes deeper learning is not just wishful thinking. He also works as an online instructor for BYU independent study. He has published in the areas of 21st century skills, digital tools for learning, and dual immersion education. He is the father of five amazing and opinionated children, four girls and one boy. He is married to his best friend. He is a triathlete, polyglot, outdoor enthusiast, foodie, and golf addict. @rkmrocque - Twitter, Instagram



Cole Perry is in his third year as an assistant principal at Mountain Ridge Junior High in the Alpine School District. Before starting administration Cole spent seven years in the classroom. He taught one year as a computer specialty teacher, one as a 4th grade intern, and five years as a 5th grade teacher. During the summers, Cole taught language arts to students ranging from 2nd to 8th grade. He also spent five years coaching football at American Fork High School. Cole earned a Master of Science in Educational Leadership from Western Governors University and a Bachelor of Science in Elementary Education from Utah Valley University.



McKinley Withers

Understanding and meeting individual's emotional needs

This session will provide a renewed perspective on meeting student's and staff's emotional needs. In this session you will join a community of educators who are seeking to improve education's work culture, one educator at a time, beginning with ourselves. You will find personal, positive, manageable strategies for maintaining wellness.

I, like most of us in this field, have often struggled to find fulfillment in this difficult, essential work. As I continue to make daily efforts to create fulfillment in my professional and personal life I am deeply grateful for my fellow educators. If it weren't for the people like you who have supported, mentored, led, and cared for their colleagues, then I would not have made it in this work. Thank you for what you do every day to support the others, we couldn't do it without you.

I have had the privilege of working as teacher, counselor, and administrator. I received a Bachelor's Degree in Social Science Teaching from Brigham Young University, a Master's Degree in Psychology with an emphasis in School Counseling from Utah State University, and a Doctoral Degree in Educational Leadership and Policy from the University of Utah. I currently work as Jordan District's Health and Wellness Consultant. If you don't find me in public schools then you'll find me with my amazing wife and beautiful children, running (preferably on trails), or trying some other outdoor hobby. I hope to meet you out in our schools or out in the wild!

Cathy Jensen, Kelly Glynn, & Jean Irwin

Show me the Money

This session will offer information about what is available to you in the arts for teachers and students through the Utah Division of Arts and Museums and the Utah School Board of Education showing your tax dollars at work. Learn also about regional opportunities provided throughout the state from various universities.



Cathy Jensen is a career music educator and 23 year principal in Jordan School District currently serving as a Fine Arts Specialist at the Utah School Board of Education. In that role, she is the coordinator for the state K-6 arts education program, The Beverley Taylor Sorenson Arts Learning Program commonly known as BTS Arts. A committed educator and musician, Cathy is currently learning to play the harp. She and her husband, Jeff, enjoy traveling and playing with grandchildren.



Kelly Bruce Glynn is a dedicated educator and passionate arts advocate based in Salt Lake City, Utah. She graduated with a Master of Fine Arts from The University of Utah in 2015 and received a Bachelor of Fine Arts from The University of Southern Mississippi in 2012. She also holds a Utah Education License with a Secondary Dance Endorsement and a K-12 Extension. During her time in academia, she received numerous awards and accolades which honored her commitment to the arts.

Kelly was born and raised in New Orleans, Louisiana, where she began her formal dance training at a young age. She has been working in dance education for ten plus years, spent 3 years teaching with the Beverley Taylor Sorenson Arts Learning Program, and served as the Beverley Taylor Sorenson Arts Learning Program Coordinator at Weber State University. Throughout her career as a dance artist and educator, she has presented and taught for school districts, universities, and non-profit organizations both nationally and internationally. Kelly currently works as a Fine Arts Specialist with the Utah State Board of Education.



Jean Irwin is a naturalized American citizen and holds a B.A. and M.A. from the University of Texas/Permian Basin. Since 1991, Jean has been the Arts Education Program Manager for the Utah Division of Arts and Museums. In arts education she led three initiatives funded by arts learning grants from the National Endowment for the Arts (NEA).

Jean has served on 14 panels for NEA, and on arts education panels for Ohio, Kentucky, Idaho, Arkansas, and Wyoming. She is in her fifth year as panelist for the President's Committee for Arts and Humanities Youth Program awards. In 2009 and 2011, she was appointed to the Coalition for Minorities Advisory Council to the State Board of Education. She began the dance and film/video categories for the Utah Reflections Program, later adopted by National PTA in 2006. Prior to her tenure at UDAM, other positions include Associate Director and Director of Programs for the CTC Museum in Galveston, Texas; the Director of Museums for Western Texas College (art, history); Director of the Lyon County Historical Society and Museum, Emporia, KS.

Jean was a founding member of visual arts cooperative (now the Permian Basin Visual Arts Institute). Still a dabbling visual artist, her mixed media work appeared in the 2002 Winter Olympics Cultural Olympiad Women Beyond Borders exhibition featuring 20 works by Utah women. Her assemblage, *The Goddess of Hysterectomy*, has been featured at the Art Access Gallery and in various publications.
