Featured Speakers

D01. Cultivating Mathematical Mindsets in Your School & Classroom
Presenter: Bobbi Jo Erb, Self-proclaimed “Math Geek” and lifelong educator
Chapel

D02. Character Strengths: Building Confidence, Establishing Equity, and Living Your Best Life
Presenter: Erin Noviski, Director of Well-being at The Wellington School in Columbus, OH
An integral part of positive psychology, the science and research around character strengths helps us identify our 24 unique strengths in order to lead meaningful, positive lives. How can we use this science to help all of our students recognize their strengths to be confident, purpose-driven, and happy/thriving individuals? This interactive workshop will explore character strengths and their application in your school.

Great Hall

D03. Engaging Your K-5 Classroom Through Inquiry
Presenters: Kimberly L. Mitchell, Author of Experience Inquiry, Founder, Inquiry Partners and Lecturer at University of Washington; Brandon Farrar, Giddens School
Kemper Theater
Join author and UW lecturer, Kimberly Mitchell, and classroom teacher, Brandon Farrar, as they lead participants through inquiry-based exercises, including Impromptu Networking, Provocative Statements, and Troika. Each exercise is designed to engage students in deeper thinking, appreciative inquiry, and question-asking; and can be adapted for K-12 classrooms and with adults in professional development sessions.

D04. Conquering Everyday Challenges in the Classroom
Presenter: Pooja Agarwal, Cognitive Scientist & Author; Patrice Bain, Veteran K-12 educator and speaker
Reduce prepping, grading, and re-teaching with research-based activities in a minute or less
Kemper Gym

D05. Neuroscience of Learning – 6-12 Education Through a Neural Lens
Presenter: Kieran O’Mahony, PhD and Missy Widmann, MA
USB Atrium
In the past few decades, neuroscientists have made amazing discoveries about the neural substrates governing the human brain. In this session, you will learn more about the neuroscience behind how the brain works, how to positively grow neural connections, and how to foster engagement through a research-based neuroscience model that creates a safe environment for students to find voice and agency. Understanding how the brain works, what stimulates it and how to harness neural connections in a positive way enables students to flourish. Neurocognitive-informed pedagogy can be applied in real classrooms with real results.
Breakout Sessions

D06. Addressing Twice Exceptional Children in the Elementary Years
Presenters: Michelle Sullivan, Bertschi School; Tristan Gavin, Bertschi School; Jennifer Bloch-Garcia, Bertschi School; and Beth Williams, Bertschi School

Tristan Gavin and Jennie Bloch Garcia, Bertschi Learning Specialists, Michelle Sullivan, fifth grade teacher, and Beth Williams, second grade teacher, will share how Bertschi is striving to address the unique needs of our students who could be labeled as twice exceptional - gifted students who also have a significant area of challenge. We will share classroom strategies as well as how we are communicating expectations with students and parents.

D07. A Fast and Easy Way for Teachers of Any Subject to Mark Student Papers for Grammar
Presenter: Laura Barber, Annie Wright Schools

Are you a teacher who believes grammar matters, but you just don’t have the time to grade for it? Do you notice errors in students’ papers but feel unsure about how to address them? In this session, we’ll cover a technique for marking student papers for grammar that anyone can do, even those who don’t feel particularly strong in grammar themselves. This technique will not slow you down when grading but will lead to significant improvement in student proofreading skills. It’s research-based and classroom-tested. You’ll leave feeling empowered!

D08. Meet the ALSUP: The Assessment of Lagging Skills and Unsolved Problems
Presenter: Nora Jaso Ludviksen, The Table Mediation

Meet the ALSUP - Your new favorite teacher/parent conference tool! Family mediator Nora Ludviksen of The Table Mediation will introduce you to a discussion guide that helps adults (you included) shift their mindset about kids' behavioral challenges. Stop the struggle with unwanted behavior in favor of collaboratively and compassionately assessing adult expectations, the child’s difficulties meeting them, and the related lagging cognitive skills. Join us for a mini workshop that will blow your mind. In a good way.

Presenters: Christie Berkey, The Westside Schools; Harmony Button, Waterford School

Great books on educational leadership offer us mirrors to our own experience. Join Christie and Harmony, members of the NWAIS Pathways to Leadership program for women in school leadership, for an engaging conversation about the books and thought leaders that have helped shape their journeys from faculty to administrative leadership positions. Come with an eagerness to build your professional library and leave with a specially curated reading list that you can feel confident will serve you in your leadership path.

D10. The Science of Glass – Building Community Partnerships to Engage Students
Presenter: Mary Mingels, Annie Wright Schools

There are resources all around you. Learn how a partnership with the Museum of Glass in Tacoma engaged our students in the chemistry of glazes, thermodynamics and engineering of glass furnaces, and the art of glass blowing. We will discuss the impact on our students, how this partnership came to
be, and brainstorm ideas for community connections to go beyond your standard curriculum. There are resources all around you.

D11. Successful Strategies for Bringing on New Faculty

Presenters: Chauncy Gardner, Sun Valley Community School; Julia Kassissieh, Seattle Academy of Arts and Sciences; Ashley McComas, Silverwood School

Faculty matters. Happy and invested teachers can make the difference between an outstanding, dynamic, and sustainable program and a school that has to continually work hard to maintain energy and joy. What programs do you employ to help new teachers adjust to the profession of teaching, to your school, and to your community? Explore examples of programs from three different schools and spend time sharing ideas from your school with your peers.

D12. Creating Supportive Communities for Learning New Language in a Non-Binary World

Presenters: Jane Shay; Mary Grace Lentz, Seattle Jewish Community School

Words are powerful. As teachers, our words hold something more. As the world of progressive education seeks to create a more inclusive community and as our understanding of gender develops, changes in our speech and language are critical to setting up a classroom for student success. In this session, we will examine some of the implicit biases toward binary gender identities endemic in common teacher language. In addition to vocabulary, we will break down case studies to practice ways to hold ourselves as teachers and colleagues accountable for making change in our verbal habits. How do we speak using the pronoun “they”? How often do we reference students and groups of students by one or the other gender? If affirming a student’s sense of self requires us to let go of old phrasing, how can we build opportunities for self-reflection and create a new world with a larger spectrum of gender and identities?

D13. Diversity Equity and Inclusion (DEI) vs. Social Emotional Learning (SEL): Moving from a Deficit to Abundance Model and Centering Equity through SEL Work

Presenters: Emily Schorr Lesnick, University Prep; Jill Leahy, University Prep

How can a growing commitment to Social Emotional Learning (SEL) center a Diversity Equity and Inclusion (DEI) framework, and vice versa? Rather than buying into a deficit model that pits SEL against DEI, we offer a new series of questions for integrated, just, and collaborative DEI and SEL called DIESEL. How can we ensure students build competence in self-awareness and social awareness to develop empathy? We will use UPrep’s developing program as a case study, outlining both our process, curriculum, and reflections.

D14. Facilitating Conversations about Race through Literature Groups in Elementary Schools

Presenters: Namrata Kulkarni, University Child Development School; Patrick King, University Child Development School

We live in a world, where race and ethnicity are pillars of human kind. As educators to young children, we strive every day to bring these topics to the forefront establishing trust and empathy in our children to have conversations about race. In our session, we will introduce you to Literature Groups, a model of facilitating small group conversations about books with children that has been practiced at University Child Development School for many years. In this session we will cover the process from:
books, facilitating conversations, tackling difficult questions and collaborating with families on this journey.

D15. Focus Pocus: Practical Research and Tools for Supporting Students with ADHD and Learning Disabilities
Presenters: Jess Claesson, Seattle Academy of Arts and Sciences; Sarah Miller, Seattle Academy of Arts and Sciences
USB – Room 2613
Meeting needs of students with learning disabilities (LD) and ADHD can feel like an overwhelming task. As understanding grows, we increase not only our capacity to support LD/ADHD students in meaningful ways, but learn strategies that deepen and enhance the entire classroom. In this session we will frame current research, articulate how LD/ADHD manifest in the classroom in common and lesser-known behaviors, and provide tools to enrich the learning experience for all. Participants will then delve into practical techniques and strategies currently being implemented at Seattle Academy of Arts and Sciences.

D16. Get the Most Out of Your Classroom Furniture
Presenter: Marta Lilly, IBI Group Architects
USB – Room 2616
Let’s look at how classroom furniture can enhance your curriculum and strengthen relationships in your classroom.

D17. How to Truly Support LGBTQ+ Students
Presenter: Azure Grossi, The Bush School/Lake Washington Girls Middle School
Klarsch Hall - Level 1 - Room 1511
In this session we will offer specific scenarios and examples of ways that school staff can validate, support, and engage students in the LGBTQ+ community. This will not be a Gender/Sexuality101 class, but rather a practical exercise in addressing difficult and complicated situations in our schools.

D18. Inclusion and Equity is Everyone’s Work: Onboarding All New Employees for Diversity, Inclusion, and Equity Work
Presenters: Ryan Hoglund, Rowland Hall; Jij de Jesus, Rowland Hall; Kate Taylor, Rowland Hall
USB – Room 2612
Since 2015, all new Rowland Hall employees are required to have a two-hour onboarding orientation that includes topics of inclusion and equity, an introduction to bias awareness, and the protocol for handling inappropriate comments/cultural bullying. Come hear from Jij de Jesus (lower school principal), Dr. Kate Taylor (10th grade English and Inclusion and Equity Committee Lead) and Ryan Hoglund (Director of Ethical Education) about the implementation of this orientation, receive all the slides and materials from this orientation, and review the survey data of those who have gone through the orientation. Inclusion and equity work is everyone’s responsibility, come hear how to make that expectation explicit in the onboarding process.

D19. Quest of Epic Proportions: Adventures in Social Emotional Learning (SEL) Skill-Building
Presenter: Jason Ermer, Open Window School
Cannon Bell Wing - Room 1312
The Quest of Epic Proportions is a role-playing adventure that embeds SEL skills in a team/advisory setting. Students embody fantasy characters who must work together, manage shared supplies, and
tackle escalating challenges. As the quest unfolds and supplies grow scarce, players must practice active listening and negotiating skills to include all members' voices, discuss alternatives respectfully, and weigh their options as they decide the best course of action for completing their quest.

D20. Sight Word Make & Take
Presenter: Laura Weir, Annie Wright Schools
Klarsch Hall - Level 1 - Room 1509
There is scientific evidence that teaching children sight words when they are learning to read helps increase fluency. In this breakout session we will bridge the gap between science and reality by letting participants make and use realistic, practical games for and in their classroom. You know those pinned and saved sight word games that 'you’re going to make someday, soon, you’re sure!' Now’s your chance! Learn what research says about teaching sight words, and make your own sight word games to take home today (all materials provided)!

D21. Supporting Students in STEAM: Cultivating a STEAM Culture That Engages All Students
Presenters: Christine Zarker Primomo, Lake Washington Girls Middle School; Chelsea Giacolino, Lake Washington Girls Middle School; Melanie Forbes, Lake Washington Girls Middle School
USB – Room 2601
When considering how to create educational environments that create space for all students, we must intentionally design a school culture that reaches beyond the traditional classroom experience. In addition to developing coursework and a school-wide pedagogy that invites students to make interdisciplinary connections, LWGMS faculty and staff design STEAM experiences for students throughout our school program. This workshop will share specific ways our school culture supports students to construct their own positive narrative around being a student in STEAM.

D22. The Intention Translator for Difficult Conversations – How to hear and respond to what someone’s really saying
Presenters: Ann Sulzer, Oregon Episcopal School; Teri Barnett, Bertschi; Sarah Peterson, University Prep
USB – Room 1613
In every role in a school, we all have had difficult conversations, whether it’s with a student, family, or colleague. Often our hardest conversations are buried in emotions, misunderstandings, and unresolved previous conflicts. How can you successfully navigate through these layers in a conversation to get at the heart of what matters? Take some time to learn some frameworks and approaches that could help bring greater attention and intention to your challenging conversations.

D23. The Science of Leading Teachers
Presenters: Tuney Kannapell, Book Bag Learning; Marianne Picha, Book Bag Learning
Klarsch Hall - Level 2 - Room 2511
Everyone has heard about a school administrator who is smart and capable but fails as a leader. There is a science to leadership and how to motivate others. This session will help school leaders identify their skills and improve their work in schools to support teachers and, in the end, our students.
D24. The Use of Reflection for Student Growth
Presenters: Randi Gordner, The Bush School; Megan Norcross, Seattle Jewish Community School
Cannon Bell Wing - Room 1210
Reflection is a tool for building a growth mindset. Reflection can be used to foster life-long learning skills and independence. In our classrooms, students reflect on academics, social-emotional learning, and personal goals. Using “small move” reflections we build students’ awareness and confidence of their own learning needs and ultimately guide them toward student-led conferences. We believe that reflection encourages students to better understand themselves and advocate for their needs.

D25. Using Data to Make Student-Centered Decisions
Convergence Zone - Room 1405
In an effort to meet our Mission, Vision, and Diversity Statement student voice and agency are integral to the process. Join this session if you are interested in learning how to make student-centered decisions and deliver on your school's mission.

D26. Who Do We Care For? Taking Care of Adults En Route To Taking Care of Students
Presenters: Rebecca Moe, University Prep; Janet Hubbard, NOVA Middle School
Klarsch Hall - Level 2 - Room 2507
A well-cared for and supported teacher is ready for optimal relationships with students. This session will discuss the importance and impact of self-care and wellness for educators in today’s world. We will consider options and opportunities available for individuals and institutions and explore models for sustainable work life balance.

D27. Mural Making: Using large scale art projects to enhance your curriculum and community
Presenters: Daron Henry, Spruce Street School; Felipe Perez, Spruce Street School; Laura Montagner, Spruce Street School
Cannon Bell Wing - Room 1313
The creation of large-scale art projects such as murals within our building has been a focus of our school for many years. This past year, we decided to create a mural on the outside of our school. We will share our process and experience as well as how we tied it to our curriculum.

D28. Changemakers: Educational Evolution and Innovation in After School and Summer Programs at Oregon Episcopal School
Presenters: Miriam Agron, Oregon Episcopal School; Carmen Shahtout, Oregon Episcopal School; Kati Stenstrom, Oregon Episcopal School; Chelsea Lamb, Oregon Episcopal School; Meredith Kruse, Oregon Episcopal School
Sallie Egerton Wilson Corridor - Room 1406
The Extension program at OES embraces change as a natural process in educational evolution - similar to the monarch caterpillar. After a multi-step process, this caterpillar becomes a beautiful butterfly. We view our out-of-school time as a perfect place to innovate and incorporate new ideas in educational research. Join our Extension team to discuss processes to evolve specific areas of programming at your school and embrace the change.
D29. Universal Design for Learning: Giving All Students Voice, Choice and Equal Opportunities through Unique Lesson Design
Presenters: Catey Roe, Westside School; Jessi Christiansen, Cascades Academy
Universal Design for Learning (UDL) is a perfect combination of planning, flexibility, autonomy and guided instruction that helps bring your units to life and connect your students to their learning. This student-centered approach is research-proven and allows students of different learning profiles to thrive in an interactive and inclusive classroom environment. In this session, you will learn about the latest research to support UDL, as well as practical solutions to increase student engagement - all planning tools that you can start using tomorrow.

D30. Bridging the Gap Between Teachers and Administrators
Presenters: Emma Chiappetta, Wasatch Academy; Tiffany Price, Seabury School
Research shows that students thrive when the school culture is strong and unified. This requires teachers and administrators to communicate well and be on the same team at all times. In this session we will explore the indicators of positive relationships between teachers and administrators as well as some methods for strengthening these indicators. We will use case studies and shared experiences as our lens for exploration.

D31. Stop, Collaborate, and Listen: 2018-19 NWAIS Fellows Podcast to Connect Big Ideas to Everyday Experiences
Presenters: Joe Romano, Charles Wright Academy; Michael Hyde, Portland Jewish Academy; John Harnetiaux, Catlin Gabel School; Jennifer Davenport, St. George’s School; Roberta Renton, Seattle Girls School
Where do you look when you want to make change in your classroom or school? Who do you connect with to improve student experience and the collaborative work of educators? The 2018-19 NWAIS Fellows for Collaborative Innovation created a podcast to help faculty and staff members in NWAIS schools gain better vantage points on the important, exciting, and meaningful work in our schools by connecting big picture ideas and theories to the everyday experiences of working together in schools.

D32. White Teachers of Black and Brown Students
Presenters: Robin Russell, Teaching Is Fire
In an educational system increasingly populated by students of color, the overwhelming majority of the teaching force continues to be comprised of white teachers. Unconscious bias and a lack of cultural awareness engender an ineffectual and often hurtful learning environment, especially for Black and Brown children. When white teachers examine their own thinking and develop their racial literacy, they can establish a belonging and equitable classroom, which benefits all of their students.
D33. Spark Sessions

Join colleagues for a fast-paced series of 10-minute presentations. It is like five sessions in one!

1. **Games and Simulations in the Classroom**  
   **Josh Mitchell, Annie Wright Schools**  
   We will be discussing the benefits and examples from my classroom in relation to games and simulations.

2. **Research about Middle School Learning**  
   **Kyle Price and John Hunt, Annie Wright Schools**  
   There’s very little useful research about middle school and about what makes middle schoolers successful. We’ll take a look at why that’s the case. We will look at research ideas like correlational vs. causal, longitudinal vs. single instance, meta studies, replication, confirmation bias, and the control of variables.

3. **SEL in the Chemistry Classroom**  
   **Nickie Wallace, Eastside Preparatory School**  
   Often SEL (social-emotional learning) is not seen as something that can happen in a Chemistry classroom. Using the CASEL model for SEL, we developed a cross-divisional teaching project. We have collected reflective pieces from the students each year on what they experienced and learned. The surprising part is how much interpersonal growth the sophomores gain. Learn about what they are doing, how it is impacting their work, and class dynamics after the project.

4. **The Grilled Cheese Quotation**  
   **Lisa Isenman, Annie Wright Schools**  
   This simple but surprisingly effective lesson teaches students how to introduce, cite and analyze quotations in their writing, a skill essential to essays or research projects in any subject. The grilled cheese sandwich is a metaphor for the structure of the quotation, and sandwich making and eating are inherent to learning and retention. Employing a multi-sensory approach to learning, students remember the grilled cheese lesson viscerally every time they employ a quotation.

5. **The Power of Puppetry**  
   **Zoe Wilson, Open Window School**  
   When you hand a child a puppet, they are given permission to expand their imagination and become a new character. Even the most reserved student finds expression in puppetry. The act of puppetry is making something inanimate become full of life. From homeroom storytelling and SEL lessons to a middle school arts elective, Zoe Wilson will share her experience with power of puppetry in the classroom.

D34. Tour Annie Wright Schools’ Campus

Join a staff member from Annie Wright for a walk-through of campus. See the new spaces and hear about the evolution of its physical structure and its programming.