

Select-a-Session I: 9:45-10:30

Which Tech to Select? A Total Cost of Ownership Study – Office 301 (3rd Level)

John Strohm, Lucas Bingham, and Dr. John Schwartz – Papillion-LaVista Community Schools

This session provides a high level overview of the recent technology process Papillion-LaVista Community Schools undertook during the 2017-2018 school year. In preparation for a refresh of staff and student devices, the team started with an in-depth look at current realities in the district, continued with an extensive total cost of ownership study that led to the eventual purchase of a new fleet of devices, and concluded with a comprehensive five-year technology plan. The purpose of this session is to share the story of this process, how it has helped us move forward proactively, and its impact on students' access to technology as well as the quality of integration in our district.

The What, How and Why of Implementing Instructional Rounds – Yankee Hill I (3rd Level)

Brooke Kavan- ESU #7

Encouraging teachers to collaborate and professionally learn from those in their own building can be a tricky thing. Educators often feel exhaustingly isolated and don't recognize the rich learning they could gain from simply observing the teacher down the hallway. Instructional Rounds captures this opportunity for staff members to learn from staff members. Come hear how your district, large or small, could implement a culture of learning through Instructional Rounds in two short years at minimal cost. The process outlined leans on teachers to lay the foundation, not Administrators, setting the tone for teacher-led collaboration and fearless learning.

#BEKIND from Idea to Implementation: How School Leaders Initiated a Community Movement – Yankee Hill II (3rd Level)

Dr. Mark Adler – Ralston Public Schools; Dr. Jim Sutfin – Millard Public Schools

Two Omaha area superintendents came from different personal experiences to the realization that they could team up to make a difference in their community by spreading a message of #BEKIND. The work expanded to other area superintendents, college leaders, mayors, law enforcement representatives, and students across Nebraska's largest metro area. Most importantly, the work continues! This session will provide suggestions on how the message can impact schools across Nebraska, providing suggestions to begin and nurture similar campaigns in other districts.

Leadership & Lattes and Hardwiring Excellence – KSB Classroom (Mezzanine Level)

Dr. Sara Skretta – University of Nebraska-Lincoln

Learn how leading for excellence can transform the ordinary into the extraordinary with the help of The Starbucks Experience. But we won't stop there-let's take your leadership to the next level! Learn how to hardwire excellence in your schools and become a fire starter using Quint Studer's proven strategies. You'll leave with the skills and knowledge to positively affect your work culture, customize experiences for stakeholders, empower, engage, retain and attract employees, and become the leader who makes a difference in the lives of others.

Teacher Contracts: Because You're Mine, I Walk the Line! – Room 202 (Mezzanine Level)

Jim Gessford – Perry Law Firm; Karen Haase – KSB School Law

Every year, schools struggle to meet staffing needs: good teachers leave late, new teachers are only on provisionals or need an endorsement, and there seems to be a growing need for that "one year" or "one semester" gap bridger who is not actually a "long term sub." In this session Karen and Jim will "walk the line" on the legal issues involved addressing questions like: Can that district really steal my star physics teacher? Can't I stop it? Isn't this unethical? What about the continuing contract law or adding education requirements to a contract? Will the PPC or the Courts protect me? What can I do to protect myself? You've got questions, and they've got (unsatisfying) answers!

LPS Instructional Design Guide – Renaissance (Mezzanine Level)

Sarah Salem – Lincoln Public Schools

Lincoln Public Schools used a collaborative process to create clear expectations and guidance around lesson design and delivery in LPS. Pulling together the work of Danielson, Marzano, CITW, Anita Archer, and more, the LPS Lesson Design Guide helps educators at every level craft thoughtful and engaging lessons to increase equity and achievement in their classrooms. During this interactive presentation, participants will learn about the development of the LPS Lesson Design Guide and how our district has defined effective instruction. We will show how LPS is connecting our conversations about equity to our work with objectives, opportunities to respond, feedback, gradual release of responsibility, and more.

The Administrator Role in an IEP Meeting – Garrat (Lobby Level)

Dr. Kendra Schneider, Staci Raddish, Suzy Graver, Valerie Jensen, and Kristin Weinand – Elkhorn Public Schools;
As a Local Education Agency Representative in an IEP meeting, it's difficult to know and understand what goes into an IEP. Beyond that, it's difficult to know if the content is of high quality. This session will help LEA Representatives understand what goes into high-quality, data-based IEPs.

Helping 1st and 2nd Year Special Ed Directors Get Their Year Started on the Right Foot – Arbor 1 (Lower Level)

Peggy Romshek – North Platte Public Schools; McKayla LaBorde – ESU #3; Nicolette Altig – Broken Bow Schools
Tips and pointers will be given to help 1st and 2nd year special ed directors get their year started off right. This session is also appropriate for those serving in the role of a special ed director such as principals. Details will also be shared about the NASES New Member program and a mentorship program that is available to new special ed directors.

Progress of Nebraska TeamMates – TeamMates Dashboard of Nebraska Schools – Arbor 2 (Lower Level)

DeMoine Adams, Tess Starman, and Beth Roberts – TeamMates Mentoring Program
TeamMates Mentoring Program was established by Tom and Nancy Osborne in 1991, when 22 dedicated University of Nebraska football players agreed to mentor students within Lincoln Public Schools once a week. Their vision was to support local youth through high school graduation. 28 years later, TeamMates continues to support almost 10,000 youth in 5 states. Within Nebraska, TeamMates is present in over 140 school districts. TeamMates continues to build support for all students and the vision that hopeful students can do incredible things. During this session, a detailed dashboard of the impact TeamMates Mentoring Program makes within Nebraska schools will be reviewed.

Networking with New Principals – Ivanhoe (Lower Level)

Dr. Dan Ernst – Nebraska Council of School Administrators
This session is for first-time new or new-to-Nebraska principals or assistant principals. The session will highlight the NCSA Networking with New Principals Program and provide you with the opportunity to discuss concerns as new principals. This session will be led by the Networking Leadership Team that have years of successful experience in Nebraska schools. Please join us, as this session is extremely important to get your year and career as a Nebraska Administrator off to a great start.

Q & A for the Commissioner – Hawthorn (Lower Level)

Matthew Blomstedt, Ph.D. - Nebraska Commissioner of Education
Join Commissioner Blomstedt as he hosts a question-and-answer session on current educational topics.

When Two Heads are Better Than One: A Collaborative Approach to School-based Threat Assessment – Olive Branch (Lower Level)

Dr. Kami Jessop, Westside Community Schools; Dr. Ashley Harlow, Children's Behavioral Health
This presentation will focus on the considerations and benefits of utilizing a collaborative threat/risk assessment process. As a function of the district-wide Student Assistance Program, Westside Community Schools and Children's Behavioral Health partner to conduct individualized student threat/risk assessments in efforts to prevent, intervene and respond to concerning student behavior in schools. Participants will learn about the processes, procedures, communication efforts, and outcomes of a school-agency collaborative student threat/risk assessment model.

Select-a-Session II: 11:00-11:45

Data-Driven Decisions: Moving from Data that Informs to Data that Impacts – Office 301 (3rd Level)

Dr. Amy Mancini-Marshall and Shanna Gannon – Grand Island Public Schools

When teams come together to examine data, it can often feel like we are admiring problems. We seem to know what the data says, but we seem ill-equipped to make it say something different. In 2018-19, Grand Island Public Schools launched a systematic approach to turning data discussions into actions through a series of data protocols. Whether the team was large or small, and whether the data was summative or formative, the goal was always to use it to create actions that would impact student learning. In this session, we will share the tools and strategies we developed which could help any school or district. Attendees will walk away with resources which can be implemented immediately to impact the school improvement process. Opportunities for students, and issues related to enrollment/demographics.

Instructional Rounds in a Small Nebraska School – Yankee Hill I (3rd Level)

Miranda Jazwick, Kendra Gustafson, and Brent Hollinger – Cross County Community Schools

During this session you will learn the nuts and bolts of how instructional rounds were developed and implemented at Cross County Community Schools. Presenters will describe and present their two year timeline from the pilot year to full implementation in 2018-2019 school year. Instructional rounds at Cross County has been completely teacher-driven and the presenters will share examples on how this has deepened their collaboration with colleagues and how it has improved staff development at Cross County. This session is for all building level and district administrators looking to make an impact in their district with meaningful professional development for teachers.

EHA Health Plan Conversation – Yankee Hill II (3rd Level)

Greg Long – EHA Representative; Cortney Ray – Blue Cross Blue Shield

Come join us for conversation regarding the EHA Health Plan and any questions or ideas for the plan that you may have.

Special Education Update: Recent Cases, Trends, and What to Look for in 2019-20 – KSB Classroom (Mezzanine Level)

KSB School Law

The 2018-19 school year was a busy one for special education trends and enforcement at the local, state, and national level. Between interesting cases and new federal guidance, there are lots of lessons and practical tips to bring into 2019-20. This will be a fast-paced run through the most interesting issues and will benefit brand new administrators and seasoned special education directors, alike.

Standards Based Grading- Are We Crazy or is it Just the Right Work? – Room 202 (Mezzanine Level)

Beth Nelson – Norfolk Public Schools; Dr. Jackie Nielsen – Beatrice Public Schools

Norfolk Public Schools and Beatrice Public Schools are both in the process of transitioning from traditional grading to Standards Based Grading. We've come a long way in our thinking, planning and curricular work. What comes first? The chicken (grading) or the egg (curriculum)? We will share what we've learned so far, what mountains we've had to climb, and where we are headed. Marzano's High Reliability Schools Research is the clear map providing direction on how both districts plan to get there.

Option Enrichment Fridays – Renaissance (Mezzanine Level)

Dr. Evelyn Browne and Charles Jones – Banner County Schools

In 2017, Banner County School considered a 4-day school week to attract Option students. Following research and community consultation, school leadership was split 50/50, resulting in a modified calendar. The new calendar increased professional learning and collaboration time for teachers, but did little to reverse dwindling enrollment. With the 2018-2019 school year seeing the lowest enrollment in 21 years, the loss of varsity sports, and growing concerns for the survival of the district, it was time for bold action. Option Enrichment Fridays offered an innovative approach to grow student access to STEAM learning opportunities, meet the needs of families, and tackle district enrollment. This session will present practical considerations for leading a district-wide innovation in a rural PK-12 school district.

The Keys to Special Educator Success: Providing Comprehensive Professional Learning & Mentoring Support to New Special Educators – *Garrat (Lobby Level)*

Sarah Ehlers, Dr. Kami Jessop, and Jenny Brockman - Westside Community Schools

Regardless of geographic region, recruiting and retaining high quality special education professionals is becoming an increasing challenge facing Nebraska school districts. With growing accountability requirements, concerning student behaviors in the classroom, and multiple complex responsibilities facing special educators-- providing comprehensive, engaging, and supportive opportunities for mentoring and professional learning become more important than ever. This session will focus on the efforts Westside Community Schools Special Services Department is taking to engage, develop, support and retain PK-12 special education professionals within the district. Participants will learn about the *Lighthouse Special Educator Academy* professional learning and mentoring program conducted by Special Education leadership, designed to provide ongoing, collaborative training and individualized follow-up support to special educators new to Westside Community Schools.

Assistant Principal Panel – *Arbor 1 (Lower Level)*

Cameron Soester – Milford Public Schools

This session for assistant principals will be a panel to help motivate, inform, and develop assistant principal leadership. The format will begin with a panel discussion featuring recognized assistant principals from across the state, followed by a short discussion among participants. Topics will be related to the assistant principalship and will include pertinent issues like time management, advocacy, instructional leadership, student discipline, transition, and professional development.

Teaming up for TeamMates – A Panel Discussion – *Arbor 2 (Lower Level)*

Sarah Waldman – TeamMates Mentoring Program; Orron Hill - Nebraska Public Employees Retirement Systems; Dr. Michael Dulaney – Nebraska Council of School Administrators

Over the past year, TeamMates, the Chairperson of the Nebraska Legislature's Retirement Systems Committee, NCSA, and NPERS teamed up to develop a plan that ensures the long-term viability of the TeamMates mentoring program while maintaining compliance with retirement laws. Please attend our panel discussion to learn how these stakeholders have collaborated, and continue to collaborate, to improve access to mentors in your school district.

University of Nebraska-Lincoln Gallery Walk – *Ivanhoe (Lower Level)*

Dr. Nick Pace, Dr. Shavonna Holman – University of Nebraska-Lincoln

Participants in this session will have the opportunity to review a variety of school improvement initiatives developed by graduate students from the University of Nebraska-Lincoln (UNL). During the gallery walk, participants may review program designs, interact with aspiring school leaders, and meet members of the EDAD Department. Please come and review these innovative school improvement initiatives and engage in conversation about ways to impact student achievement and student success in Nebraska schools.

Engaging The Community with Business Partnerships – *Hawthorn (Lower Level)*

Dr. Mitch Bartholomew – York Public Schools; Brian Tonniges – High Plains Community Schools

York High School and High Plains Community Schools has created several successful business partnerships that provide students great opportunities to explore a career field and gain valuable soft skills that employers are looking for. Come learn how these partnerships were created, how we utilize a student work evaluation model, and hear several success stories.

Introduction to the New SRS Site – *Lancaster 1, 2, 3 (Lower Level)*

Wade Fruhling – ESU Coordinating Council

Nebraska's SRS website has been completely rewritten and redesigned for improved stability, usability, and efficiency. This session will highlight many of the new and improved features built into this system. If you are a SRS user, you will definitely want to check this out.

Suspected Abuse--What Are Your Obligations? – Lancaster 3, 4, 5 (Lower Level)

Haleigh Carlson and Josh Schauer – Perry Law Firm

Both state and federal law require certain actions when school employees suspect child abuse. These can range from making a phone call to conducting a Title IX investigation. In this session, Josh Schauer and Haleigh Carlson of the Perry Law Firm will address the obligations imposed on schools, the potential liability your school faces, and ways to avoid such potential liability. Protecting children is always important and, in the #MeToo era, schools need to ensure that they are not only protecting students, but protecting themselves from lawsuits and other actions.

The Case for Relationships Between Schools and Law Enforcement – Olive Branch (Lower Level)

Dr. Jolene Palmer- Nebraska Department of Education; Dr. Julie Downing – ESU #13

The data from the NDE Security Assessments has provided evidence to make the case for strong relationships between schools and law enforcement. This data is addressing the need for relationships with law enforcement other than SRO's. This session will address the data, the benefits for school safety, the specific safety standards fulfilled, and possible ideas for bridging the relationship gap between schools and law enforcement.

Select-a-Session III: 12:15-1:00

Digging Data - Using MAP for Standard Alignment – Office 301 (3rd Level)

Sheri Fillipi, Leigh Zavala, Tiffany Beedle, Shannon Stover, and Reeva Bancroft – Wake Robin Elementary

The staff at Wake Robin Elementary has been using their NWEA MAP data to align to the State Standards and identify where there are holes in their students' learning. They then identify if it is a whole class need for direct instruction or if the needs can be addressed in their intervention time. This has also allowed Wake Robin to see where to accelerate students who have already developed the standard.

"Ya, But is it Working?": Principal Observation Tools for Checking MTSS Core Fidelity – Yankee Hill I (3rd Level)

Dr. Gregory Betts, Dr. Kami Jessop, and and Steph Hornung – Westside Community Schools

Classroom walkthroughs are commonly used for teacher observation and evaluation, but administrators shouldn't overlook the value that comes from using these activities as a way to monitor the fidelity of classroom instruction and intervention within your MTSS framework. Session attendees will walk away with tips and tools for monitoring the classroom environment, as well as checking the fidelity of core instruction.

It Should Be Easier Than This: Improving Classroom Management Skills with Staff – Yankee Hill II (3rd Level)

Dr. Matthew McNiff – ESU #5

Behavior management is hard. As an administrator, not only do you have to have a plan to manage the behaviors of the students, but training the teachers is not much easier. Just like the students in the teachers' classrooms, you too have teachers who need assistance in improving their skills. As an administrator, it is imperative that you have a plan to help teachers improve their classroom management skills for the sake of the students in your building. This session will discuss topics such as quick solutions and strategies, assessment of skills, energizing and inspiring staff, perspective analysis and conflict resolution.

Hot Topics in School Law – KSB Classroom (Mezzanine Level)

KSB School Law

Cyberbullying, sexting, religious symbols, the FLSA, and KSB's attorneys walk into a...school. Just kidding, kind of. This will be a trip through the most interesting cases, changes to the laws you should know about, and other recent lessons we've learned from the trenches.

What Does Three-Dimensional Phenomena-Driven Instruction Look Like in the Classroom? – Room 202 (Mezzanine Level)

Betsy Barent and Anya Covarrubias – Nebraska Association of Teachers of Science

Rigorous College and Career Ready Standards for Science (2017) require significant shifts in science instruction. Administrators will gain a greater understanding of phenomena-focused three-dimensional teaching and learning to increase their ability to support their teachers' implementation of Nebraska's Career and College Ready Standards for Science. A deeper understanding of what phenomena-focused three-dimensional teaching looks like in the classroom will be experienced by attendees through an immersive experience and analysis of classroom scenarios.

School Finance Update – Renaissance (Mezzanine Level)

Bryce Wilson and Kevin Lyons – Nebraska Department of Education

This session will cover school finance related topics including 2018/19 AFR codes, legislative changes, budgeting and more.

One District's Journey...Implementing a Multi-Tiered System of Support (MTSS) Model – Garrat (Lobby Level)

Dr. Terry Houlton and Dr. Carrie Novotny-Buss – Millard Public Schools

Presenters will reflect on our District's 10-year journey and the lessons learned as we have developed and implemented a MTSS model (Behavior/Academics). The presentation will include a discussion of measures used to guide the implementation. Attendees will walk away with examples and products of our triumphs and pitfalls (what has worked and what has not worked).

Effective Instructional Support – Arbor 1 (Lower Level)

Ann Foster - Lexington Public Schools

Data-based coaching is a systematic approach to providing instructional support for educators with an emphasis on directly improving skills, knowledge, and use of effective practices and in turn, results for students. This session addresses the research behind data-based coaching and the success that Lexington Public Schools has had with this form of instructional coaching as part of their MTSS process.

NPERS Legislative Updates and Practical Implications – Arbor 2 (Lower Level)

Orron Hill – Nebraska Public Employees Retirement Systems

NPERS Legal Counsel will discuss LB 31 & LB 34, and what regulation, employer reporting manual, employee handbook, and form changes NPERS expects in response to these bills becoming law.

Real World Research: UNL EdAd EdD Students Share Practical Implications From Research – Ivanhoe (Lower Level)

Dr. Nick Pace, University of Nebraska-Lincoln (Facilitator); Dr. Sue Showers – Lincoln Public Schools; Dr. Kris Schneider and Dr. Amanda Levos – Grand Island Public Schools

This session will have two topics: 1) School climate sets the tone for the teaching and learning interactions that take place within the school setting. Attendees will gain a better understanding of the leadership strategies middle school principals use to positively influence school climate in the short term, which ultimately creates a positive school culture for the long term. 2) How can school districts support the inclusion of secondary English Learners (EL) in the general education classroom? Attendees will gain ideas to support secondary EL programming by addressing the needs of the learner, providing guidance to general education classroom teachers, and identifying the role of the EL specialists.

Supporting Success for All Students – Hawthorn (Lower Level) REACHED OUT TO 7/19

Dr. Dee Hoge and Shawn Hoppes – Bennington Public Schools

Bennington Middle School supports all students both within and outside the school day by intentionally scheduling it. We have adopted the middle school philosophy with a strong commitment to the success of each child. We will share our student support system including the daily building schedule and how we have created a specific student support time for students academically and behaviorally, how we use data to drive interventions and extensions for students where all staff is involved, and how students are supported through our grading framework which includes no homework and a structured relearning and retake process.

Communications 101 – Lancaster 1, 2, 3 (Lower Level)

Amanda Oliver – NebSPRA

Are you talking and no one is listening? Are you continually sharing information but no one understands what you are trying to say? This session is presented by several practicing school communication professionals; learn how to ensure your communication is on target and your message is being received. Over 25 specific communication tips and ideas will be shared - which include: Developing a Communication Plan & Research, Messaging/Branding, Social Media/App/Video, Internal Communication/Recognition, External Communication ideas, and General communication tips. Participants will leave with strategies they can implement immediately.

Who Are You Who Are So Wise in the Ways of Science – Lancaster 3, 4, 5 (Lower Level)

Rex Schultze and Justin Knight – Perry Law Firm

Teaching is a science. School administrators must be experts in the science of teaching. To be experts school administrators must have the foundational knowledge and training to be able to effectively lead and guide their teaching staff in the science of teaching to assure student learning. This session will outline the major elements necessary to lay the foundation of knowledge and the application of that knowledge to effectively engage, educate, direct, guide, nurture, and evaluate your teaching staff in a culture focused on student learning. *The session will also outline an intensive and in-depth graduate-level course for school administrators (principals) that will be available this fall of 2019 to help administrators be “experts” in the application of the science of teaching to assist teachers to improve their performance and thereby student outcomes through the writing of effective guidance, directive, and evaluations.*

Establishing Safety Protocols Through a Comprehensive Safe Schools Plan – Olive Branch (Lower Level)

Dr. Brittany Hajek and Dr. Brian Maschmann – Norris School District 160; Dr. John Skretta – ESU #6

Basic needs such as students physiological and physical safety must be met before learning can take place in the classroom. Learn how Norris School District has utilized ALICE training to build a comprehensive safe school plan within its four school buildings. Four levels building upon each other make up the comprehensive safe schools pyramid. Those levels include: 1. Prevention/Mitigation; 2. Preparedness/Planning; 3. Response/Intervention; 4. Crisis Response/Recovery. Committees make up the comprehensive plan which allows for streamlined purpose, roles and responsibilities.

Select-a-Session IV: 4:30-5:15

When They Already Know It – Office 301 (3rd Level)

Dr. Mark Weichel – Westside Community Schools

Professional Learning Community teams typically excel at responding to three of the four critical questions of a learning community. Teams often skip or omit question four, which requires teams to answer the question of what to do for students who already know it. This presentation offers tools and strategies for administrators to share with staff to ensure high levels of learning for all.

Navigating the Continuous Improvement Journey with a Destination of Impact – Yankee Hill I (3rd Level)

Shannon Vogler – AdvancED

Have you ever felt your continuous improvement efforts have stalled before you reach your destination of impact? How do you ensure your action taken is an effective vehicle equipped to take you from point A to point B? Just as continuous improvement is a journey, we need a roadmap and a vehicle to get us to where we see impact and outcomes. This session will focus on a systems approach to a continuous process of improvement, using current standards of best practice to drive your theory of action. We will cover how effective systems can be defined through School Quality Factors that drive improvement and outline the new i3 Rubric, designed to move your institution from initiating to impact.

The Reading Improvement Act at Work: How One District Meets Student Needs Under LB 1081 – Yankee Hill II (3rd Level)

Dr. Gregory Betts, and Karin Mussman – Westside Community Schools

Nebraska public schools have always taken pride in providing a quality education for all students statewide. Yet starting soon, regulations introduced under the Reading Improvement Act may require districts to intensify the screening, parent communication, intervention, and progress monitoring currently performed in districts, in order to meet the letter of the law. This session will demonstrate how one district has been, and will continue to incorporate best-practice reading instruction and intervention for students in primary grades.

Construction and Facilities FAQs – KSB Classroom (Mezzanine Level)

Steve Williams and Coady Pruett – KSB School Law

When do you have to hire an architect? Do you have to award the project to the lowest bidder? . . . School districts and boards regularly ask these and other questions regarding their construction and facilities projects. In this presentation, Steve and Coady will address questions that apply to a broad range of construction and facilities projects, large and small. This will benefit new and experienced administrators, whether planning for a specific construction project or just preparing for regular facility maintenance.

The Happiness Advantage in Education – Room 202 (Mezzanine Level)

Aaron Sadoff – School District of North Fond du Lac

Happiness fuels success, not the other way around. From leading research in the field, we know that a positive engaged brain provides the greatest competitive advantage in the 21st century in the office, and in the classroom. This happiness advantage includes higher engagement levels, increased levels of optimism and well-being, greater productivity and reduced levels of stress. Best yet, happiness is contagious. Based on Harvard positive psychology expert Shawn Achor's best-selling book *The Happiness Advantage*, in this session you will learn how the latest research on positive psychology in education can be applied to the benefit of your school, staff and faculty-even transferring into the classroom.

Deep Implementation of Evidence-Based Reading Interventions in the K-5 Setting – Renaissance (Mezzanine Level)

Joe Wanning, Dr. Casey Hurner, Sandi Wachter, Loretta Tabor, Andrea Boden, and Amy Mundil – UmoN hoN Nation Public Schools

This session will describe the process of deep implementation of evidence-based interventions in the K-5 setting. Participants will learn how two reservation schools provided a structure, coaching, and professional development for evidence-based reading interventions, and the impact on student performance.

NASES Washington Update – Garrat (Lobby Level)

Dan Bombeck – ESU #2; Laura Barrett – Gering Public Schools

Your colleagues from the Nebraska Association for Special Education Supervisors recently visited the Hill! Join us to learn more about our interactions with Nebraska's representatives in DC, the latest proposals under consideration by the Administration and Congress, relevant legislative updates, and the impact of state and federal decisions on special education in Nebraska.

Perceptions of Instructional Feedback in a Secondary Science Classroom – Arbor 1 (Lower Level)

Dr. Megan Myers – School District 145-Waverly

What do secondary science teachers want and expect from instructional feedback? What feedback do administrators feel confident providing in a specialist classroom setting? This study focuses on the answers to these questions and others surrounding the idea of content-neutral versus content-specific instructional feedback for science teachers. Historically, instructional leaders have been viewed as general pedagogical experts in the classroom, but does good instruction involve more than just good pedagogy? Research shows that satisfaction with instructional feedback has traditionally been low. Most teachers are categorized at the satisfactory level with often little to no specific feedback provided for professional growth. This study offers perceptions from both secondary science teachers and administrators on how feedback is currently viewed in the classroom setting, as well as offering suggestions for current needs and future growth in the instructional feedback realm.

Nebraska Coaches Association Programs that Supports Professionalism & Positive Cultures – Arbor 2 (Lower Level)

Darin Boysen – Nebraska Coaches Association

This session will provide an overview of the Nebraska Coaches Association resources and programs customized for Nebraska educational based athletics.

Nebraska Principals Speak – Ivanhoe (Lower Level)

Dr. Sarah Zuckerman, Cailen O'Shea, and Dr. Jiangan Xia - University of Nebraska-Lincoln

Nebraska Principals Speak presents findings of interviews, focus groups, and a survey of Nebraska principals from across the state. This study, undertaken in partnership between UNL and the Nebraska Department of Education examines aspects of school leadership and principals' working conditions across the state.

Need An Academic Culture Change? Learn How The Power of ICU Can Help You – Hawthorn (Lower Level)

Dr. Mitch Bartholomew – York Public Schools

York High School implemented The Power of ICU three years ago and has seen dramatic changes to our academic culture. Come learn how a unified process has helped our students and teachers.

Stories of Mental Health: Ways to Talk to Your School Community – Lancaster 1, 2, 3 (Lower Level)

Sally Nellson/Barrett and Brittany Mascio – Nebraska Loves Public Schools

Mental Health is top of mind for many school leaders today; increasingly there's a need to build awareness, empathy, and support for our students and families. Learn from Nebraska Loves Public Schools on how to use film to drive conversation about students and mental health. Here, we'll demonstrate how to use short films featuring students, provide screening tips to help connect with parents and community members, and model discussion you can have with your school community.

Student Discipline Requirements and Common Legal Issues: Everything You Need to Know – Lancaster 3, 4, 5 (Lower Level)

Greg Perry and Kelley Baker - Perry Law Firm

This session will focus on common student issues that administrators regularly face – from special education matters to tricky discipline scenarios. This session is a “must” for any administrator who handles student discipline during the school year.

Reading, Writing, Arithmetic...and SEL: The Importance of Social Emotional Learning – Olive Branch (Lower Level)

Dr. Tammy Voisin, Taira Masek, and Dr. Deb Rodenburg – Papillion-LaVista Community Schools

This session will walk attendees through a year-long steering committee's work to research, investigate, collaborate and select an appropriate SEL match for our student's needs. Post selection, the group had to develop pacing guides, curriculum guides, adjust the schedule and train staff....all in just one short year.