



# FALL LEADERSHIP INSTITUTE

## 21<sup>ST</sup> CENTURY VISION:

Leading the integration of  
social, emotional and  
academic learning

**SEPT 24**

THE HERITAGE HOTEL  
522 HERITAGE ROAD  
SOUTHBURY, CT

**AND**

**OCT 1**

CAS CENTRAL OFFICE  
30 REALTY DRIVE  
CHESHIRE, CT



# DAY 1 – TUESDAY, SEPT 24<sup>TH</sup>

**8:00 – 8:30 am**      **Registration and Refreshments**

**8:30 – 8:45 am**      **Welcome**  
Connecticut Association of Schools  
Constitution Room

**8:45 – 10:45 am**      **Fall Down 7 Times, Get Up 8:  
Teaching Kids to Succeed**



**Dr. Debbie Silver**  
**Former Louisiana Teacher of the Year**  
**Best-Selling Author**

Do you ever ask ever yourself, “Just how am I supposed to motivate these kids?” The real question, of course, is how do we help them to motivate themselves? Based on extensive research for her book, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, Dr. Debbie Silver offers surprising new findings about fundamental ways we can change our teaching practices to help kids become self-motivated through the integration of social-emotional and academic strategies. Leaders should come prepared to have your thinking challenged and to receive a multitude of strategies that help learners develop internal motivation and resiliency. With 30 years spent as a teacher, staff development instructor, and university professor,

*Dr. Debbie Silver doesn't just know her way around the classroom – she is deeply familiar with the challenges educators face at every level, from kindergarten through college. Her best-selling book, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, is heralded by parents, teachers, and administrators as a “fresh approach to getting kids to work smarter and better.” In it she explains motivational theory and provides down-to-earth examples of concrete, applicable guidelines for helping students overcome setbacks and failure to foster lifelong success. In her most recent best-selling book, *Teaching Kids to Thrive: Essential Skills for Success*, Dr. Silver and co-author Dedra Stafford illustrate how SEL (social and emotional learning) instruction can be woven into all subject areas at levels preK-12. This book describes what SEL-friendly classrooms look like and provides a wealth of tools and strategies for those who want to teach life skills beyond the standards.*

**10:45 – 11:00 am**      **MORNING BREAK**

**11:00 – 12:00 pm**      **Breakout Session 1**

**12:00 – 1:00 pm**      **LUNCHEON**

**1:00 – 2:00 pm**      **Breakout Session 2**



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# BREAKOUT SESSIONS

## 1. How e-portfolios and Student Led Conferences Empower Our Students to Lead Their Own Learning

**Presenters: Heather Taylor, Killingly Intermediate School, Principal; Julie Corden, Killingly Intermediate School, Grade 6 ELA Teacher and ELA Coordinator**

Last school year, Student-Led Conferences replaced our traditional spring parent-teacher conferences. Through the explicit integration of academics and social emotional skills of self-management and self-awareness, students are establishing a growth mindset. Student-Led Conferences are empowering students as experts in their own learning. Learn how we have utilized E-portfolios as a vehicle for student self-reflection and as a driver for Student-Led Conferences. Engaging students in self-reflection has helped them to develop a growth mindset and has shifted focus toward the process of learning and away from merely the end product. As a result of this shift, we see students setting rigorous goals, learning organization skills, developing positive self-perception and confidence. Students are taking greater responsibility for their academic progress and habits of work. Students are excited to share their journey as a learner with families and families have been very supportive of the steps we've taken to promote a student-centered philosophy. Parent engagement in Student-Led Conferences tripled compared with traditional Parent-Teacher conferences. Opportunity to share lessons learned and next steps regarding district implementation.

## 2. Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed

**Presenter: Dr. Debbie Silver**

In the globalized, digital, common core world of the 21st Century, learners will be required to be more self-reliant and more self-motivated than at perhaps any other time. Dr. Debbie Silver explores what teachers and parents must do to ensure that students become the independent, resilient learners they need to be. Based on her book, *Fall Down 7 Times, Get Up 8: Teaching Kids to Succeed*, Dr. Debbie Silver offers surprising breakthrough research to both inform and challenge audiences. Participants leave with a better understanding of internal motivation along with a myriad of ideas for helping students to become successful lifelong learners. This presentation is particularly helpful for those who work with gifted and/or struggling students.

## 3. How Learning Happens – A Vision for 21st Century Schools

**Presenter: David Howes, Principal and Executive Director ISAAC School (Inter-District School for Arts and Communication) New London**

Known for partnering with EL Education and working closely with Ron Berger, lead author of *Leaders of Their Own Learning*, *Learning that Lasts* and most recently the publication of *Nation at Hope*, David will share how the ISAAC school has integrated SEL and academics through integrated curriculum and project based instruction. See students in action, talk about life lessons learned and how their lives have changed as a result of this integration. David will elaborate on the policies, practices, structures and systems in their school that are supported by the *Nation At Hope* Publication.



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# BREAKOUT SESSIONS

## **4. Building Reflective School Environments That Support Engagement and Mindfulness**

**Presenters: Alisha DiCorpo, New Milford Public Schools, Assistant Superintendent  
Dr. Len Tomasello, New Milford Public Schools, Social Emotional Consultant**

New Milford Public Schools has worked collaboratively with stakeholders to integrate SEL in curriculum and as a part of classroom instruction in order to help our schools establish the districts theory of action to create a sense of belonging for students in our care. Book studies and collaborative conversations around the texts, Purposeful Play and A Mindset for Learning helped the district to establish a common vision of SEL as well as create common language throughout our school system for both students and teachers alike. In this workshop, we will present how our district incorporated play and SEL tenants/lessons into instruction. We will also discuss the philosophy behind our work, the structures that were/are necessary to begin and sustain the work as well as the supports and practices that help to assist in incorporating/integrating SEL into the school day.

## **5. Executive Function and Active Engagement in Learning: Approaches to Increase Self-Regulation and Outcomes for Children (Preschool – Grade 2)**

**Presenter: TBA**

Executive function (EF) skills in early childhood are a strong predictor of literacy and math skills. EF skills along with strong positive relationship are known to mitigate the impact of trauma. Unfortunately, more children enter school without the ability to regulate their behavior. School leaders will share their experiences with changed instructional formats and strategies to increase EF and 21st century skills.

## **6. Are We Really Educating the "Whole Child"? The Missing Link: Improving Academic Outcomes by Aligning SEL and Culturally Responsive Pedagogy**

**Typhanie Jackson, Director of Student Services/Special Education; Johanna Samberg-Champion, MSW, Supervisor of Social Work Services/Special Education; Kristen Penta, School Social Worker, New Haven Public Schools**

This interactive session is designed to help educators become reflective in their practices as it relates to educating the Whole Child. Participants will be provided with practical information, materials, and strategies that can be implemented in their school districts. We will examine a school approach to aligning SEL and Culturally Responsive Pedagogy as well as to discuss a districtwide framework to address the Whole Child.



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# DAY 2—TUESDAY, OCT 1<sup>ST</sup>

8:30 – 11:45 am

## What Next? – From Learning to Action

Participants will have an opportunity to unpack their learning from the first session and learn about planning tools such as the CASEL toolkit to guide identifying needs, goals and action steps to cultivate resilience through the integration of SEL and academics.



**Patrick Flynn**  
**Founder and Executive Director**  
**ReVISION Learning Partnership, LLC**

*Patrick Flynn has worked as a teacher, teacher leader, curriculum director, and executive program director in K-12 settings in over eleven different states. As the Executive Director of High Schools for Edison Schools and the Chief Academic Officer for Great Schools Workshop in Sacramento, CA, Patrick worked with building and district administrations in nine states to implement systemic high school reform. He has provided professional learning in the areas of transformational leadership, performance*

*management systems, standards-driven instruction, and data-driven decision-making. Patrick is Founder and Executive Director of ReVISION Learning Partnership, providing professional development and support to districts and educational organizations in CT, NY, NJ, and LA since 2010. He has led several school improvement initiatives in rural and urban settings and internationally in the United Arab Emirates with the Abu Dhabi Education Council. He has presented nationally and internationally, including as a keynote speaker at the Forum on Big Data at the Tianjin University of Technology, in Tianjin, China. Patrick and ReVISION Learning is highly sought after for its leadership in providing the highest quality professional learning opportunities for teacher, administrators, and district personnel. Patrick is the co-author of *Feedback to Feed Forward: 31 Strategies to Lead Learning* (Corwin, July 2018).*



**Diane Dugas**  
**Director, Center for Educational Leadership**

*Diane Dugas has served as Superintendent, Assistant Superintendent, Curriculum leader, principal and teacher. She has led schools to national recognition and developed sustainable change initiatives to meet the needs of students in urban, suburban and rural districts. In her recent role as Director of Educational Leadership with EASTCONN, her focus is building the capacity of administrators to lead transformational change. Through her connected role as former CTASCD president, and with state and local professional organizations Diane has provided professional development in*

*a variety of school improvement initiatives including: curriculum, instruction, teacher and leader evaluation, community conversations, system thinking, strategic planning, adult learning and much more in support of a whole child focus.*



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# REVIEWS

*I have attended the SLI for many years and always find the information and networking so helpful and refreshing...I love the combination of learning, networking and socializing - it's perfect!*

*What a great leadership institute focus on personalized learning.*

*Always good to see the work in action*

*Got some great contacts for elementary personalized learning.*

*It was great how viewpoints were shared from teachers, principal, and district coaches. Samples and resources were very useful. All the staff presenting had a part of the presentation and were very knowledgeable overall!*

*I value learning from others so that I may grow into an effective leader.*

*I have attended for many years and find it a great way to bridge ending a school year and thinking about the next year...*

*The Institute was very comprehensive and enjoyable.*

*This institute is a valuable time for learning, collaboration, sharing and networking. The speakers who are chosen to attend. I think the resources and handout are helpful and I always have some experience or new knowledge to share with my colleagues as result of this institute. I also like how the institute invites exemplar districts to come and speak to the group and share their student outcomes.*

# REGISTRATION

- Register online at <http://casci.ac/4767>
- Early registration is encouraged.
- Team participation is strongly encouraged.

Direct institute content questions to:

Ev Lyons at [elyons@casciac.org](mailto:elyons@casciac.org)

Bill Silva at [bsilva@casciac.org](mailto:bsilva@casciac.org)

Direct registration questions to:

Erin Guarino, (203) 250-1111, [eguarino@casciac.org](mailto:eguarino@casciac.org)

## FEES

### CAS MEMBER SCHOOLS:

Individual Registration - \$175/pp

Early Bird Registration - \$150/pp (must register before August 1, 2019)

Group Registration - \$150/pp (3 or more from the same school - must register as a group)

### NON CAS MEMBER SCHOOLS:

Individual Registration - \$200/pp

Early Bird Registration - \$175/pp (must register before August 1, 2019)

Group Registration - \$175/pp (3 or more from the same school - must register as a group)

- To check school membership status, go to [www.casciac.org](http://www.casciac.org) and click on “directory”.
- Purchase orders will be accepted, but PAYMENT MUST be received prior to September 16, 2019.
- Check and purchase order should be made payable to the Connecticut Association of Schools and mailed to:  
30 Realty Drive  
Cheshire, CT 06410  
*Attention: Erin Guarino*
- Refunds will not be given due to cancellation after September 16, 2019 or for non-attendance at the Summer Leadership Institute.



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