

## Innovation and Consortium Launch

*Sponsored by the Alliance for Innovative Educational Redesign (AIER) and the Washington Charter Schools Association*

July 17, 2024

Spokane Valley High School

### Clock Hours Requested: 4

8:00am - Breakfast and Networking

8:30am - Keynote - Delvone Bullis, Theater and English Teacher at Spokane Valley High

9:00am - Session 1

10:30 - Break and Networking

11:00 - Session 2

12:30 - Lunch and Closing Presentation - Mike Poutiatine

1:00pm Event End

<b>Session 1 Options 9:00 - 10:30am</b>	<b>Session 2 Options 11:00 - 12:30pm</b>
<b>1A:</b> Explore diversity, equity, inclusion, and belonging practices in the classroom -Esteban Herevia Jr. of WSU	<b>2A:</b> Investing in Climate and Culture -Eric Jurasin of SVH
<b>1B:</b> Making Real World Connections in Education at Summit -PJ and Co. of Summit School	<b>2B:</b> The TCS Model of Exhibitions and Graduation Defense -Cindy McMahon of TCS
<b>1C:</b> Successful Project Design -Seth Robertson of SVH	<b>2C:</b> Games in Education -Tammie Schrader of ESD
<b>1D:</b> The First 6 Days: CREW -Eric Sanchez & Eric Jurasin of SVH	<b>2D:</b> Pedagogy of Student Voice -Kelly Niccolls of Cheney S.D.

Keynote Audience: 80 participants

Session Audience: 20 participants

### **Keynote Title: Want Belonging? Add Some Theater to the Mix**

Presenter: Delvone Bullis

Mr. Bullis has 15 years experience teaching English and Theater. His experience is split, half between traditional and project-based models. He team teaches interdisciplinary classes at Spokane Valley High School, produces an annual theater production, directs an improv group, writes screenplays, and sometimes acts in local theater productions. He is a master at developing a culture of belonging with his students and has been known to bust out a freestyle rap from time to time.

Session Summary: Find out how some staples of strong theater programs could serve any classroom to develop a culture where students support, listen to, and respect one another. Be inspired by the energy Mr. Bullis brings and plan to leave the keynote with practical tools that can be put to use immediately.

Session Outcomes:

- Participants will be able to identify a theater tool or concept that they can immediately implement in their educational context to increase belonging and improve collaboration

### **1A: Explore Diversity, Equity, Inclusion, and Belonging Practices in the Classroom**

Presenter: Esteban Herevia Jr.

Mr. Herevia works for the Office for Diversity, Healthy Justice, & Belonging in the Elson S. Floyd College of Medicine of Washington State University. He has partnered with Spokane International Academy on his work with creating spaces where every student can thrive. He is a first generation college graduate.

Session Summary: The need for student-centered, holistic programming and learning is only as good as our willingness to create environments of belonging for each student. In this session, we will explore the practice of diversity, equity, inclusion, and belonging in the classroom and identify strategies for making our learning spaces places where each student can thrive. Join Nicole Peterson, Spokane International Academy, and Esteban Herevia, WSU Elson S. Floyd College of Medicine.

Session Outcomes:

- Participants will engage in dialogue centering the importance of DEI in the classroom and beyond
- Participants will be able to define diversity, equity, inclusion, and belonging
- Participants will assess current practices/structures and strategize new methods for their context

### **1B: Making Real World Connections in Education at Summit - CVSD**

Presenters: PJ Jarvis, Stephanie Koch, Sucia Dhillon

PJ Jarvis has been a Health and Fitness teacher in Central Valley School District in Spokane, Washington for over 20 years and is currently the Health and Physical Education teacher and Adventure Coordinator at Summit, a K-8 Expeditionary Learning school in Central Valley School District. PJ strives to develop creative lessons that engage both her student's brains and bodies every time they are in her class. PJ started her teaching career in 1991 on the west side of Washington State. She has also coached both basketball and track & field at the elementary, middle, and high school levels. Prior to moving back to Spokane, PJ was the director of an outdoor environmental education center that served school groups from all over Washington State and the NW. PJ has served on the SHAPE Washington board previously in a variety of positions and is part of the Office of Superintendent for Public Instruction's(OSPI)Health and

Fitness Cadre' in Washington State. Washington State Elementary Physical Education Teacher of the Year – 2009; Northwest District Elementary Physical Education Teacher of the Year – 2011; NASPE (SHAPE America) National Elementary Physical Education Teacher of the Year - 2012

Sucia Dhillon is a 23 year educator with Elementary Education Bachelor's degree with minors in Spanish & ELD from PLU and a Masters degree in Curriculum & Instruction from EWU. She has presented twice at Expeditionary Learning National Conferences, taught 1st grade, 1-2 multi age classes, 6th-8th grade ELA & History, Spanish, ELD, and was Summit School's instructional coach for four years.

Stephanie Koch has been an educator, teaching 5th-8th grade, for the past 26 years. She holds a degree in K-8 Elementary Ed, K-12 Special Education, 4-12 Psychology Endorsement, and Masters in the Art of Teaching At Risk Students, all from Gonzaga University. She has been teaching 5th grade at Summit School for the past 6 years.

Session Summary: In this session, we will share what we are doing at Summit School to help students connect their learning in the classroom to the real world through learning expeditions, field work, and adventures. There will be time to share your ideas, discussion and questions.

Session Outcomes:

- Participants will explore several models of incorporating real world connections through a learning expedition and field work currently happening at Summit School
- Participants will brainstorm and discuss ideas for extending opportunities in their own classrooms and learning environments to help students connect to real world connections in education

### **1C: Successful Project Design**

Presenter: Seth Robertson

Mr. Robertson is a Nationally Board Certified, science and social studies teacher at Spokane Valley High School. He has seventeen years of teaching experience, four of which took place at a project-based school. He holds a Masters Degree in Science Education. When he isn't teaching, he might be found on a hike with his kids or off-road on a dirtbike.

Session Summary: Participants will review high quality project examples and deduce the qualities inherent in well-designed projects. Attention will be given to finding a balance between structure/routine and student voice and choice. Participants will have time to apply learning to their own education situations and receive feedback on ways to overcome barriers to implementation. Session is 1.5 hours in length. Space available for up to 20 participants.

Session Outcomes:

- Participants will be able to identify the characteristics of well designed, high quality projects
- Participants will apply the characteristics to project design

- Participants will identify barriers to implementation and seek feedback about solutions

### **1D: The First 6 Days: CREW**

Presenters: Eric Sanchez

Mr. Sanchez is a Special Education Certified and English/Art Endorsed teacher at Spokane Valley High School. He has 14 years of experience teaching, six of which took place at a project-based school. He team teaches interdisciplinary, project-based classes and also supports part-time students. He has frequented the Deeper Learning Conference in San Diego and is a local artist having exhibited his work at multiple venues around Spokane.

Mr. Jurasin is Principal at Spokane Valley High School and previously a project-based teacher at several schools over the course of 24 years. He has twice presented at the Deeper Learning Conference in San Diego and is passionate about making learning relevant, engaging and impactful to the community. He is an AIER Board Member and enjoys working to inspire educators to help one another with the challenging task of true 21st Century teaching and learning in a difficult to change traditional system.

Summary: Participants will experience key components of CREW, an advisory model developed by EL Education. These will be shared in the context of kicking off a school year to develop strong, positive, inclusive relationships. Along with hands-on experiences to practice elements of CREW, a model schedule for "The First 6 Days" will be shared along with examples of student work products.

Session Outcomes:

- Participants will be able to describe several key elements of the CREW advisory model
- Participants will be able to differentiate between CREW routines, including greetings, initiatives, and courageous conversations and describe when each may be most effective with a group
- Participants will apply CREW concepts to their educational contexts

### **2A: Investing in Climate and Culture**

Session Presenter: Eric Jurasin.

Mr. Jurasin is Principal at Spokane Valley High School and previously a project-based teacher at several schools over the course of 24 years. He has twice presented at the Deeper Learning Conference in San Diego and is passionate about making learning relevant, engaging and impactful to the community. He is an AIER Board Member and enjoys working to inspire educators to help one another with the challenging task of true 21st Century teaching and learning in a difficult to change traditional system.

Summary: Participants will consider how school systems, classrooms, and teachers invest in climate and culture. A discussion format will challenge participants to invest more in climate and culture in order to achieve more favorable academic outcomes. Innovative ideas will be shared between participants to expand concepts of investment and ways to measure impact. Session is 1.5 hours in length. Space available for up to 20 participants.

### Session Outcomes:

- Participants will be able to identify specific ways climate and culture can impact academic achievement.
- Participants will expand their conceptual understanding regarding ways to invest in climate and culture and come away with tangible next steps relevant for their context.
- Participants will increase their commitment to invest in climate and culture.

## **2B: The TCS Model of Exhibitions and Graduation Defense**

Session Presenter: Dr. Cindy McMahon

Cindy is the principal at The Community School, a 9-12 project based school in Spokane Public Schools. Cindy received a PhD in Leadership Studies in 2005 at Gonzaga University. Cindy taught at Shadle Park HS and Lewis and Clark high schools for over 20 years before exploring innovative learning models around the US. In 2014, TCS joined the New Tech Network that started in Napa, CA with one school, growing to nearly 200 across the country and in Australia. Over the last ten years, TCS continues to explore innovative structures and practices that promote authentic teaching, learning and assessment.

Summary: Participants will learn about the dismantling of a traditional high school model into a student-driven learning environment. The focus will go deeper into our approach to end-of-semester and graduation presentations that are hallmark to our assessment approaches. After learning about the TCS approach, participants will have an opportunity to experience a presentation of learning and consider applications to their own work.

### Session Outcomes

- Learn about the journey of 'breaking ranks' from a traditional model to a student-driven model of school.
- Learn about the possible ways to structure exhibitions and graduation defense.
- Share the ways that authentic assessment might be incorporated into their own setting.

## **2C: Games in Education**

Presenter: Tammie Schrader

I am a Regional Science and Computer Science Coordinator for Northeast Washington Education Service District 101 in Washington State. I was a science teacher at Cheney Middle School, in Cheney, Washington for 15 years. I currently am an adjunct science methods instructor at Whitworth University. I taught Life Science as well as Computer Programming, Gaming Programming, Robotics as well as coaching the Science Olympiad Team, Robotics Club, SeaPerch Team as well as Future Business Leaders of America at my middle school. I have my B.A. in Education as well as a B.S. in Biology. I earned her M.A. in Education and Teaching At Risk Students from Gonzaga University. I am currently enrolled as a Ph.D. candidate and am writing my dissertation on Leadership and Game Based Education in the Classroom. In 2013, I was selected as a Hope Street Fellow, working on Education Policy around

coding in the classroom. I was also awarded a National Science Foundation grant working with Filament Games on Educational Video Games in the classroom. I was selected as a 2008-2009 Teacher Fellow for the Department of Education. I was also Pacific Northwest Earth Science Teacher of the Year, as well as being selected to work on Washington State STEM programs. I worked for ACTS (Academy Creating Teacher Scientists) at Battelle Northwest National Laboratory for several years during the summer. I spent the first 7 years of her career life in Southern California working on the Space Shuttle Program for Rocketdyne International and is in her 22nd year of teaching. I have served on the Washington State Science Assessment Leadership Team and served for five years on the Professional Education Standards Board for the State of Washington.

#### Session Description:

Welcome to our presentation on the transformative power of games in education. Today, we will explore how incorporating games into educational settings can enhance learning, foster engagement, and develop essential skills among students. We begin with a brief history of educational games, tracing their evolution from simple flashcards and board games to sophisticated digital platforms. We'll discuss the integration of gamification in classrooms and how it has progressed with advancements in technology. The benefits of games in education will be explored and finally, we'll discuss how to implement games in the classroom using criteria for success and how to assess their impact.

#### Session Outcomes:

- Understand the evolution of games in education
- Understand the benefits of games in education
- Determine ways to implement games in the classroom
- Carefully select and integrate games to maximize their educational benefits.

## **2D: Pedagogy of Student Voice**

Presenter: Kelly Niccolls

Ed.D. Leading for Learning. University of Washington

Superintendent Certification, L4L, University of Washington

Principal Certification. Danforth Educational Leadership Program, University of Washington

M.A. Sociology. California State University, Fullerton Focus area: Education

Secondary Teaching Credential. California State University, San Bernardino Focus area:

Secondary English Instruction

B.A. English Literature. California State University, San Bernardino.

#### Professional Summary

I am an educator leader with unique and varied experiences in which I contribute to the improvement of the education landscape. My motivation in education work is to empower all students to break free of oppressive learning environments in order to thrive as successful and thoughtful learners. My work as a teacher, curriculum coordinator, school development coach

and administrator has provided me the opportunity to collaborate, design and lead systems that improved student achievement. I seek a position designed to lead systemic change and facilitate professional and community transition to innovative learning practices in support of meaningful student learning outcomes in the 21st century. I am currently the Director, Teaching and Learning, School Leadership & Outcomes. Cheney Public Schools. In this role, I am the Strategic Plan lead, secondary principal supervisor, school improvement lead K -12. Oversee Principal Pipeline & PD, CTE, Learning Options, College & Career Readiness, Equity Committee.

#### Session Description:

In this session, we will explore the pedagogy of student voice and how student feedback and insight can be utilized to drive high quality, innovative practices at the secondary level.

#### Session Outcomes:

- Establishing student Voice as a driver for all learning
- Answering: How do we know the children "are well"
- Systematizing a new way to prepare and measure readiness for post-secondary success