

elevate

NASHVILLE, TN 2025

FEAT.
MR. GREG

KIM
BEARDEN



JERE
CHANG

GERRY
BROOKS



AND
JACK
HARTMANN

GAYLORD
OPRYLAND RESORT
& CONVENTION
CENTER

JUNE 13-15

WHO WE ARE

ELEVATE! is the premiere professional development for primary Pre-K - 2nd grade educators. Our selection of highly accomplished national speakers are either current teachers, administrators, specialists, coaches or consultants working in schools.



**Founded in
Research**

All ELEVATE conference sessions are based on research and/or evidence-based content and practices, and guaranteed to be presented in a way that engages attendees in hands-on activities and models instructional best-practices.



**Next Day
Implementation**

Every session you attend will provide you with lesson ideas and activity resources that you can take back to your classroom and use immediately!



**Vetted
Speakers**

At ELEVATE, we set the bar high! All presenters are required to support their presentation content with current research, model best-practice instructional methods, incorporate active-engagement strategies within their sessions, and provide complementary lesson plans/activities for attendees to take back and use immediately in their classrooms.

Topics Covered at ELEVATE! Nashville



**Science of
Reading**



**Data Driven
Instruction**



**School
Culture**



**English
Language Arts**



Fine Motor



**School
Leadership**



Math



**Classroom
Management**



**Play Based
Learning**



The Arts



STEAM



Writing



Science



**Social
Emotional
Learning**



**Diversity,
Equity,
Inclusivity,
and
Accessibility**



ESL

Featuring...



Keynote by
**Mr.
Greg**



Keynote by
**Gerry
Brooks**



Keynote by
**Kim
Bearden**

Featuring...

Performance by

**Jack
Hartmann**



Keynote
by

**Jere
Chang**



JOIN US IN NASHVILLE, TN!



LOCATION & HOTEL

Gaylord Opryland Resort & Convention Center
2800 Opryland Dr
Nashville, TN 37214

[REGISTER HERE](#)

We have discounted room rates!
Limited rooms available so be sure to book your room as soon as possible.

[BOOK HOTEL](#)

Ticket		Price
Early Bird General Admission	Tickets available until Nov. 15th or when we sell out - whichever comes first.	\$325
Discounted General Admission	Limited Tickets Available	\$400
General Admission	Until Sold Out	\$500

Available Now!

DID YOU KNOW...
**WE ACCEPT
PURCHASE
ORDERS!**



TO PAY BY P.O.

CLICK HERE

IMPORTANT INFO

- Complete THIS online form in it's entirety. (To be completed by 1 person for the entire PO)
- Upload your actual PO using the link provided on the form. If you do not have your PO yet, STOP and get it completed.
- After you have submitted your PO using our form. We'll email an invoice to you within 72 hours. Payment is due within 30 days. (no exceptions to this due date)

SUBMITTING THIS REQUEST FOR REGISTRATION IS NOT GUARANTEE OF REGISTRATION. REGISTRATION IS ONLY CONFIRMED UPON ACTUAL PAYMENT OF THE INVOICE.

QUESTIONS, EMAIL US AT
CONTACT@ELEVATEYOURCLASSROOM.COM

DOWNLOAD OUR W9 - CLICK HERE

WHY YOU SHOULD ATTEND ELEVATE

- Join a growing community of over 100k primary educators who follow Elevate Your Classroom and co-founder Mr. Greg Smedley-Warren.
- Learn from award-winning and nationally recognized classroom educators and educational leaders who remain practitioners in schools across the country.
- Participate in conference sessions founded in research and created with the teacher in mind.
- Enjoy keynotes and inspiration from nationally renowned educators like Mr. Greg, Gerry Brooks, and Jack Hartmann.
- Specific administrator sessions so school and district leaders can support the work you are doing.
- Network and stay connected with fellow primary educators and leaders as you experience a world-class conference that will provide immediate takeaways for your classroom.



WHAT YOU GET AT ELEVATE!



Over two days of lively and enriching sessions across content areas



Certificate for 12 Contact Hours of Professional Development



An Elevate Your Classroom t-shirt



Swag bags that include a clipfolio, a beautiful teacher tote bag, and freebies from our sponsors



A giant vendor hall for you to learn about the latest products and services for your classroom and personal well-being



Time to meet and chat with presenters and Discounts for future in-person and virtual Elevate! events



England 20



Phoenix 2024



Nashville 2024



d



ille 2023



Nashville 2024

ON THE MAIN STAGE

Nashville Keynote

#HappyClassrooms



By Greg Smedley-Warren | Keynote

An inspirational message about the lessons our students teach us each day in the classroom. In this uplifting message, Mr. Greg will share stories from his classroom and the lessons he has learned and how they can be implemented in other classrooms. The #happyclassrooms is a way for teachers around the world to share positive experiences from their own classrooms. Mr. Greg will describe in detail the mission of this hashtag and how it relates to your teacher's attitudes toward education and their classroom.

About Greg

Meet Greg Smedley-Warren, affectionately known as "Mr. Greg," an experienced, current kindergarten educator and the creative mind behind The Kindergarten Smorgasboard. With an impressive 19-year teaching journey, Greg's expertise spans various grade levels, including a brief stint in fifth grade and two years in second grade. However, it was a reluctant transition to kindergarten that unveiled his true passion and calling.

Never wanting to teach kindergarteners, Greg's journey took a turn when he discovered an instant connection on the very first day of kindergarten. From that moment on, he knew kindergarten was his calling. Beyond the classroom, Greg is a family man, cherishing moments with his loved ones in Nashville, Tennessee. Alongside his husband Jason, fondly referred to as "The Mister," Greg shares his home with their daughter, Adelynn, and their dog, Dolly.

Recognized as the 2014 Teacher of the Year, Greg's influence extends far beyond his classroom walls, as an international speaker, presenter, and co-founder of the ELEVATE! conference for teachers. A passionate curriculum developer, Greg's dedication to educational excellence shines through in all his endeavors, driven by his unwavering commitment to empowering both students and fellow educators alike.

Nashville Keynote

About Jere Chang



Jere Chang, an Atlanta area classroom teacher for over 25 years, is an award winning TikTok star with over 2 million followers and is a dynamic and highly engaging speaker. Spending time with “Ms. Chang,” isn’t just viewing a reel or a TikTok trend. Her motivational talks about gifted education, inclusion, and creative thinking are visits in radical kindness, inspiration, and laughter.

Chang invites audiences into her classroom, family vacations with her wife and two young sons, even her lunch box to look deeply into something familiar with innovation and curiosity. Unlike most social media stars, Chang is honest. She doesn’t cover up her teaching goofs, her aging face, or her misunderstood classroom décor but points them out with a great sense of reflexivity and humor. Her goal: to have audiences walk away feeling refreshed, safe, cared for and valued. From the moment she starts to talk, it’s time to get real.

Invited twice to the Whitehouse with 30 other influencers on LGBTQ+ issues, Ms. Chang is an international speaker who draws standing room only crowds. With 10 years in gifted education and three Master’s degrees in Teaching English to Speakers of Other Languages (TESOL), college administration, and applied linguistics, she speaks on a variety of topics focused on creativity and inclusion.

Nashville Keynote



About Kim Bearden

Kim Bearden is the cofounder, executive director, and language arts teacher at the highly acclaimed Ron Clark Academy, an innovative middle school and educator-training facility in Atlanta. More than 115,000 educators from around the world have visited Kim's classroom and have attended her workshops to learn better ways to engage students, promote academic excellence, build relationships, and create a climate and culture for success. Throughout her career, Kim has received numerous accolades, such as being inducted into the National Teachers Hall of Fame. She was chosen from over 70,000 nominations to be honored as the Disney American Teacher Awards Outstanding Humanities Teacher, and the Milken Family Foundation selected her to receive the Award for Excellence in Education. She is the winner of the InfluencHer Award, the University of Georgia Outstanding Educator Award, and the Turknnett Character Award for Servant Leadership. Mercedes-Benz recognized her in their Greatness Lives Here campaign, and Women Works Media Group has named her one of Georgia's Most Powerful and Influential Women.

Over the past thirty-six years, she has been a teacher, instructional lead teacher, curriculum director, school board member, staff development trainer, and middle-school principal. Kim is also a wife, mom, and bestselling author of three books: *Crash Course*, *Talk to Me*, and *Fight Song: Six Steps to Passion, Power, Peace, and Purpose*.

Before Kim comes to the stage, please watch this video about where she spends her days at the Ron Clark Academy.

Nashville Keynote

Personal Climate and Culture. The Choice is Yours.



By Gerry Brooks | **Keynote**

Gerry will inspire you and make you laugh, as he shares advice and practical ideas that will help you focus on personal and school climate and culture. He will challenge you to be the best you can be in all aspects of your personal and professional life, and how that will allow you to support your students, their parents, and your coworkers in the best way possible.

About Gerry

Gerry Brooks is a veteran educator in Lexington, Kentucky. His educational experience includes six years in the classroom, two years as an intervention specialist, and 12 years as an administrator.

He is a passionate public speaker whose focus is on encouraging and helping teachers improve their instructional abilities. He also has a desire to help administrators successfully lead their staff.

An encouraging speaker, he has spoken to educational groups all around the nation. His focus is on encouraging teachers to improve their instruction through personal climate and culture strategies. He desires to help administrators focus on how to lead all staff in a positive and constructive manner.

Dance Party w/ Jack Hartmann



With Jack Hartmann | Entertainment

Let Music Make Learning Fun! Jack sings live and demonstrates fun and creative movements to a wide variety of early childhood topics including: language development and phonological awareness skills, basic math with counting and number skills, spatial awareness, patterning and more. And, fun skill-building songs on social and behavioral management are also included. This presentation is very uplifting and interactive and offers a great variety of Jack's best songs.

About Jack

Jack Hartmann's Super Fun Learning Songs are all about making learning even more fun with the very best in children's educational music. Jack's music is research-based and teacher approved to focus on helping children learn important state, national and early childhood standards. All of Jack's songs and videos engage children with not only great educational content, but with cool beats kids love and fun movements.

Jack Hartmann received his BA in Child Psychology from the University of Florida in Gainesville, FL and his MA degree in Clinical Psychology from Assumption College in Worcester, MA.

Jack began his career of working with autistic children at Shands Teaching Hospital in Gainesville, Florida and then he worked as a social worker with delinquent youth in St. Petersburg, Florida and in psychiatry at Emory University Hospital in Atlanta, Georgia.

Jack has presented his wonderful children's music at teacher workshops and conferences in almost every state in the United States. He has been a keynote and workshop leader at the annual NAEYC and the National Head Start conferences, S.D.E. conferences all across the country and many local and state pre-school, kindergarten and 1st Grade conferences.



Phoenix 2024



Nashville 2024



Phoenix 2024

IN OUR BREAKOUT ROOMS



Nashville 2023



New England 2023



Nashville 2023

Nashville Presenters



Vera Ahiyya

Vera Ahiyya is a dedicated early childhood educator with nearly two decades of experience in the classroom. Known as "The Tutu Teacher" on social media, Vera has a passion for fostering a love of reading in young learners through innovative, picture book-centered teaching strategies. She has collaborated with numerous schools and educational organizations, bringing her expertise in literacy and student engagement to thousands of educators across the country. She is excited to guide you in creating an interactive, effective, and joyful learning environment for your students.

Vera's sessions:

Session 1 - There's a Book for That!

Session 2 - Magical Math Centers



Keri Brown

Keri is a K-2 interventionist, national speaker, author and curriculum creator from Alabama. With over 17 years in education, she previously taught both kindergarten and 1st grade. She's all about mixing hands-on activities with research based ideas. Thriving to be a lifelong learner, she is always on the lookout for fresh ways to engage her students and help fellow educators. She shares her teaching ideas and what she's learned along the way through her platform, Enchanted Kinder Garden.

Keri's sessions:

Session 1 - Time to Simplify Your Reading Centers

Session 2 - Cracking the Code to Math Centers

Session 3 - Let's Write! 7 Big Ideas with a BIG Writing Impact



Shannon Cunningham

Shannon Cunningham is an award-winning literacy educator in North Texas. Over her education career, Shannon has spent time in classrooms in Arizona, Nebraska, and the great state of Texas. Shannon has her Masters in Education in Curriculum and Instruction with an emphasis in Education Technology. Shannon is certified to teach preschool - 6th grade and English as a Second Language. With a passion for teaching both students and teachers, Shannon's goal is for all classrooms to be a place where students can grow and thrive academically and emotionally. You will find that Shannon's sessions are packed with research and strategies to help you teach with joy and confidence!

Shannon's sessions:

Session 1 - Tinker, Create, and Explore with STEAM

Session 2 - Boosting Learning and Language Through Play

Nashville Presenters



Mel D

Melissa Dillard aka Mel D of @teachingwithmeld is a passionate educator with over 20 years of experience, known for her expertise in positive classroom management. Her approach focuses on creating a supportive, respectful, and engaging learning environment, where every child feels valued and motivated to succeed. With 15 years in first grade, 4 years in second, 2 years in kindergarten, and 1 year in virtual high ability 3rd grade, Mel D has honed her ability to engage even the most advanced learners. Her focus on high-ability and gifted children has allowed her to develop creative strategies that challenge and inspire these students, all while making learning feel accessible and fun.

Mel's sessions:

Session 1 - Strategies for Managing Challenging Behaviors

Session 2 - Positive Classroom Management with Mel D



Jake Daggett

Jake is an Ohio native who began his teaching career in Milwaukee, WI in 2015. Having specialized in literacy instruction, Jake built a following on social media for his engaging and rhythmic phonics lessons and evidence-based structured literacy lessons, even landing him on The Kelly Clarkson Show in January 2024. Throughout his career, Jake has taught PreK, 1st, 2nd, and 3rd grades, and has recently stepped into the role of Foundational Literacy Director for a choice school in Milwaukee, WI. In addition, Jake co-teaches an online Science of Reading Course for Elevate Your Classroom. In his spare time, Jake presents nationally for conferences such as Unlocking SOR, IL ASCD, and Plain Talk. He is thrilled to be returning for year 3 of Elevate!

Jake's sessions:

Session 1 - Dictation: Reimagining Spelling Instruction

Session 2 - Differentiating a Phonics Block for Below, Above, and Multilingual Learners

Session 3 - Management Moves: Multi-Sensory Strategies for 100% Engagement



Dr. Ryan Daniel

Dr. Ryan Daniel currently serves as the Principal of Fort Foote Elementary School located in Prince George's County Public Schools (PGCPS). Dr. Daniel displays a sincere dedication to serving as an innovative educational leader. Transforming learning environments for students to feel supported, seen and valued is her mission as an educational leader. Dr. Daniel believes in providing supportive environments for teachers to build and enhance their capacity through intentional coaching and empathetic leadership skills. Currently Dr. Daniel serves as the Director At Large, Minority for the National Association of Elementary School Principals (NAESP). Dr. Daniel has contributed to the book entitled She Leads: A Womens Guide to a Career in Educational Leadership which highlights the voices and stories of women educational leaders. In 2023, Dr. Daniel was named as the Washington Post Principal of the Year for Prince George's County Public Schools.

Ryan's session:

Session 1 - Leading with Culture: Empowering Communities through Responsive Leadership

Session 2 - From Numbers to Narratives: Transforming Student Data into Stories

Nashville Presenters



Christina DeCarbo

Christina (Miss DeCarbo) is a PreK-5 literacy coach, teacher, national presenter, and curriculum author from Northeast Ohio. She is certified at the Associate Level with the Orton Gillingham Academy. Her research-based sessions are packed with engaging lessons and creative tools to help students succeed as readers, writers, and problem-solvers. Christina loves collaborating with educators on Instagram [@missdecarbo](https://www.instagram.com/missdecarbo). As a mom of two little ones, she enjoys spending time with family and drinking coffee. You can learn more about Christina on her website at www.missdecarbo.com.

Christina's sessions:

Session 1 - Turn Tricky Into Sticky! Brain Based Activities to Connect Letters to Sounds

Session 2 - Fostering Fluency with Research, Routines, and Repetition

Session 3 - Sentence Success! Explicit Instruction for Little Learners



Dr. Adam Dovico

Adam Dovico is an accomplished teacher, curriculum facilitator, principal, professor, speaker, and author. For the past two decades, he has taught students of all ages through his engaging and rigorous teaching style. He has also provided professional development for educators from around the world through his keynotes, workshops, and books. You can often find Adam standing on a table or chair dressed in one of his signature outrageous and amusing suits. He has been recognized by organizations such as the Japan Fulbright Memorial Fund, Learning for Justice, and the Atlanta Falcons for his leadership and teaching, and he continues to work for greater equity in schools through his antiracist and culturally responsive pedagogy. You can learn more about Adam's teaching and leadership online at adamdovico.com, on social media [@adamdovico](https://www.instagram.com/adamdovico), or in his books: *Inside the Trenches*, *The Limitless School*, and *When Kids Lead*.

Adam's sessions:

Conflict, Crucial Conversations, and Creative Solutions

Nashville Presenters



Holly Ehle

Holly is a full-time educator who has over 20 years of experience teaching kindergarten and serving as an early literacy specialist. She currently has the very unique opportunity of teaching both beginning readers AND pre-service teachers in her new position as a Professor of Reading Science, teaching both in the college classroom and in the university's science of reading pre-k - 4th grade model school program. Holly is passionate about student engagement, differentiated instruction, early literacy, and educational neuroscience. She is currently wrapping up her Ph.D. in Reading, Language, & Literacy with a specialization in Educational Neuroscience and loves helping teachers better understand exactly how the brain learns when beginning to read and write. Professionally, her mission is to teach EVERY child to be a proficient reader and writer, including those with dyslexia and/or other learning challenges. Outside of the classroom, her mission is to help teachers bridge the gap between research and practice in fun and engaging ways. Holly is also dedicated to giving back to educators who work so hard in the classroom, and it was this shared passion that forged her connection with the Kindergarten Smorgasboard/ELEVATE team.

Holly's sessions:

Session 1 - Reading Block Revolution

Session 2 - Write From the Start: Guiding our Littlest Learners Through the Writing Process (in a developmentally appropriate AND science-aligned way!)



Stephanie Higgs

Stephanie Higgs, also known as Little Miss Gifted, is a passionate, energetic, engaging, award-winning educator whose colleagues describe as radiating contagious joy. Stephanie currently serves as a gifted educator and differentiation instructional coach for grades Pre-K - 5, with previous experience teaching Pre K, 2nd, and 4th grades. Stephanie's dynamic approach to empowering educators, with a focus on solutions to daily classroom obstacles and equipping educators with easy-to-use resources that can be implemented as soon as the next day, make her a can't-miss PD presenter! She would love to meet you and empower you in your educational journey!

Stephanie's sessions:

Session 1 - A Happy New Year: Cleaning Up Classroom Management

Session 2 - A Happy New Year for ALL: Establishing a Neurodiversity-Affirming Classroom

Session 3 - New Year, New YOU! Tuning Up: Teacher Self-Care

Nashville Presenters



Katie Knight

Katie Knight teaches 1st grade and loves to share her hacks, plans and ideas! Katie welcomes you in, gets real, has you laughing, and helps you feeling energized and equipped to take action! Katie speaks nationally at conferences, and you can find her on social media, Teachers Pay Teachers and her blog, under Teacher To The Core!

Katie's sessions:

Session 1 - Katie Knight and the 7 tips to 🎵 Wiggle While You Work! 🎵

Session 2 - Recess Referee

Session 3 - Data Bros



Ashley Moore

Ashley Moore is a Principal of an Elementary / Middle School in Maryland. Her leadership journey began with her teaching career in Philadelphia, Pennsylvania, covering grades 3 through 12 serving as a General and Special Education teacher. After serving as a teacher, Moore entered the administrative realm as an Assistant Principal. Her experiences include general, special education, and specialized programming. As an administrator, she has implemented school-wide programs such as Accelerated Learning, Gifted and Talented, Arts Integration, and STEM. Moore's diverse experiences have also led to her national certification as a Principal mentor. Committed to her personal mission of "doing what's best for kids" and the belief that "all students can learn and achieve," she looks forward to utilizing her skills to assist others with their leadership journey.

Crystal's session:

Session 1 - Taking a "Coach Approach" to School Leadership

Session 2 - The Retention Revolution: How to Keep Your Team Vibing & Thriving



Crystal Oswald

Crystal Oswald is a district service coach in the North Shore of Chicago. She works with a variety of schools as an instructional coach with an emphasis on Social Emotional Learning and literacy. Prior to this position, she was an SEL Curriculum and Instruction Specialist for 3 years and an elementary school teacher (grades 1-5) for 14 years. In her spare time, you can find her hanging out with family and friends, reading, golfing, or doing home improvements.

Crystal's session:

Session 1 - Paving the Way with SEL: Creating a Systemic Approach

Session 2 - The SEL Blueprint: Cultivating a Supportive Culture for Teachers and Students

Nashville Presenters



Alexia Pendleton

Alexia Pendleton is a Kindergarten teacher in Atlantic City, NJ, where she was named teacher of the year for the 2020–2021 school year. She is a wife, mother, hip hop choreographer, and fitness instructor. Known as the @dancerteacher on social media, she loves empowering educators with her high energy sessions. She loves to encourage, motivate, and uplift students, teachers, and administrators for absolute excellence in education!

Alexia's sessions:

Session 1 - Healing Hearts: Creating Trauma-Informed Classrooms with Joy

Session 2 - Stronger Together: Building Families and Communities

Session 3 - Developing Feeling Vocabulary in a Community Meeting



Abigail Peterson

Abigail Peterson is a current Instructional Coach, supporting teachers within their individual K-5 classrooms. She is a K-8 Nevada licensed teacher, national speaker and creator of the educational brand, Kindergarten Chaos, LLC. After teaching Second Grade, she had the opportunity to teach Kindergarten and immediately fell in love with it. She lives in Las Vegas, NV with her husband and is looking forward to a brand-new, grandbaby this year!

Abigail's sessions:

Session 1 - Anchoring Learning with Anchor Charts

Session 2 - Teaching on a Dollar Budget: Shopping Dollar Tree, Target Dollar Spot, & Others



Whitney Ramirez

Whitney Ramirez is a first and second grade teacher in San Diego, CA. Currently in her twelfth year of teaching, Whitney has taught five different grade levels, experienced a variety of school cultures, and worked with many unique teaching personalities. She loves public speaking, and even had a moment where she made it to the third audition round at American Idol (way back in 2010!). She also has two Master's degrees, and was a DI collegiate athlete, playing lacrosse at St. Mary's College of CA. There are things that she learned on the field that have made her a better leader and teacher.

Whitney's sessions:

Session 1 - Math Outside the Curriculum

Session 2 - A Writing Piece in a Week

Session 3 - Seamless & Simple STEAM

Nashville Presenters



Mr. Greg Smedley-Warren

Meet Greg Smedley-Warren, also known as “Mr. Greg,” a seasoned kindergarten teacher and creator of The Kindergarten Smorgasboard. With 19 years of teaching experience across various grades, Greg discovered his true passion in kindergarten. Outside the classroom, Greg lives in Nashville with his husband, Jason, their daughter, Adelynn, and their dog, Dolly. A former Teacher of the Year, Greg is also an international speaker, curriculum developer, and co-founder of the ELEVATE! conference, dedicated to empowering educators everywhere.

Mr. Greg’s sessions:

Session 1 - Explore, Excite, Discover

Session 2 - Data Bros.

Session 3 - Teaching on a Dollar Budget: Shopping Dollar Tree, Target Dollar Spot, & Others

Session 4 - Social Studies & Science Made Easy



Hilary Statum

Hilary Statum is an ESL teacher and Reading Instructor in Middle Tennessee with over 15 years of experience at the school she attended. She has experience teaching kindergarten, first, transitional-first, second, fourth, and fifth graders! She is the published author of two books, *Solar System for Kids* and *Kindergarten Activity Book: Unicorns and the face behind Pencils to Pigtails*, a blog for parents and teachers. She holds a Master’s Degree in Instructional Leadership and enjoys coordinating and teaching her school district’s free parent English class. Her favorite days are spent with her two young girls and baby boy, husband, parents, siblings, and the rest of her very large extended family. You can connect with Hilary on all social media platforms using the handle @pencilstopigtails.

Hilary’s sessions:

Session 1 - Cooking Up Comprehension

Session 2 - Playful Numbers: Engaging and Effective Math Games

Session 3 - Hilary’s Literacy Lab

Nashville Presenters



LeAnna Wolkis-Goldstein

LeAnna Wolkis Goldstein is an energetic and passionate Kindergarten Teacher from Arizona with over 25 years of teaching experience. She earned her Bachelor's degree from Arizona State University, a Master's Degree from NAU, an Early Childhood Endorsement and achieved the rigorous advanced credentials of National Board Certification. While teaching in her award-winning classroom, The "Wolkis Wonderland," she designs mini hands-on center based stations that are brought to life with novel realia. As a nationally recognized presenter, LeAnna empowers educators to create cooperative learning environments utilizing music, movement & manipulatives that foster 100% student engagement. Follow along inside LeAnna's magical experiences on Instagram: @wolkiswonderland Twitter: @WolkisWonders and her website: Wolkis Wonders

LeAnna's sessions:

Session 1 - Elevated Engagement ... Activated!

Session 2 - Hands-On Harmony: Blending Fine Motor Development with Sensory Exploration

Session 3 - Move to the Music!

Nashville Sessions

At Elevate you get to create your own schedule. The following pages contain all of the breakout sessions available for you to choose from.



SCIENCE OF READING

Turn Tricky Into Sticky! Brain Based Activities to Connect Letters to Sounds

By Christina DeCarbo | [Science of Reading](#)

Did you know that the latest research shows that phonemic awareness instruction is more effective when letters are presented along with sounds? In this engaging, hands-on session, Christina shares tons of games, activities, lessons, and ideas that will help students form strong phoneme-grapheme connections throughout the day. You'll leave with quick but effective practices that you can use at the carpet, during morning meetings, small-groups, transition times, whole-group lessons, and more! Get ready to move, groove, write, and play with letters and sounds in this jam-packed session!

Lights, Camera, Read! Fluency Strategies that Steal the Show

By Christina DeCarbo | [Science of Reading](#)

Fluency is the bridge between decoding and comprehension, but how do we build fluency skills within the classroom? In this interactive session, Christina shares ready-to-go routines and research-based strategies that you can implement within your classroom. Learn how to model and practice accuracy, phrasing, rate, and prosody with your students while having fun and boosting confidence!

Nashville Sessions



Dictation: Reimagining Spelling Instruction

By Jake Daggett | Science of Reading

Are we still doing spelling tests? How does dictation work, and how often should I be doing it? What is the research behind it? Join Jake as he answers all these questions and more about the shift from memory-based spelling tests to daily dictation practice. Explore the importance of a speech to print approach, and get hands-on practice with key sound to spelling strategies for K-2 readers.



Differentiating a Phonics Block for Below, Above, and Multilingual Learners

By Jake Daggett | Science of Reading

We've done a great job getting the word out about having a strong, interactive Tier 1 phonics block. But what about below and above level learners? What about multilingual learners? How do we analyze spelling data to make choices? Join Jake as he unpacks research from Wiley Blevins and Linnea Ehri and models differentiation in action during your daily phonics instruction.

Nashville Sessions



ENGLISH
LANGUAGE
ARTS

There's a Book for That!

By Vera Ahiyya | ELA

Join Vera in an engaging and interactive professional development session for Kindergarten teachers, where we will dive into the world of picture books and their role in enhancing comprehension skills. Explore a variety of captivating picture books across different content areas while creating and discussing high-order thinking questions. We will collaboratively design fun and accessible activities that cater to the needs of all learners, ensuring an enriching experience for both educator and student.

Time to Simplify Your Reading Centers

By Keri Brown | ELA

Dreaming of reading centers that run like a well-oiled machine? This session is your guide to creating engaging and effective reading centers. We'll break down the planning process into manageable steps, exploring creative skill-building activities and efficient organization strategies. Discover tips for teaching students how to navigate centers independently, maximizing their learning time. Leave equipped with practical tools and a fresh perspective on simplifying your reading centers and empowering your students to become independent learners!

Nashville Sessions

Cooking Up Comprehension



By Hilary Statum | [ELA](#)

Discover research-based ways to combine rich discussions with comprehension skills and strategies in this unique and TASTY session! Hilary shares how she pairs stories and snacks using favorite read-alouds and low-prep recipes. You'll return to your classroom with graphic organizers and fresh ideas to increase engagement while practicing essential literacy skills! (Note: I wouldn't put this part in the description but just wanted to share some of the ideas for this session. We will be making a really easy snack during the session for participants to try, the handout for the session will fold like a menu, and we will focus on comprehension skills. I am marking this as ELA but it is Science of Reading related as well. We will focus on the comprehension component that I feel is often overlooked.)

Reading Block Revolution



By Holly Ehle | [ELA](#)

Unleash the full potential of your reading instruction with "Reading Block Revolution"! This dynamic professional development session is designed for educators who are well-versed in science-of-reading aligned practices but are ready to break free from the constraints of scripted and routine programs. Discover how to revolutionize your reading block with engaging activities, innovative tech tools, games, and hands-on experiences that will captivate your students and make learning to read an adventure. In this session, you'll learn how to maintain the integrity of evidence-based reading instruction while infusing your lessons with creativity and excitement. Whether you're looking to energize your daily routines, introduce new digital resources, or incorporate interactive, multisensory activities, "Reading Block Revolution" will equip you with practical strategies to transform your classroom into a vibrant hub of literacy learning. Join us and take your reading instruction to the next level, where every student is motivated, engaged, and eager to read!

Nashville Sessions



MATH

Magical Math Centers

By Vera Ahiyya | MATH

You've heard all about literacy centers, but what about math centers? This professional development session is designed to empower early elementary teachers with practical strategies for creating and effectively managing math centers in alignment with Common Core Math Standards. Math centers provide a dynamic and engaging approach to help students build a strong foundation in mathematics. Participants will explore hands-on activities, align math center activities with the Common Core Math Standards, and learn best practices for implementing math centers that support the development of mathematical skills and critical thinking.

Math Outside the Curriculum

By Whitney Ramirez | MATH

Do you dread teaching math? Are you looking to spice up your math block? Whether you're a new teacher just starting out or a veteran teacher looking for new ideas, in this session you will learn how to take math off the page and create hands on, engaging, and standards based math lessons and centers. You will also learn tips and strategies to help you plan and organize your math block like a pro!

Nashville Sessions

Playful Numbers: Engaging and Effective Math Games

By Hilary Statum | **MATH**

In this interactive session, you will learn why game-based learning helps make abstract concepts tangible and fun for early learners. Get YOUR game on with hands-on activities and demonstrations of various math games covering essential skills. You'll head back to the classroom with a checklist of game ideas, templates, and materials to implement these games immediately!

Cracking the Code to Math Centers

By Keri Brown | **MATH**

Cracking the Code to Math Centers - Feeling overwhelmed by managing math centers? This session is your key to unlocking a smooth-running, engaging learning environment. We'll go over a step-by-step process, from effective student assessment and grouping strategies to small group instruction and independent center activities. Gain valuable insights on teaching students center procedures and discover a playbook of ready-to-use center ideas for various math skills. Leave equipped with the knowledge and resources to transform your math centers into a place where students thrive!

Nashville Sessions



WRITING

Write From the Start: Guiding our Littlest Learners Through the Writing Process (in a developmentally appropriate AND science-aligned way!)



By Holly Ehle | Writing

This session will transform your approach to writing instruction for primary students by replacing the traditional Writer's Workshop with a research-based method that aligns with children's cognitive and physical development. You'll explore an innovative approach that focuses on short, engaging bursts of instruction, eliminating the need for long daily writing periods. By using techniques like collaborative writing and teacher-led pen control, students can focus on key writing skills without cognitive overload. The process is broken into four steps—THINK-PLAN-WRITE-REVISE—taught in short, structured sessions across a week. Join us to learn how to implement this "Science of Writing" approach and make writing easier and more enjoyable for young learners.

Sentence Success! Explicit Instruction for Little Learners



By Christina DeCarbo | Writing

Imagine a writing world that is developmentally appropriate, purposeful, and effective! Christina shares explicit, sentence-level writing instruction that will build students' skills, confidence, and reading comprehension! You'll walk away with a deep understanding of why writing needs to be taught in connection to meaningful content, and what that looks like in the classroom. Come ready to participate in tons of engaging, sentence-building activities that will turn your students into sentence superstars!

Nashville Sessions



Dictation: Reimagining Spelling Instruction

By **Jake Daggett** | **Writing**

Are we still doing spelling tests? How does dictation work, and how often should I be doing it? What is the research behind it? Join Jake as he answers all these questions and more about the shift from memory-based spelling tests to daily dictation practice. Explore the importance of a speech to print approach, and get hands-on practice with key sound to spelling strategies for K-2 readers.



Let's Write! 7 Big Ideas with a BIG Writing Impact

By **Keri Brown** | **Writing**

Want to see your students brimming with confidence and excitement to write? This session equips you with 7 powerful yet easy-to-implement ideas that will impact their writing journey. Discover strategies to help them tackle unknown words, generate broader topics, overcome the "blank page" blues, and begin creating their own books. Leave with practical tools and inspiration to nurture a generation of independent young writers in your classroom!



A Writing Piece in a Week

By **Whitney Ramirez** | **Writing**

Teaching writing in the primary grades can feel overwhelming, and at times can be daunting. But the writing process does not have to be scary! In this session, you will get tips for how to run your writing block in a way that you and your students are able to complete a writing piece in a week! You will also learn strategies on how to manage writing conferences with your students. You will leave this session feeling confident and ready to write with your class!

Nashville Sessions



CLASSROOM MANAGEMENT

Katie Knight and the 7 tips to 🎵 Wiggle While You Work! 🎵



By Katie Knight | [Classroom Management](#)

Move aside Snow White, come and spend time with Katie Knight and learn 7 tips for helping your students successfully Wiggle While They Work! Since our students are between 60–80 months old, we need ideas to inspire and engage while learning how to avoid the poison apples of a classroom gone wild!

Recess Referee



By Katie Knight | [Classroom Management](#)

Student-on-Student conflicts happen both in and out of the classroom. Sometimes students come back from recess or specials, so mad at each other, that figuring out what happened feels like a full-contact sport! Helping kids resolve those conflicts and bounce back can make you feel like less like a teacher and more a Recess Referee! This session will give you tools to help kids calmly, and QUICKLY solve their conflicts, so you can get back to teaching and they can get back into a learning mindset!

Nashville Sessions



Strategies for Managing Challenging Behaviors

By Mel D | [Classroom Management](#)

Learn positive reinforcement techniques to encourage desired behavior with providing real life examples. Learn de-escalation techniques and conflict resolution strategies. Explore strategies for handling challenging behaviors constructively and calmly. Discuss behavior intervention plans and the importance of involving parents, staff, and colleagues in the behavior management plan.



Positive Classroom Management with Mel D

By Mel D. | [Classroom Management](#)

This session aims to equip elementary school teachers with effective, research-based strategies for creating and maintaining a positive classroom environment. By focusing on proactive management techniques, teachers will learn how to foster an atmosphere conducive to learning, where students feel valued, engaged, and motivated.



A Happy New Year: Cleaning Up Classroom Management

By Stephanie Higgs | [Classroom Mgmt](#)

If classroom management remains a sticky subject when you think about the year ahead, join Little Miss Gifted, Stephanie Higgs, as she invites you on a journey of exploration to envision your strongest start to a school year ever! This session moves at rapid-fire speed as Stephanie shares a plethora of ideas and strategies to establish a happy, efficient classroom that run as effortlessly and smoothly as possible. From structures and systems to routines and procedures to incentives and consequences, Stephanie shares numerous takeaways and tiny twists and tweaks to the systems you already have in place to ensure your best year yet! If stronger classroom management is a goal for you during the 2025 school year, join Little Miss Gifted for your HAPPIEST year yet!

Nashville Sessions



**CROSS
CURRICULAR**

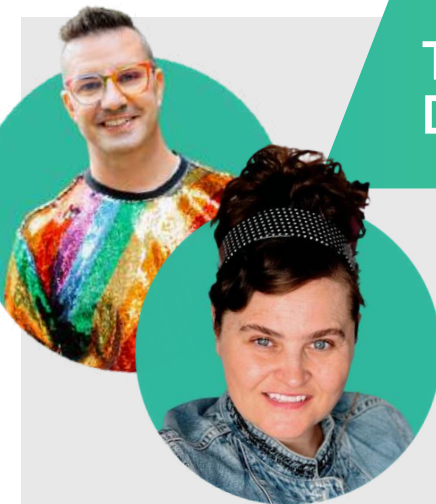
Anchoring Learning with Anchor Charts



By Abigail Peterson | [Cross Curricular](#)

Find out what anchor charts are and why you should create and use them. Abigail explains how to turn anchor charts into a powerful tool in your classroom and gives you a plethora of ideas for making charts to teach skills and concepts to your Little Learners!

Teaching on a Dollar Budget: Shopping Dollar Tree, Target Dollar Spot, & Others



By Mr. Greg and Abbie | [Cross Curricular](#)

Join Mr. Greg for an exciting, budget-friendly session packed with hands-on teaching ideas and activities that you can easily incorporate into your classroom! In this session, you'll discover creative and engaging ways to use affordable items from stores like Dollar Tree, Target Dollar Spot, and other discount retailers to enhance student learning without breaking the bank. Mr. Greg will share a wide range of tips, tricks, and innovative ideas for creating fun, interactive lessons that capture students' attention and boost engagement. Whether you're a seasoned educator or new to the classroom, you'll walk away with fresh ideas and ready-to-use resources that will inspire your students while keeping your budget in check!

Nashville Sessions

A Happy New Year for ALL: Establishing a Neurodiversity-Affirming Classroom



By **Stephanie Higgs** | **Cross Curricular**

It is inevitable. Most of us will teach a combination of neurotypical and neurodivergent students each year, and most of our undergraduate and even graduate level teacher preparation programs did not teach us enough about supporting our neurodivergent learners. Join Little Miss Gifted, Stephanie Higgs, as she explains the qualities of neurodivergent learners, the myth of average, and how we can establish a classroom environment from the first day of school where all of our learners feel safe, welcome, happy, and comfortable.



**DIVERSITY, EQUITY,
INCLUSIVITY, AND
ACCESSIBILITY**

Healing Hearts: Creating Trauma-Informed Classrooms with Joy



By **Alexia Pendleton** | **D.E.I.A.**

This session is designed to help educators support students who have experienced trauma. This session combines essential trauma-informed practices with joyful and engaging activities to create a safe and nurturing learning environment for all children. Understanding and addressing the impact of trauma is crucial for fostering resilience and emotional well-being in students. By incorporating trauma-informed approaches, educators can build classrooms where every child feels seen, heard, and supported.

Nashville Sessions



S.T.E.A.M.

Tinker, Create, and Explore with STEAM

By Shannon Cunningham | **STEAM**

Dive into the world of STEAM (Science, Technology, Engineering, Arts, and Math) for our littlest learners! This hands-on session will explore playful and practical ways to bring STEAM into your classroom with a mix of simple setups and exciting projects. Shannon will share ideas, resources, and tips that encourage problem-solving, creativity, and curiosity in your young students.

Explore, Excite, Discover

By Mr. Greg Smedley-Warren | **STEAM**

Embark on a journey of discovery in this session, where you'll uncover simple, classroom-proven ideas, activities, and games that captivate and motivate students. From sensory learning, to math and literacy activities, games, and inspiring art projects, you'll gain a wealth of ideas and inspiration to infuse energy into your classroom.

Nashville Sessions



Seamless & Simple STEAM

By Whitney Ramirez | STEAM

Are you looking for more ways to weave STEAM into your day? In this session, you will learn tips on how to implement hands-on learning activities that allow students to plan, build and create meaningful connections to their learning. You will also learn strategies on how to connect STEAM to literacy, social studies, and math.



**DATA DRIVEN
INSTRUCTION**



Data Bros.

By Mr. Greg & Katie Knight | Data

This session will help teachers win at the game of data. Mr. Greg and Katie Knight will share classroom-tested and research-based ideas to help you get your data fast, understand reports to take instructional action, and celebrate learning growth. All ideas and resources shared will work no matter what program your school uses!

Nashville Sessions



SCIENCE & SOCIAL STUDIES

Social Studies & Science Made Easy

By Mr. Greg Smedley-Warren | **S & SS**

In this session, we will focus on making science and social studies engaging and manageable. You'll learn how to integrate research projects to help students explore and investigate topics in fun and hands-on ways. You'll discover strategies to simplify lessons, promote curiosity, and foster critical thinking - all while meeting standards and creating a love for learning.

Hilary's Literacy Lab

By Hilary Statum | **S & SS**

Do you struggle to find time for science? You aren't alone! In this hands-on session, discover ways to incorporate science into your ELA instructional block. Hilary pairs each low-prep experiment with a fiction or nonfiction text. Find ways to weave in writing skills with exciting experiments. Return to the classroom with confidence in your ability to squeeze in science! (Note: We will complete SOME hands-on experiments during the session since they liked them so much this year but I'm making them as simple as possible!)

Nashville Sessions



SCHOOL CULTURE

New Year, New YOU! Tuning Up: Teacher Self-Care



By **Stephanie Higgs** | **School Culture**

Teachers give so much, but we can't pour from empty cups! Join Stephanie Higgs, aka Little Miss Gifted, for a feel-good, research-based session designed to support your best year yet. When you feel better, you teach better! Teacher self-care is key to avoiding burnout and staying effective in this demanding profession. Stephanie will share self-care strategies to help you set healthy boundaries, maintain a strong work-life balance, and navigate tough conversations. This fun, rejuvenating session will leave you feeling refreshed, reflective, and ready for a successful and happy year—for both you and your students!

Stronger Together: Building Families and Communities



By **Alexia Pendleton** | **School Culture**

An interactive session dedicated to fostering strong connections between schools, families, and communities. This session provides educators with practical strategies to create an inclusive, supportive, and collaborative classroom environment where everyone feels valued and engaged. In the early childhood years, building strong family and community partnerships is essential for student success. This session will explore innovative approaches to involve families in the educational process and create a sense of community that extends beyond the classroom walls.

Nashville Sessions



SOCIAL EMOTIONAL LEARNING

Paving the Way with SEL: Creating a Systemic Approach

By Crystal Oswald | SEL

Join Crystal as she guides you in paving the way for Social Emotional Learning (SEL): Creating a Systemic Approach. Discover how SEL can become more than just another item on your agenda—it can be the foundation of a cohesive educational environment. This session explores strategies to integrate SEL systematically across classrooms, schools, homes, and communities, ensuring that SEL principles are embedded in everyday practices and interactions. Participants will explore essential building blocks that foster SEL competencies, promoting a nurturing environment that supports the holistic development of every child.

Developing Feeling Vocabulary in a Community Meeting

By Alexia Pendleton | SEL

In this session, we will explore strategies to develop students' feeling vocabulary during community meetings, creating a foundation for social-emotional learning and healthy self-expression. Building a robust feeling vocabulary is essential for young children to articulate their emotions, understand their peers, and navigate social interactions. By incorporating feeling vocabulary into regular community meetings, educators can create a supportive environment where students feel heard and valued.

Nashville Sessions



ELL / ESL

Explore, Excite, Discover

By Mr. Greg Smedley-Warren | [ELL/ESL](#)

Embark on a journey of discovery in this session, where you'll uncover simple, classroom-proven ideas, activities, and games that captivate and motivate students. From sensory learning, to math and literacy activities, games, and inspiring art projects, you'll gain a wealth of ideas and inspiration to infuse energy into your classroom.

Differentiating a Phonics Block for Below, Above, and Multilingual Learners

By Jake Daggett | [ELL/ESL](#)

We've done a great job getting the word out about having a strong, interactive Tier 1 phonics block. But what about below and above level learners? What about multilingual learners? How do we analyze spelling data to make choices? Join Jake as he unpacks research from Wiley Blevins and Linnea Ehri and models differentiation in action during your daily phonics instruction.

Nashville Sessions



ENGAGEMENT

Elevated Engagement ... Activated!



By **LeAnna Wolkis-Goldstein** | Engagement

Supercharge your classroom with dynamic engagement strategies that help sustain attention & captivate young minds. Come explore a variety of techniques that ignite curiosity, foster active participation, and create an “All Hands On Deck” type of learning environment. Perfect for educators looking for practical tools to inspire and maintain unforgettable, active learning adventures in their classrooms!

Management Moves: Multi-Sensory Strategies for 100% Engagement



By **Jake Daggett** | Engagement

In this day and age, motivation, engagement, and executive functioning go hand in hand. If we want to get to academic achievement, it is crucial that we give students multiple ways to respond. In Jake's session, join the party and practice essential classroom engagement strategies for tier 1 that tap into all different modalities. Get ready to clap, stomp, repeat, and chant your way to 100% class participation during whole group lessons.

Nashville Sessions



FINE MOTOR

Hands-On Harmony: Blending Fine Motor Development with Sensory Exploration

By **LeAnna Wolkis-Goldstein** | **Fine Motor**

Joyful learning happens when discoveries and explorations are part of your daily instruction. Step into a world where little hands achieve BIG milestones through tactile play & sensory experiences. LeAnna will share enticing tools for hands to interact with while enhancing motor coordination, building brain pathways & experimenting with different textures. Let's journey together and discover how fine motor development and a kinesthetic style of learning can find a way into your daily lessons while laying a foundation for lifelong success.



THE ARTS

Nashville Sessions



Move to the Music!

By **LeAnna Wolkis-Goldstein** | **The Arts**

This captivating session provides the motivation you need to Revolutionize your classroom into a lively, dynamic space where music and movement are an effective method in focusing student's attention and building memory. Discover how brain breaks, movement minutes, motions & gestures can help with establishing smooth classroom routines, procedures and transitions resulting in reduced downtime, enhanced learning & motivated students!



**PLAY BASED
LEARNING**



Boosting Learning and Language Through Play

By **Shannon Cunningham** | **PBL**

Join Shannon as you explore the power of play in the classroom! This session will provide you with creative ways to incorporate play across subjects like reading and math while fostering the development of students' oral language skills. Learn how playful learning can make academics more engaging and meaningful for young learners. Get ready for hands-on examples, practical tips, and fun ideas that will have your students playing their way to success!

[Research supporting this session](#)

We are excited to introduce:



**Featuring CHOICE LEADERSHIP
With Adam Dovico**

As a school leader, you have thousands of choices you make each day. From personnel decisions (who's going to cover that teacherless classroom today?) to small things that matter a lot to people (how quickly can we get the copy machine fixed?), you must consider multiple perspectives and consequences with every choice you make. CHOICE Leadership is all about just that, making decisions around key leadership competencies such as culture, human resources, operations, instruction, coaching, and equity. Join fellow school leaders as we examine, discuss, and construct approaches to tackle real-life scenarios we face in school each day.





School, district, and aspiring leaders, come join Dr. Adam Dovico and other renowned school leaders for special leadership sessions at Elevate! Nashville. Leaders will come together to work through real-life scenarios that you face each day. We will work collaboratively to find multiple solutions and perspectives that will strengthen your leadership and prepare you for new challenges ahead. You will realize that making informed and brave choices is what leadership is all about!

Nashville Sessions



**SCHOOL
LEADERSHIP**

Conflict, Crucial Conversations, and Creative Solutions



By Adam Dovico | School Leadership

Get ready to dive into the art of conflict, where even the toughest conversations can turn into opportunities for growth! In this interactive session, you'll discover how to handle those tricky talks with staff, parents, and students like a pro—without losing your cool. We'll sprinkle in some creative solutions to help you solve problems before they become full-blown dramas. By the end, you'll be armed with the confidence and tools to tackle tough situations that come your way!

The SEL Blueprint: Cultivating a Supportive Culture for Teachers and Students



By Crystal Oswald | School Leadership

Want to elevate a school culture where emotions are as important as equations? Discover how to assess your current SEL framework and build a vision that prioritizes the well-being of both educators and students. You'll learn to assess your school's current SEL framework and envision a desired state that prioritizes the well-being of both educators and students, using CASEL's 10 Schoolwide SEL Indicators as a foundation. Through practical strategies and collaborative discussions, you'll dive into the 10 key indicators, which will guide you in creating a school culture that fosters meaningful connections, enhances engagement, and promotes well-being. Leave with a clear roadmap and actionable steps to transform your SEL practices, inspiring lasting, positive change for your entire community.

Nashville Sessions



Taking a “Coach Approach” to School Leadership

By Ashley Moore | **School Leadership**

As the Chief Instructional Leader in your school, teacher development is a key factor that directly impacts student achievement. In this session, we will explore the four types of feedback and the leadership behaviors necessary to provide impactful coaching and feedback to your team. This interactive workshop will show you how to give tailored feedback with confidence, turning everyday moments into powerful coaching opportunities! Join Principal Mo as we learn to give game-changing feedback and unlock the secrets to sparking a growth mindset in your teachers. You'll leave with a toolkit of impactful strategies to boost teacher performance, create a culture of excellence, and make coaching a fun, energizing part of your leadership style!



From Compliance to Community: The Retention Revolution: How to Keep Your Team Vibing & Thriving

By Ashley Moore | **School Leadership**

In the midst of a teacher shortage, how do you keep your school team intact? How do you get your team to STAY? Retaining staff is a key priority in maintaining the talent in your school to ultimately impact student achievement. Discover the secrets to keeping your top talent in this engaging session, “The Retention Revolution: How to Keep Your Team Vibing & Thriving.” Join Principal Mo as we explore practical strategies to boost teacher satisfaction, prevent turnover, and create a culture that keeps your team motivated and committed. In this session, you'll learn how to spot retention risks and build strong connections within your team. Uncover the key drivers of employee loyalty and walk away with actionable tactics to improve retention immediately. Don't miss this chance to revolutionize how to keep your team vibing and thriving!

Nashville Sessions

A circular portrait of a woman with short, reddish-brown hair, wearing a white long-sleeved top, smiling. The portrait is set against a teal circular background.

Leading with Culture: Empowering Communities through Responsive Leadership

By Ryan Daniel | **School Leadership**

In today's diverse educational landscape, culturally responsive leadership is essential for fostering an inclusive environment that promotes student success and community engagement. This session will explore effective leadership strategies for school leaders to embrace and celebrate cultural diversity within their schools. Leaders will learn how to create a culturally responsive framework that not only supports student learning but also empowers families and communities. Together, we will build a bridge toward a more inclusive educational experience for all students.

A circular portrait of a woman with short, reddish-brown hair, wearing a white long-sleeved top, smiling. The portrait is set against a teal circular background.

From Numbers to Narratives: Transforming Student Data into Stories

By Ryan Daniel | **School Leadership**

Data can tell powerful stories about student learning. This session will explore methods for interpreting student data and translating it into actionable insights that drive instructional improvements. Learn how to share these narratives with staff, students and parents to move student instruction. Leaders will explore the art of turning raw student data into compelling narratives that highlight individual and group progress. School leaders will explore leadership behaviors that impact instructional strategies, motivate staff and students, and fosters a culture of continuous improvement.

Research Citations

All ELEVATE conference sessions are based on research. It is one of our requirements to be a speaker for ELEVATE.

Below are some of the sources from research that our speakers are using within their classrooms for best instructional practices, and to build their Professional Development sessions for ELEVATE!

- Abla, C. (2022). The first 5 days: The key to success. Retrieved from <https://www.edutopia.org/article/first-5-days-key-success/>
- Adipat, S., Laksana, K., Busayanon, K., Asawasowan, A., & Adipat, B. (2021). Engaging students in the learning process with game-based learning: The fundamental concepts. *International Journal of Technology in Education (IJTE)*, 4(3), 542-552. <https://doi.org/10.46328/ijte.169>
- Bakhsh, S. A. (2016). Developing human capital through instructional leadership: Learning to coach during principal preparation.
- Aminu, D., & Marfo, C. (2010). Managing workplace conflict in the school environment: challenges, rewards and the way forward. *Journal of Language, Technology & Entrepreneurship in Africa*, 2(2), 31-48.
- An, S. (2020), "The impact of STEAM integration on preservice teachers' disposition and knowledge", *Journal of Research in Innovative Teaching & Learning*, Vol. 13 No. 1, pp. 27-42.
- Anisimova, T., Sabirova, F. & Shatunova, O. (2020). Formation of Design and Research Competencies in Future Teachers in the Framework of STEAM Education. *International Journal of Emerging Technologies in Learning (iJET)*, 15(2), 204-217. Kassel, Germany: International Journal of Emerging Technology in Learning. Retrieved November 2, 2024 from <https://www.learnstechlib.org/p/217163/>.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Bambara, L. M., & Kern, L. (2021). *Supports for students with problem behaviors: Designing positive behavior plans*. Guilford Press.
- Bay-Williams, J. M., & SanGiovanni, J. J. (2018). *Figuring out fluency in mathematics teaching and learning, grades K-8: Moving beyond basic facts and memorization*. Corwin Press.
- Blevins, W. (2024). *Differentiating phonics instruction for maximum impact: How to scaffold whole-group instruction so all students can access grade-level content*. Corwin Press.
- Blevins, Wiley. *Differentiating Phonics Instruction for Maximum Impact*. Corwin Press, 17 Jan. 2024.
- Boaler, J., Chen, L., Williams, C., & Cordero, M. V. (2016). Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. *Journal of Applied & Computational Mathematics*, 05(05).
- Boogran, T.H. (2020). *180 days of self-care for busy educators*. Solution Tree Press.
- Boogren, T.H. & Kanold, T.K. (2022). *Educator wellness: A guide for sustaining physical, mental, emotional, and social well-being*. Solution Tree Press.
- Boushey, G., & Moser, J. (2006). *The daily five*. Stenhouse. Cline, E. Et. Al. (October 2022). Responsive classroom curriculum and its impact on student behavior. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1365552.pdf>
- Boyer, N., & Ehri, L. C. (2011). Contribution of Phonemic Segmentation Instruction With Letters and Articulation Pictures to Word Reading and Spelling in Beginners. *Scientific Studies of Reading*, 15(5), 440-470. <https://doi.org/10.1080/10888438.2010.520778>

Research Citations

- Boyer, N., & Ehri, L. C. (2011). Contribution of Phonemic Segmentation Instruction With Letters and Articulation Pictures to Word Reading and Spelling in Beginners. *Scientific Studies of Reading*, 15(5), 440–470. <https://doi.org/10.1080/10888438.2010.520778>
- Bradley, G. L., & Campbell, A. C. (2016). Managing difficult workplace conversations: Goals, strategies, and outcomes. *International Journal of Business Communication*, 53(4), 443–464.
- Buckner, L. (n.d.). Calming Spaces in Schools and Classrooms Calming Spaces in Schools and Classrooms. Retrieved July 5, 2023, from <https://jurupausd.org/our-district/ps/pico/Documents/Calming-Spaces-in-Schools-and-Classrooms.pdf>
- Building Conceptual Understanding and Fluency Through Games. For the North Carolina Standard Study in Mathematics. Public Schools of North Carolina (2021). <http://www.ncpublicschools.org/curriculum/mathematics/> <https://tools4ncteachers.com/resources/district-leaders/documents/Kgrade-GAMES.pdf>
- Building Phoneme Awareness: Know What Matters. International Dyslexia Association, 21 Dec. 2022, dyslexiaida.org/building-phoneme-awareness-know-what-matters/
- Burkins, J. M., and Yates, K. (2021). *Shifting the balance: 6 ways to bring the science of reading into the balanced literacy classroom*. Stenhouse Publishers.
- Burns, M. (2022). Classwide Reading Intervention. PaTTAN Webinar. Retrieved from <https://www.youtube.com/watch?v=SKw09EuKhds&t=2s>
- Burns, M. K. (2024). Assessing an Instructional Level During Reading Fluency Interventions: A Meta-Analysis of the Effects on Reading. *Assessment for Effective Intervention*, 49(4), 214–224. <https://doi.org/10.1177/15345084241247064>
- Cabell, Sonia Q. & Zucker, Tricia A. Using Strive-for-Five Conversations to Strengthen Language Comprehension in Preschool through Grade One. 13 Dec 2023. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2266>
- CASEL. (2022). What Is the CASEL Framework? CASEL. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Cassidy Ferrell. (2019). What is the Most Used Learning Style in the Elementary School Classroom; The Impacts of Teaching Different Learning Styles in the Classroom. California State University.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Cents-Boonstra, M., Lichtwarck-Aschoff, A., Denessen, E., Aelterman, N., & Haerens, L. (2020). Fostering student engagement with motivating teaching: an observation study of teacher and student behaviours. *Research Papers in Education*, 36(6), 754–779. <https://doi.org/10.1080/02671522.2020.1767184>
- Charara, Jeanane; Miller, Emily Adah; & Krajcik, Josheph; (2021) Knowledge in Use: Designing for Play in Kindergarten Science Contexts: *Journal of Leadership, Equity, & Research*. Volume 7; Number 1. 2021. <https://eric.ed.gov/?id=EJ1288405>
- Collier-Meek, M. A., Johnson, A. H., Sanetti, L. H., Minami, T., & Eckert, T. (2019). Identifying Critical Components of Classroom Management Implementation. *School Psychology Review*, 48(4), 348–361. <https://doi.org/10.17105/SPR-2018-0026.V48-4>
- Conner, T (2016) Relationships: The Key to Student Engagement Behavioral engagement is defined as a complex construct divided into three categories of school participation: (a) positive conduct, (b) involvement in learning and academic tasks, and (c) participation in school-related "Engagement describes energy in action; the connection between person and activity". "When children experience teachers as warm and affectionate [and] providing clear expectations, children feel happier and more enthusiastic in class" activities.
- Cornille, T. A., Pestle, R. E., & Vanwy, R. W. (1999). TEACHERS' CONFLICT MANAGEMENT STYLES WITH PEERS AND STUDENTS' PARENTS. *The International Journal of Conflict Management*, 10(1), 69–79. <https://doi.org/10.1108/eb022819>

Research Citations

- Cruz, J., & Dassow, E. (2023). The benefits of fine motor skills in early education. Continued.com - Early Childhood Education, Article 23879.
- Cui, R., & Teo, P. (2023). Thinking through talk: Using dialogue to develop students' critical thinking. Teaching and Teacher Education, 125, Teaching and teacher education, 2023, Vol.125.
- Daniels, H. The curious classroom: 10 structures for teaching with self-directed inquiry. (2017). Heinemann.
- Daniels, H. The curious classroom: 10 structures for teaching with self-directed inquiry. (2017). Heinemann. Friedman, S., & Mwenelupembe, A. (2019). 10 effective DAP teaching strategies. Young Children. National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies>
- Darling-Hammond, S., & Fronius, T. (2022). Restorative practices in schools. Handbook of classroom management, 54-73
- Delahooke, M (2019) Top-Down and Bottom-Up Behaviors: Understanding the Critical Difference Bottom-up behaviors do not respond to rewards, consequences or punishments. Bottom-up behaviors are brain-based stress responses that require understanding, compassion and actively helping an individual feel safe, based on that individual's unique neurology. <https://monadelahooke.com/top-down-and-bottom-up-behaviors-understanding-the-critical-difference/>
- Deslauriers, Louis & McCarty, Logan & Miller, Kelly & Callaghan, Kristina & Kestin, Greg. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. Proceedings of the National Academy of Sciences. 116. 201821936. 10.1073/pnas.1821936116.
- Devine, M., Houssemand, C., & Meyers (2013). Instructional Coaching for Teachers: A Strategy to Implement New Practices in the Classrooms, Procedia - Social and Behavioral Sciences. Volume 93. PP. 1126-1130,
- Dixon, K. (2022). School to Home Connections Through Literacy: SEL Book Bags School to Home Connections Through Literacy: SEL Book Bags. <https://digitalcommons.wou.edu/cgi/viewcontent.cgi?article=1178&context=theses>
- Doan, S., Steiner, D., Pandey, R. (2024). Teacher well-being and intention to leave in 2024: Findings from the 2024 state of the American teacher survey. Rand. Retrieved from https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-12/RAND_RRA1108-12.pdf
- Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), Word Recognition in Beginning Literacy (pp. 3-40). Mahwah, NJ: Erlbaum, p12-13.
- Ehri, Linnea C. "Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning." Scientific Studies of Reading, vol. 18, no. 1, 26 Sept. 2014, pp. 5-21, <https://doi.org/10.1080/10888438.2013.819356>.
- Fila, N., & Hess, J. (2016). In their shoes: Student Perspectives on the connection between empathy and engineering. 2016 ASEE Annual Conference; Exposition Proceedings. <https://doi.org/10.18260/p.25640>
- Hunter-Doniger, T. (2021). Early Childhood STEAM Education: The Joy of Creativity, Autonomy, and Play. Art Education, 74(4), 22-27. <https://doi.org/10.1080/00043125.2021.1905419>
- Forzani, Elena & Bien, Andrea. "A Focus on Phonics or Comprehension? What Reading Research Should Look Like in Practice." Education Week. 10 August 2023. <https://www.edweek.org/teaching-learning/opinion-a-focus-on-phonics-or-comprehension-what-reading-research-should-look-like-in-practice/2023/08>
- Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Heinemann.
- Frey, N., & Gonzalez, A. (2023, September 1). 4 C's for Better Student Engagement. ASCD. <https://ascd.org/el/articles/4-cs-for-better-student-engagement>
- Frey, N., Fisher, D. (2021). Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility. United States: ASCD.

Research Citations

- Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(4), 13–18. <https://doi.org/10.1177/0040059914522966>
- Fuson, K.C., D.H. Clements, & J. Sarama. 2015. "Making Early Math Education Work for All Children: Prekindergarten Teachers Lay the Foundation for Later Success in Mathematics when They Attend to the Concepts that Young Children Can and Should Learn." *Phi Delta Kappan* 97 (3): 63. https://digitalcommons.otterbein.edu/cgi/viewcontent.cgi?article=1083&context=stu_master
- Gallagher, R. (2009). *How to tell anyone anything: breakthrough techniques for handling difficult conversations at work*. Amacom.
- Galligane, C., & Han, H. S. (2015). Words Can Help Manage Emotions: Using Research-Based Strategies for Vocabulary Instruction to Teach Emotion Words to Young Children. *Childhood Education*, 91(5), 351–362. <https://doi.org/10.1080/00094056.2015.1090849>
- Gibbs, Anna S.; Reed, Deborah K. (2023) Shared Reading and Science Vocabulary for Kindergarten Students; *Early Childhood Education Journal*. Volume 51. Number 1. 2023. <https://eric.ed.gov/?q=science+kindergarten&idEJ1361895>
- Gold, J., & Gibson, A. (2001). Reading aloud to build comprehension. *Reading Rockets*. <https://www.readingrockets.org/article/reading-aloud-build-comprehension> (Originally published by Northwest Education)
- Goodall, J., & Montgomery, C. (2023). Parental involvement to parental engagement: A continuum. *Mapping the Field*, 158-169.
- Goodhall, N., & C. Atkinson, (2019). How do children distinguish between 'play' and 'work'? Conclusions from the literature. *Early Child Development and Care*, 189, 1695-1708.
- Graham, S., and Hebert, M. A. (2010). *Writing to read: Evidence for how writing can improve reading*. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.
- Graham, S., Macarthur, C. A., & Fitzgerald, J. (2019). *Best practices in writing instruction* (3rd edition). The Guilford Press.
- Graham, Steve & Hebert, Michael. (2011). *Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading*. *Harvard Educational Review*. 81. 710-744. [10.1177/00131644103756113566](https://doi.org/10.1177/00131644103756113566)
- Grenny, J. et. al. (2021). *Crucial conversations: Tools for talking when stakes are high*, third edition. McGraw Hill.
- Oettingen, G. (2014). *Rethinking positive thinking: Inside the new science of motivation*.
- Harris, K., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore, MD: Brookes.
- Hasbrouck, J. (2020). An update to the National Reading Panel Report: What we know about fluency in 2020. *The Reading League Journal*, 1(3), 29-31.
- Hemmeter, M. L., Ostrosky, M. M., & Corso, R. M. (2012). Preventing and Addressing Challenging Behavior: Common Questions and Practical Strategies. *Young Exceptional Children*, 15(2), 32-46. <https://doi.org/10.1177/1096250611427350>
- Hochman, J. C., & Wexler, N. (2024). *The writing revolution 2.0: A guide to advancing thinking through writing in all subjects and grades* (2nd ed.). Jossey-Bass.
- Hochman, J., Wexler, N., Maloney, K., & Lemov, D. (2024). *The writing revolution 2.0: A guide to advancing thinking through writing in all subjects and grades*. Hoboken, NJ: Jossey-Bass.
- Hochman, J., Wexler, N., Maloney, K., & Lemov, D. (2024). *The writing revolution 2.0: A guide to advancing thinking through writing in all subjects and grades*. Hoboken, NJ: Jossey-Bass.
- Hoffmann, J. D., Brackett, M. A., Bailey, C. S., & Willner, C. J. (2020). Teaching emotion regulation in schools: Translating research into practice with the RULER approach to social and emotional learning. *Emotion*, 20(1), 105-109.
- Hohn, W. E., & Ehri, L. C. (1983). Do alphabet letters help prereaders acquire phonemic segmentation skill? *Journal of Educational Psychology*, 75(5), 752-762. <https://doi.org/10.1037/0022-0663.75.5.752>
- Honey, M., Pearson, G., & Schweingruber, A. (2014). *STEM integration in K-12 education: Status, prospects, and an agenda for research*. National Academies Press.

Research Citations

- Hoover, W. A., & Tunmer, W. E. (2020). The Simple View of Reading: Research and implications. *Remedial and Special Education, 41*(3), 169–180. <https://doi.org/10.1177/0741932519900106>
- Howell, KA (2023) Addressing Challenging Behaviors in the Classroom: A Manual to Enhance Teachers' Understanding of Challenging Behavior, Causes, and Evidence-Based Behavioral Management The role of a school working with children on overcoming big emotions and teaching them how to effectively overcome them or prevent outbursts becomes an integral part of creating positive, inclusive learning environments. <https://scholarworks.indianapolis.iu.edu/server/api/core/bitstreams/79a70e4b-9275-43a9-a3ba-03796af4b91e/content>
- Hughes, L. (2013). The Social Benefits of the Morning Meeting 1 Title Page The Social Benefits of the Morning Meeting: Creating a Space for Social and Character Education in the Classroom The Social Benefits of the Morning Meeting 2 Acknowledgements. <https://files.eric.ed.gov/fulltext/ED541211.pdf>
- Hunovice, M., O'Connell, J., & SanGiovanni, L. (2016). *Math in practice: Teaching first grade*. Heinemann.
- Hunter, Michael. (2020) Help! my student is stuck at sound-by-sound reading, PaTTAN Literacy Symposium, Readsters Webinar.
- Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education (2018). Teaching elementary school students to be effective writers. https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18
- It's more than just fun and games: Play-based Mathematics Activities for Head Start Families. Ramani, Geetha B. Scalise, Nicole R. (2020). *Early Childhood Research Quarterly*. Volume 50. Part 3. 1st Quarter. Pages 78–89. <https://www.sciencedirect.com/science/article/abs/pii/S0885200618301157?via%3Dihub>
- James, K. H. (2017). The Importance of Handwriting Experience on the Development of the Literate Brain. *Current Directions in Psychological Science, 26*(6), 502–508.
- K. E. Voelkl, "School warmth, student participation, and achievement", *Journal of Experimental Education*, vol. 63, (1997), pp. 127–138 Connection to perceived school warmth and achievement outcomes. Are our activities warm and playful or cold and alien? <https://www.jstor.org/stable/20152443>
- Karatas, A. (2020). The views and adoption levels of primary school teachers on gamification, problems and possible solutions. *Participatory Educational Research, 7*(3), 265–279. <https://doi.org/10.17275/per.20.46.7.3>
- Kay, A. A., & Skarlicki, D. P. (2020). Cultivating a conflict-positive workplace: How mindfulness facilitates constructive conflict management. *Organizational Behavior and Human Decision Processes, 159*, 8–20. <https://doi.org/10.1016/j.obhdp.2020.02.005>
- Kemeny, L., & Archer, A. L. (2023). *7 mighty moves: Research-backed, classroom-tested strategies to ensure K-to-3 reading success*. New York, NY: Scholastic.
- Kim, S., Crooks, C.V., Bax, K. et al. Impact of Trauma-Informed Training and Mindfulness-Based Social-Emotional Learning Program on Teacher Attitudes and Burnout: A Mixed-Methods Study. *School Mental Health 13*, 55–68 (2021). <https://doi.org/10.1007/s12310-020-09406-6>
- Kircher-Morris, E., & Morin, A. (2025). *Neurodiversity-affirming schools: Transforming practices so all students feel accepted and supported*. Free Spirit Publishing.
- Krath, J., Schürmann, L., & von Korfflesch, H. F. O. (2021). Revealing the theoretical basis of gamification: A systematic review and analysis of theory in research on gamification, serious games and game-based learning. *Computers in Human Behavior, 125*, 106963. <https://doi.org/10.1016/j.chb.2021.106963>
- Kyriacou, C. (1987). Teacher stress and burnout: an international review. *Educational Research, 29*(2), 146–152. <https://doi.org/10.1080/0013188870290207>
- Lancy, D. (2007). Accounting for variability in mother-child play. *American Anthropologist, 109*, 273–284.
- Larson, R. J., Richards, M. H., & Perry-Jenkins, M. (1994). Divergent worlds: The daily and emotional experience of mothers and fathers in the domestic and public spheres. *Journal of Personality and Social Psychology, 67*, 1034–1046.

Research Citations

- Learning Through Play at School: A Framework for Policy and Practice. Parker, Rachel; Stjerne Thomsen, Bo; & Berry, Amy. 16 February 2022. Volume 7. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.751801/full>
- Lipsey, M. W., Farran, D. C. & Durkin, K. (2018). Effects of the Tennessee prekindergarten program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*, 45, 155-176.
- Makridis, Guan, Ludington, Hopkins, Parassidis, & Soula. (2021, December) The Role of Music and Other Arts in Early Childhood Education <http://dx.doi.org/10.2139/ssrn.3989366>
- Marcon, R.A. (2002). Moving up the grades: Relationship between preschool model and later school success. *Early Childhood Research & Practice* 4(1).
- Martin, L. D. (2021). Reconceptualizing classroom management in the ensemble: Considering culture, communication, and community. *Music Educators Journal*, 107(4), 21-27.
- Math Games to Excite Young Minds. Development and Research in Early Mathematics Education. Reed, Kristen E. & Young, Jessica Mercer; April 25. 2018. <https://dreme.stanford.edu/news/math-games-to-excite-young-minds/>
- Mcquitty, V. (2014). Process-Oriented Writing Instruction in Elementary Classrooms. *Writing & Pedagogy*, 6(3).
- Moats, L. C., & Tolman, C. A. (2019). LETRS: Language essentials for teachers of reading and spelling. Sopris West Educational Services.
- Murata, A., & Stewart, C. (2017b). Facilitating Mathematical Practices through Visual Representations. *Teaching Children Mathematics*.
- NAEYC (National Association for the Education of Young Children). 2020. "Developmentally Appropriate Practice." Position Statement. Washington, DC: NAEYC.
- National Assessment of Educational Progress. (2012). The nation's report card: Writing 2011. Retrieved from <https://nces.ed.gov/nationsreportcard/pubs/main2011/2012470.asp>
- Nepl, Abby, (2019). The Correlation Between Classroom Engagement Strategies and Student Behavior. Dissertations, Theses, and Projects.
- Newton, E., Padak, N. D., & Rasinski, T. V. (2008). Evidence-based instruction in reading: A professional development guide to vocabulary. Pearson Education.
- Nomaguch, K. & Milkie, M.A. (2020). Parenthood and Well-Being: A Decade in Review. *Journal of Marriage and Family* 82: 198-223.
- PARK, V., & DATNOW, A. (2017). Ability Grouping and Differentiated Instruction in an Era of Data-Driven Decision Making. *American Journal of Education*, 123(2), 281-306. <https://doi.org/10.1086/689930>
- Pearson, P. D., McVee, M. B., & Shanahan, L. E. (2019). In the Beginning: The Historical and Conceptual Genesis of the Gradual Release of Responsibility. In *The gradual release of responsibility in literacy research and practice* (Vol. 10, pp. 1-21). Emerald Publishing Limited.
- Peck, D. (2024). Teacher Burnout Statistics: Why Teachers Quit in 2024. Retrieved from <https://www.devlinpeck.com/content/teacher-burnout-statistics> <https://woopmylife.org/en/science>
- Pino-James, N (2015) Golden Rules for Engaging Students in Learning Activities <https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>
- Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say?. *Education Policy Analysis Archives*, 27, 38. <https://doi.org/10.14507/epaa.27.3722>
- Prioritizing Play: The Importance of Play-Based Learning in Early Education. Caven, Meg. July 6. 2022. <https://ies.ed.gov/ncee/rel/Products/Region/northeast/Blog/100779>
- Rasinski, T. V. (2018). Megabook of fluency: Strategies and texts to engage all readers. S.I.: Scholastic Professional.
- Reborá, Anthony. (October 14, 2013). Following up on first days. Retrieved from <https://www.edweek.org/leadership/harry-and-rosemary-wong-following-up-on-first-days/2013/10>

Research Citations

- Reed, K.E., & J. Mercer Young. 2017. "Play Games, Learn Math! Playing with Patterns." *Teaching Young Children* 11 (2): 18–22. <https://www.naeyc.org/resources/pubs/yc/fall2022/peer-based-math-learning>
- Responsive Classroom. (2013). About responsive classroom. Retrieved March 14, 2013, from <http://www.responsiveclassroom.org/about-responsive-classroom>
- Responsive Classroom. (2014, January 3). Reinforcing, Reminding, and Redirecting | Responsive Classroom. Responsive Classroom. <https://www.responsiveclassroom.org/reinforcing-reminding-and-redirecting/>
- Richards, S., Sturm, J. M., & Cali, K. (2012, May). Writing instruction in elementary classrooms: Making the connection to common core state standards. In *Seminars in Speech and Language* (Vol. 33, No. 02, pp. 130–145). Thieme Medical Publishers.
- Sandler, B. (2012). *Teacher's guide to effective sentence writing*. New York: Guilford Publications.
- Sanderson, B. (2013). *Talk it out!: The educator's guide to successful difficult conversations*. Routledge.
- Scheidecker, G. (2023). Parents, caregivers, and peers: Patterns of complementarity in the social world of children in rural Madagascar. *Current Anthropology*, 64 #3.
- Science and Literacy: Connecting Science, Language and Literacy Through Books. Hoisington, Cindy & Colon Diaz, Yasmin. *Teaching Young Children*. Spring 2024. Volume 17. Number 3. <https://www.naeyc.org/resources/pubs/tyc/spring2024/science-and-literacy>
- Seban, D. (2008). A Look within Individual Cases into Elementary Teachers' Beliefs and Practices of Writing Instruction. *Ilkogretim Online*, 7(2).
- Sedita, J. (2023). *The Writing Rope: A Framework for Explicit Writing Instruction in the Science of Reading Classroom*. Stenhouse Publishers.
- See BH, Morris R, Gorard S, Kokotsaki D, Abdi S. Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. *Education Sciences*. 2020; 10(10):262. <https://doi.org/10.3390/educsci10100262>
- Shin, J. K. (2017). Get up and Sing! Get up and Move! Using Songs and Movement with Young Learners of English. In *English Teaching Forum* (Vol. 55, No. 2, pp. 14–25). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.
- SL, Brown. (2014). The Consequences of Play deprivation. *Scholarpedia* Bodrova & J. Leong. (2003). The importance of being Playful Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A 60(7):50–53
- Smartt, S. M., Glaser, D. R., & Hasbrouck, J. (2024). *Next steps in literacy instruction: Connecting assessments to effective interventions (Second)*. Baltimore, MD: Paul H. Brookes Publishing Co.
- Stacey Dutil, *Dismantling the School-to-Prison Pipeline: A Trauma-Informed, Critical Race Perspective on School Discipline, Children & Schools*, Volume 42, Issue 3, July 2020, Pages 171–178, <https://doi.org/10.1093/cs/cdaa016>
- Stone, D., & Heen, S. (2015). *Thanks for the feedback*. Portfolio Penguin.
- Stone, Lyn. *Spelling for Life*. Routledge, 23 Oct. 2013.
- Streubel, B., Gunzenhauser, C., Grosse, G., & Saalbach, H. (2020). Emotion-specific vocabulary and its contribution to emotion understanding in 4- to 9-year-old children. *Journal of Experimental Child Psychology*, 193, 104790. <https://doi.org/10.1016/j.jecp.2019.104790>
- Tanna, M. (2016). Goats, Giants, and... science? teaching engineering concepts through fairy tales. *Children and Libraries*, 14(4), 21–22. <https://doi.org/10.5860/cal.14n4.21>
- Taylor, M.E., Boyer, W. *Play-Based Learning: Evidence-Based Research to Improve Children's Learning Experiences in the Kindergarten Classroom*. *Early Childhood Educ J* 48, 127–133 (2020). <https://doi.org/10.1007/s10643-019-00989-7>
- Texas Education Agency. "What Research Tells Us About Reading, Comprehension, and Comprehension Instruction" <https://www.readingrockets.org/topics/comprehension/articles/what-research-tells-us-about-reading-comprehension-and-comprehension>. Reading Rockets. Accessed 10 October 2024.

Research Citations

- The Reading League. (2020). *The Science of Reading: A defining guide*. The Reading League.
- Thomas, A., Stanford, P. K., & Sarnecka, B. W. (2016). No child left alone: Moral judgments about parents affect estimates of risk to children. *Collabra*, 21, 1–15.
- Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, 9(7), 120. <https://doi.org/10.5539/elt.v9n7p120> Yaşar, H., Kiyici, M., &
- Venet, A.S. (2023). *Equity-Centered Trauma-Informed Education* (1st ed.). Routledge. <https://doi.org/10.4324/9781032677989>
- Watkins, K. H. (2023). In *Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop With Young Multilingual Writers*. ProQuest Dissertations Publishing.
- Wells, Jennifer (2024) "Building Classroom Community Using a Whole-Child Approach," *Networks: An Online Journal for Teacher Research*: Vol. 25: Iss. 2. <https://doi.org/10.4148/2470-6353.1390>
- Wexler, N. (2019). Writing and cognitive load theory. *ResearchED Magazine*, <https://researched.org.uk/writing-and-cognitive-load-theory>
- Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system-- and how to fix it*. New York: Avery, an imprint of Penguin Random House LLC.
- Williams, Kate E., et al. "Rhythm and Movement Delivered by Teachers Supports Self-Regulation Skills of Preschool-Aged Children in Disadvantaged Communities: A Clustered RCT." *Early Childhood Research Quarterly*, vol. 65, 1 Oct. 2023, pp. 115–128, www.sciencedirect.com/science/article/pii/S0885200623000704,
- Willingham, Daniel T. "Ask the Cognitive Scientists: What Will Improve a Student's Memory?" *American Educator*, July 2008, pp. 97–110, www.aft.org/sites/default/files/willingham_0.pdf.
- Yanko, M., & Yap, P. (2020). A symbiotic link between music, movement, and social emotional learning: Mindful learning in early learners. *LEARNing Landscapes*, 13(1), 249–264.
- Yidana, P. (2022). Workplace conflicts in educational institutions: A review. *Journal of Education and Practice*, 13(15), 92–102.
- Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., Baum, R., ... & COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH. (2018). The power of play: A pediatric role in enhancing development in young children. *Pediatrics*, 142(3). Cleveland Clinic. (2024, June 27).
- Young, L. & Messer, S (2022, March) What is sensory play? the benefits for your child and sensory play ideas. *Children's Health: Cleveland Clinic* <https://health.clevelandclinic.org/benefits-of-sensory-play-ideas>
- Zakreski, M. (2024). *The neurodiversity playbook: How neurodivergent people can crack the code of living in a neurotypical world*. Gifted Unlimited.

Meet our Team!



Jason Warren

CEO
Co-Founder

 @_themister



Greg Smedley-Warren


Co-Founder

 @kindergartensmorgasboard



Adam Dovico

General Manager

 @adamdovico



Jessi Cortez

Creative Director

 @jessicortezdesigns



Crystal Oswald


Conference Director

 @thebalancedteacher



Holly Ehle

Academic Advisor

 @hollyehle



Katie Wonderly


Designer

 @mswonderlymakesmusic



Mel Novoa


Conference Coordinator

 @theteachingscoop



Brian Russell


Logistics Manager

 @blastingoffinkinder



Jackie Powell

Social Media Coordinator

 @mspowellsowls



Ready to attend ELEVATE?

Click below to be directed to the desired information.



[Register Using a Purchase Order](#)



[Register With a Credit Card](#)



[Book Your Discounted Hotel Room](#)



[Download Our W9](#)



[Visit our website](#)



[Contact Us](#)



[Follow on Facebook](#)



[Follow on Instagram](#)