

Thursday, October 16, 2025**8:00 AM – 8:45 AM Registration and Breakfast****8:45 AM – 9:00 AM Welcome & Opening Remarks**

In an effort to disrupt longstanding academic outcomes, attendees will be challenged to engage deeply, reflect on practice, and in real-time, develop an actionable local plan for fostering unparalleled gains consistent with partnering with Educational Epiphany.

9:00 AM – 9:15 AM Leveraging Data to Foster a Sense of Urgency

Attendees will analyze a nationally stratified dataset alongside local data to establish and refine: (1) a compelling case for change, (2) strategic plans for multi-tiered professional learning, (3) guardrails for instructional resources, and (4) calibrated cycles of feedback and support.

9:15 AM – 10:30 AM PLCs that Actually Work

Though data may suggest that students are incapable—to the contrary, we believe they have been underexposed. With volunteers from the audience, Dr. Dickey will facilitate a model professional learning community (PLC)—the kind that helps children to defy the odds stacked against them. Attendees will observe the deliberative process of (1) selecting an anchor standard, (2) generating a performance-based learning target, (3) redlining interpretations and misconceptions, (4) identifying and operationally defining key terms, (5) anticipating the strategic use of guiding questions, and (6) exploring tools for the gradual release of responsibility (i.e., graphic organizers, and complex texts).

10:30 AM – 10:45 AM Break**10:45 AM – 12:00 PM Engaging and Challenging the Under-Performing and
High-Performing Simultaneously**

National and local data suggest that students are largely unprepared to perform independently. This workshop, responsive to the realities of teaching and learning will explore the benefits and transformative power of the four, non-linear phases of the gradual release of responsibility, using student work samples to both detect and address fissures in student knowledge and capacity.

12:00 PM – 1:00 PM Lunch

1:00 PM – 2:30 PM**Live Mathematics Lesson—Putting PLC Efforts into Action**

To teachers, accountability without support feels like an unfunded mandate. School and district-level leaders must do more than tell teachers what we want them to do—we must show them. To that end, this real-time demonstration lesson will give attendees a bird's eye view of a rigorous lesson characterized by addressing unfinished learning while simultaneously cultivating deep conceptual understanding of grade level concepts.

2:30 PM – 3:30 PM**Learning Targets that Hit the Mark**

True instructional leadership requires knowledge of standards across grades and disciplines. This high-energy group activity will engage attendees in the process of (1) examining and analyzing dense core content standards and (2) subsequently composing succinct roadmaps for teaching and learning designed to catapult students to the proficiency finish line and beyond.

3:30 PM – 3:45 PM**Fact vs. Fallacy—Consolidating New Learning**

Attendees will put their new learning to the test through a light-hearted, fast-paced review, separating commonly held misconceptions from research-based truths about literacy, leadership, and school improvement.

5:00 PM – 7:00 PM**Networking Reception**

Friday, October 17, 2025

8:00 AM – 8:45 AM **Registration and Breakfast**

8:45 AM – 9:00 AM **Day 1 Recap & Implications for Practice**

9:00 AM – 9:45 AM **Building a Student Access Bridge to the Learning Target**

For too long, posting learning targets has been a compliance exercise—checked off a list but disconnected from student learning. But compliance has never transformed outcomes for children. This dynamic, hands-on session equips attendees to help teachers shift from doing what's required to doing what matters: fostering a culture of commitment to students' deep, conceptual understanding of both general and content-specific academic language.

9:45 AM – 10:30 AM **Leveraging the Universal Language of Literacy to Simulate Cognitive Capacity**

An instructional ecosystem that hasn't calibrated around the Universal Language of Literacy isn't truly a system—it's a collection of disconnected parts. Expecting students to break through the proficiency glass ceiling without a deep conceptual grasp of the academic terms that span grades and disciplines is like having faith without works. This powerful session will immerse attendees in the transdisciplinary language students must master to test like they were taught—with clarity, confidence, and comprehension.

10:30 AM – 10:45 AM **Break**

10:45 AM – 11:15 AM **Promoting Print-Rich Environments**

Our classroom walls are prime real estate, but are we intentional about using them to calibrate students' knowledge and language relative to concepts within and across disciplines? We believe that everything we post on our classroom walls should be a resource for children—creating clarity and promoting confidence. To that end, this brief session will give attendees an opportunity to explore one of our game-changing, high-impact classroom resources.

11:15 AM – 12:00 PM **It's All Greek and Latin!**

To reach—and surpass—the reading proficiency threshold, students must do more than decode words; they must make meaning from them in real time, with fluency and precision. This dual pathway to literacy requires more than practice—it demands a deep familiarity with the Greek and Latin word parts that form the backbone of English and echo across Spanish, German, French, and other world languages. In this powerful session, attendees will uncover the high-leverage morphemes that consistently elevate literacy for striving readers—no matter their native language.

12:00 PM – 1:00 PM **Lunch**

1:00 PM – 1:15 PM**Context Matters**

Morphemes matter—but they’re only part of the puzzle. Nearly 30% of English words contain no recognizable word parts, meaning students must rely on something just as critical: context clues. The ability to derive meaning from surrounding words is essential for unlocking unfamiliar vocabulary in both literary and informational texts. In this engaging session, attendees will explore the four powerful types of context clues that authors use intentionally to build meaning across topics, perspectives, and themes.

1:15 PM – 2:15 PM**The Power of Bringing Students Up to the Text**

Our inclination as educators can no longer include bringing the text down to the reader—instead, we must be ever-cognizant of the intrinsic value of the opposite—that is; doing everything in our power to build an access bridge to increasingly complex texts as the school year progresses. This session will help teachers and leaders to put into action and support major strategies for bringing students up to the text—which is our reasonable service.

2:15 PM – 2:45 PM**Spelling as a PreK-12 Imperative**

Our students spell like they text—but there’s a powerful solution: word work. All students, including those in upper elementary and secondary grades, need intentional, consistent opportunities to engage with words until mastery becomes second nature. In this interactive session, attendees will explore a student-centered approach to hands-on practice with recognizing, decoding, spelling, and using high-frequency words—essential building blocks for fluent reading and confident writing.

2:45 PM – 3:30 PM**Constellation Awards**

Awards will be presented to schools and districts that have achieved Constellation Status—distinguished as guiding lights for others on the journey of continuous school improvement.

3:30 PM**Implications for Practice and Adjournment**
