go wild
think! conference

DECEMBER 2–3, 2026 • HYATT REGENCY LOST PINES

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WELCOME TO THE ADVENTURE

Every great adventure starts with one brave step off the trail. Going WILD matters for ourselves, our students, our campus, and the community beyond our classroom walls. Join us as we explore new territory, take learning to wild new places, and change the world!

Every great leap in learning begins with a spark, a moment when curiosity meets courage. This year's theme, GO WILD, is your invitation to do just that: to wander beyond the ordinary, stretch your imagination, and discover new ways to make learning come alive.

The kids who inspire us to dream, innovate, and grow are counting on us! This immersive event isn't just a conference, it's a space to connect, collaborate, and re-energize.

It's a time for teams to **inspire, challenge,** and **reshape perspectives;** to learn *with* and *from* each other; and to **play with ideas** that move learning forward.

Over the next couple of days, you'll explore a dynamic mix of sessions and conversations, hear stories from educators who are blazing new trails, and discover fresh ways to lead learning with purpose and heart.

Whether you're a campus leader seeking new strategies or a teacher eager to reimagine instruction, we invite you to GO WILD in sessions, in conversations, and even around the fire pit.

So, let's step into the magic that happens when we pause the busyness of our everyday work to learn, imagine, and play together. Have the conversations. Ask the questions. Share the laughter. Let's GO WILD!

find your track!
Follow sessions by role and focus through both days. See page 7

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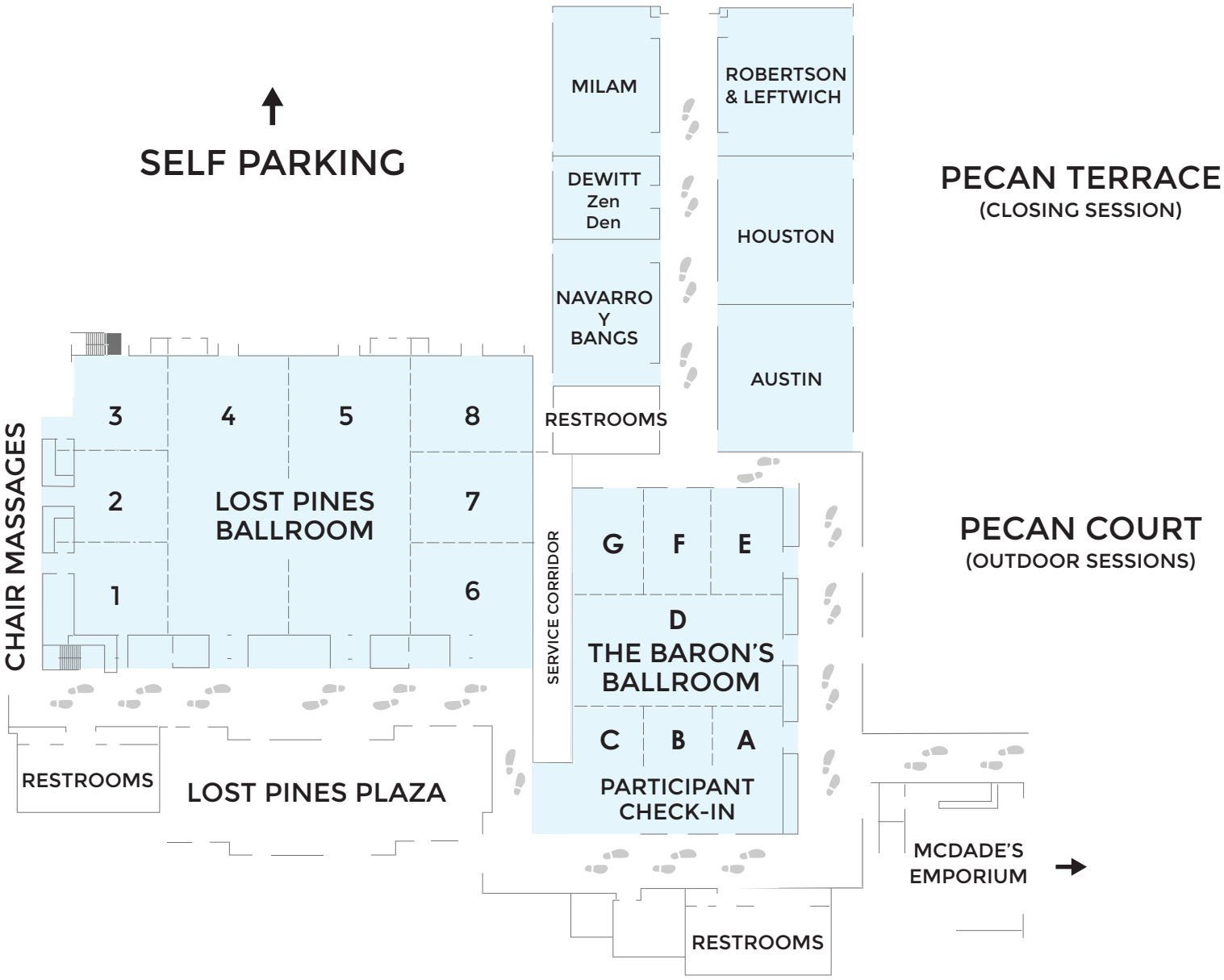
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VENUE LAYOUT



HIGHLIGHTS

Spotlight Session in Lost Pines 4 & 5	Wednesday • 11:15 AM
Reception on Riversong Lawn with Hype Rhythm	Wednesday • 4:30 PM
Breakfast in Lost Pines Foyer	Thursday • 7:30–8:30 AM

SCHEDULE AT A GLANCE

PRECONFERENCE · TUESDAY, DECEMBER 1

12:00 PM – 1:00 PM	preconference check-in (baron's hallway)
1:00 PM – 4:00 PM	preconference – lead4ward 101 (robertson & leftwich)
1:00 PM – 4:00 PM	preconference – being the leader your new teachers need (houston)
1:00 PM – 4:00 PM	preconference – preparing4ward in accountability (austin)
3:30 PM – 6:00 PM	participant check-in (baron's A, B, C)

DAY 1 · WEDNESDAY, DECEMBER 2

7:30 AM – 8:30 AM	participant check-in (baron's A, B, C)
8:30 AM – 9:45 AM	keynote (lost pines ballroom)
9:45 AM – 10:15 AM	playground
10:15 AM – 11:05 AM	session 1
11:05 AM – 1:05 PM	lunch on your own
11:15 AM – 11:45 AM	spotlight session (lost pines 4 & 5)
1:05 PM – 1:55 PM	session 2
1:55 PM – 2:25 PM	playground
2:25 PM – 3:15 PM	session 3
4:30 PM – 6:30 PM	reception (riversong lawn)

DAY 2 · THURSDAY, DECEMBER 3

7:30 AM – 8:30 AM	breakfast provided (lost pines foyer)
8:30 AM – 9:20 AM	session 4
9:20 AM – 9:50 AM	playground
9:50 AM – 10:40 AM	session 5
10:40 AM – 11:10 AM	playground
11:10 AM – 12:00 PM	session 6
12:15 PM – 1:00 PM	closing - snacks & prizes (pecan terrace)



find your track!
Follow sessions by role and focus through both days. See page 7

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BUT WAIT THERE'S MORE

Reception Featuring Hype Rhythm!

everyone is invited!
wednesday • 4:30 – 6:30 PM
on the riversong lawn

don't forget to dress in your favorite animal print!



Furry Love

research has proven that animal energy dramatically reduces stress and anxiety

be on the lookout for furry friends



Chair Massages!

lost pines 1, 2, 3 hallway

relax and recharge with a chair massage

sponsored by OnDataSuite



Photo Ops

strike a pose with your peeps in the celebrity corner and photo kiosks

sponsored by GREAT MINDS



Zen Den

a calming space to relax, recharge, and refocus throughout the conference



Product Table

STOP BY!

check out the thinkalong toolkits, mathmark, field guides, sorting cards, books, and more!



Discounts

10% off LCRA activities (e.g., sunset float, kayaking, zip line)

10% off spa treatments
• call 512.308.1234



Lunch Option

discounted buffet lunch for conference participants at **Heartwood House**



FIND YOUR TRACK

Pick a track that fits your role or goals, then tap it to see every session in that track. Many sessions belong to more than one track.

BY ROLE

- Growing Leaders ›
- New to Profession ›
- lead4ward Track ›

BY CONTENT AREA

- Math ›
- Reading ›
- Writing ›
- Science ›
- Social Studies ›
- Multidisciplinary/Cross-Curricular ›

BY FOCUS AREA

- Data ›
- Access ›
- Special Education ›
- Emergent Bilingual/ELL ›
- Instruction ›
- Innovation/AI ›
- Legislative Updates ›
- Personal Growth/Wellbeing ›

Not sure where to start?

Try the **lead4ward Track**: sessions built around lead4ward resources you can put to work as soon as you get back to campus. **See the lead4ward Track ›**

WEDNESDAY, DECEMBER 2 SESSIONS 1 – 3

	SESSION 1 10:15 – 11:05 am	SESSION 2 1:05 – 1:55 pm	SESSION 3 2:25 – 3:15 pm
Lost Pines Ballroom	**KEYNOTE · 8:30 – 9:45 AM** Ervin Knezek & Kathy Clapsaddle, lead4ward		
Lost Pines 1, 2, 3	**Go Wild Growing the Teacher Leaders Already in Your Building!** Michelle Hall, Montgomery ISD	**Assessment and Accountability Are Changing … BUT Growth Still Wins!** John Fessenden & Haily Rambo, lead4ward	**Changing Everything Would Be a Wild miSSTep: Leading the Transition from STAAR to SST** Stephanie Zelenak, lead4ward
Lost Pines 4 & 5	**SPOTLIGHT SESSION · 11:15 – 11:45 AM** **Progress Before Performance: How Lewisville ISD Leaders Showed Up for Their Most Struggling Campuses** Adrienne Gall, Karen Spalding, Lori Litchfield, Stephanie Lawson & Patrick Guy, Lewisville ISD		
Lost Pines 6, 7, 8	**Math Engagement That Actually Moves Learning** Lindsey Moore, Conroe ISD	**Let Them Roam: Unleashing Productive Struggle in Math** Mimi Salmon, lead4ward	**Boring to Bold: Reigniting Math Engagement, One Campus at a Time** LaTonya Hudson, Humble ISD
Baron's A, B, C	**Literacy Intervention: Right Skill, Right Support, Right Time** Gayla Wiggins, lead4ward	**Wildly Intentional Leadership: Joy, Trust, and the Turnaround** Courtney Christian, Priority Charter Schools	**Wild About Growth: Data That Sets You Free** Elissa Griffin, Humble ISD
Baron's D	**Go Wild with Leadership: Make Meetings Fun Again (Without Losing Productivity)** Holli Malloy & Jennifer Roach, Galena Park ISD	**WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction** Kathy Clapsaddle, lead4ward	**From Crickets to Conversation: Building Powerful PLCs Within the Structure You Already Have** Sophia Acevedo, lead4ward
Baron's E, F, G	**Scripted, Not Silenced: How to Bring Your Creative Voice into HQIM** Jessica White, Mari Gault, Jennifer Beard, Rachael Lewis & Kaylee Neff, Snyder ISD	**Grammar in the Wild: Returning Grammar to Its Natural Habitat for Secondary Writers (6-12)** Misty Andersen & Barbara Epperson, Temple ISD	**Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar** Jordan Wheatley, Dallas ISD
Navarro y Bangs	**Leading the Wild: How Clear Expectations Create Courageous Learners** Rachel Taylor, Plano ISD	**Social Studies TEKS Under Construction** Jodi Denton, lead4ward	**access4all: Social Studies** Justin Singleton, Humble ISD
Austin	**"I'm 12. Why should I care?" Integrating Visual and Emotional Engagement into Curriculum** Russell Dean, Snyder ISD	**Bold Pedagogy: Breaking the Compliance-Creativity Ceiling** Martha Gomez, Galena Park ISD	**Reframe Your Thinking: AI as a Partner, Not a Replacement** John Fessenden, Alex Kavich, Ashley Rosilier & Clee Upchurch, lead4ward
Houston	**Go WILD with Little Learners: lead4ward Strategies for PreK-2** Renea Moore, Mesquite ISD	**Your Wild Reason: Reconnecting to the Purpose That Started It All** Kirsten Hund, The Holdsworth Center	**Untamed Planning: Wildly Effective Online Lesson Planning** Emily Cram, eduphoria
Robertson & Leftwich	**The Wild Truth About the SEPs on STAAR Science** Vince Colunga, lead4ward	**Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist** Andrea Fox & Allison Guild, Wylie ISD	**GO WILD with 3D Coaching: Where Science Sensemaking Meets Possibility** Andrea Alvarado, Pflugerville ISD
Milam	**From Compliance to Coaching: A Plan to Retain Beginning Teachers That Actually Works** Yesaira Lopez & Melissa Dubke, ResponsiveEd	**From Survival Mode to Yes, I Can! A Phase-by-Phase Guide to New Teacher PD** Brittney Ainsworth, Galena Park ISD	**The Year-Two Gap Nobody Talks About: Building Induction Support That Doesn't Stop at Year One** Ashley Sanchez, Yesaira Lopez & Melissa Dubke, ResponsiveEd
Pecan Court (outdoor)	no session	**Skee-Ball, Plinko, and the Wild World of Student Engineering** Patrick Armstrong, Dickinson ISD	**Let Them Grow Wild: Keeping Great Teachers, Growing Great Leaders** Jennifer Roach & Michelle Cavazos, Galena Park ISD

THURSDAY, DECEMBER 3 SESSIONS 4 – 6

	SESSION 4 8:30 – 9:20 am	SESSION 5 9:50 – 10:40 am	SESSION 6 11:10 am – 12:00 pm
Lost Pines 1, 2, 3	**Learning That Matters, Leadership That Lasts** Jill Siler, TASA	**Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction** Stephanie Zelenak, lead4ward	**The Case for Engaging Learners (in an HQIM World)** Brad Gibson, lead4ward
Lost Pines 6, 7, 8	**Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician** Karina Ligon, Ector County ISD	**Small Moves, Wild Math Gains** Abby Loggains, Belton ISD	**ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success** Michelle Cadena & Priscilla Jatto, Ysleta ISD
Baron's A, B, C	**The Temple Takeover: One Campus, Three Strategies, One "A" Rating** Barbara Epperson, Shelley Kukulski, Michael Marek & Misty Andersen, Temple ISD	**Five Years In: What It Actually Takes to Sustain PBIS Districtwide** Jana Sandall & Phoebe Lim, Plano ISD	**Clarity and Purpose: Taming the TEKS Jungle** Allison Guild & Andrea Fox, Wylie ISD
Baron's D	**Meet Them Where They Are: Using Data to Personalize Growth for Students and Teachers** Hollye Walker & Leah Cowan, Midlothian ISD	**Go Wild with AI: Using Technology to Reclaim Time and Spark Creativity** Heather Self, Belton ISD	**From F to B in Two Years: A Central Office Model for Campus Improvement** JoLynn Ibarra, Manor ISD
Baron's E, F, G	**From Missed to Mastered: Turning Mistakes into Wild Opportunities** Kellye Robinson, Conroe ISD	**Navigating the Literacy Jungle** Cori Spellane, Los Fresnos CISD	**We Created Our Own Map: A Campus-Wide Writing Adventure** Alison Jalufka, Liberty Hill ISD
Navarro y Bangs	no session	**A Tsunami Election: Will campaign promises translate into legislative action?** Mark Terry, TEPSA	**Go WILD: Ways Into Language Development** Celina Lopez, lead4ward
Austin	**Taming the To-Do List: Navigating Priorities in a Wild World** Cassandra Scott, ResponsiveEd	**Preparing for the MANE Event - Go WILD with the Playlist in STAAR Review** Melissa Soileau, Lamar CISD	**Pancakes, Coffee Carts, and Careers: Going Wild with Vocational Skills in Life Skills Classrooms** Emillie Armstrong, Texas City ISD
Houston	**Go Wild by Going Long: Sharper Intervention and Stronger IEP Goals through Long Strand Concepts** Kathy Clapsaddle, lead4ward	**Who's Driving? A Roundtable on Student Ownership, Agency, and the Wild Value of Productive Struggle** Kathy Clapsaddle, Celina Lopez, Jodi Denton & Vince Colunga, lead4ward	no session
Robertson & Leftwich	**Push Past the Answer, Unlock the Thinking** Connie Schaut, Humble ISD	**Finished ≠ Learned: A Framework for Designing Experiences Students Remember** April Greathouse, Grand Prairie ISD	**Wild by Design: Building Tasks That Make Thinking Irresistible** Elissa Griffin, Humble ISD
Milam	**Go Wild with New Teacher Support: Real Ideas, Real Districts, Real Impact** Keli Soliz, lead4ward	**Taming the "I Taught It" Instinct: Coaching New Teachers Toward Student Learning** Melissa Dubke & Subuk Tariq Usmani, ResponsiveEd	**Thriving in the Wild: A New Teacher Induction Journey** Katie Braden & Magen Jacks, Rockwall ISD
Pecan Terrace	**CLOSING - SNACKS & PRIZES · 12:15 – 1:00 PM**		

PRECONFERENCE DESCRIPTIONS

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TUESDAY, DECEMBER 1 1:00 – 4:00



lead4ward 101

Robertson & Leftwich
Stephanie Zelenak, lead4ward

Need a refresher on the lead4ward tools and resources? New to lead4ward? Come join us for an afternoon of fantastic fun and amazing learning as we help you launch your lead4ward work! You will learn how to use the student-centered, teacher-friendly tools, resources, and strategies from lead4ward to make learning meaningful and engaging.

tracks: instruction, new to profession, lead4ward track
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
Session survey ›



Being the Leader Your New Teachers Need

Houston
Keli Soliz, lead4ward

Leaders know that hiring and retaining high-quality teachers is extremely important, and that the demands on an early-to-career teacher can make this especially difficult. Equally challenging is establishing the right mindset, priorities, expectations, and support to develop effective, committed, and confident teachers. So how do we become the leaders our new teachers want and need?

tracks: growing leaders, new to profession
audience: district leaders, principals, instructional coaches, teacher leaders
Session survey ›





Preparing4ward in Accountability

Austin
John Fessenden & Haily Rambo, lead4ward

If the 2023 A-F refresh taught us anything, it's that preparation pays off! As we finish the final year of A-F 2.0 (2026-27) and look ahead to 2027-28, with a new assessment (SST) and a refreshed accountability system (A-F 3.0), now is the time to build our leadership teams' capacity to confidently support teachers and students. This session gives district and campus leaders up-to-the-minute assessment and accountability information to support 2027 A-F ratings and plan for the 2028 refresh.

tracks: data, legislative updates
audience: district leaders, principals, teachers, instructional coaches, teacher leaders, special educators
Session survey ›

1 SESSION DESCRIPTIONS

back to tracks › back to schedule ›

WEDNESDAY, DECEMBER 2 10:15 – 11:05



Go Wild Growing the Teacher Leaders Already in Your Building!

Lost Pines 1, 2, 3
Michelle Hall, Montgomery ISD

Unleash the leadership already growing in your building! We took our campus from a D to an A in two years, not with a new program, but by growing teacher expertise and cultivating the leaders already in our classrooms. Walk away with a practical system for developing, coaching, and amplifying teacher leaders: how to spot early adopters, grow their skills through observation and professional learning, and strategically spotlight their success until they become the go-to instructional experts on campus. It's time to Go Wild leading change from the inside out.

tracks: growing leaders, data
audience: principals, instructional coaches
lead4ward resources highlighted: free resources

Session survey ›



Math Engagement That Actually Moves Learning

Lost Pines 6, 7, 8
Lindsey Moore, Conroe ISD

Can you imagine students begging for more math review? That actually happened when I gamified an Algebra 1 retest blitz, turning dreaded review into something students clamored for. We'll explore how academic games can do more than energize a math classroom; done intentionally, they deepen mathematical thinking, prompt higher-level questioning, and stay tightly aligned to standards. You'll experience math-focused, game-based strategies firsthand, then leave with a practical process and ready-to-use ideas for turning any math lesson into a purposeful, high-impact learning experience.

tracks: instruction, innovation/AI, lead4ward track, math
audience: teachers, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: justified list, fact or fib showdown

Session survey ›



Literacy Intervention: Right Skill, Right Support, Right Time

Baron's A, B, C
Gayla Wiggins, lead4ward

Literacy intervention works best when it goes beyond isolated strategies and activities. Learn how to find where reading comprehension breaks down, then use a sequenced, scaffolded pathway to meet students there and move them toward grade-level thinking and greater independence. You'll see how explicit instruction, modeling, guided practice, purposeful routines, and gradual release fit together, and how to take students past basic comprehension to analyzing text and connecting their ideas to writing.

tracks: instruction, reading, writing, access
audience: district leaders, principals, ELAR teachers, ELAR instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: LITERACYcentral, Real Time Reading Routines

Session survey ›

WEDNESDAY, DECEMBER 2 10:15 – 11:05



Go Wild with Leadership: Make Meetings Fun Again (Without Losing Productivity)

Baron's D

Holli Malloy & Jennifer Roach, Galena Park ISD

Are your meetings WILD with leadership or are they just something to get through? Learn how a simple "leadership moment" at the start of every meeting can turn staff, department, and leadership meetings into something people look forward to. You'll walk through practical, ready-to-use team-building strategies and themes (plus a little friendly competition) that grow morale and connection without eating into your agenda. Leave with ideas you can use in your very next meeting, and watch your own team start using them too.

tracks: growing leaders
audience: district leaders, principals, instructional coaches
lead4ward resources highlighted: free resources
lead4ward instructional strategies: ball toss boogie, snap and chat

Session survey ›



Scripted, Not Silenced: How to Bring Your Creative Voice into HQIM

Baron's E, F, G

Jessica White, Mari Gault, Jennifer Beard, Rachael Lewis & Kaylee Neff, Snyder ISD

Does HQIM feel like a cage instead of a tool? You're not alone, and the fix isn't ditching the script, it's learning where you have room to move. We'll unpack the difference between fidelity to a script and fidelity to standards using the "Navigation Moves" approach (validate, clarify, focus, empower) to work through genuine classroom frustrations. You'll leave with a practical tight vs. loose lens for deciding when to follow the plan and when to bring your own creative spark.

tracks: instruction
audience: principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: texas two-step, card sort, justified list, musical mix-freeze-group, 3-2-1 summary

Session survey ›



Leading the Wild: How Clear Expectations Create Courageous Learners

Navarro y Bangs

Rachel Taylor, Plano ISD

What if classroom management wasn't about controlling behavior, but about creating the conditions for courage to grow? When we shifted from reactive, correction-heavy management to clear, consistently taught expectations, something changed: students began participating without prompting, transitions got faster and calmer, and conversations became more academically focused. With less mental energy spent wondering, "What am I supposed to do?" students were free to think, collaborate, and take real academic risks. Learn how clear expectations, consistent routines, and positive relationships can transform your own classroom into a place of courage, connection, and possibility.

tracks: instruction, growing leaders
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: follow the leader

Session survey ›

1 SESSION DESCRIPTIONS

back to tracks › back to schedule ›

WEDNESDAY, DECEMBER 2 10:15 – 11:05



"I'm 12. Why should I care?" Integrating Visual and Emotional Engagement into Curriculum

Austin
Russell Dean, Snyder ISD

What if we went wild enough to ask a simple question before we teach: "I'm 12. Why should I care?" What if we designed curriculum by asking that question first, then used the answer to give students a reason to care before they learn? We'll explore how intentional use of visuals, music, storytelling, humor, emotion, and cinematic design can turn a curriculum into experiences students want to enter. Using real examples from a 6th grade social studies classroom (trailers, timelines, charts, and other media), we'll unpack the thinking and creative process behind designing for curiosity, anticipation, relevance, and connection. You'll leave with a practical framework for making learning more memorable without sacrificing standards, rigor, or instructional purpose.

tracks: instruction, multidisciplinary/cross-curricular
audience: teachers, instructional coaches, teacher leaders
lead4ward instructional strategies: connect the dots

Session survey ›



Go WILD with Little Learners: lead4ward Strategies for PreK-2

Houston
Renea Moore, Mesquite ISD

What if going WILD with purposeful instruction could spark deeper thinking, collaboration, and independence in our youngest learners without sacrificing play, movement, or joy? Experience lead4ward strategies adapted specifically for PreK-2 minds and bodies with Ball Toss Boogie, Musical Mix-Freeze-Group, and Undercover Agent. They're playful routines that develop letter recognition, phonics, math skills, and social-emotional growth through movement and purposeful talk. You'll leave with ready-to-use templates, modeled videos, and materials to create an active, joyful classroom where curiosity and learning run wild.

tracks: instruction, lead4ward track
audience: principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: musical mix-freeze-group, learning loops, ball toss boogie, play it - say it, undercover agent, stick-stack-study, vocabulary dominoes, odd one out, rock and roll vocabulary

Session survey ›



The Wild Truth About the SEPs on STAAR Science

Robertson & Leftwich
Vince Colunga, lead4ward

What if the scientific and engineering practices (SEPs) are the key to unlocking students' full potential on STAAR science? How are SEPs represented on STAAR, and how should they impact instruction? It's so easy to think we don't need to intentionally teach scientific and engineering practices because they aren't coded on STAAR anymore, but they're still woven throughout the test, and navigating them is key to answering questions correctly. Go wild with us as we reveal the SEPs' true impact on STAAR science. We'll analyze items from elementary, middle, and Biology to uncover which SEPs are most prevalent and how they're represented. Leave ready to shape daily instruction so students can use the SEPs as tools to know and ways to show their understanding.

tracks: instruction, science, lead4ward track, data
audience: district leaders, science teachers, science instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: IQ tool, instructional strategies playlist

Session survey ›

1 SESSION DESCRIPTIONS

back to tracks › back to schedule ›

WEDNESDAY, DECEMBER 2 10:15 – 11:05



From Compliance to Coaching: A Plan to Retain Beginning Teachers That Actually Works

Milam

Yesaira Lopez & Melissa Dubke, ResponsiveEd

See how one district shifted from tracking paperwork to a biweekly coaching cycle organized around “red flags” and “gold stars” with a simple system that helps campus leaders and mentors quickly spot where beginning teachers need support, and where their practices deserve to be modeled and scaled. Through brief instructional look-fors and structured “glow and grow” conversations, you’ll see how this shift strengthened mentor effectiveness and kept more of its newest teachers in the classroom. Leave with a 30-day action plan to move your own campus from compliance to real coaching!

tracks: growing leaders, new to profession
audience: district leaders, principals, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: 3-2-1 summary

Session survey ›

ASK YOUR STUDENTS

Try asking: “What is one thing we do in class that helps you learn?”

SPOTLIGHT DESCRIPTION

back to tracks › back to schedule ›

WEDNESDAY, DECEMBER 2 11:15 – 11:45

Progress Before Performance: How Lewisville ISD Leaders Showed Up for Their Most Struggling Campuses

Lost Pines 4 & 5

Adrienne Gall, Karen Spalding, Lori Litchfield, Stephanie Lawson & Patrick Guy, Lewisville ISD

What does it take for district leaders to truly own a struggling campus's success? In Lewisville ISD, district and campus leaders built a system of support for teachers together, anchored by a shared vision for great instruction and a common language for what it looks like in classrooms. Among many other things, weekly walkthroughs bring district and campus leaders side by side to calibrate expectations and give teachers meaningful feedback. Instructional facilitators, now led and developed at the district level, bring focused, consistent coaching to the campuses that need it most. The result has been real growth across several campuses.

Join district and campus leaders for a candid conversation about balancing accountability with meaningful instruction, raising expectations while building on emerging strengths and staying honest that the work isn't finished. Bring your questions on creating hope, removing barriers, and staying the course, because progress precedes performance.

tracks: growing leaders, data, lead4ward track
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders

Session survey ›

YOUR SUPERPOWER

"Remember that your superpower is your belief in your students' ability to succeed, which has one of the greatest impacts on learning. Remind yourself that right now, you are having a meaningful impact on students' lives. Remind yourself, you may be new, but you are enough." **— Beth Pandolpho & Margaret Dunne, Educators**

WEDNESDAY, DECEMBER 2 1:05 – 1:55




Assessment and Accountability Are Changing ... BUT Growth Still Wins!

Lost Pines 1, 2, 3
John Fessenden & Haily Rambo, lead4ward

In the accountability system, GROWTH WINS! Growth can be the single most impactful measure for campus accountability. More importantly, growth is the most important measure for evaluating and supporting effective classroom instruction. We'll talk about growth and what it means for teachers and instructional leaders.

tracks: data, legislative updates
audience: district leaders, principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: accountabilityconnect data tools
lead4ward instructional strategies: fact or fib showdown, pick up the slip up

Session survey ›



Let Them Roam: Unleashing Productive Struggle in Math

Lost Pines 6, 7, 8
Mimi Salmon, lead4ward

Real problem solving is untamed: messy, unpredictable, and full of surprises. That's where the deepest learning happens. You'll venture off the procedural trail, experience rich tasks firsthand, and explore the difference between productive and unproductive struggle. You'll leave with practical moves for questioning, scaffolding without rescuing, and building a classroom culture where students persevere, take risks, and discover their own strategies. Come ready to think and go wild!

tracks: instruction, math
audience: principals, math teachers, math instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: think it up!, thinking stems, thinkalong routine, instructional strategies playlist, quickchecks
lead4ward instructional strategies: fact or fib showdown, odd one out, musical mix-freeze-group, tour of knowledge, make the case, think and throw

Session survey ›



Wildly Intentional Leadership: Joy, Trust, and the Turnaround

Baron's A, B, C
Courtney Christian, Priority Charter Schools

GOing WILD isn't about chaos, it's about having the courage to lead with heart. This principal has walked into more than one "sinking ship" campus and found that meaningful change never started with a new initiative, it started with people feeling seen, valued, and empowered. Learn how simplifying processes, recognizing everyday wins, and creating space for staff to share (and try) bold ideas created trust and momentum on struggling campuses, and how that joy-driven leadership translated into real gains: stronger collaboration, greater staff confidence, and rising accountability ratings. Joy isn't fluff. It's a leadership strategy that drives results, and it's time to GO WILD with it.

tracks: growing leaders, personal growth/wellbeing
audience: district leaders, principals, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources, field guides
lead4ward instructional strategies: would you rather, show, glow, grow

Session survey ›

WEDNESDAY, DECEMBER 2 1:05 – 1:55



WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction

Baron's D

Kathy Clapsaddle, lead4ward

Want a low-prep, high-impact instructional routine that helps struggling learners grow? The lead4ward thinkalong plan is an easy 5- to 10-minute routine that engages students in content while building critical thinking skills. It follows a simple, consistent structure that's perfect for intervention or specially designed instruction for students with IEPs. We'll unpack the thinkalong structure as an intervention routine, layer in evidence-based scaffolds that make it accessible for students with IEPs and significant academic needs, and show how a few focused minutes can build competence in important concepts. Walk away with a routine to help your struggling learners GO WILD!

tracks: instruction, special education, access, lead4ward track, multidisciplinary/cross-curricular
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: thinkalong toolkits
lead4ward instructional strategies: rise and shine, mind bender

Session survey ›



Grammar in the Wild: Returning Grammar to Its Natural Habitat for Secondary Writers (6-12)

Baron's E, F, G

Misty Andersen & Barbara Epperson, Temple ISD

How many times have you taught a grammar lesson only to see the same run-ons in student writing the next day? To build secondary writers' skills, we have to study grammar in its natural habitat, using real texts rather than isolated drills. Come see how one district's English 1 and 2 teachers reworked grammar instruction around their HQIM, embedded it into daily reading and writing routines aligned to the rigor of STAAR EOC and the ECR, and saw double-digit growth in English 1 STAAR EOC scores. You'll leave with strategies to help grammar instruction finally transfer to your students' own writing.

tracks: instruction, reading, writing
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: play it - say it, pair-square-share, thought bubbles

Session survey ›



Social Studies TEKS Under Construction

Navarro y Bangs

Jodi Denton, lead4ward

The upcoming social studies changes are WILD, are you ready? What steps can districts take now to prepare for the next era of social studies? From framework updates to new standards, social studies in Texas is undergoing major renovation. Come see what's being redesigned, who's at the drafting table, and how educators can prepare for what's next!

tracks: legislative updates, social studies
audience: district leaders, principals, social studies teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: connect the dots

Session survey ›

WEDNESDAY, DECEMBER 2 1:05 – 1:55



Your Wild Reason: Reconnecting to the Purpose That Started It All

Houston
Kirsten Hund, The Holdsworth Center

You probably didn't get into education for the data and the meetings. What's your wild reason, the one that actually fuels everything you do? In a season of unprecedented stress, turnover, and public pressure, leaders who stay rooted in purpose don't just survive, they become the reason their students and teams do too. Through guided reflection, drafting, and peer feedback, you'll craft your own personal mission statement, one clear enough to return to on your hardest days and share with the people who need to hear it. Come ready to remember why you started. Leave with a tool to reignite that same spark across your campus.

tracks: personal growth/wellbeing
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward instructional strategies: card sort

Session survey ›



Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist

Robertson & Leftwich
Andrea Fox & Allison Guild, Wylie ISD

Just as a healthy ecosystem supports diversity within the same environment, your classroom can support every learner with the same high-yield instructional strategies, adapted to fit their needs. Learn how to make strategic swaps with small, intentional changes that embed IEP accommodations directly into the lead4ward Instructional Strategies Playlist you already use. No new prep or new system, just strategies that work for every student in the room, including those you've been adapting for on the fly. Leave with a repeatable process that protects your planning time while breaking down the divide between general and special education instruction.

tracks: instruction, access, lead4ward track, special education
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: vote with your feet, thinking inside/outside the box, wishful thinking

Session survey ›



Skee-Ball, Plinko, and the Wild World of Student Engineering

Pecan Court (outdoor)
Patrick Armstrong, Dickinson ISD

The design process doesn't have to be complicated; it just has to let kids engage. See how one classroom turned the engineering design process into a wild, hands-on carnival. After watching classic arcade game clips for inspiration, students worked in teams to design, build, test, and refine their own carnival games: skee-ball, duck hunt, plinko, field goal challenges, and more. Discover how stepping back and trusting students to problem-solve together (without a teacher hovering over every step) leads to deeper engagement, real collaboration, and designs kids are genuinely proud of. Leave ready to let your own students go wild with the design process.

tracks: instruction, science
audience: teachers
lead4ward instructional strategies: 3-2-1 summary

Session survey ›

WEDNESDAY, DECEMBER 2 1:05 – 1:55



From Survival Mode to Yes, I Can! A Phase-by-Phase Guide to New Teacher PD

Milam

Brittney Ainsworth, Galena Park ISD

First-year teachers move through predictable emotional phases: August's "I'm ready!," September's "Help!," November's "This is too hard!," and, with the right support, spring's "Yes, I can!" We'll explore how to design PD like wildlife experts design habitats: matching exactly what new teachers need to survive and flourish at each stage. You'll learn which topics work during survival mode versus reflection season, what actually prevents the November slump, and how to design a PD roadmap that creates momentum instead of burnout. When PD meets new teachers where they are emotionally, retention and student success follow.

tracks: growing leaders, new to profession
audience: district leaders, principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: vote with your feet, idea shuffle, fixer upper, wishful thinking

Session survey ›



Bold Pedagogy: Breaking the Compliance-Creativity Ceiling

Austin

Martha Gomez, Galena Park ISD

Standards and creativity aren't opponents, they're dance partners. It's time to go wild without losing rigor. We'll explore the bold pedagogy framework's three pillars: clarity (deeply understanding what standards truly demand), courage (designing for authentic learning), and conviction (measuring what matters). Drawing on real classroom examples used to train new teachers across the district, you'll work through an interactive design challenge and walk away with practical tools, a design template, and the conviction that rigor and joy aren't mutually exclusive.

tracks: instruction, new to profession, multidisciplinary/cross-curricular
audience: teachers, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: stand, stick, or stray, brain in the game, tour of knowledge, password, rise and shine

Session survey ›

ASK YOUR STUDENTS

Try asking: "What's something you're proud of this week that I might not know about?"

WEDNESDAY, DECEMBER 2 2:25 – 3:15



Changing Everything Would Be a Wild miSSTep: Leading the Transition from STAAR to SST

Lost Pines 1, 2, 3
Stephanie Zelenak, lead4ward

How do we use lessons learned from STAAR to prepare for SST with hope and focus? While a new test is coming (and that brings a lot that's new), we know some things never change. We can use what we've learned from previous state assessments to strategically focus and inform our work now to reduce stress and uncertainty as we prepare for what's next. We'll explore ways to best support and lead the transition from STAAR to SST, including the SST knows and need-to-knows, what students need for success in both content and thinking, and practical ideas for confident instructional and assessment leadership.

tracks: growing leaders, legislative updates, lead4ward track
audience: district leaders, principals, instructional coaches, teacher leaders
lead4ward resources highlighted: quicklooks, IQ tool, instructional strategies playlist
lead4ward instructional strategies: compare/contrast model, face time

Session survey ›



Boring to Bold: Reigniting Math Engagement, One Campus at a Time

Lost Pines 6, 7, 8
LaTonya Hudson, Humble ISD

What happens when a new math curriculum feels boring to teachers and unengaging to students? You don't scrap it; you transform how it's delivered. Learn how we grew teacher buy-in for lead4ward's instructional strategies playlist from 20% to 70% in a single year, turning a mandated math curriculum into engaging, discourse-rich lessons using strategies such as Each One Teach One and Make the Case. Walk away with a practical, campus-wide playbook for building momentum around math engagement plus ready-to-adapt strategies that work in science and social studies, too.

tracks: instruction, growing leaders, lead4ward track, math, science, social studies
audience: teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: rock and roll item review, IQ slap down, fact or fib showdown, each one teach one, make the case

Session survey ›



Wild About Growth: Data That Sets You Free

Baron's A, B, C
Elissa Griffin, Humble ISD

What if student data wasn't something you survived at the end of the year, but the most powerful growth tool you had all along? Going wild with data means ditching surface-level scores and digging into what students know and can do. In Humble ISD, that shift led to real results: Grade 8 Science and Biology each gained 10 percentage points at Meets, while Masters rose 16 points in Grade 8 Science and 19 points in Biology. Every middle school campus grew at all performance levels for two consecutive years, and both tested areas outperformed the state and exceeded statewide growth. We'll share our process for measuring specific skills, anchoring expectations in mastery, and making growth visible across a team. The goal never changed: we meet students where they are but teach to where they're going. Going wild with data set us free.

tracks: instruction, data, math, science
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: card sort, mystery bag, thinking inside/outside the box

Session survey ›

WEDNESDAY, DECEMBER 2 2:25 – 3:15



From Crickets to Conversation: Building Powerful PLCs Within the Structure You Already Have

Baron's D

Sophia Acevedo, lead4ward

This is the story of a campus leadership team that used three lead4ward resources (Field Guides, IQ Tool, and Teacher Learning Reports) to move PLCs from quiet compliance to a schoolwide culture of questioning, collaboration, and instructional growth. As teachers took greater ownership of the conversations, we created a whole campus of leaders, not just a leadership team. That work contributed to becoming an A-rated campus, National Blue Ribbon School, and Solution Tree Model PLC campus. Discover how these resources can strengthen existing PLC structures, deepen conversations around HQIM and student thinking, and build teacher leadership capacity.

tracks: growing leaders, data, lead4ward track
audience: principals, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources, principal leadership series
lead4ward instructional strategies: café conversations

Session survey ›



Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar

Baron's E, F, G

Jordan Wheatley, Dallas ISD

How do we get struggling readers off the sidelines and engaged in their own learning? It's time to Go Wild with Tier 1 instruction! Discover how lead4ward's "Tools to Know" connect rigorous HQIM with readers who aren't there yet without lowering the bar. Walk away with three ready-to-use strategies (sketch-notes, mini role-plays, and structured partner debate set to a Taylor Swift and Beyoncé soundtrack) that turn passive review into active, TEKS-aligned discourse and build real confidence, vocabulary, and reading stamina. No watered-down content. No more sidelines.

tracks: instruction, reading, access, lead4ward track
audience: teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: musical mix-freeze-group

Session survey ›



access4all: Social Studies

Navarro y Bangs

Justin Singleton, Humble ISD

What if "rigor for all" didn't feel like a contradiction? We'll dig into how Universal Design for Learning (UDL) works within your existing instructional resources, not as an add-on. You'll explore high-impact strategies that support diverse learners while maintaining the rigor of social studies content. Walk away with ready-to-use ideas that improve student understanding, boost engagement, and ultimately support growth on STAAR.

tracks: instruction, social studies, access
audience: district leaders, principals, social studies teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources, social studies+
lead4ward instructional strategies: musical mix-freeze-group

Session survey ›

WEDNESDAY, DECEMBER 2 2:25 – 3:15

Reframe Your Thinking: AI as a Partner, Not a Replacement

Austin

John Fessenden, Alex Kavich, Ashley Rosilier & Clee Upchurch, lead4ward

AI is just the latest thing that feels overwhelming right up until it isn't. But AI isn't here to replace educator thinking; it's here to be a thinking partner. Learn a hybrid approach to working with AI: how smart prompts combined with human judgment yield astonishing results. From emails and admin work to data analysis, we'll show real ways to use AI so you reclaim your time while staying in charge. We'll also cover essential guardrails around student data privacy, so you leave ready to put AI to work responsibly.

tracks: innovation/AI
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders

Session survey ›



Untamed Planning: Wildly Effective Online Lesson Planning

Houston

Emily Cram, eduphoria

How are you identifying trends in standards coverage and student performance? What strategies lead to student success? Which resources are being utilized across the district, and are the resources effective? Step into the wild world of digital lesson planning with Beacon, the new application from eduphoria! Beacon allows you to seamlessly track standards coverage, integrate strategies from lead4ward's instructional strategies playlist, and access assessment data from eduphoria aware. Get ready to unleash your teaching potential and make your classroom roar with success!

tracks: instruction, growing leaders, innovation/AI, data, lead4ward track
audience: district leaders, principals, instructional coaches
lead4ward resources highlighted: free resources, lead4ward data module

Session survey ›



GO WILD with 3D Coaching: Where Science Sensemaking Meets Possibility

Robertson & Leftwich

Andrea Alvarado, Pflugerville ISD

Going wild in science isn't about abandoning structure; it's about creating the conditions where curiosity, inquiry, and learning thrive. Step into an interactive 3D science lesson from a student's seat, then unpack the coaching moves that made it work: look-fors, coaching conversation guides, and reflection protocols that help teachers move from simply covering content to facilitating real sensemaking. You'll leave with a ready-to-use 3D Coaching Toolkit and practical strategies for supporting TEKS-aligned instruction that still leaves room for genuine student discovery.

tracks: growing leaders, new to profession, science
audience: district leaders, principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: field guides
lead4ward instructional strategies: jig saw "sell", what's on your plate

Session survey ›

WEDNESDAY, DECEMBER 2 2:25 – 3:15



The Year-Two Gap Nobody Talks About: Building Induction Support That Doesn't Stop at Year One

Milam

Ashley Sanchez, Yesaira Lopez & Melissa Dubke, ResponsiveEd

Most induction programs pour everything into a teacher's first year, then leave them on their own in year two. Learn how one district discovered that gap through participant surveys and mentor feedback, then created Teach Strong, a second-year cohort program, in response. You'll see the full model: a first-year teacher academy combining mentoring, coaching cycles, and on-demand resources, plus the second-year program that extends support. Walk away with strategies to create (or strengthen) a sustainable, multi-year induction system, not just a strong first-year launch.

tracks: growing leaders, new to profession, lead4ward track
audience: district leaders, principals, instructional coaches, teacher leaders
lead4ward resources highlighted: First-Year Teacher Academy Notebook, Mentoring and Coaching: Helping New Teachers Succeed notebook
lead4ward instructional strategies: thought bubbles

Session survey ›



Let Them Grow Wild: Keeping Great Teachers, Growing Great Leaders

Pecan Court (outdoor)

Jennifer Roach & Michelle Cavazos, Galena Park ISD

Teacher leaders don't grow because we give them a title or another task. They grow when we recognize their potential and give them opportunities, trust, and support to lead. As TIA helps us recognize, reward, and retain highly effective teachers in the classroom, how can we use their expertise to grow others? In this interactive outdoor session, participants will move, collaborate, and explore practical ways to spot and develop teacher leadership. You'll leave with a field guide and a plan to grow someone who can grow others.

tracks: growing leaders, data
audience: district leaders, principals, instructional coaches
lead4ward resources highlighted: free resources
lead4ward instructional strategies: ball toss boogie

Session survey ›

BRAIN BREAK

Stand up if: call out statements ("…you have a pet," "…you've been to the beach") and have students stand if it's true for them. Sixty seconds to get everyone moving and connecting.

THURSDAY, DECEMBER 3 8:30 – 9:20



Learning That Matters, Leadership That Lasts

Lost Pines 1, 2, 3
Jill Siler, TASA

At the heart of The Texas Promise is a belief that schools should cultivate curiosity, purpose, connection, and opportunity for every learner. We'll move beyond explaining the framework and focus on the deeper tenets behind the work: creating authentic learning experiences; empowering educators as designers of learning; fostering student voice and ownership; and designing systems rooted in trust, coherence, and belonging. Participants will reflect on how their daily decisions shape the experiences of students and educators in their schools.

tracks: growing leaders
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders

Session survey ›



Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician

Lost Pines 6, 7, 8
Karina Ligon, Ector County ISD

Picture a math classroom buzzing with academic discourse in two languages … students debating strategies, defending their thinking, and coaching each other through cognates and sentence stems. That's the classroom this session helps you create. Go wild by turning math into a language-rich experience where every student, especially your multilingual learners, has what they need to think, speak, and problem-solve like a mathematician. Walk away with classroom-tested, ready-to-use strategies (vocabulary routines, movement, and structured discourse) you can use right away to boost engagement and deepen understanding, regardless of students' first language.

tracks: instruction, access, math, emergent bilingual/ELL
audience: teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources

Session survey ›

The Temple Takeover: One Campus, Three Strategies, One "A" Rating

Baron's A, B, C
Barbara Epperson, Shelley Kukulski, Michael Marek & Misty Andersen, Temple ISD

In under three years, Temple High School's accountability rating jumped from 69 to 90, and it didn't happen by accident. In this panel, four campus leaders pull back the curtain on the strategies behind the turnaround: intentional, data-driven student grouping that resulted in double-digit STAAR/EOC gains, a real-time "Blue Light" scoreboard that made Domain 3 targets actionable for every teacher, and a CCMR overhaul that took the campus from 53% to 100% college, career, and military readiness. Hear how tracking, staffing, and daily routines were realigned campus-wide, and leave with a blueprint for accelerating growth on your own campus, no matter where you're starting from.

tracks: growing leaders, legislative updates, data
audience: district leaders, principals, instructional coaches, teacher leaders

Session survey ›

THURSDAY, DECEMBER 3 8:30 – 9:20



Meet Them Where They Are: Using Data to Personalize Growth for Students and Teachers

Baron's D

Hollye Walker & Leah Cowan, Midlothian ISD

Every student and teacher has a different starting point, and the most obvious next step isn't always the right one. We'll move beyond simply collecting data to actually using it: goal setting with your highest-need students, strengths-based teacher coaching tied to T-TESS, and lead4ward tools to help you spot opportunities that standard data reviews miss. You'll see how we used focused goal setting to strengthen relationships and help students reach real targets, and leave with practical tools to design bold, personalized next steps on your own campus.

tracks: growing leaders, data
audience: principals, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: learning loops, 3-2-1 summary

Session survey ›



From Missed to Mastered: Turning Mistakes into Wild Opportunities

Baron's E, F, G

Kellye Robinson, Conroe ISD

What if mistakes were something to celebrate, not hide? Go wild by discovering how one elementary campus turned assessment data into a tool for student ownership. See how teachers analyze most-missed questions in reading and other content areas, how students track their own progress in data folders, and how that ownership translates into applying new learning during independent practice. You'll leave with a practical system for helping students see mistakes as their next step toward growth.

tracks: instruction, data, lead4ward track, reading
audience: teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: data tools, student learning reports, instructional strategies playlist, thinking stems
lead4ward instructional strategies: IQ slap down

Session survey ›



Taming the To-Do List: Navigating Priorities in a Wild World

Austin

Cassandra Scott, ResponsiveEd

When staff started missing timelines and burning out under mounting demands, we didn't hand them a longer to-do list, we taught them to be ruthless in deciding what truly matters. The result: staff who adopted the strategy at work used it in their personal lives too. We'll use the classic "big rocks" approach to sort educator life into what deserves your best energy: the priorities, people, and purposes worth protecting. We'll laugh at the pebbles we've been carrying, get honest about the sand that's swallowed our time, and leave with a one-page prioritized plan. Because going wild isn't about a packed schedule, it's about a full life.

tracks: personal growth/wellbeing
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: notable quotables, focused listing, 3-2-1 summary, would you rather

Session survey ›

THURSDAY, DECEMBER 3 8:30 – 9:20



Go Wild by Going Long: Sharper Intervention and Stronger IEP Goals through Long Strand Concepts

Houston
Kathy Clapsaddle, lead4ward

How do we prioritize intervention for meaningful student growth? We analyze STAAR data. We lead intervention groups. We write compliant IEPs. But are our students with significant academic struggles actually getting closer to the rigor of grade-level instruction or just getting more support around the edges? Learn to use long-strand concepts, the high-leverage skills that stretch across standards and grade levels, so your intervention time targets meaningful growth instead of chasing isolated skills that don't transfer. Walk away with a lens for prioritizing intervention focus and a framework for writing more strategic IEP goals. Let's go long!

tracks: instruction, special education, access
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: yes, no, maybe so, dance it - chance it

Session survey ›



Push Past the Answer, Unlock the Thinking

Robertson & Leftwich
Connie Schaut, Humble ISD

What if the most important part of a student's answer isn't the answer itself, but how they got there? GO WILD with purpose: nurturing curiosity while cultivating real scientific reasoning. Explore lead4ward's instructional strategies like Connect the Dots and Summary Salad for gathering evidence, Dance It – Chance It for justifying a claim through discourse, and Mystery Bags for deepening reasoning, all designed to help students slow down, notice patterns, and turn observations into explanations. As one teacher put it after trying these strategies, "I used to think… now I know…" Walk away with practical tools to help every learner in your classroom make that same shift.

tracks: instruction, lead4ward track, science
audience: teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: connect the dots, summary salad, dance it - chance it, pair-square-share, mystery bag

Session survey ›



Go Wild with New Teacher Support: Real Ideas, Real Districts, Real Impact

Milam
Keli Soliz, lead4ward

Let's GO WILD with new teacher support! Join a panel of district leaders who are reimagining support for new teachers and mentors using Your New Teacher Journey book, the Mentoring and Coaching notebook, Academies, ePLCs, Training of Trainers, and other lead4ward resources. Hear how different districts adapt their approach to meet the real needs of their people, discover creative applications you can steal, and celebrate the "wild" ideas they're most proud of. Come ready to be inspired!

tracks: growing leaders, new to profession, lead4ward track
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: new teacher support page, Your New Teacher Journey: From First Steps to Firm Ground book, Mentoring and Coaching: Helping New Teachers Succeed notebook, new teacher ePLC, mentor ePLC, training of trainers, new teacher & mentor academies
lead4ward instructional strategies: rise and shine

Session survey ›

THURSDAY, DECEMBER 3 9:50 – 10:40



Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction

Lost Pines 1, 2, 3
Stephanie Zelenak, lead4ward

How do we use "STAAR Item Complexity Maps" to authentically and routinely support thinking, novelty, and context in daily instruction that meets the demands of the TEKS and STAAR? Rigor is something educators are always working toward, but knowing where and how it fits into instruction and assessment isn't always clear. Together, we'll dig into the latest enhancement in the field guides to:

• see how thinking and context are integrated in assessment, connect that to STAAR performance categories, and bring it into daily instruction

• explore the field guides' complexity maps to see the variety of thinking and context in released STAAR items

• examine what moves students beyond basic application to real transfer

• rethink how STAAR items inform instruction and intervention, leading to greater student success

tracks: instruction, lead4ward track, multidisciplinary/cross-curricular, data
audience: district leaders, principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: IQ tool, field guides
lead4ward instructional strategies: mystery sequence/re-sequence, pair-square-share

Session survey ›



Small Moves, Wild Math Gains

Lost Pines 6, 7, 8
Abby Loggains, Belton ISD

How do you eat an elephant? One bite at a time. Getting scholars to "go wild" for math can feel like an impossible task. But lasting growth doesn't come from piling more onto your plate; it comes from a few small, intentional shifts in how you teach. We'll explore practical, low-lift instructional moves that help students think more deeply instead of just doing more problems. Designed for teachers and leaders alike, you'll leave with simple strategies that create an outsized impact on student thinking, one small move at a time.

tracks: instruction, math
audience: district leaders, principals, teachers, instructional coaches, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: brain in the game, would you rather, vote with your feet

Session survey ›



Five Years In: What It Actually Takes to Sustain PBIS Districtwide

Baron's A, B, C
Jana Sandall & Phoebe Lim, Plano ISD

Any district can launch PBIS; few can sustain it for five years across every campus. We'll show you the district infrastructure Plano ISD created with Safe & Civil Schools (district leadership teams, campus PBIS teams, coaching cycles, implementation audits, and ongoing data reviews) that turned PBIS from a standalone initiative into an embedded system. You'll walk through the real balance of support and accountability that fosters principal ownership and campus buy-in, and leave with strategies and tools to strengthen your own district's PBIS systems for the long haul.

tracks: growing leaders, legislative updates, data
audience: district leaders, principals
lead4ward resources highlighted: free resources
lead4ward instructional strategies: pair-square-share

Session survey ›

5 SESSION DESCRIPTIONS

THURSDAY, DECEMBER 3 9:50 – 10:40



Go Wild with AI: Using Technology to Reclaim Time and Spark Creativity

Baron's D
Heather Self, Belton ISD

Let's Go WILD with AI! Discover how to skillfully and responsibly bring AI into your classroom to generate assessments and rubrics in minutes, streamline data collection and analysis, and differentiate instruction for every learner's needs. We'll explore the do's and don'ts of AI in education, tour multiple AI platforms, and create practical, ready-to-use resources. Whether you're just getting started or ready to expand your AI toolkit, you'll leave with ideas, strategies, and products you can use right away.

tracks: innovation/AI, lead4ward track
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: vote with your feet, odd one out, fact or fib showdown, vocabulary pyramid, dance it - chance it

Session survey ›



Navigating the Literacy Jungle

Baron's E, F, G
Cori Spellane, Los Fresnos CISD

In today's literacy jungle, are your students merely surviving, or are they equipped to thrive? We'll explore what literacy really means in a secondary classroom – not as a subject, but the way students learn, think, communicate, and create. Discover a simple daily planning commitment (read, write, think, speak) that makes sure every lesson includes all four skills, and see how these aren't just supports for emergent bilingual, special education, or GT students, but simply good teaching that helps every learner make it through the jungle and emerge ready to thrive.

tracks: instruction, reading, writing, emergent bilingual/ELL
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: LITERACYcentral, instructional strategies playlist, snapshots
lead4ward instructional strategies: snap and chat, pair-square-share, word scramble, mystery bag, tour of knowledge

Session survey ›



A Tsunami Election: Will campaign promises translate into legislative action?

Navarro y Bangs
Mark Terry, TEPSA

You know what happened in the 2026 midterm election. Now let's look at what it might mean for public education. Can Democrats keep the promises they made? Will the policies and legislation passed over the last five sessions stay intact? This is a look, sometimes funny and often outrageous, at an upcoming session that looks a lot bluer.

tracks: legislative updates
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders

Session survey ›

THURSDAY, DECEMBER 3 9:50 – 10:40



Preparing for the MANE Event - Go WILD with the Playlist in STAAR Review

Austin

Melissa Soileau, Lamar CISD

What are some ways teachers can implement lead4ward's Instructional Strategies Playlist to make social studies STAAR review fun and engaging? From "Three's a Crowd" to "Word Whack" to "Positive Pings," see how your students will go wild for these strategies.

tracks: instruction, social studies, lead4ward track
audience: teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: three's a crowd, word whack, positive pings, 3-2-1 summary

Session survey ›

Who's Driving? A Roundtable on Student Ownership, Agency, and the Wild Value of Productive Struggle

Houston

Kathy Clapsaddle, Celina Lopez, Jodi Denton & Vince Colunga, lead4ward

What happens when we stop rescuing students as soon as things get hard? This roundtable discussion digs into student ownership and agency and the productive struggle that makes both possible. Explore real classroom moves that release control without losing rigor: when to step back, how to build a culture where struggle feels safe instead of scary, and what it takes for students to own their learning instead of waiting for answers. Bring a strategy that's worked, a time it backfired, and your best open question. Let's Go Wild and figure out the balance together.

tracks: instruction, multidisciplinary/cross-curricular
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders

Session survey ›



Finished ≠ Learned: A Framework for Designing Experiences Students Remember

Robertson & Leftwich

April Greathouse, Grand Prairie ISD

Are we designing lessons for completion or for lasting learning? This interactive session flips that question into a practical process. You'll experience the Learning Experiences Framework firsthand (because the best way to learn about great learning experiences is to have one), then walk through a repeatable process for turning everyday lessons into something students genuinely remember, understand, and apply … not just finish. Leave with strategies, inspiration, and a planning process you can use immediately, in any subject or grade level.

tracks: instruction, special education, access, multidisciplinary/cross-curricular
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: dance it - chance it, think and throw

Session survey ›

THURSDAY, DECEMBER 3 9:50 – 10:40



Taming the "I Taught It" Instinct: Coaching New Teachers Toward Student Learning

Milam

Melissa Dubke & Subuk Tariq Usmani, ResponsiveEd

Early-career teachers are focused on surviving the classroom, which often means their post-conference reflections default to "I taught it," pointing to their own output instead of student evidence. Explore a research-based, field-tested coaching model that shifts feedback from one-way critique into ongoing, dialogic conversation. You'll see real coaching exchanges such as "What did the exit tickets tell you about who mastered the objective?" that helped teachers move from transmission-focused lessons to genuine student-led inquiry. Leave with practical coaching protocols, reflective questioning stems, and a clear method for tracking real evidence of student learning in your own coaching cycles.

tracks: instruction, lead4ward track, science
audience: district leaders, principals, instructional coaches, teacher leaders
lead4ward resources highlighted: Mentoring and Coaching: Helping New Teachers Succeed notebook, instructional strategies playlist, lead4ward quickchecks
lead4ward instructional strategies: 7 little words, notable partners, learning loops

Session survey ›

BE A CHAMPION

"Every child deserves a champion: an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be." **— Rita Pierson, Educator**

THURSDAY, DECEMBER 3 11:10 – 12:00



The Case for Engaging Learners (in an HQIM World)

Lost Pines 1, 2, 3
Brad Gibson, lead4ward

When the curriculum is highly scripted, what intentional planning decisions can we make to ensure every student is authentically engaged in meaningful learning while preserving the curriculum's intended outcomes? The question isn't whether we can afford to plan for engagement when using HQIM, it's whether we can afford not to. We'll explore the case for planning for engagement along with how to do it while staying faithful to the curriculum and its intended outcomes. Learn how to use lead4ward's engaging instructional strategies to make sure instruction hits the mark for student learning and growth.

tracks: instruction, multidisciplinary/cross-curricular, access
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: vote with your feet, choose and chat, play it - say it

Session survey ›



ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success

Lost Pines 6, 7, 8
Michelle Cadena & Priscilla Jatto, Ysleta ISD

Ysleta ISD achieved the highest mathematics STAAR performance among surrounding districts, and it didn't happen by accident. We'll share the proven, systematic model behind that growth: how instructional coaches and teachers partner to strengthen Tier 1 math instruction, use data analysis and progress monitoring to inform real-time instructional decisions, and deliver targeted interventions that support success for every learner. Discover how collaborative PLCs, strategic data use, and a culture of continuous growth work together; when we say ALL means ALL, we mean every student's math achievement.

tracks: instruction, legislative updates, access, data, lead4ward track, math, special education
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: one minute paper

Session survey ›



Clarity and Purpose: Taming the TEKS Jungle

Baron's A, B, C
Allison Guild & Andrea Fox, Wylie ISD

In the TEKS jungle, more isn't always better; sometimes less is exactly what's needed. For educators supporting students who require modified curriculum, this session challenges traditional planning using lead4ward's Teacher Learning Reports and long-strand data to identify high-impact standards. You'll practice aligning IEP goals with grade-level TEKS priorities through intentional PLC work, bringing real clarity to instruction without overwhelming teachers or students. You'll leave with practical, student-centered tools to focus your next PLC conversation.

tracks: instruction, access, data, lead4ward track, special education
audience: principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: thinking inside/outside the box

Session survey ›

THURSDAY, DECEMBER 3 11:10 – 12:00



From F to B in Two Years: A Central Office Model for Campus Improvement

Baron's D
JoLynn Ibarra, Manor ISD

What does it take to move a campus from an F rating to a B and keep it there? Our central office chose three core moves: consistent "get better faster" observation and feedback, guided PLC processes, and tight follow-up on district instructional initiatives. You'll see how spending 80% of central office time on campuses (not in the central office) changed central office staff from compliance monitors into true partners. Walk away with practical structures to align your own district team around targeted, responsive campus support.

tracks: growing leaders, data
audience: district leaders, principals
lead4ward resources highlighted: free resources
lead4ward instructional strategies: connect the dots, ball toss boogie

Session survey ›



We Created Our Own Map: A Campus-Wide Writing Adventure

Baron's E, F, G
Alison Jalufka, Liberty Hill ISD

We didn't just follow a map; we created our own. We've been on a bold writing adventure, aligning short constructed response (SCR) and extended constructed response (ECR) instruction from kindergarten through 5th grade and training every adult who works with students, including paraprofessionals, on the strategies behind it. See how a clear K-5 progression (from oral responses in kindergarten to full ECR mastery by 5th grade), shared posters and graphic organizers, and campus-wide data tracking turned a schoolwide writing goal into visible growth. You'll leave with practical, ready-to-use resources to help your own campus go a little wild in its writing instruction.

tracks: instruction, legislative updates, data, writing
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: rise and shine, dance it - chance it

Session survey ›



Go WILD: Ways Into Language Development

Navarro y Bangs
Celina Lopez, lead4ward

How can joyful, engaging instruction create more ways for every learner to think, talk, write, and succeed? Explore how the new ELPS, PLDs, and ELPS Field Guides help us move learners4ward! Get ready to move, talk, think, and have some fun with instructional strategies paired with scaffolded language supports. Then, see how these simple moves create meaningful entry points that help every learner access, participate in, and respond to rigorous learning. Along the way, we'll connect the new ELPS and PLDs to practice. You'll leave with a free online toolkit featuring 400 scaffolded entry points, ready to bring joyful, language-rich learning to life!

tracks: instruction, emergent bilingual/ELL, access
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: ELPS field guides, instructional strategies playlist, language supports
lead4ward instructional strategies: notable quotables, thought bubbles, mystery bag, rock and roll vocabulary

Session survey ›

THURSDAY, DECEMBER 3 11:10 – 12:00



Pancakes, Coffee Carts, and Careers: Going Wild with Vocational Skills in Life Skills Classrooms

Austin
Emillie Armstrong, Texas City ISD

Vocational skills aren't something we "get to" later, so where are they happening in your classroom right now? Learn how to embed vocational and prevocational skill development directly into the everyday life of a self-contained classroom. See how Pancake Fridays teach food prep and customer interaction, a teacher coffee cart develops money-handling and communication, stocking snack carts and sorting mail build organization and independence, and running a campus food pantry turns job readiness into real community service. Leave with practical, adaptable ideas to help your own students gain autonomy and post-school readiness through activities they're already excited to do.

tracks: access, special education
audience: district leaders, principals, teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: café conversations, texas two-step

Session survey ›



Wild by Design: Building Tasks That Make Thinking Irresistible

Robertson & Leftwich
Elissa Griffin, Humble ISD

What if every task you designed sparked curiosity and made students feel like real scientists, mathematicians, or historians? Learn a framework for creating structured tasks worth doing that push students to explain, justify, and reason in any content area. Together, we'll look at "The Venom Verdict," a task where Biology students became forensic investigators, analyzing patient data and venom profiles to identify the snake responsible, then constructing an argument explaining how its enzymes damaged the patient's cells. You don't need to teach Biology to see the point: it's a model for the kind of thinking any discipline can demand. You'll experience the task firsthand, then leave with tools to create or upgrade one of your own, so your students do the real work of your field, not just finish an assignment.

tracks: instruction, lead4ward track, science, multidisciplinary/cross-curricular
audience: teachers, instructional coaches, special educators, teacher leaders
lead4ward resources highlighted: free resources
lead4ward instructional strategies: musical mix-freeze-group, odd one out, summary salad

Session survey ›



Thriving in the Wild: A New Teacher Induction Journey

Milam
Katie Braden & Magen Jacks, Rockwall ISD

Welcome to the jungle! New educators don't all arrive with the same map, and mentors often navigate different terrain with every teacher they support. Explore how our district developed a differentiated induction ecosystem that helps both new educators and mentors thrive in the wild world of education. Discover practical strategies for supporting diverse preparation pathways, strengthening instructional practices, and fostering meaningful relationships. Through interactive collaboration, you'll learn impactful ways to create a true induction program that nurtures growth, empowers mentors, and strengthens connections throughout the expedition so educators don't just survive the jungle, they flourish within a thriving school ecosystem.

tracks: growing leaders, new to profession, lead4ward track
audience: district leaders, principals, instructional coaches
lead4ward resources highlighted: new teacher resources
lead4ward instructional strategies: insta-GRAPHIC, tour of knowledge, connect the dots, wishful thinking

Session survey ›

FIND YOUR TRACK

Pick the track that fits your role or goals, then follow it through both days. Each session is listed by day, session number, and room. Many sessions belong to more than one track.

Growing Leaders

TUE PRE Being the Leader Your New Teachers Need
Houston

WED S1 From Compliance to Coaching: A Plan to Retain Beginning Teachers That Actually Works
Milam

WED S1 Go Wild Growing the Teacher Leaders Already in Your Building!
Lost Pines 1, 2, 3

WED S1 Go Wild with Leadership: Make Meetings Fun Again (Without Losing Productivity)
Baron's D

WED S1 Leading the Wild: How Clear Expectations Create Courageous Learners
Navarro y Bangs

WED SP Progress Before Performance: How Lewisville ISD Leaders Showed Up for Their Most Struggling Campuses
Lost Pines 4 & 5

WED S2 From Survival Mode to Yes, I Can! A Phase-by-Phase Guide to New Teacher PD
Milam

WED S2 Wildly Intentional Leadership: Joy, Trust, and the Turnaround
Baron's A, B, C

WED S3 Boring to Bold: Reigniting Math Engagement, One Campus at a Time
Lost Pines 6, 7, 8

WED S3 Changing Everything Would Be a Wild miSSTep: Leading the Transition from STAAR to SST
Lost Pines 1, 2, 3

WED S3 From Crickets to Conversation: Building Powerful PLCs Within the Structure You Already Have
Baron's D

WED S3 GO WILD with 3D Coaching: Where Science Sensemaking Meets Possibility
Robertson & Leftwich

WED S3 Let Them Grow Wild: Keeping Great Teachers, Growing Great Leaders
Pecan Court (outdoor)

WED S3 The Year-Two Gap Nobody Talks About: Building Induction Support That Doesn't Stop at Year One
Milam

WED S3 Untamed Planning: Wildly Effective Online Lesson Planning
Houston

THU S4 Go Wild with New Teacher Support: Real Ideas, Real Districts, Real Impact
Milam

THU S4 Learning That Matters, Leadership That Lasts
Lost Pines 1, 2, 3

THU S4 Meet Them Where They Are: Using Data to Personalize Growth for Students and Teachers
Baron's D

THU S4 The Temple Takeover: One Campus, Three Strategies, One "A" Rating
Baron's A, B, C

Growing Leaders (cont.)

THU S5 Five Years In: What It Actually Takes to Sustain PBIS Districtwide
Baron's A, B, C

THU S6 From F to B in Two Years: A Central Office Model for Campus Improvement
Baron's D

THU S6 Thriving in the Wild: A New Teacher Induction Journey
Milam

New to Profession

TUE PRE Being the Leader Your New Teachers Need
Houston

TUE PRE lead4ward 101
Robertson & Leftwich

WED S1 From Compliance to Coaching: A Plan to Retain Beginning Teachers That Actually Works
Milam

WED S2 Bold Pedagogy: Breaking the Compliance-Creativity Ceiling
Austin

WED S2 From Survival Mode to Yes, I Can! A Phase-by-Phase Guide to New Teacher PD
Milam

WED S3 GO WILD with 3D Coaching: Where Science Sensemaking Meets Possibility
Robertson & Leftwich

WED S3 The Year-Two Gap Nobody Talks About: Building Induction Support That Doesn't Stop at Year One
Milam

THU S4 Go Wild with New Teacher Support: Real Ideas, Real Districts, Real Impact
Milam

THU S6 Thriving in the Wild: A New Teacher Induction Journey
Milam

lead4ward Track

TUE PRE lead4ward 101
Robertson & Leftwich

WED S1 Go WILD with Little Learners: lead4ward Strategies for PreK-2
Houston

WED S1 Math Engagement That Actually Moves Learning
Lost Pines 6, 7, 8

WED S1 The Wild Truth About the SEPs on STAAR Science
Robertson & Leftwich

WED SP Progress Before Performance: How Lewisville ISD Leaders Showed Up for Their Most Struggling Campuses
Lost Pines 4 & 5

WED S2 Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist
Robertson & Leftwich

FIND YOUR TRACK (continued)

lead4ward Track (cont.)

- **WED S2** WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction
  Baron's D
- **WED S3** Boring to Bold: Reigniting Math Engagement, One Campus at a Time
  Lost Pines 6, 7, 8
- **WED S3** Changing Everything Would Be a Wild miSSTep: Leading the Transition from STAAR to SST
  Lost Pines 1, 2, 3
- **WED S3** From Crickets to Conversation: Building Powerful PLCs Within the Structure You Already Have
  Baron's D
- **WED S3** Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar
  Baron's E, F, G
- **WED S3** The Year-Two Gap Nobody Talks About: Building Induction Support That Doesn't Stop at Year One
  Milam
- **WED S3** Untamed Planning: Wildly Effective Online Lesson Planning
  Houston
- **THU S4** From Missed to Mastered: Turning Mistakes into Wild Opportunities
  Baron's E, F, G
- **THU S4** Go Wild with New Teacher Support: Real Ideas, Real Districts, Real Impact
  Milam
- **THU S4** Push Past the Answer, Unlock the Thinking
  Robertson & Leftwich
- **THU S5** Go Wild with AI: Using Technology to Reclaim Time and Spark Creativity
  Baron's D
- **THU S5** Preparing for the MANE Event - Go WILD with the Playlist in STAAR Review
  Austin
- **THU S5** Taming the "I Taught It" Instinct: Coaching New Teachers Toward Student Learning
  Milam
- **THU S5** Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction
  Lost Pines 1, 2, 3
- **THU S6** ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
  Lost Pines 6, 7, 8
- **THU S6** Clarity and Purpose: Taming the TEKS Jungle
  Baron's A, B, C
- **THU S6** Thriving in the Wild: A New Teacher Induction Journey
  Milam
- **THU S6** Wild by Design: Building Tasks That Make Thinking Irresistible
  Robertson & Leftwich

Math

- **WED S1** Math Engagement That Actually Moves Learning
  Lost Pines 6, 7, 8
- **WED S2** Let Them Roam: Unleashing Productive Struggle in Math
  Lost Pines 6, 7, 8
- **WED S3** Boring to Bold: Reigniting Math Engagement, One Campus at a Time
  Lost Pines 6, 7, 8
- **WED S3** Wild About Growth: Data That Sets You Free
  Baron's A, B, C
- **THU S4** Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician
  Lost Pines 6, 7, 8
- **THU S5** Small Moves, Wild Math Gains
  Lost Pines 6, 7, 8
- **THU S6** ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
  Lost Pines 6, 7, 8

Writing

- **WED S1** Literacy Intervention: Right Skill, Right Support, Right Time
  Baron's A, B, C
- **WED S2** Grammar in the Wild: Returning Grammar to Its Natural Habitat for Secondary Writers (6-12)
  Baron's E, F, G
- **THU S5** Navigating the Literacy Jungle
  Baron's E, F, G
- **THU S6** We Created Our Own Map: A Campus-Wide Writing Adventure
  Baron's E, F, G

Science

- **WED S1** The Wild Truth About the SEPs on STAAR Science
  Robertson & Leftwich
- **WED S2** Skee-Ball, Plinko, and the Wild World of Student Engineering
  Pecan Court (outdoor)
- **WED S3** Boring to Bold: Reigniting Math Engagement, One Campus at a Time
  Lost Pines 6, 7, 8
- **WED S3** GO WILD with 3D Coaching: Where Science Sensemaking Meets Possibility
  Robertson & Leftwich
- **WED S3** Wild About Growth: Data That Sets You Free
  Baron's A, B, C
- **THU S4** Push Past the Answer, Unlock the Thinking
  Robertson & Leftwich
- **THU S5** Taming the "I Taught It" Instinct: Coaching New Teachers Toward Student Learning
  Milam
- **THU S6** Wild by Design: Building Tasks That Make Thinking Irresistible
  Robertson & Leftwich

FIND YOUR TRACK (continued)

Reading

WED S1 Literacy Intervention: Right Skill, Right Support, Right Time
Baron's A, B, C

WED S2 Grammar in the Wild: Returning Grammar to Its Natural Habitat for Secondary Writers (6-12)
Baron's E, F, G

WED S3 Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar
Baron's E, F, G

THU S4 From Missed to Mastered: Turning Mistakes into Wild Opportunities
Baron's E, F, G

THU S5 Navigating the Literacy Jungle
Baron's E, F, G

Multidisciplinary/Cross-Curricular

WED S1 "I'm 12. Why should I care?" Integrating Visual and Emotional Engagement into Curriculum
Austin

WED S2 Bold Pedagogy: Breaking the Compliance-Creativity Ceiling
Austin

WED S2 WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction
Baron's D

THU S5 Finished ≠ Learned: A Framework for Designing Experiences Students Remember
Robertson & Leftwich

THU S5 Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction
Lost Pines 1, 2, 3

THU S5 Who's Driving? A Roundtable on Student Ownership, Agency, and the Wild Value of Productive Struggle
Houston

THU S6 The Case for Engaging Learners (in an HQIM World)
Lost Pines 1, 2, 3

THU S6 Wild by Design: Building Tasks That Make Thinking Irresistible
Robertson & Leftwich

Social Studies

WED S2 Social Studies TEKS Under Construction
Navarro y Bangs

WED S3 Boring to Bold: Reigniting Math Engagement, One Campus at a Time
Lost Pines 6, 7, 8

WED S3 access4all: Social Studies
Navarro y Bangs

THU S5 Preparing for the MANE Event - Go WILD with the Playlist in STAAR Review
Austin

Data

TUE PRE Preparing4ward in Accountability
Austin

WED S1 Go Wild Growing the Teacher Leaders Already in Your Building!
Lost Pines 1, 2, 3

WED S1 The Wild Truth About the SEPs on STAAR Science
Robertson & Leftwich

WED SP Progress Before Performance: How Lewisville ISD Leaders Showed Up for Their Most Struggling Campuses
Lost Pines 4 & 5

WED S2 Assessment and Accountability Are Changing … BUT Growth Still Wins!
Lost Pines 1, 2, 3

WED S3 From Crickets to Conversation: Building Powerful PLCs Within the Structure You Already Have
Baron's D

WED S3 Let Them Grow Wild: Keeping Great Teachers, Growing Great Leaders
Pecan Court (outdoor)

WED S3 Untamed Planning: Wildly Effective Online Lesson Planning
Houston

WED S3 Wild About Growth: Data That Sets You Free
Baron's A, B, C

THU S4 From Missed to Mastered: Turning Mistakes into Wild Opportunities
Baron's E, F, G

THU S4 Meet Them Where They Are: Using Data to Personalize Growth for Students and Teachers
Baron's D

THU S4 The Temple Takeover: One Campus, Three Strategies, One "A" Rating
Baron's A, B, C

THU S5 Five Years In: What It Actually Takes to Sustain PBIS Districtwide
Baron's A, B, C

THU S5 Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction
Lost Pines 1, 2, 3

THU S6 ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
Lost Pines 6, 7, 8

THU S6 Clarity and Purpose: Taming the TEKS Jungle
Baron's A, B, C

THU S6 From F to B in Two Years: A Central Office Model for Campus Improvement
Baron's D

THU S6 We Created Our Own Map: A Campus-Wide Writing Adventure
Baron's E, F, G

FIND YOUR TRACK (continued)

Access

WED S1 Literacy Intervention: Right Skill, Right Support, Right Time
Baron's A, B, C

WED S2 Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist
Robertson & Leftwich

WED S2 WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction
Baron's D

WED S3 Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar
Baron's E, F, G

WED S3 access4all: Social Studies
Navarro y Bangs

THU S4 Go Wild by Going Long: Sharper Intervention and Stronger IEP Goals through Long Strand Concepts
Houston

THU S4 Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician
Lost Pines 6, 7, 8

THU S5 Finished ≠ Learned: A Framework for Designing Experiences Students Remember
Robertson & Leftwich

THU S6 ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
Lost Pines 6, 7, 8

THU S6 Clarity and Purpose: Taming the TEKS Jungle
Baron's A, B, C

THU S6 Go WILD: Ways Into Language Development
Navarro y Bangs

THU S6 Pancakes, Coffee Carts, and Careers: Going Wild with Vocational Skills in Life Skills Classrooms
Austin

THU S6 The Case for Engaging Learners (in an HQIM World)
Lost Pines 1, 2, 3

Emergent Bilingual/ELL

THU S4 Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician
Lost Pines 6, 7, 8

THU S5 Navigating the Literacy Jungle
Baron's E, F, G

THU S6 Go WILD: Ways Into Language Development
Navarro y Bangs

Innovation/AI

WED S1 Math Engagement That Actually Moves Learning
Lost Pines 6, 7, 8

WED S3 Reframe Your Thinking: AI as a Partner, Not a Replacement
Austin

WED S3 Untamed Planning: Wildly Effective Online Lesson Planning
Houston

THU S5 Go Wild with AI: Using Technology to Reclaim Time and Spark Creativity
Baron's D

Legislative Updates

TUE PRE Preparing4ward in Accountability
Austin

WED S2 Assessment and Accountability Are Changing … BUT Growth Still Wins!
Lost Pines 1, 2, 3

WED S2 Social Studies TEKS Under Construction
Navarro y Bangs

WED S3 Changing Everything Would Be a Wild miSSTep: Leading the Transition from STAAR to SST
Lost Pines 1, 2, 3

THU S4 The Temple Takeover: One Campus, Three Strategies, One "A" Rating
Baron's A, B, C

THU S5 Five Years In: What It Actually Takes to Sustain PBIS Districtwide
Baron's A, B, C

THU S5 Surviving the 89th: A Principal's Guide to Political Mayhem
Navarro y Bangs

THU S6 ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
Lost Pines 6, 7, 8

THU S6 We Created Our Own Map: A Campus-Wide Writing Adventure
Baron's E, F, G

Personal Growth/Wellbeing

WED S2 Wildly Intentional Leadership: Joy, Trust, and the Turnaround
Baron's A, B, C

WED S2 Your Wild Reason: Reconnecting to the Purpose That Started It All
Houston

THU S4 Taming the To-Do List: Navigating Priorities in a Wild World
Austin

Special Education

WED S2 Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist
Robertson & Leftwich

WED S2 WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction
Baron's D

THU S4 Go Wild by Going Long: Sharper Intervention and Stronger IEP Goals through Long Strand Concepts
Houston

THU S5 Finished ≠ Learned: A Framework for Designing Experiences Students Remember
Robertson & Leftwich

THU S6 ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
Lost Pines 6, 7, 8

THU S6 Clarity and Purpose: Taming the TEKS Jungle
Baron's A, B, C

THU S6 Pancakes, Coffee Carts, and Careers: Going Wild with Vocational Skills in Life Skills Classrooms
Austin

FIND YOUR TRACK (continued)

Instruction

TUE PRE lead4ward 101
Robertson & Leftwich

WED S1 "I'm 12. Why should I care?" Integrating Visual and Emotional Engagement into Curriculum
Austin

WED S1 Go WILD with Little Learners: lead4ward Strategies for PreK-2
Houston

WED S1 Leading the Wild: How Clear Expectations Create Courageous Learners
Navarro y Bangs

WED S1 Literacy Intervention: Right Skill, Right Support, Right Time
Baron's A, B, C

WED S1 Math Engagement That Actually Moves Learning
Lost Pines 6, 7, 8

WED S1 Scripted, Not Silenced: How to Bring Your Creative Voice into HQIM
Baron's E, F, G

WED S1 The Wild Truth About the SEPs on STAAR Science
Robertson & Leftwich

WED S2 Bold Pedagogy: Breaking the Compliance-Creativity Ceiling
Austin

WED S2 Grammar in the Wild: Returning Grammar to Its Natural Habitat for Secondary Writers (6-12)
Baron's E, F, G

WED S2 Let Them Roam: Unleashing Productive Struggle in Math
Lost Pines 6, 7, 8

WED S2 Skee-Ball, Plinko, and the Wild World of Student Engineering
Pecan Court (outdoor)

WED S2 Untamed Access: Embedding Accommodations in the Instructional Strategies Playlist
Robertson & Leftwich

WED S2 WILD Growth in 10 Minutes or Less: A Low-Prep Routine for Intervention and Specially Designed Instruction
Baron's D

WED S3 Boring to Bold: Reigniting Math Engagement, One Campus at a Time
Lost Pines 6, 7, 8

WED S3 Go Wild with Tier 1 Instruction: Repairing Foundational Skills Without Lowering the Bar
Baron's E, F, G

WED S3 Untamed Planning: Wildly Effective Online Lesson Planning
Houston

WED S3 Wild About Growth: Data That Sets You Free
Baron's A, B, C

WED S3 access4all: Social Studies
Navarro y Bangs

THU S4 From Missed to Mastered: Turning Mistakes into Wild Opportunities
Baron's E, F, G

THU S4 Go Wild by Going Long: Sharper Intervention and Stronger IEP Goals through Long Strand Concepts
Houston

Instruction (cont.)

THU S4 Push Past the Answer, Unlock the Thinking
Robertson & Leftwich

THU S4 Untamed Math Talk: Language Routines That Turn Every Student into a Mathematician
Lost Pines 6, 7, 8

THU S5 Finished ≠ Learned: A Framework for Designing Experiences Students Remember
Robertson & Leftwich

THU S5 Navigating the Literacy Jungle
Baron's E, F, G

THU S5 Preparing for the MANE Event - Go WILD with the Playlist in STAAR Review
Austin

THU S5 Small Moves, Wild Math Gains
Lost Pines 6, 7, 8

THU S5 Taming the "I Taught It" Instinct: Coaching New Teachers Toward Student Learning
Milam

THU S5 Using lead4ward Field Guides for Deeper Understanding of How Assessment Can Help Drive Wildly Effective Instruction
Lost Pines 1, 2, 3

THU S5 Who's Driving? A Roundtable on Student Ownership, Agency, and the Wild Value of Productive Struggle
Houston

THU S6 ALL Means ALL: A Proven Tier 1 and Intervention Model for Math Success
Lost Pines 6, 7, 8

THU S6 Clarity and Purpose: Taming the TEKS Jungle
Baron's A, B, C

THU S6 Go WILD: Ways Into Language Development
Navarro y Bangs

THU S6 The Case for Engaging Learners (in an HQIM World)
Lost Pines 1, 2, 3

THU S6 We Created Our Own Map: A Campus-Wide Writing Adventure
Baron's E, F, G

THU S6 Wild by Design: Building Tasks That Make Thinking Irresistible
Robertson & Leftwich

MEET OUR PRESENTERS

Sophia Acevedo	lead4ward
Brittney Ainsworth	Galena Park ISD
Andrea Alvarado	Pflugerville ISD
Misty Andersen	Temple ISD
Emillie Armstrong	Texas City ISD
Patrick Armstrong	Dickinson ISD
Jennifer Beard	Snyder ISD
Katie Braden	Rockwall ISD
Michelle Cadena	Ysleta ISD
Michelle Cavazos	Galena Park ISD
Courtney Christian	Priority Charter Schools
Kathy Clapsaddle	lead4ward
Vince Colunga	lead4ward
Leah Cowan	Midlothian ISD
Emily Cram	eduphoria
Russell Dean	Snyder ISD
Jodi Denton	lead4ward
Melissa Dubke	ResponsiveEd
Barbara Epperson	Temple ISD
John Fessenden	lead4ward
Andrea Fox	Wylie ISD
Adrienne Gall	Lewisville ISD
Mari Gault	Snyder ISD
Brad Gibson	lead4ward
Martha Gomez	Galena Park ISD
April Greathouse	Grand Prairie ISD
Elissa Griffin	Humble ISD
Allison Guild	Wylie ISD
Patrick Guy	Lewisville ISD
Michelle Hall	Montgomery ISD
LaTonya Hudson	Humble ISD
Kirsten Hund	The Holdsworth Center
JoLynn Ibarra	Manor ISD
Magen Jacks	Rockwall ISD
Alison Jalufka	Liberty Hill ISD
Priscilla Jatto	Ysleta ISD
Alex Kavich	lead4ward
Ervin Knezek	lead4ward
Shelley Kukulski	Temple ISD
Stephanie Lawson	Lewisville ISD
Rachael Lewis	Snyder ISD
Karina Ligon	Ector County ISD
Phoebe Lim	Plano ISD
Lori Litchfield	Lewisville ISD
Abby Loggains	Belton ISD
Celina Lopez	lead4ward
Yesaira Lopez	ResponsiveEd
Holli Malloy	Galena Park ISD
Michael Marek	Temple ISD
Lindsey Moore	Conroe ISD
Renea Moore	Mesquite ISD
Kaylee Neff	Snyder ISD
Haily Rambo	lead4ward
Jennifer Roach	Galena Park ISD
Kellye Robinson	Conroe ISD
Ashley Rosilier	lead4ward
Mimi Salmon	lead4ward
Ashley Sanchez	ResponsiveEd
Jana Sandall	Plano ISD
Connie Schaut	Humble ISD
Cassandra Scott	ResponsiveEd
Heather Self	Belton ISD
Jill Siler	TASA
Justin Singleton	Humble ISD
Melissa Soileau	Lamar CISD
Keli Soliz	lead4ward
Karen Spalding	Lewisville ISD
Cori Spellane	Los Fresnos CISD
Rachel Taylor	Plano ISD
Mark Terry	TEPSA
Clee Upchurch	lead4ward
Subuk Tariq Usmani	ResponsiveEd
Hollye Walker	Midlothian ISD
Jordan Wheatley	Dallas ISD
Jessica White	Snyder ISD
Gayla Wiggins	lead4ward
Stephanie Zelenak	lead4ward

Thank you for sharing your ideas, your energy, and your classrooms with us.

2027 CONFERENCE

Rockin' Review: Let's do this!

One final STAAR. New strategies.
Plans and materials for all 10 days.

February 9 – Irving Convention Center
February 10 – Irving Convention Center
February 16 – Hyatt Baytown
February 17 – Hyatt Baytown
February 23 – San Marcos – Embassy Suites Conv. Ctr.
February 24 – San Marcos – Embassy Suites Conv. Ctr.
March 1 – Virtual
March 2 – Virtual

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december 1-2 • hyatt lost pines
registration opens december 2026!

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