

# elevate

AUSTIN, TX 2025

FEAT.  
MR.  
GREG,  
JERE  
CHANG



JONATHON  
HINES,  
GERRY  
BROOKS



JACK  
HARTMANN!



FAIRMONT  
AUSTIN

JULY 7-9

# WHO WE ARE

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



**Founded in  
Research**

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



**Next Day  
Implementation**

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



**Vetted  
Speakers**

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

# elevate

IS BROUGHT TO YOU BY:

## PRESENTING PARTNERS



## CHARITY PARTNER



## GOLD PARTNERS



## SILVER PARTNERS



## BRONZE PARTNERS



# Topics Covered at ELEVATE! Austin



**Science of  
Reading**



**Data Driven  
Instruction**



**School  
Culture**



**English  
Language Arts**



**Fine Motor**



**School  
Leadership**



**Math**



**Classroom  
Management**



**Play Based  
Learning**



**The Arts**



**STEAM**



**Writing**



**Science**



**Social  
Emotional  
Learning**



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



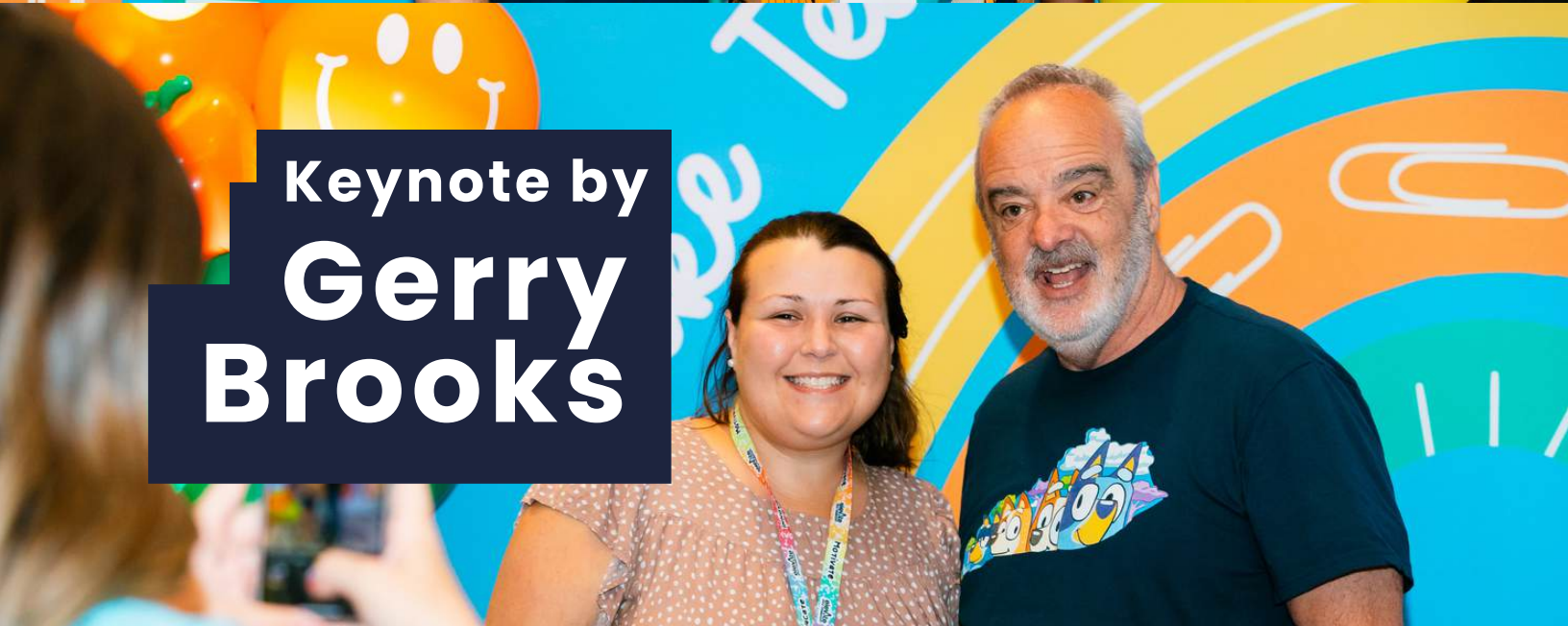
**ESL**



# Featuring...



Keynote by  
**Mr.  
Greg**



Keynote by  
**Gerry  
Brooks**



Performance by  
**Jack  
Hartmann**



**Featuring...**

**Keynote by**

**Johnathon  
Hines**



**Special Session  
by**

**Jere  
Chang**



# JOIN US IN AUSTIN, TX!



## LOCATION & HOTEL

**Fairmont Austin**  
101 Red River St  
Austin, TX 78701

[REGISTER HERE](#)

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

[BOOK HOTEL](#)

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

Available Now!



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



**TO PAY BY P.O.**

**CLICK HERE**

**IMPORTANT INFO**

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

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

**QUESTIONS, EMAIL US AT**  
**CONTACT@ELEVATEYOURCLASSROOM.COM**

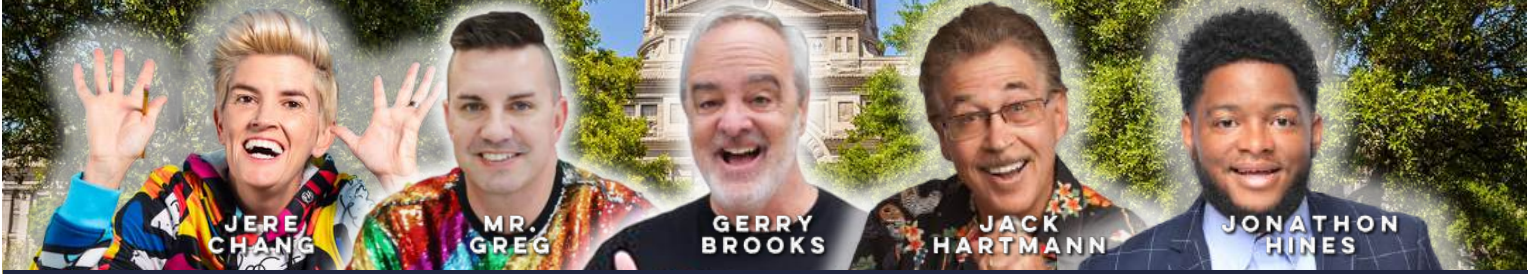
**DOWNLOAD OUR W9 - CLICK HERE**



**elevate**  
**AUSTIN 2025**  
 Featuring...

July 7th - 9th, 2025

Fairmont Austin  
 101 Red River St  
 Austin, TX 78701



# SCHEDULE

## JULY 7TH, 2025

4pm - 6pm	Registration
6pm - 7pm	Dance Party with Jack Hartmann

## JULY 8TH, 2025

8am	Announcements
8:15am - 9:15am	Keynote - Jonathon Hines
9:45am - 10:45am	Breakout Sessions
11:00am - 12:00pm	Breakout Sessions
12:00pm - 1:30pm	Lunch (On your own)
1:30pm - 2:30pm	Breakout Sessions
2:45pm - 3:45pm	Breakout Sessions
4:00pm - 5:00pm	Breakout Sessions
7:30pm - 8:30pm	Evening Session by Jere Chang

## JULY 9TH, 2025

8am	Announcements
8:15am - 9:15am	Keynote - Gerry Brooks
9:45am - 10:45am	Breakout Sessions
11:00am - 12:00pm	Breakout Sessions
12:00pm - 1:30pm	Lunch (On your own)
1:30pm - 2:30pm	Breakout Sessions
2:45pm - 3:45pm	Closing Keynote - Mr. Greg

\*Schedule is subject to change with or without notice.

# WHY YOU SHOULD ATTEND ELEVATE

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





# WHAT YOU GET AT ELEVATE!



Over two days of lively and enriching sessions across content areas



Certificate for 12 Contact Hours of Professional Development.



An Elevate Your Classroom t-shirt



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



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



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





Nashville 2024



Phoenix 2024



Nashville 2024



d



Nashville 2023



Nashville 2024

# ON THE MAIN STAGE

## #HappyClassrooms



By **Greg Smedley-Warren** | **Keynote**

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

### About Greg

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

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

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

## Personal Climate and Culture. The Choice is Yours.

By Gerry Brooks | Keynote

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



### About Gerry

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

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

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





## About Johnathon Hines

Johnathon Hines is a Pre-K educator and father from Atlanta, Georgia. He attended Albany State University on a full athletic scholarship in basketball. After graduating with his Bachelor of Arts degree in Health and Physical Education, he went on to play professionally in South America (Peru). When he returned, he decided to go into the field of education because he was passionate about mentoring and working with children. After earning his Master's Degree in Elementary Education from Grand Canyon University, he began his career teaching pre-kindergarten students. Mr. Hines understands that a first impression is a lasting impression for children, so he provides an exciting learning experience for his students each day. Additionally, he understands that in our community there is a shortage of exposure to positive Black males and wants to show children that African American men can be heroes in an every-day role, like teaching. In 2020, Mr. Hines made history as the first Black male to be named the Public School Pre-K Teacher of the Year for the entire State of Georgia. In his spare time, Mr. Hines enjoys spending time with his daughter, watching basketball and spending quality time with friends and family.

## Dance Party w/ Jack Hartmann



### With Jack Hartmann | Entertainment

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

### About Jack

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

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

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

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

## About Jere Chang



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

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

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





Phoenix 2024



Nashville 2024



Phoenix 2024

# IN OUR BREAKOUT ROOMS



Dallas 2024



England 2023



Nashville 2024

# Austin Presenters



## Vera Ahiyya

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

### **Vera's sessions:**

**Session 1 - There's a Book for That!**

**Session 2 - Magical Math Centers**

**Session 3 - How Will You Start the Day?**



## MaríaMercedes Champion

¡Hola! My name is MaríaMercedes Champion, an early childhood teacher and consultant educated in Colombia, Spain and the USA, with over 18 years in the Pre-k classroom. I love creating songs, activities, and a playful rich language environment for my students. I am passionate about sharing what I have learned and created with other educators, to learn and PLAY together.

### **MaríaMercedes's sessions:**

**Session 1 - Playing and LEARNING Together**

**Session 2 - Building Parent Partnerships**

**Session 3 - From Scribbles to Letters: Writing, a Complex Process**



## Shannon Cunningham

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

### **Shannon's sessions:**

**Session 1 - Tinker, Create, and Explore with STEAM**

**Session 2 - Boosting Learning and Language Through Play**

**Session 3 - Using AI To Save Your Time and Energy to Teach!**



# Austin Presenters



## Jake Daggett

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

### **Jake's sessions:**

**Session 1 - Dictation: Reimagining Spelling Instruction**

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

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



## Christina DeCarbo

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

### **Christina's sessions:**

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

**Session 2 - Lights, Camera, Read! Fluency Strategies that Steal the Show**

**Session 3 - Sentence Success! Explicit Instruction for Little Learners**



## Edward DeShazer

Edward has been in education for 18 years. He is currently the Executive Director of Greater Holy Temple Christian Academy (GHTCA.) GHTCA is a private K-8 school in Milwaukee, WI. Under his leadership, GHTCA went from a one-star school ranking to a four-star school in six years. In 2021, he was nominated by BizTimes as the Notable Minority Executive in Wisconsin. In 2023, he was nominated as a Notable BIPOC Executive in Wisconsin.

### **Edward's sessions:**

**Session 1 - Building Bridges**

**Session 2 - From Compliance to Community: 5 Keys to a Thriving School Culture**



# Austin Presenters



## Dr. Adam Dovico

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

### Adam's sessions:

#### **Session 1 - Conflict, Crucial Conversations, and Creative Solutions**



## Holly Ehle

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

### Holly's sessions:

#### **Session 1 - Reading Block Revolution**

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

# Austin Presenters



## Kim Jordano

Kimberly Jordano brings over 35 years of teaching experience to her kindergarten classroom in the Los Alamitos School District in California. As a master teacher and language arts mentor, she holds a master's degree in English as a Second Language (ESL). In addition to her full-time role as a kindergarten teacher, Kimberly is a national presenter and content creator, sharing her insights and ideas daily on Instagram and her Facebook page, Kinderbykim. Her goal is to keep the JOY in kindergarten experience while teaching the standards in a meaningful, child-centered way. You can find all of her creative teacher resource materials at [teacherspayteachers.com/kinderbykim](https://www.teacherspayteachers.com/kinderbykim) and on Hey, Teach! at [schoolgirlstyle.com](https://www.schoolgirlstyle.com)

### Kim's sessions:

**Session 1 - Let's Streamline Your Literacy Centers!**

**Session 2 - Retelling Strategies that Stick!**

**Session 3 - Phonemic Awareness and Phonics Fun with a Dollar Store Twist!**



## Katie Knight

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

### Katie's sessions:

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

**Session 2 - Recess Referee**

**Session 3 - Data Bros**



## Ashley Moore

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

### Ashley's sessions:

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

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

# Austin Presenters



## Crystal Oswald

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

### **Crystal's sessions:**

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

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



## Alexia Pendleton

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

### **Alexia's sessions:**

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

**Session 2 - Stronger Together: Building Families and Communities**

**Session 3 - Developing Feeling Vocabulary in a Community Meeting**



## Whitney Ramirez

Whitney Ramirez is a first and second grade teacher in San Diego, CA. Currently in her twelfth year of teaching, Whitney has taught five different grade levels, experienced a variety of school cultures, and worked with many unique teaching personalities. She loves public speaking, and even had a moment where she made it to the third audition round at American Idol (way back in 2010!). She also has two Master's degrees, and was a D1 collegiate athlete, playing lacrosse at St. Mary's College of CA. There are things that she learned on the field that have made her a better leader and teacher.

### **Whitney's sessions:**

**Session 1 - Math Outside the Curriculum**

**Session 2 - A Writing Piece in a Week**

**Session 3 - Seamless & Simple STEAM**



# Austin Presenters



## Mr. Greg Smedley-Warren

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

### Mr. Greg’s sessions:

**Session 1 - Explore, Excite, Discover**

**Session 2 - Data Bros.**

**Session 3 - Social Studies & Science Made Easy**

**Session 4 - Mastering the Classroom Symphony: A Guide to Effective Classroom Management**



## Debrice Smith-Hill

My name is Debrice Smith-Hill, and I hail from the beautiful island of the Bahamas, currently residing in Florida. With 20 years of experience as an educator, I have taught first, fourth, fifth, and sixth grades. For the past eight years, I have been a first-grade teacher, and I can confidently say that first grade is indeed the best grade ever. Presently, I work as an instructional coach for students in kindergarten through sixth grade, and I absolutely adore this position because I have the best of both worlds teaching teachers and students. Additionally, I have had the honor of being a keynote speaker and presenter at various conferences. My passion for reading and phonics runs deep, as I believe it is the essential key to unlocking a successful education. I am committed to fostering an inclusive and dynamic learning environment where every student feels valued and empowered to reach their full potential. My journey as an educator has been incredibly rewarding, and I look forward to continuing to make a positive impact in the lives of my students and fellow educator.

### Debrice’s sessions:

**Session 1 - From Letters to Words**

**Session 2 - Unlocking Math Lessons**

**Session 3 - Beyond the Bookshelf: Innovative Approaches to Story Time**

# Austin Presenters



## Hilary Statum

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

### Hilary's sessions:

**Session 1 - Playful Numbers: Engaging and Effective Math Games**

**Session 2 - Hilary's Literacy Lab**



## Jeremy Sturdivant

My name is Jeremy Sturdivant Sr. (Mr. Jay). I am a proud father. I'm originally from York Alabama. Mr. Jay is a Lead Prek Teacher. I've been teaching and living in Georgia for 8 years now. I am very passionate about teaching our youth new ideas and strategies. I enjoy being the person in a child's life who listens to their thoughts and feelings. Being able to watch children grow and learn is amazing. Teaching in ECE is special to me because I help with setting the educational foundation in their journey of becoming respectful, intelligent, and well rounded individuals. I have a Bachelor degree in Early Childhood Education and I'm currently in Grad school getting my Master Degree in Secondary Education of Mathematics with an emphasis in STEM. Although academics is important, Mr. Jay focuses on daily interactions that encourage social, emotional, and physical development.

### Jeremy's sessions:

**Session 1 - Kid-versations: Connecting Through Creative Communication**

**Session 2 - Can I Have Your Attention?**

# Austin Sessions

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



## SCIENCE OF READING

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

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

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

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

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

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



# Austin Sessions

A circular portrait of Jake Daggett, a man with short blonde hair, wearing a grey blazer over a black t-shirt and a pink necklace. He is smiling broadly.

## Dictation: Reimagining Spelling Instruction

**By Jake Daggett | [Science of Reading](#)**

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

A circular portrait of Jake Daggett, a man with short blonde hair, wearing a grey blazer over a black t-shirt and a pink necklace. He is smiling broadly.

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

**By Jake Daggett | [Science of Reading](#)**

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

# Austin Sessions



ENGLISH  
LANGUAGE  
ARTS

## Reading Block Revolution

By Holly Ehle | [ELA](#)

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



# Austin Sessions

A circular portrait of Kim Jordano, a woman with long brown hair, wearing a pink ribbed sweater, smiling and pointing towards the camera.

## Let's Streamline Your Literacy Centers

By Kim Jordano | ELA

Do you sometimes feel overwhelmed trying to keep your Kindergarteners engaged without constantly running to their assistance? Kimberly will show you how she sets up her classroom for her literacy centers. Everything from organizational tips, and easy to prep hands on activities that promote confidence and independence with your little learners. Kimberly will share lots of easy to implement activities for letters, sounds and sight words that will reinforce the skills you have taught. All these activities are child tested to be engaging and standards based! Most importantly they will enable you to pull children for small group instruction!

A circular portrait of Kim Jordano, a woman with long brown hair, wearing a pink ribbed sweater, smiling and pointing towards the camera.

## Retelling Strategies that Stick!

By Kim Jordano | ELA

Did you know re-telling is a great comprehension strategy? During this session you will learn some creative ways to implement in your classroom. Kim introduces strategies to get your kindergartners sequencing and re-telling and presenting popular fairy tales, old-time favorite books, and new popular stories. Engage your children through hands-on techniques that are creative, inspiring, and lots of fun too!

A circular portrait of Kim Jordano, a woman with long brown hair, wearing a pink ribbed sweater, smiling and pointing towards the camera.

## Phonemic Awareness and Phonics Fun with a Dollar Store Twist!

By Kim Jordano | ELA

Kim will show you tried and true activities for phonemic awareness, phonics and sight words that are easy to implement and highly motivating for little learners. You will learn how to take your dollar store finds and turn them into hands on engaging activities that will keep your children captivated while learning in a hands on child centered way.



# Austin Sessions

## There's a Book for That!



By Vera Ahiyya | ELA

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

## Beyond the Bookshelf: Innovative Approaches to Story Time



By Debrice Smith-Hill | ELA

In this engaging session, you'll discover new strategies for igniting imagination, creativity, and critical thinking in your students. From interactive storytelling techniques to digital tools and dramatization, you'll learn how to make story time more meaningful, relevant, and fun for your students.

Through a combination of presentations, activities, and group discussions, you'll gain practical ideas and inspiration to redefine story time and make it more effective in your classroom.

# Austin Sessions



## WRITING

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



**By Holly Ehle | Writing**

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

**Sentence Success! Explicit Instruction for Little Learners**



**By Christina DeCarbo | Writing**

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

# Austin Sessions



## Dictation: Reimagining Spelling Instruction

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

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



## From Letters to Words

By **Debrice Smith-Hill** | **Writing**

Join Debrice as she explores how to ignite the creativity and imagination of young writers in your classroom. This engaging workshop will provide hands-on strategies and activities that foster a love for storytelling and writing in preschool students. Learn how to create a supportive environment that builds confidence, encourages self-expression, and empowers students to discover their unique voices. Walk away with practical tools to nurture a lifelong passion for writing, helping the next generation of authors blossom into confident and expressive storytellers.



## A Writing Piece in a Week

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

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



# Austin Sessions



MATH

## Magical Math Centers

By Vera Ahiyya | Math

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

## Math Outside the Curriculum

By Whitney Ramirez | Math

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

# Austin Sessions

## Playful Numbers: Engaging and Effective Math Games

By Hilary Statum | Math

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

## Unlocking Math Lessons

By Debrice Smith-Hill | Math

Unlock the potential of your math lessons with this dynamic session designed to help you create a supportive and engaging learning environment. You'll discover how to make math meaningful through real-life examples, hands-on activities, and technology integration. Learn how to differentiate instruction to meet the diverse needs of your students, use visual aids and diagrams to enhance understanding, and practice problem-solving in ways that boost confidence.

# Austin Sessions



## CLASSROOM MANAGEMENT



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

By Katie Knight | [Classroom Management](#)

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



### Recess Referee

By Katie Knight | [Classroom Management](#)

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



# Austin Sessions

## Mastering the Classroom Symphony: A Guide to Effective Classroom Management



**By Mr. Greg | Classroom Management**

Struggling with classroom management? Explore research-based, classroom proven strategies, ideas, and tips for your classroom. Discover the transformative impact of relationships, consistency, and clear expectations. Implement easy-to-follow techniques to streamline your classroom dynamics, creating a smoothly operating class—no behavior programs, rewards, or incentives required!

## Can I Have Your Attention?



**By Jeremy Sturdivant | Classroom Management**

We all know that kids have a hard time with emotional regulation, or sometimes just being redirected while learning during Circle Time Activities. Join Mr. Jay as he gives a lot of fun, engaging and cool techniques to help you keep your students motivated and engaged during Circle Time. Mr. Jay gives a lot of great tips on how to use your body parts as a tool to help students develop a better sense of how to improve their engagement and focus.

# Austin Sessions



ENGAGEMENT



## Management Moves: Multi-Sensory Strategies for 100% Engagement

By Jake Daggett | [Engagement](#)

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

# Austin Sessions



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

## Healing Hearts: Creating Trauma-Informed Classrooms with Joy

**By Alexia Pendleton | [D.E.I.A.](#)**

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





# Austin Sessions



S.T.E.A.M.

## Tinker, Create, and Explore with STEAM

By Shannon Cunningham | **STEAM**

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

## Using AI To Save Your Time and Energy to Teach!

By Shannon Cunningham | **STEAM**

This session welcomes educators of all experience levels, whether you're new to Artificial Intelligence or a seasoned pro. Join Shannon to explore user-friendly AI tools designed to simplify your administrative tasks, personalize learning, and support your classroom planning. Walk away with practical ideas and strategies to streamline your workload—saving you time and energy to focus on what you do best: teach!

# Austin Sessions

## Explore, Excite, Discover

By Mr. Greg Smedley-Warren | STEAM

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

## Seamless & Simple STEAM

By Whitney Ramirez | STEAM

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

# Austin Sessions



**DATA DRIVEN  
INSTRUCTION**



## Data Bros.

**By Mr. Greg & Katie Knight | Data**

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



# Austin Sessions



## SCIENCE & SOCIAL STUDIES

### Social Studies & Science Made Easy

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

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

### Hilary's Literacy Lab

By Hilary Statum | **S & SS**

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

# Austin Sessions



## SCHOOL CULTURE

### How Will You Start the Day?

By Vera Ahiyya | [School Culture](#)

Good morning! How you start your day, sets your day for success. Together we will explore morning meeting routines that engage, build community, and make sure your students start the day off right.

### Stronger Together: Building Families and Communities

By Alexia Pendleton | [School Culture](#)

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

# Austin Sessions

## Building Parent Partnerships



By **María Mercedes Champion** | **School Culture**

Parents are their child's first and most important teacher". Learn ideas and activities to enhance your skills in building strong, collaborative partnerships with parents to empower the whole family to work together to support students' success.

## Kid-versations: Connecting Through Creative Communication



By **Jeremy Sturdivant** | **School Culture**

Teachers will discover innovative ways to foster meaningful connections with their young charges. Through interactive demonstrations and practical tips, this session will explore storytelling, puppetry, and other engaging techniques to enhance communication skills and promote bonding in the classroom. Get ready to ignite laughter, curiosity, and deeper connections with your little learners!



# Austin Sessions



## SOCIAL EMOTIONAL LEARNING



### Paving the Way with SEL: Creating a Systemic Approach

By Crystal Oswald | SEL

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



### Developing Feeling Vocabulary in a Community Meeting

By Alexia Pendleton | SEL

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

# Austin Sessions



ELL / ESL

## Explore, Excite, Discover



**By Mr. Greg Smedley-Warren | ELL/ESL**

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

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



**By Jake Daggett | ELL/ESL**

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

# Austin Sessions



**PLAY BASED  
LEARNING**

## Boosting Learning and Language Through Play

**By Shannon Cunningham | PBL**

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

## Playing and LEARNING Together

**By María Mercedes Champion | PBL**

So many standards, so little time! This session will delve into the latest research on play-based learning and its benefits for student engagement, creativity and cognitive development. Join me to learn how to use play as a learning tool to plan and facilitate your student's interactive learning and to equip you with the knowledge and skills to harness the POWER of PLAY in your educational practice.



# Austin Sessions



**FINE MOTOR**

## From Scribbles to Letters: Writing, a Complex Process

**By María Mercedes Champion | [Fine Motor](#)**

This will be an interactive presentation focused on enhancing fine/gross motor skills crucial for pre writing development in young children. We will explore various activities designed to strengthen hand muscles, improve hand-eye coordination and foster the dexterity needed for writing.



**We are excited to introduce:**



**Featuring CHOICE LEADERSHIP  
With Adam Dovico**

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





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



# Austin Sessions



**SCHOOL  
LEADERSHIP**

## Conflict, Crucial Conversations, and Creative Solutions



**By Adam Dovico | School Leadership**

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

## Building Bridges



**By Edward DeShazer | School Leadership**

"Building Bridges" is a transformative session dedicated to nurturing and strengthening the relationships within your school's staff. While the focus is often on how educators can connect with students, the bonds between teachers and school leadership are equally vital.

# Austin Sessions



## From Compliance to Community: 5 Keys to a Thriving School Culture

By **Edward DeShazer** | **School Leadership**

Discover how to transform your school from a rigid, factory-like environment to a vibrant community where everyone thrives. In this session, you'll learn five actionable strategies to create a culture of connection, support, and personalized growth for both staff and students.



## Taking a “Coach Approach” to School Leadership

By **Ashley Moore** | **School Leadership**

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

# Austin Sessions



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

By **Ashley Moore** | **School Leadership**

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



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

By **Crystal Oswald** | **School Leadership**

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



# Research Citations

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

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

- Abia, C. (2022). The first 5 days: The key to success. Retrieved from <https://www.edutopia.org/article/first-5-days-key-success/>
- Admin. (2024, March 6). How to talk to children Effectively - World class teachers. World Class Teachers. <https://worldclassteachers.co.uk/talk-children-effectively/>
- Al-Bataineh, A.T. and Sims-King, S., (2013). The effectiveness of phonemic awareness instruction to early reading success in kindergarten. *International Journal of Arts & Sciences*, 6(4), p.59.
- Almager, I. L., Cumby, S., & Almekdash, M. H. (2021). Developing human capital through instructional leadership: Learning to coach during principal preparation.
- Alter, P., & Haydon, T. (2017). Characteristics of effective classroom rules: A review of the literature. *Teacher Education and Special Education*, 40(2), 114-127. <https://doi.org/10.1177/0888406417700962>
- Aminu, D., & Marfo, C. (2010). Managing workplace conflict in the school environment: challenges, rewards and the way forward. *Journal of Language, Technology & Entrepreneurship in Africa*, 2(2), 31-48.
- An, S. (2020), "The impact of STEAM integration on preservice teachers' disposition and knowledge", *Journal of Research in Innovative Teaching & Learning*, Vol. 13 No. 1, pp. 27-42.
- Anisimova, T., Sabirova, F. & Shatunova, O. (2020). Formation of Design and Research Competencies in Future Teachers in the Framework of STEAM Education. *International Journal of Emerging Technologies in Learning (iJET)*, 15(2), 204-217. Kassel, Germany: *International Journal of Emerging Technology in Learning*. Retrieved November 2, 2024 from <https://www.learntechlib.org/p/217163/>.
- Archer, A. L., & Hughes, C. A. (2011). *Explicit instruction: Effective and efficient teaching*. New York: Guilford Press.
- Bdeir, M., Bahous, R., & Nabhani, M. (2020). Improving reading readiness in kindergarten children through early phonological awareness interventions. *Education 3-13*, 50(3), 348-360. <https://doi.org/10.1080/03004279.2020.1851740>
- Blevins, Wiley. *Differentiating Phonics Instruction for Maximum Impact*. Corwin Press, 17 Jan. 2024.
- Boaler, J., Chen, L., Williams, C., & Cordero, M. V. (2016). Seeing as Understanding: The Importance of Visual Mathematics for our Brain and Learning. *Journal of Applied & Computational Mathematics*, 05(05).
- Boogran, T.H. (2020). *180 days of self-care for busy educators*. Solution Tree Press.
- Boogren, T.H. & Kanold, T.K. (2022). *Educator wellness: A guide for sustaining physical, mental, emotional, and social well-being*. Solution Tree Press.
- Boushey, G., & Moser, J. (2006). The daily five. Stenhouse. Cline, E. Et. Al. (October 2022). Responsive classroom curriculum and its impact on student behavior. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1365552.pdf>
- Boyer, N., & Ehri, L. C. (2011). Contribution of Phonemic Segmentation Instruction With Letters and Articulation Pictures to Word Reading and Spelling in Beginners. *Scientific Studies of Reading*, 15(5), 440-470. <https://doi.org/10.1080/10888438.2010.520778>
- Bradley, G. L., & Campbell, A. C. (2016). Managing difficult workplace conversations: Goals, strategies, and outcomes. *International Journal of Business Communication*, 53(4), 443-464.

# Research Citations

- Buckner, L. (n.d.). Calming Spaces in Schools and Classrooms Calming Spaces in Schools and Classrooms. Retrieved July 5, 2023, from <https://jurupausd.org/our-district/ps/pico/Documents/Calming-Spaces-in-Schools-and-Classrooms.pdf>
- Building Conceptual Understanding and Fluency Through Games. For the North Carolina Standard Study in Mathematics. Public Schools of North Carolina (2021). <http://www.ncpublicschools.org/curriculum/mathematics/>  
<https://tools4ncteachers.com/resources/district-leaders/documents/Kgrade-GAMES.pdf>
- Building Phoneme Awareness: Know What Matters. International Dyslexia Association, 21 Dec. 2022, [dyslexiaida.org/building-phoneme-awareness-know-what-matters/](https://dyslexiaida.org/building-phoneme-awareness-know-what-matters/)
- Burns, M. (2022). Classwide Reading Intervention. PaTTAN Webinar. Retrieved from <https://www.youtube.com/watch?v=SKw09EuKhds&t=2s>
- Burns, M. K. (2024). Assessing an Instructional Level During Reading Fluency Interventions: A Meta-Analysis of the Effects on Reading. *Assessment for Effective Intervention*, 49(4), 214-224. <https://doi.org/10.1177/15345084241247064>
- Burns, Nancy P., "The effects of phonological awareness based centers to enhance literacy skills in kindergarten"; (2016). Master's Theses, Capstones, and Projects. 311. <https://digitalcommons.stritch.edu/etd/311>
- Cabell, Sonia Q. & Zucker, Tricia A. Using Strive-for-Five Conversations to Strengthen Language Comprehension in Preschool through Grade One. 13 Dec 2023. <https://ila.onlinelibrary.wiley.com/doi/full/10.1002/trtr.2266>
- CASEL. (2022). What Is the CASEL Framework? CASEL. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Cassidy Ferrell. (2019). What is the Most Used Learning Style in the Elementary School Classroom; The Impacts of Teaching Different Learning Styles in the Classroom. California State University.
- Castles, A., Rastle, K., & Nation, K. (2018). Ending the reading wars: Reading acquisition from novice to expert. *Psychological Science in the Public Interest*, 19(1), 5-51. <https://doi.org/10.1177/1529100618772271>
- Charara, Jeanane; Miller, Emily Adah; & Krajcik, Josheph; (2021) Knowledge in Use: Designing for Play in Kindergarten Science Contexts: *Journal of Leadership, Equity, & Research*. Volume 7; Number 1. 2021. <https://eric.ed.gov/?id=EJ1288405>
- Conner, T (2016) Relationships: The Key to Student Engagement Behavioral engagement is defined as a complex construct divided into three categories of school participation: (a) positive conduct, (b) involvement in learning and academic tasks, and (c) participation in school-related "Engagement describes energy in action; the connection between person and activity". "When children experience teachers as warm and affectionate [and] providing clear expectations, children feel happier and more enthusiastic in class" activities.
- Conversations with Children! Questions that Spark Conversations and. (n.d.). NAEYC. <https://www.naeyc.org/resources/pubs/tyc/apr2018/conversations-with-children>
- Cornille, T. A., Pestle, R. E., & Vanwy, R. W. (1999). TEACHERS' CONFLICT MANAGEMENT STYLES WITH PEERS AND STUDENTS' PARENTS. *The International Journal of Conflict Management*, 10(1), 69-79. <https://doi.org/10.1108/eb022819>
- Cui, R., & Teo, P. (2023). Thinking through talk: Using dialogue to develop students' critical thinking. *Teaching and Teacher Education*, 125, Teaching and teacher education, 2023, Vol.125.
- Daniels, H. The curious classroom: 10 structures for teaching with self-directed inquiry. (2017). Heinemann.
- Darling-Hammond, S., & Fronius, T. (2022). Restorative practices in schools. *Handbook of classroom management*, 54-73

# Research Citations

- Delahooke, M (2019) Top-Down and Bottom-Up Behaviors: Understanding the Critical Difference Bottom-up behaviors do not respond to rewards, consequences or punishments. Bottom-up behaviors are brain-based stress responses that require understanding, compassion and actively helping an individual feel safe, based on that individual's unique neurology. <https://monadelahooke.com/top-down-and-bottom-up-behaviors-understanding-the-critical-difference/>
- Deslauriers, Louis & McCarty, Logan & Miller, Kelly & Callaghan, Kristina & Kestin, Greg. (2019). Measuring actual learning versus feeling of learning in response to being actively engaged in the classroom. *Proceedings of the National Academy of Sciences*. 116. 201821936. 10.1073/pnas.1821936116.
- Devine, M., Houssemand, C., & Meyers (2013). Instructional Coaching for Teachers: A Strategy to Implement New Practices in the Classrooms, *Procedia - Social and Behavioral Sciences*. Volume 93. PP. 1126-1130,
- Dixon, K. (2022). School to Home Connections Through Literacy: SEL Book Bags School to Home Connections Through Literacy: SEL Book Bags. <https://digitalcommons.wou.edu/cgi/viewcontent.cgi?article=1178&context=theses>
- Doan, S., Steiner, D., Pandey, R. (2024). Teacher well-being and intention to leave in 2024: Findings from the 2024 state of the American teacher survey. *Rand*. Retrieved from [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RRA1100/RRA1108-12/RAND\\_RRA1108-12.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RRA1100/RRA1108-12/RAND_RRA1108-12.pdf)
- Ehri, L.C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. Metsala & L. Ehri (Eds.), *Word Recognition in Beginning Literacy* (pp. 3-40). Mahwah, NJ: Erlbaum, p12-13.
- Ehri, Linnea C. "Orthographic Mapping in the Acquisition of Sight Word Reading, Spelling Memory, and Vocabulary Learning." *Scientific Studies of Reading*, vol. 18, no. 1, 26 Sept. 2014, pp. 5-21, <https://doi.org/10.1080/10888438.2013.819356>.
- Fila, N., & Hess, J. (2016). In their shoes: Student Perspectives on the connection between empathy and engineering. 2016 ASEE Annual Conference; Exposition Proceedings. <https://doi.org/10.18260/p.25640>
- Hunter-Doniger, T. (2021). Early Childhood STEAM Education: The Joy of Creativity, Autonomy, and Play. *Art Education*, 74(4), 22-27. <https://doi.org/10.1080/00043125.2021.1905419>
- Forester, E. S. (2015). Cultivating your learning environment: An exploration of effective classroom management techniques. *Journal of the International Peace Corps*.
- Forzani, Elena & Bien, Andrea. "A Focus on Phonics or Comprehension? What Reading Research Should Look Like in Practice." *Education Week*. 10 August 2023. <https://www.edweek.org/teaching-learning/opinion-a-focus-on-phonics-or-comprehension-what-reading-research-should-look-like-in-practice/2023/08>
- Fountas, I. C., & Pinnell, G. S. (1996). *Guided reading: Good first teaching for all children*. Heinemann.
- Friedman, S., & Mwenelupembe, A. (2019). 10 effective DAP teaching strategies. *Young Children*. National Association for the Education of Young Children. Retrieved from <https://www.naeyc.org/resources/topics/dap/10-effective-dap-teaching-strategies>
- Fuchs, D., Fuchs, L. S., & Vaughn, S. (2014). What is intensive instruction and why is it important? *Teaching Exceptional Children*, 46(4), 13-18. <https://doi.org/10.1177/0040059914522966>
- Fuson, K.C., D.H. Clements, & J. Sarama. 2015. "Making Early Math Education Work for All Children: Prekindergarten Teachers Lay the Foundation for Later Success in Mathematics when They Attend to the Concepts that Young Children Can and Should Learn." *Phi Delta Kappan* 97 (3): 63. [https://digitalcommons.otterbein.edu/cgi/viewcontent.cgi?article=1083&context=stu\\_master](https://digitalcommons.otterbein.edu/cgi/viewcontent.cgi?article=1083&context=stu_master)
- Gallagher, R. (2009). *How to tell anyone anything: breakthrough techniques for handling difficult conversations at work*. Amacom.



# Research Citations

- Galligane, C., & Han, H. S. (2015). Words Can Help Manage Emotions: Using Research-Based Strategies for Vocabulary Instruction to Teach Emotion Words to Young Children. *Childhood Education*, 91(5), 351–362. <https://doi.org/10.1080/00094056.2015.1090849>
- Gibbs, Anna S.; Reed, Deborah K. (2023) Shared Reading and Science Vocabulary for Kindergarten Students; *Early Childhood Education Journal*. Volume 51. Number 1. 2023. <https://eric.ed.gov/?q=science+kindergarten&idEJ1361895>
- Gimbert, B. G., Miller, D., Herman, E., Breedlove, M., & Molina, C. E. (2023). Social Emotional Learning in Schools: The Importance of Educator Competence. *Journal of Research on Leadership Education*, 18(1), 3–39. <https://doi.org/10.1177/19427751211014920>.
- Gold, J., & Gibson, A. (2001). Reading aloud to build comprehension. *Reading Rockets*. <https://www.readingrockets.org/article/reading-aloud-build-comprehension> (Originally published by Northwest Education)
- Goodall, J., & Montgomery, C. (2023). Parental involvement to parental engagement: A continuum. *Mapping the Field*, 158–169.
- Goodhall, N., & C. Atkinson, (2019). How do children distinguish between ‘play’ and ‘work’? Conclusions from the literature. *Early Child Development and Care*, 189, 1695–1708.
- Graham, S., and Hebert, M. A. (2010). Writing to read: Evidence for how writing can improve reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.
- Graham, Steve & Hebert, Michael. (2011). Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading. *Harvard Educational Review*. 81. 710–744. [10.17763/haer.81.4.t2k0m13756113566](https://doi.org/10.17763/haer.81.4.t2k0m13756113566).
- Grenny, J. et. al. (2021). *Crucial conversations: Tools for talking when stakes are high*, third edition. McGraw Hill.
- Oettingen, G. (2014). *Rethinking positive thinking: Inside the new science of motivation*.
- Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and transform it*. ASCD.
- Haeger, Isabella, “Implementing Authentic Literacy Centers in a Kindergarten Classroom”; (2023). *School of Education and Leadership Student Capstone Projects*. 914. [https://digitalcommons.hamline.edu/hse\\_cp/914](https://digitalcommons.hamline.edu/hse_cp/914)
- Harris, K., Graham, S., Mason, L., & Friedlander, B. (2008). *Powerful Writing Strategies for All Students*. Baltimore, MD: Brookes.
- Harvard Graduate School of Education. (2024, November). Embracing learning through play. Usable Knowledge. Retrieved from <https://www.gse.harvard.edu/ideas/usable-knowledge/23/05/embracing-learning-through-play#:~:text=Learning%20is%20helped%20by%20%22experiences,Learning%20in%20Classrooms%20and%20Schools>.
- Hasbrouck, J. (2020). An update to the National Reading Panel Report: What we know about fluency in 2020. *The Reading League Journal*, 1(3), 29–31.
- Hochman, J., Wexler, N., Maloney, K., & Lemov, D. (2024). *The writing revolution 2.0: A guide to advancing thinking through writing in all subjects and grades*. Hoboken, NJ: Jossey-Bass.
- Hoffmann, J. D., Brackett, M. A., Bailey, C. S., & Willner, C. J. (2020). Teaching emotion regulation in schools: Translating research into practice with the RULER approach to social and emotional learning. *Emotion*, 20(1), 105–109.
- Hohn, W. E., & Ehri, L. C. (1983). Do alphabet letters help prereaders acquire phonemic segmentation skill? *Journal of Educational Psychology*, 75(5), 752–762. <https://doi.org/10.1037/0022-0663.75.5.752>
- Honey, M., Pearson, G., & Schweingruber, A. (2014). *STEM integration in K-12 education: Status, prospects, and an agenda for research*. National Academies Press.
- Hoover, W. A., & Tunmer, W. E. (2020). The Simple View of Reading: Research and implications. *Remedial and Special Education*, 41(3), 169–180. <https://doi.org/10.1177/0741932519900106>

# Research Citations

- Howell, KA (2023) Addressing Challenging Behaviors in the Classroom: A Manual to Enhance Teachers' Understanding of Challenging Behavior, Causes, and Evidence-Based Behavioral Management The role of a school working with children on overcoming big emotions and teaching them how to effectively overcome them or prevent outbursts becomes an integral part of creating positive, inclusive learning environments.  
<https://scholarworks.indianapolis.iu.edu/server/api/core/bitstreams/79a70e4b-9275-43a9-a3ba-03796af4b91e/content>
- Hughes, L. (2013). The Social Benefits of the Morning Meeting 1 Title Page The Social Benefits of the Morning Meeting: Creating a Space for Social and Character Education in the Classroom The Social Benefits of the Morning Meeting 2 Acknowledgements. <https://files.eric.ed.gov/fulltext/ED541211.pdf>
- Hunter, Michael. (2020) Help! my student is stuck at sound-by-sound reading, PaTTAN Literacy Symposium, Readsters Webinar.
- Hutton, P., & Hutton, J. (2021). Using storytelling to support young children's language and literacy development. \*International Journal of Early Childhood Education, 49\*(2), 45-55. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1317629.pdf>
- Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, U.S. Department of Education (2018). Teaching elementary school students to be effective writers. [https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC\\_Elem\\_Writing\\_PG\\_Dec182018.pdf#page=18](https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC_Elem_Writing_PG_Dec182018.pdf#page=18)
- It's more than just fun and games: Play-based Mathematics Activities for Head Start Families. Ramani, Geetha B. Scalise, Nicole R.(2020). Early Childhood Research Quarterly. Volume 50. Part 3. 1st Quarter. Pages 78-89. <https://www.sciencedirect.com/science/article/abs/pii/S0885200618301157?via%3DIihub>
- James, K. H. (2017). The Importance of Handwriting Experience on the Development of the Literate Brain. Current Directions in Psychological Science, 26(6), 502-508.
- Jordan, N. C., Kaplan, D., Ramineni, C., & Locuniak, M. N. (2009). Early math matters: kindergarten number competence and later mathematics outcomes.
- K. E. Voelkl, "School warmth, student participation, and achievement", Journal of Experimental Education, vol. 63, (1997), pp. 127-138 Connection to perceived school warmth and achievement outcomes. Are our activities warm and playful or cold and alien?  
<https://www.jstor.org/stable/20152443>
- Kay, A. A., & Skarlicki, D. P. (2020). Cultivating a conflict-positive workplace: How mindfulness facilitates constructive conflict management. Organizational Behavior and Human Decision Processes, 159, 8-20. <https://doi.org/10.1016/j.obhdp.2020.02.005>
- Kemeny, L., & Archer, A. L. (2023). 7 mighty moves: Research-backed, classroom-tested strategies to ensure K-to-3 reading success. New York, NY: Scholastic.
- Khalfaoui, A., Garcia-Carrion, R., & Villardon-Gallego, L. (2020, March). A Systematic Review of the Literature on Aspects Affecting Positive Classroom Climate in Multicultural Early Childhood Education. Early Childhood Education Journal (2021) 49:71-81 <https://doi.org/10.1007/s10643-020-01054-4>
- Kim, S., Crooks, C.V., Bax, K. et al. Impact of Trauma-Informed Training and Mindfulness-Based Social-Emotional Learning Program on Teacher Attitudes and Burnout: A Mixed-Methods Study. School Mental Health 13, 55-68 (2021). <https://doi.org/10.1007/s12310-020-09406-6>
- Kirby, M. S., Spencer, T. D., & Chen, Y. J. I. (2021). Oral Narrative Instruction Improves Kindergarten Writing. Reading & Writing Quarterly, 37(6), 574-591. <https://doi.org/10.1080/10573569.2021.1879696>
- Kircher-Morris, E., & Morin, A. (2025). Neurodiversity-affirming schools: Transforming practices so all students feel accepted and supported. Free Spirit Publishing.
- Krath, J., Schürmann, L., & von Korfflesch, H. F. O. (2021). Revealing the theoretical basis of gamification: A systematic review and analysis of theory in research on gamification, serious games and game-based learning. Computers in Human Behavior, 125, 106963. <https://doi.org/10.1016/j.chb.2021.106963>
- Kyriacou, C. (1987). Teacher stress and burnout: an international review. Educational Research, 29(2), 146-152. <https://doi.org/10.1080/0013188870290207>

# Research Citations

- Lancy, D. (2007). Accounting for variability in mother-child play. *American Anthropologist*, 109, 273-284.
- Larson, R. J., Richards, M. H., & Perry-Jenkins, M. (1994). Divergent worlds: The daily and emotional experience of mothers and fathers in the domestic and public spheres. *Journal of Personality and Social Psychology*, 67, 1034-1046.
- Learning Through Play at School: A Framework for Policy and Practice. Parker, Rachel; Stjerne Thomsen, Bo; & Berry, Amy. 16 February 2022. Volume 7. <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2022.751801/full>
- Lepola, J., Kajamies, A., Laakkonen, E. et al. Vocabulary, metacognitive knowledge and task orientation as predictors of narrative picture book comprehension: from preschool to grade 3. *Read Writ* 33, 1351-1373 (2020). <https://doi.org/10.1007/s11145-019-10010-7>
- Leroch, M.A. (2014), "Culture at work: how culture affects workplace behaviors", *International Journal of Manpower*, Vol. 35 No. 1/2, pp. 133-146. <https://doi.org/10.1108/IJM-08-2013-0198>
- Lin, C., & Lee, H.-M. (2022). Supporting children's play to promote early childhood education: Observations, benefits, and instructional practices. *Frontiers in Education*, 7, Article
- Lipsey, M. W., Farran, D. C. & Durkin, K. (2018). Effects of the Tennessee prekindergarten program on children's achievement and behavior through third grade. *Early Childhood Research Quarterly*, 45, 155-176.
- LP Learning Center. (n.d.). \*Developing math skills through story mats.\* Retrieved from <https://www.lplearningcenter.org/product/developing-math-skills-through-story-mats/>
- Marcon, R.A. (2002). Moving up the grades: Relationship between preschool model and later school success. *Early Childhood Research & Practice* 4(1).
- Martin, L. D. (2021). Reconceptualizing classroom management in the ensemble: Considering culture, communication, and community. *Music Educators Journal*, 107(4), 21-27.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). Classroom management that works: Research-based strategies for every teacher. ASCD.
- Math Games to Excite Young Minds. *Development and Research in Early Mathematics Education*. Reed, Kristen E. & Young, Jessica Mercer; April 25. 2018. <https://dreme.stanford.edu/news/math-games-to-excite-young-minds/>
- Mcquitty, V. (2014). Process-Oriented Writing Instruction in Elementary Classrooms. *Writing & Pedagogy*, 6(3).
- Murata, A., & Stewart, C. (2017b). Facilitating Mathematical Practices through Visual Representations. *Teaching Children Mathematics*.
- NAEYC (National Association for the Education of Young Children). 2020. "Developmentally Appropriate Practice." Position Statement. Washington, DC: NAEYC.
- NAEYC. (2010). Early Childhood Mathematics: Promoting Good Beginnings: A joint position statement of NAEYC and the National Council of Teachers of Mathematics (NCTM).
- National Assessment of Educational Progress. (2012). The nation's report card: Writing 2011. Retrieved from <https://nces.ed.gov/nationsreportcard/pubs/main2011/2012470.asp>
- New York State Education Department. (n.d.). The value of play: Birth through 3rd grade. New York State Education Department. Retrieved from <https://www.nysed.gov/sites/default/files/programs/early-learning/value-of-play-birth-through-3rd-grade.pdf>
- Newton, E., Padak, N. D., & Rasinski, T. V. (2008). Evidence-based instruction in reading: A professional development guide to vocabulary. Pearson Education.
- Nomaguch, K. & Milkie, M.A. (2020). Parenthood and Well-Being: A Decade in Review. *Journal of Marriage and Family* 82: 198-223.
- Opitz, M. F. and Ford, M.P. (2014). *Engaging Minds in Classrooms: The Surprising Power of Joy*. Alexandria, VA: Association for the Supervision and Curriculum Development (ASCD).



# Research Citations

- Optiz, M. F. and Ford, M.P. (2015). Helping Young Children Discover the Joy of Learning. *Review of Human Factor Studies*, 21(1): 27–42. International Institute for Human Factor Development
- Ostrosky, M. M., Yates, T., & Santos, R. M. (2018). Reducing challenging behaviors during transitions: Strategies for early childhood educators to share with parents. *Young Children*, 73(3), 14–21.
- PARK, V., & DATNOW, A. (2017). Ability Grouping and Differentiated Instruction in an Era of Data-Driven Decision Making. *American Journal of Education*, 123(2), 281–306. <https://doi.org/10.1086/689930>
- Peck, D. (2024). Teacher Burnout Statistics: Why Teachers Quit in 2024. Retrieved from <https://www.devlinpeck.com/content/teacher-burnout-statistics> <https://woopmylife.org/en/science>
- Pino-James, N (2015) Golden Rules for Engaging Students in Learning Activities <https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>
- Pinto, G., Tarchi, C., & Accorti Gamannossi, B. (2018). Kindergarteners' Narrative Competence Across Tasks and Time. *The Journal of Genetic Psychology*, 179(3), 143–155. <https://doi.org/10.1080/00221325.2018.1453775>
- Podolsky, A., Kini, T., Darling-Hammond, L., & Bishop, J. (2019). Strategies for attracting and retaining educators: What does the evidence say?. *Education Policy Analysis Archives*, 27, 38. <https://doi.org/10.14507/epaa.27.3722>
- Prioritizing Play: The Importance of Play-Based Learning in Early Education. Caven, Meg. July 6, 2022. <https://ies.ed.gov/ncee/rel/Products/Region/northeast/Blog/100779>
- Professional development programmes on playful learning for early childhood teachers: a systematic review Lee J.Y., Wright C.A., Zheng X., Todaro R., Golinkoff R.M., Hirsh-Pasek K. *Teachers and Teaching: Theory and Practice*, 2024,
- Pyle, A., Wickstrom, H., Gross, O., & Kraszewski, E. (2024). Supporting literacy development in kindergarten through teacher-facilitated play. *Journal of Early Childhood Research*, 22(3), 428–441. <https://doi.org/10.1177/1476718X231221363>
- Rasinski, T. V. (2018). *Megabook of fluency: Strategies and texts to engage all readers*. S.I.: Scholastic Professional.
- Reborá, Anthony. (October 14, 2013). Following up on first days. Retrieved from <https://www.edweek.org/leadership/harry-and-rosemary-wong-following-up-on-first-days/2013/10>
- Reed, K.E., & J. Mercer Young. 2017. "Play Games, Learn Math! Playing with Patterns." *Teaching Young Children* 11 (2): 18–22. <https://www.naeyc.org/resources/pubs/yc/fall2022/peer-based-math-learning>
- Responsive Classroom. (2013). About responsive classroom. Retrieved March 14, 2013, from <http://www.responsiveclassroom.org/about-responsive-classroom>
- Responsive Classroom. (2014, January 3). Reinforcing, Reminding, and Redirecting | Responsive Classroom. Responsive Classroom. <https://www.responsiveclassroom.org/reinforcing-reminding-and-redirecting/>
- Richards, S., Sturm, J. M., & Cali, K. (2012, May). Writing instruction in elementary classrooms: Making the connection to common core state standards. In *Seminars in Speech and Language* (Vol. 33, No. 02, pp. 130–145). Thieme Medical Publishers.
- Rodriguez, L. (2007). Teachers Know You Can Do More : Understanding How School Cultures of Success Affect Urban High School Students. *Educational Policy* 22: 758. DOI: 10.1177 /0895904807307070
- Roots and Wings Kindergarten. (n.d.). Retelling stories with story maker mats. \*Roots and Wings Kindergarten.\* Retrieved from <https://rootsandwingskindergarten.com/retelling-stories-with-story-maker-mats/>
- Saddler, B. (2012). *Teacher's guide to effective sentence writing*. New York: Guilford Publications.
- Sanderson, B. (2013). *Talk it out!: The educator's guide to successful difficult conversations*. Routledge.
- Scheidecker, G. (2023). Parents, caregivers, and peers: Patterns of complementarity in the social world of children in rural Madagascar. *Current Anthropology*, 64 #3.

# Research Citations

- Seban, D. (2008). A Look within Individual Cases into Elementary Teachers' Beliefs and Practices of Writing Instruction. *Ilkogretim Online*, 7(2).
- See BH, Morris R, Gorard S, Kokotsaki D, Abdi S. Teacher Recruitment and Retention: A Critical Review of International Evidence of Most Promising Interventions. *Education Sciences*. 2020; 10(10):262. <https://doi.org/10.3390/educsci10100262>
- Seppälä, E., & McNichols, N. K. (2022, June 21). The power of healthy relationships at work. *Harvard Business Review*. <https://hbr.org/2022/06/the-power-of-healthy-relationships-at-work>
- SL, Brown. (2014). The Consequences of Play deprivation. *Scholarpedia* Bodrova & J. Leong. (2003). The importance of being Playful Educational leadership: journal of the Department of Supervision and Curriculum Development, N.E.A 60(7):50–53
- Smartt, S. M., Glaser, D. R., & Hasbrouck, J. (2024). Next steps in literacy instruction: Connecting assessments to effective interventions (Second). Baltimore, MD: Paul H. Brookes Publishing Co.
- Stacey Dutil, Dismantling the School-to-Prison Pipeline: A Trauma-Informed, Critical Race Perspective on School Discipline, *Children & Schools*, Volume 42, Issue 3, July 2020, Pages 171–178, <https://doi.org/10.1093/cs/cdaa016>
- Stone, D., & Heen, S. (2015). *Thanks for the feedback*. Portfolio Penguin.
- Stone, Lyn. *Spelling for Life*. Routledge, 23 Oct. 2013.
- Streubel, B., Gunzenhauser, C., Grosse, G., & Saalbach, H. (2020). Emotion-specific vocabulary and its contribution to emotion understanding in 4- to 9-year-old children. *Journal of Experimental Child Psychology*, 193, 104790. <https://doi.org/10.1016/j.jecp.2019.104790>
- Structural Learning. (n.d.). Learning through play: A teacher's guide. Structural Learning. Retrieved from <https://www.structural-learning.com/post/learning-through-play-a-teachers-guide#:~:text=According%20to%20research%2C%20incorporating%20play,exploring%2C%20understanding%2C%20and%20growing.>
- Tanna, M. (2016). Goats, Giants, and... science? teaching engineering concepts through fairy tales. *Children and Libraries*, 14(4), 21–22. <https://doi.org/10.5860/cal.14n4.21> no
- Taylor & Francis Group (2023, June 29) Combining maths with music leads to higher scores, suggests review of 50 years of research." *Science Daily*.
- Taylor, M.E., Boyer, W. Play-Based Learning: Evidence-Based Research to Improve Children's Learning Experiences in the Kindergarten Classroom. *Early Childhood Educ J* 48, 127–133 (2020). <https://doi.org/10.1007/s10643-019-00989-7>
- Teaching Channel. (n.d.). The importance of play in the classroom. Teaching Channel. Retrieved from <https://www.teachingchannel.com/k12-hub/blog/the-importance-of-play-in-the-classroom/>
- Test, J. E., Ed. D., Cunningham, D. D., Ph. D., & Lee, A. C., B. S. (2010). Talking with Young Children: How teachers encourage learning. In Missouri State University, *DIMENSIONS OF EARLY CHILDHOOD* (Vol. 38, Issue 3, pp. 3–4). [https://www.grecs.org/wp-content/uploads/2015/01/Talking\\_With\\_Young\\_Children.pdf](https://www.grecs.org/wp-content/uploads/2015/01/Talking_With_Young_Children.pdf)
- Texas Education Agency. "What Research Tells Us About Reading, Comprehension, and Comprehension Instruction" <https://www.readingrockets.org/topics/comprehension/articles/what-research-tells-us-about-reading-comprehension-and-comprehension>. Reading Rockets. Accessed 10 October 2024.
- The Reading League. (2020). *The Science of Reading: A defining guide*. The Reading League.
- Thomas, A., Stanford, P. K., & Sarnecka, B. W. (2016). No child left alone: Moral judgments about parents affect estimates of risk to children. *Collabra*, 21, 1–15.
- Thompson, R. K. (2017). *The Role of Oral Language in Kindergarten Students Comprehension*. (Doctoral dissertation). Retrieved from <https://scholarcommons.sc.edu/etd/4129>

# Research Citations

- UNCF. (n.d.). \*K-12 disparity facts and statistics.\* UNCF. Retrieved from <https://unconf.org/pages/k-12-disparity-facts-and-stats>
- Venet, A.S. (2023). *Equity-Centered Trauma-Informed Education* (1st ed.). Routledge. <https://doi.org/10.4324/9781032677989>
- Vretudaki, E., Tafa, E., & Manolitsis, G. (2022). Retelling as a means of story structure and story content understanding. *International Journal of Early Years Education*, 31(4), 1056–1070. <https://doi.org/10.1080/09669760.2022.2025583>
- Watkins, K. H. (2023). *In Their Own Words: A Case Study Utilizing Wordless Picture Books as Mentor Text in Writing Workshop With Young Multilingual Writers*. ProQuest Dissertations Publishing.
- Watkins, N. A., Gautreau, C., & Watkins, D. V. (2022). Using CliftonStrengths™ for Professional Development: Recommendations for Practice. *Journal of Organizational Psychology*, 22(1). Retrieved from <https://articlearchives.co/index.php/JOP/article/view/5014>
- Wells, Jennifer (2024) "Building Classroom Community Using a Whole-Child Approach," *Networks: An Online Journal for Teacher Research*: Vol. 25: Iss. 2. <https://doi.org/10.4148/2470-6353.1390>
- Wexler, N. (2019). Writing and cognitive load theory. *ResearchED Magazine*, <https://researched.org.uk/writing-and-cognitive-load-theory>
- Wexler, N. (2020). *The knowledge gap: The hidden cause of America's broken education system-- and how to fix it*. New York: Avery, an imprint of Penguin Random House LLC.
- Williams, Kate E., et al. "Rhythm and Movement Delivered by Teachers Supports Self-Regulation Skills of Preschool-Aged Children in Disadvantaged Communities: A Clustered RCT." *Early Childhood Research Quarterly*, vol. 65, 1 Oct. 2023, pp. 115–128, [www.sciencedirect.com/science/article/pii/S0885200623000704](http://www.sciencedirect.com/science/article/pii/S0885200623000704),
- Willingham, Daniel T. "Ask the Cognitive Scientists: What Will Improve a Student's Memory?" *American Educator*, July 2008, pp. 97–110, [www.aft.org/sites/default/files/willingham\\_0.pdf](http://www.aft.org/sites/default/files/willingham_0.pdf).
- Wohlwend K (2023) Serious play for serious times. *The Reading Teacher* 76(4): 375–517. Burns, Nancy P., "The effects of phonological awareness based centers to enhance literacy skills in kindergarten"; (2016). *Master's Theses, Capstones, and Projects*. 311. <https://digitalcommons.stitch.edu/etd/311>
- Yidana, P. (2022). Workplace conflicts in educational institutions: A review. *Journal of Education and Practice*, 13(15), 92–102.
- Zakreski, M. (2024). *The neurodiversity playbook: How neurodivergent people can crack the code of living in a neurotypical world*. Gifted Unlimited.




# Meet our Team!



**Jason  
Warren**

CEO  
Co-Founder

 @\_themister



**Greg  
Smedley-Warren**

Co-  
Founder

 @kindergartensmorgasboard



**Adam  
Dovico**

General  
Manager

 @adamdovico



**Jessi  
Cortez**


Creative  
Director

 @jessicortezdesigns



**Crystal  
Oswald**


Conference  
Director

 @thebalancedteacher



**Holly  
Ehle**

Academic  
Advisor

 @hollyehle



**Katie  
Wonderly**


Designer

 @mswonderlymakesmusic



**Mel  
Novoa**


Conference  
Coordinator

 @theteachingscoop



**Brian  
Russell**


Logistics  
Manager

 @blastingoffinkinder



**Jackie  
Powell**

Social Media  
Coordinator

 @mspowellsowls



# Ready to attend ELEVATE?

Click below to be directed to the desired information.



[Register Using a Purchase Order](#)



[Register With a Credit Card](#)



[Book Your Discounted Hotel Room](#)



[Download Our W9](#)



[Visit our website](#)



[Contact Us](#)



[Follow on Facebook](#)



[Follow on Instagram](#)