

MONDAY, JUNE 15 KEYNOTES | 8:45-10:35AM**The Evolution of MTSS: What We've Learned, What's Changed, and What Barriers Still Exist**

Dr. Amanda VanDerHeyden

After more than 20+ years of MTSS implementation, schools are no longer asking whether MTSS works—but why results vary so widely. This opening keynote examines what research and practice have taught us about MTSS, how the framework has evolved, and which persistent barriers continue to limit impact. Participants explore how misalignment among people, processes, and purpose undermines effectiveness, particularly when data, instruction, and decision-making are disconnected. The session reframes MTSS as a system for improving instruction rather than simply assigning tiers and highlights the importance of instructional alignment, efficient use of data, and intentional system design.

Building the Foundation: Leading Tier 1 with Vision & Supporting with Systems

Dr. Sarah Brown

Together, we'll explore how leaders can move beyond "one more thing" to create coherent support structures that empower teachers to deliver high-quality instruction every day. Discover practical strategies for balancing coaching with accountability, providing meaningful feedback that drives improvement, and building a culture where teachers feel supported, not judged, as they refine their practice. Walk away energized, equipped, and ready to lead a Tier 1 transformation that celebrates success, honors the complexity of teaching, and creates the conditions for every student to thrive.

MONDAY, JUNE 15 BREAKOUT SESSIONS | 10:45AM-12:00PM | SELECT A SESSION**From Students to Systems: Using MTSS to Drive the Right Next Steps**

Dr. Sarah Brown

The perspective we take with our data determines our next steps. When we look only at student-level data, we end up with another list of students who need intervention and one more thing for teachers to carry. However, when we zoom out to consider patterns across groups, we start to see system stories, not just student problems. In this session we'll explore how to balance student-level and system-level data use within MTSS. Participants will consider how to empower educators with agendas and data protocols that help them address both system and student needs throughout a school year, particularly to get ready for the back-to-school season.

The Science of Learning and Math MTSS: Designing Instruction That Predictably Produces Growth

Dr. Amanda VanDerHeyden

This session examines math MTSS through the lens of the science of learning, focusing on why outcomes vary when instruction is misaligned with how students learn mathematics. Participants explore how MTSS can function as a system for delivering explicit, efficient, and high-leverage instruction across tiers. Grounded in learning science and implementation research, the session highlights how principles such as mastery, cumulative learning, active responding, and feedback should drive instructional and intervention decisions. Emphasis is placed on improving instruction early and consistently, particularly in math, where gaps compound quickly. Participants leave with a clearer understanding of how aligning MTSS practices to the science of learning leads to more equitable, efficient, and sustainable math outcomes.

Before It Escalates: Prevention-First De-Escalation for Every Educator

Kari Chitty

This session gives school teams a clear, shared playbook for responding to escalation in all its forms, including high-intensity moments and shut-down responses. Participants learn to notice early cues and triggers that signal rising stress, then respond with calm, predictable adult moves across each stage of the escalation cycle (trigger, escalation, peak, recovery). The focus is on practical strategies any educator can use, including co-regulation, minimal language, protecting space, structured choices, and avoiding power struggles. The session includes guided practice and quick role-play scenarios so staff can rehearse the "First 30 Seconds" routine and leave ready to use it in real moments. Teams also leave with guidance for building a consistent crisis response plan so students experience steady support across adults and settings.

Proactive by Design: Using Early Warning Systems to Identify, Monitor, and Respond at Every Level

Shannon Harken

Early Warning Systems give schools the power to identify and support students before small concerns become major barriers. This session introduces the research behind Early Warning Systems, explores the key indicators most predictive of student success, and walks participants through practical protocols, meeting structures, and intervention response strategies to act on what the data is saying at the district, building, grade level, small group and individual levels.

Educators Using ND A+ Blueprints, Interim Assessments, and Navvy to Drive Instruction

Ryan Lyson & Danette Brown

This session is designed for educators seeking to strengthen instructional decision-making through purposeful use of ND A+ Blueprints, interim assessments, and Navvy formative tools. Participants will explore how ND A+ Blueprints clarify what standards are assessed, the depth of knowledge required, and how summative expectations connect to interim and classroom-level assessments. Educators will learn how Navvy supports standard-level learning checks by providing timely, actionable data aligned to blueprint standards. The session will include guidance on scheduling formative checkpoints, accessing Navvy through LaunchPad, and interpreting student responses and instructional recommendations. Using real-world case studies, participants will practice analyzing Navvy results to identify trends, create flexible student groups, and plan targeted reteaching or extension opportunities. By the end of the session, teachers will have practical strategies for aligning assessment data to instruction, ensuring standards-driven planning that supports student growth and instructional responsiveness.

MONDAY, JUNE 15 BREAKOUT SESSIONS | 1:00-2:15PM | SELECT A SESSION**Support through Action: Walkthroughs within MTSS**

Dr. Sarah Brown

Join us for an interactive session exploring how classroom walkthroughs can transform from compliance tools into powerful support and accountability systems that drive instructional improvement. Whether you're an administrator looking to refine your walkthrough practice, an instructional coach seeking to maximize coaching impact, or a teacher leader building a collaborative culture, this session will equip you with concrete strategies to create a culture of collective efficacy.

Smarter Math Assessment: Improving MTSS Decisions Without Over-Testing

Dr. Amanda VanDerHeyden

This session focuses on improving math MTSS decision-making while reducing assessment overload. Participants learn how to use fewer, better-aligned measures—such as mastery-based curriculum-based measurement—to increase decision accuracy, clarify instructional needs, and eliminate redundant testing across tiers.

Simple BIPs That Stick: When and Why Less Is More

Kari Chitty

This session helps school teams understand when a Simple BIP is the right next step and why a “right-sized” plan often leads to stronger implementation. Participants learn the essential components of a Simple BIP, including clear behavior definitions, likely function, a small set of high-impact prevention strategies, a teachable replacement skill, and consistent adult response steps. The session is hands-on and includes guided practice using free planning tools, a strategy bank, and simple data collection options so teams can monitor progress without overcomplicating the process. Current Behavior Advantage users are welcome to build and track their plan in the platform, while others can use the free templates and resources.

Anchors of Excellence: Strengthening MTSS through Clarity and Consistency

Shannon Harken

High-performing MTSS systems don't happen by chance—they're anchored by intentional leadership practices and essential tools. In this interactive session, participants will explore three Annual Essential MTSS tools that elevate implementation fidelity: strategic calendar use, self-assessment routines, and the creation and ongoing refinement of a district or building MTSS Playbook. Leaders will leave with practical strategies to bring structure, clarity, and consistency to their MTSS practices all year long.

MONDAY, JUNE 15 BREAKOUT SESSIONS | 2:30-4:00PM | SELECT A SESSION**Making Reading Improvement Stick**

Dr. Sarah Brown

Reading improvement doesn't happen through isolated interventions or one-time professional development, it happens when schools build systems that sustain change. In this engaging session, you'll explore why so many well-intentioned reading initiatives fail to produce lasting results and, more importantly, what to do differently. Grounded in implementation science and the MTSS framework, this session will challenge you to shift from a student-focused lens to a systems-thinking mindset, a move that unlocks meaningful, measurable improvement across your entire school.

Fix the Math Core First: Using Tier 1.5 Classwide Intervention

Dr. Amanda VanDerHeyden

Rather than escalating large numbers of students prematurely to individual interventions, this session focuses on learning how to respond to math screening patterns that signal problems in core instruction and using Tier 1.5/classwide intervention to address shared gaps in math instruction. Participants learn how to interpret screening data, design classwide instructional responses, and strengthen core instruction to reduce overidentification for intensive support.

Better Tier 2 Conversations: Function-Based Thinking for Any Student Support Team

Kari Chitty

This session helps school teams strengthen Tier 2 problem-solving conversations using a function-based approach that fits a variety of team structures. Instead of jumping straight to a favorite intervention, participants learn how to clarify the concern, identify likely function and skill gaps, and select supports that match what the behavior is accomplishing. We review a practical menu of Tier 2 options, including Check-In/Check-Out, small group skill instruction, self-monitoring, behavior contracts, scheduled breaks, and pre-corrections, and show how to keep goals and progress monitoring simple enough for staff to use. Teams leave with decision rules to determine whether to continue, adjust, or intensify support.

NDMTSS Unstuck: Troubleshooting MTSS with Confidence

Shannon Harken

Even well-designed MTSS frameworks can hit roadblocks—but the best teams know how to get unstuck. In this interactive session, participants will uncover common implementation challenges and apply research-backed, practical solutions that are realistic for everyday school settings. With access to the NEW 2026 NDMTSS Troubleshooting Guide and insights from peers across the state, educators will leave with clear, doable strategies to strengthen their MTSS systems.

ND A+ Summative Data Use | Monitoring & Support Structures

Danette Brown

This session supports administrators and instructional leaders in using ND A+ summative assessment data as a tool for monitoring, communication, and continuous improvement. Participants will build confidence in interpreting class- and grade-level reports, identifying meaningful patterns, and avoiding overinterpretation of isolated results. The session emphasizes how leaders can clearly communicate outcomes with teachers, students, and families using consistent, student-centered messaging. Attendees will explore effective structures for staff data conversations, focusing on instructional impact rather than compliance or ranking. The session also examines how summative data can inform professional development planning, staffing decisions, and tiered supports without labeling or tracking students. Through examples and guided discussion, leaders will consider how to align PD, class groupings, and intervention supports to actual instructional needs revealed by data. Participants will leave with practical strategies for turning summative results into thoughtful monitoring systems that promote clarity, trust, and improved student outcomes.

MONDAY, JUNE 15 AFTER HOURS BONUS | 4:00-4:30PM

Join national experts and NDMTSS team members after hours to get your questions answered!

TUESDAY, JUNE 16 KEYNOTE SESSIONS | 8:45-10:15AM | SELECT A SESSION

Practice Makes Progress: Transforming Tier 1 Practice for Greater Growth for All

Dr. Sarah Brown

What if the key to better student outcomes isn't adding more interventions, but redesigning how we use instructional time in Tier 1? This engaging, practical session considers how to maximize student practice during Tier 1. Participants will learn practical strategies to match practice with student needs and find ways to increase practice opportunities for all students without finding additional time in an already busy day.

Designing Math MTSS Systems That Work: Aligning Roles, Routines, and Decisions

Dr. Amanda VanDerHeyden

This session focuses on math MTSS as a coordinated instructional system. Participants examine how unclear roles and fragmented routines undermine effectiveness and learn how to align leadership roles, team routines, and data use to ensure MTSS decisions drive instructional improvement rather than placement alone. Teams are encouraged to reflect, ask questions, and identify areas for improvement and action steps for aligning their own systems.

TUESDAY, JUNE 16 BREAKOUT SESSIONS | 10:30–11:45AM | SELECT A SESSION**From Data to Decisions: Taking Action on Progress Monitoring**

Dr. Sarah Brown

Progress monitoring is only as powerful as the actions it informs. In this session, participants will build confidence in using student data to inform next steps. We'll explore strategies to better collect, interpret, and act on data to make meaningful intensification decisions. Participants will practice interpreting graphed PM data using the 4-Point Rule and Future Trend Line analysis, learn how to navigate common barriers to consistent data collection, and leave with practical tools and protocols to support classroom teachers and intervention staff. Whether your team is just getting started with progress monitoring or looking to sharpen your data decision-making practices, this session will give you the clarity and confidence to make every data point count.

Designing for Impact: How to Bring it All Together in the Classroom

Dr. Amanda VanDerHeyden

Join us for an interactive session exploring the current state of math in ND and how to align supports to improve math instruction and learning outcomes for students. Bring your questions around all things math for an open Q&A with Dr. VanDerHeyden and ND REA Math Specialists! The panel will answer questions, talk evidence-based strategies, share a new math resource hub, as well as share NEW ND COUNTS opportunities tied to recent ND math legislation.

Proactive Discipline: Building Connection Across Classrooms and Systems

Kari Chitty

This session helps educators move from managing behavior to teaching behavior by building connection and trust across classrooms and school systems. Participants will explore proactive strategies that strengthen relationships, clarify expectations, and support students before challenging behavior arises. We will focus on real-world practices any educator can use, including co-regulation, consistent positive feedback, classroom norms, and routines that promote a sense of belonging and shared responsibility for behavior. The session includes guided practice and implementation planning so staff leave ready to train colleagues, reinforce positive behavior with intention, and align proactive discipline practices with schoolwide expectations and data monitoring.

Beyond the Score: Mapping ORF Data for Targeted Action

Erica Carney & Erica Kindem

Explore how to bridge the gap between screening data and instructional action by integrating the Science of Reading with the Instructional Hierarchy. This session highlights Oral Reading Fluency (ORF) as a powerful indicator of comprehension and a critical tool for identifying students who require additional support. Participants will learn to use a 4-quadrant data sort to analyze student rate and accuracy, effectively pinpointing specific needs in acquisition, fluency, or generalization. By categorizing data into actionable groups, educators can move beyond simple scores to design targeted interventions. Join us to discover how these visual data-mapping techniques foster grade-level consistency and empower teachers to make informed, instructional decisions for every learner.

Secondary: Interested in the Core Instruction Puzzle?

Melissa Stanley

Providing instruction support to educators is critical! This session will focus on examining quality core instruction puzzle pieces: Standards + Curricular Resources + Explicit Instruction + Student Performance Data for impactful teaching and learning. Join us for clarity around the Pieces of the Core Instruction Puzzle to support teaching and learning.

TUESDAY, JUNE 16 BREAKOUT SESSIONS | 1:00-2:15PM | SELECT A SESSION**Scaling and Sustaining MTSS in Reading**

Dr. Sarah Brown

Reflect and build on local school practices to guide next steps for students, teachers, and systems. Participants will learn how to facilitate structured conversations that examine Tier 1 effectiveness, evaluate intervention impact, identify likely barriers to student growth, and determine responsive instructional actions within MTSS, including issues related to implementation, instructional match, dosage, and engagement. Use these insights to strengthen teacher understanding of explicit instruction, connect science of reading practices to classroom implementation, and draft coaching and professional learning priorities for 2026–2027 that are grounded in school data and designed to improve reading outcomes.

SpringMath Users Group (New & Emerging): Getting Started with Data-Driven Math Instruction and MTSS Decision-Making

Dr. Amanda VanDerHeyden

This introductory session is designed for educators new to SpringMath or considering implementation. Led by Dr. Amanda VanDerHeyden, participants will learn how SpringMath supports math instruction within an MTSS framework, explore key features and recent updates—including the Data Dashboard—and understand how SpringMath data can be used to determine response to intervention and guide instructional decisions. Guided discussion and Q&A will help participants clarify next steps for getting started.

Aligned Teams, Consistent Supports: Connecting MTSS and IEP Work

Kari Chitty

Students with behavior needs are often discussed in multiple spaces across the school. This session shows how to align those conversations so supports feel consistent instead of fragmented. Participants learn practical ways to clarify roles across teams, use shared behavior data to guide decisions, and prioritize implementation and fidelity before changing a plan. The session includes a simple meeting agenda protocol and examples of how to differentiate meeting focus by tier, including Tier 1 systems review, Tier 2 and Tier 3 student problem-solving, and IEP progress monitoring. We will also discuss elementary, middle, and high school adaptations, especially when multiple teachers, transitions, and settings affect consistency.

The "Temperature Check": Navigating North Dakota's Dyslexia Screening Requirements in MTSS

Erica Carney & Erica Kindem

This session examines how universal screening serves as a vital "temperature check" within an MTSS framework to identify students at risk for dyslexia early in their educational journey. In accordance with North Dakota law (NDCC 15.1-32-26) passed in 2023, participants will explore the mandated screening of children age seven and younger in the core components of phonemic awareness, decoding, and spelling. We will discuss how these screening results align with the revised 2025 IDA definition of dyslexia. Finally, the session highlights how early identification helps mitigate secondary consequences, such as reading comprehension challenges and impacts on psychological well-being.

Elementary: Interested in the Core Instruction Puzzle?

Melissa Stanley

Providing instruction support to educators is critical! This session will focus on examining quality core instruction puzzle pieces: Standards + Curricular Resources + Explicit Instruction + Student Performance Data for impactful teaching and learning. Join us for clarity around the Pieces of the Core Instruction Puzzle to support teaching and learning.

TUESDAY, JUNE 16 BREAKOUT SESSIONS | 2:30-4:00PM | SELECT A SESSION**Intervention Intensification: Diagnosing Why Students Aren't Responding and What to Do Next**

Dr. Sarah Brown

When students aren't responding to intervention, the instinct is often to wait and see, or simply try harder with the same approach. But sustainable reading growth requires a more diagnostic lens. In this practical session, you'll learn a clear framework for identifying why an intervention isn't working and exactly how to intensify it in ways that are targeted, actionable, and tied to real student data. Using real-world scenarios, participants will work through four key dimensions that determine intervention effectiveness and practice matching the right response to the right problem.

SpringMath Users Group (Advanced): Strengthening Fidelity, Intensification, and Instructional Impact Through Data

Dr. Amanda VanDerHeyden

This advanced session is designed for experienced SpringMath users seeking to deepen implementation and instructional impact. Facilitated by Dr. Amanda VanDerHeyden, the session focuses on improving fidelity, analyzing SpringMath data to determine response to intervention, using case-based examples to guide intensification and individualization, supporting teachers through data-informed coaching, and leveraging year-end reports for planning and continuous improvement. Time will also be allotted for Q&A and shared problem-solving.

Onboarding for Success: A 30-Day Ramp-Up in Behavior Support

Kari Chitty

This session walks school leaders and coaches through a practical behavior support onboarding process designed to set new staff up for success in the first 30 days. Participants will be introduced to a behavior support onboarding checklist that outlines key milestones, expectations, and learning steps new hires need to confidently support students. The session also highlights how to use the Behavior Advantage PD Series as part of structured onboarding, and includes a workshop format with guided practice so teams can customize onboarding plans for their school. Attendees leave with ready-to-use tools, a clear early implementation plan, and strategies for ongoing support as staff get started.

Inspect What You Expect

Erica Carney & Erica Kindem

Tier 1 instruction sets the foundation for student learning. In this session, participants will explore how to define clear standards of practice for Tier 1 instruction and communicate those expectations. Participants will also examine how to plan for implementation and measure implementation through specific, observable evidence—learning to truly “inspect what you expect” in classrooms.

Critical Wondering: How Does My Curricular Resource Align to the ND Content Standards?

Melissa Stanley

How does my curricular resource align to the ND Content Standards? Findings such as gaps, overlaps, and omissions provide educators with the opportunity to be responsive to unfinished learning. Be part of this conversation for clarity on what we want students to know and be able to do and the use of quality resources during core instruction.

WEDNESDAY, JUNE 17 BREAKOUT SESSIONS | 8:45-10:00AM | SELECT A SESSION**A Chicken and Egg Conundrum: How Academics and Behavior Impact Each Other**

Tricia McKale Skyles

When building multi-tiered systems of support, educators are asked to look at both academics and behavior. They are often treated separately but are linked inextricably. Whether approaching curriculum through an academic model, behavior model, or both, this session will provide concrete ways to integrate them through the same instructional lens.

Your MTSS Operating System: How Leadership Teams Grow and Sustain What Works

Dr. Erin Chaparro

Growing an MTSS system is hard. Sustaining one is harder. MTSS isn't a program you add to your school — it's the operating system underneath everything you're already doing. In this opening keynote, we'll map how your teams, roles, data systems, and instructional supports connect into one coherent structure. We'll explore why some schools sustain MTSS through leadership transitions and competing priorities while others quietly lose ground, and what the research, and real schools, tell us about the difference. You'll leave with concrete next steps for strengthening your leadership team's role in the system and a fresh perspective on how to use the SAND to identify the data-based decision making practices that drive the most impact.

WEDNESDAY, JUNE 17 BREAKOUT SESSIONS | 10:15-11:30AM | SELECT A SESSION**Come One, Come All: Building a Culture of Attendance**

Tricia McKale Skyles

Chronic absence has emerged as one of the most critical issues in education today. Historically, approaches to absenteeism provided too little intervention, too late. This session applies proven principles of behavioral change to the issue of absenteeism, shifting the focus of school efforts to proactive approaches that teach, motivate, and involve all stakeholders in preventing and solving absenteeism problems.

From Data Overload to Clear Next Steps: Practical Protocols for MTSS Decision Making

Dr. Erin Chaparro

Most school leadership teams aren't short on data. They're short on a clear system for deciding what to do with it. In this hands-on session, we'll map out the decision-making flowchart your team needs to move from data collection to confident, consistent action. You'll explore practical tools — decision trees, meeting protocols, and data decision guidelines — and leave with next steps for reducing cognitive load for teachers. Applicable across academic and behavioral data, this session is designed for school-based leadership team members who are developing usable data decision guidelines to define flow between tiers. Participants will receive a Data Decision Guidelines Template to begin building their own system.

Math Fact Fluency: Why It Matters & How to Build It

Kaye Andersen

Math fact fluency, the ability to quickly and accurately recall basic math facts, is crucial for success in math because it frees up mental energy for more complex problem-solving. Participants will learn the recommendations from the IES (Institute of Educational Science) on how to help students achieve fact fluency and draft a fluency plan for implementation in the fall.

All In: Igniting Secondary Student Engagement in All Content Areas Using High Impact Literacy Routines

Shannon Harken

When students talk, read, and write with purpose across every subject, learning goes deeper. This session equips secondary educators with ready-to-use Tier 1 literacy routines — including Accountable Talk, Paragraph Shrink, vocabulary and fluency routines, and writing summaries — that build speaking, listening, reading, and writing skills while increasing engagement and achievement in any content area.

WEDNESDAY, JUNE 17 KEYNOTE | 12:00-1:00PM**Beacons of Hope**

Tricia McKale Skyles

Schools serve as a primary hub for many communities, often serving to fill in the gaps for much-needed resources. Capitalizing on the characteristics of safety, civility, and productivity, schools can create a culture of hope for students and families craving connectedness. A campus built on connectedness and hope is a campus where students and staff want to attend.

WEDNESDAY, JUNE 17 BREAKOUT SESSIONS | 1:00-2:15PM | SELECT A SESSION**Connecting Students to the School: Early Stage Interventions for Chronically Challenging Behaviors**

Tricia McKale Skyles

It's easy to connect with students who are fully engaged and in compliance with our expectations. Students with challenging behaviors often test our ability to make those healthy connections. In this session, participants will explore early stage interventions to create proactive plans in addressing misbehavior while building relationships and maintaining healthy connections between the student and the classroom.

Better Meetings, Better Decisions: An Introduction to Team-Initiated Problem Solving (TIPS)

Dr. Erin Chaparro

Most school teams are meeting regularly — but not always deciding efficiently and effectively. Team-Initiated Problem Solving (TIPS) is a scientifically-based model that gives school data teams the structure they need to move from data to action with confidence. In this introductory session, we'll walk through the three core components of TIPS (i.e. Meeting Foundations, Problem Solving, and Solution Implementation) and apply them to real behavioral scenarios. You'll leave with a concrete understanding of how to structure your team meetings, define problems with precision, build a measurable goal, and monitor whether your solutions are working.

Toolkit: Assisting Students Struggling with Math

Kaye Andersen & Ryan Lyson

NEW! The Institute of Education Sciences released a new toolkit on Assisting Students Struggling with Mathematics in Grades 3-6! The toolkit offers a high-quality professional development (PD) course that districts can implement with classroom and intervention teachers of grades 3-6. The course modules include classroom videos, readings, example math activities, and instructional routines to actively engage teachers in building their knowledge and use of the recommended strategies. The toolkit also offers leadership resources to support math directors and other administrators in implementing the course and strengthening intervention practices in their districts. A district could offer this PD for their teachers or administrators and teachers can join teachers from across ND in a 2 credit continuing education course. The course will consist of individual asynchronous work and virtual PLC sessions. It will be offered during the first semester of the 2026-2027 school year.

It's Not Too Late: Targeted Literacy Interventions for Secondary Struggling

Shannon Harken

Every secondary student deserves a pathway to becoming a confident, capable reader. Once instructional needs are identified, the real work begins. This session dives into targeted Tier 2 and Tier 3 strategies across decoding, fluency, comprehension, and vocabulary — giving educators the tools to design intentional, data-matched instruction that actually moves struggling readers forward.

WEDNESDAY, JUNE 17 BREAKOUT SESSIONS | 2:15-4:00PM | SELECT A SESSION**Tackling the Tiers: Finding Your Place in a Multi-Tiered Framework**

Tricia McKale Skyles

Move beyond theory by physically positioning yourself within the different levels of support to better understand the student experience. You'll gain a practical look at how resources shift and intensify as student needs change. You will leave with a clearer sense of how to transition support between tiers and get the right resources to the right students at the right time.

Celebration is the Fuel: Foster Commitment to Maintain Momentum

Dr. Erin Chaparro

Implementation doesn't stall because people stop caring — it stalls because leaders forget to refuel the adults doing the work. In this closing keynote, Dr. Erin draws on stories from her research and years in the field to explore what coherence really means in schools — and what quietly gets in the way. You'll examine how the decisions leaders make about roles, systems, and recognition either build momentum or slowly drain it, and why celebration isn't a reward you hand out at the finish line — it's the fuel that keeps teams moving toward goals in the first place. You'll leave with low-burden, high-impact strategies to foster commitment, distribute leadership, and build acknowledgment into your everyday practice — so your team goes into the year with a full tank.