Ignite '23

Proposal Submission Information

PROPOSAL

- Ensure your proposal is written to reflect your intended audience.
- Proofread your submission.
- Avoid sloppy formatting.
- Adhere to standard grammatical conventions.
- Proposals should be written in third person format avoiding the use of "I", "you" and "we."
- The name of the presenter(s) or an institution should not be included in the body of the proposal.
- Accepted proposals will be posted in the Online Program Schedule and listed in the Conference Mobile App as submitted; however, NASSP reserves the right to edit when necessary.

SESSION DESIGN

- Due to capacity limitations, all presenters should assume their session room will be set in **theater-style** (rows of chairs, with no tables).
- All session rooms are provided with standard A/V equipment consisting of:
    o Projector
    o Screen
    o head table
    o one microphone.
- Any additional tools needed for the presentation will be at the expense of the presenter. NASSP is unable to provide lecterns, additional tables, post-its, index cards, or paper handouts.

DIVERSITY & INCLUSION

NASSP strives to create a diverse and inclusive culture throughout the conference experience. NASSP requires conference presenters:

- Use inclusive and respectful language in session descriptions and presentations.
- Ensure diversity is represented among co-presenters and throughout session content.
- Make use of accessible presentation tools and visuals that adhere to the Americans with Disabilities Act.
    Resources:
    - *"Create Accessible Digital Products." Create Accessible Products, www.section508.gov/create.*
    - *"Make Your PowerPoint Presentations Accessible to People with Disabilities." Office Support, support.office.com/en-us/article/make-your-powerpoint-presentations-accessible-to-people-with-disabilities-6f7772b2-2f33-4bd2-8ca7-dae3b2b3ef25*
    - *W3C: Web Accessibility Initiative: https://www.w3.org/WAI/teach-advocate/accessible-presentations/*

FEES & EXPENSES

- Presenters are responsible for their own registration and are eligible to receive a discounted registration rate.
- Presenters at **Ignite23** are responsible for all conference-related expenses including travel, hotel accommodations, and meals.
- Presenters receive no compensation for presenting at **Ignite23.**

You will be asked to provide the following information when completing the submission form online:

Primary Presenter (Include this information for each co-presenter.)

- **First Name** — required for everyone
- **Last Name** — required for everyone
- **Presenter type** — adviser or non-adviser adult, student
- **Position/Job Title**
- **School Level** — required for everyone (drop down menu)
    - Elementary School
    - Middle School
    - High School
    - K-8 or PK-8
    - K-12 or PK-12
    - 6-12
- **Email Address** — required for everyone
- **Mailing Address**
- **Primary presenter home/cell phone number** (optional)
- **Presentation Experience** — list up to two other organizations you have presented for, and the years of these presentations; required for all presenters (optional)
- **Are you an NASSP Member?**
- **School/Organization Name** — required for everyone
- **School Context** (drop down menu)
    - Urban
    - Suburban
    - Rural
- **Gender** (drop down menu)
    - Female
    - Male
    - Non-Binary
    - Prefer not to answer
- **Ethnicity** (drop down menu)
    - American Indian or Alaska Native
    - Asian or Asian American
    - Black
    - Hispanic or Latino or Spanish Origin
    - Native Hawaiian
    - Pacific Islander
    - White
    - Multiracial
    - Prefer not to answer
- **Personal Photo** — a high resolution photo (1MB - 4MB) of yourself (in jpg or png format) and any co-presenters (Only one photo per workshop listing in the app. Consider asking for group photo if more than one presenter)
- **Social media:** Twitter Handle

Session Title *(150 characters maximum)*
Please capitalize the first letter of every word, following standard title conventions.

Intended Audience (select one):
- All Roles
- Aspiring Principals
- Assistant Principals
- Central Office Staff
- Higher Education
- New Principals
- Principals
- School Counselors
- Superintendents
- Teacher Leaders
- Teachers

Description *(150 words maximum)*
Compose your description as if it is the introductory paragraph of a longer piece of writing. The most successful session descriptions incorporate a hook, topic sentence, supporting statements, and two or three **measurable learning outcomes** *for participants.*

Rationale *(New for Ignite '23)*
In order to provide reviewers with more context behind proposals, we are adding an additional piece to our submission process. We are specifically interested in the answers to the following questions:

1. *Why is this topic important to you?*
2. *Why should it be important to attendees at Ignite '23?*
3. *What makes you uniquely qualified to present on this topic?*

Strand & Sub-strand: Choose a primary strand and sub-strand from the list below. If none of the topics suit your submission, please choose the nearest applicable topic or contact the chair for further advice.)

Ignite23 is offering professional learning through 4 powerful strands to leverage the school leader's capacity in maximizing learning in schools and building systems of collaboration and support to ensure success for all involved. We invite your expertise and facilitation in an area that interests you.

Building Leadership Capacity	School Culture and Climate
The role of a school leader in today's challenging educational environment is more complex than ever. Leading a community through change and school improvement efforts with a set of collaborative systems and structures are essential to empowering the stakeholders in your building. Part of our job as school leaders is to empower teacher and student leaders through intentional professional development and the building of strong relationships so that we can work together to be strategic instructional leaders for our students. By working together to create a sense of collective efficacy in our teams, we begin to build leadership capacity with our teacher leaders so that all stakeholders feel efficacious to lead many aspects of operations in the school.	Have you heard the phrase, "Climate and culture will eat strategy for lunch every day"? Building relationships with staff, faculty, the family community and students is the bedrock to creating a safe, strong, and empathetic learning environment for all adults and students in a school environment. By fostering a climate and culture of trust, we begin to see each other as human beings and as educators who want to do what is best for our students. And when that happens, we show our vulnerabilities about what good teaching and learning looks like.
• Assistant Principalship • Coaching and Leadership • Continuity of Operations • Collaborative or Distributive Leadership • Instructional Leadership • Navigating Change • New Principal Support • Professional Development • School and District Leadership • School Improvement & Reform • Strategic Planning • Systems and Structures of Collaboration • Teacher Effectiveness & Evaluation • Teacher Leadership	• Community Relationships • Difficult Conversations • Equity • Family & Community Engagement • Navigating External Climate and Conflict • School Safety and Operations • Staff Inclusivity, Belonging & Support • Staff Recruitment, Induction, & Retention • Trust in Leadership and Schools • Workforce Diversity
Student Engagement and Motivation	**Whole School Wellness**
Each student is a unique individual with their own strengths and areas for growth. They come to school the way they come to school, and it's our job as educators to figure out where they are in their knowledge and learning and to meet them with the necessary strategies and interventions to support them to reach their potential. And students learn best when they are engaged, actively learning, critically thinking, and doing the talking. Our goal is to share strategies and ideas to differentiate learning, to leverage student voice, and to increase student agency in the classroom so students feel motivated to do their best in school and empowered to take ownership for their learning.	Adults' and students' mental health and well-being are quite fragile. And part of the school's responsibility is to support our stakeholders to be resilient with trauma, to effectively navigate crisis management, and to teach our community of learners how to embrace a healthy way of life by integrating tools of social emotional learning so that they can be the best versions of themselves. When students feel safe making mistakes and feel confident to be their authentic selves, high levels of learning can occur, especially when intentional systems of support are in place. Our goal is to create a schoolwide system of support to empower all adults and students to feel confident in what they do with the appropriate scaffolds and interventions in place to that everyone succeeds.
• Behavior Strategies • Critical Thinking • Differentiation • Digital Citizenship • Innovation • Leveraging Student Voice • Neurodiversity • STEM & Instructional Technology • Student Agency	• Effective Crisis Management • Mental Health & Wellbeing • Multi-tiered systems of support • Social-Emotional Learning • Struggling Students & Interventions • Student Inclusivity, Belonging and Support • Trauma-informed Instruction • Trauma-informed Leadership

Add Co-Presenters

All sessions must designate one lead presenter. You may also add up to three co-presenters. You and any co-presenter(s) must be able to present in person or virtually following the virtual parameters required by NASSP

Terms and Conditions

You must indicate that the presenter and any co-presenters agree to all the terms and conditions in order to submit your proposal.

Confirmation

The last step of session submission involves reviewing what you have entered and pressing "Confirm and Submit" to receive a confirmation email message.