



Instructional Bootcamp!
Instructional Process and Delivery:
Your One Chance to Make Your Grade Level Mark!
June 1-2, 2026: Session Descriptors

Audience: Sessions are designed to meet the needs of the two groups of professionals noted below:

Group A: Classroom Teachers (including new and alternatively certified) and Support Staff (i.e. teacher leaders/mentors, aides, Administrators)

Group B: Instructional Coaches, Administrators, and District/Curriculum Support Staff (those that observe, coach, and/or support instruction and the written curriculum)

Day One: Monday, June 1st:

Session 1: Whole Group Session: Connecting the Dots: *Transform Learning Insights into Action Using A.I.*

Every student has a story. A.I. can help you uncover it in real time. Imagine seeing how every student is doing, understanding why, and knowing exactly what to do next. In this multi-hour workshop, we'll do just that. We'll kick off with a keynote, then walk through the full journey from A.I. curiosity to confident classroom action. **You'll design personalized learning experiences connected to tier 1 instruction, explore live data that shows what's working and what isn't, and use an A.I. thought partner to focus your attention on the students who need it most.** Grounded in real classroom practice and current research on learner-centered design, this session gives you a clear framework to build on. Whether you're just getting started or ready to go deeper, you'll leave with tools and strategies you can use tomorrow to find out what every student needs and make it happen.

Presenter: **Tarah Tesmer:** Senior Educational Strategist with School A.I.

Target Audience: Both Groups A and B noted above

Session 2: A/B Group Breakouts:

Breakout A: Preparing the Instructional Environment: *Structure, surroundings, and instructional goals*

Before any instruction can be effective, we must create and sustain a learning environment that emphasizes student compliance and engagement. In this session you will experience techniques that will promote a predictable and stable learning environment that is designed to sustain itself over the course of the school year. Once this is set in motion, student success, both behaviorally and academically, can be achieved. Participants will leave with a set of ready techniques to start the school year, and a plan on how and when to use them.

Facilitator: **Dr. Janie Pyle:** Program Director, SMCAA

Target Audience: Group A as noted above



Breakout B: Strategic Instructional Planning: *Essential user-friendly documents for Instructional Success*

Not all scope and sequence plans are created equal. This session unpacks the essential components of clear, high-impact instructional planning tools—regardless of grade level or content area—and highlights common pitfalls that turn cluttered calendars into ineffective guides. Participants will explore how to design user-friendly documents that truly support day-to-day instruction by answering three critical questions: What grows over time? What must be protected? What must be repeated? Along the way, they will learn how to audit existing documents for gaps and overlaps, distinguish between a simple list of standards and a strategic scope and sequence, and clarify the difference between a pacing guide and a scope and sequence, ultimately rebuilding plans around learning progressions rather than isolated topics. Participants will leave with practical, ready-to-use tools, including the *Must-Have vs. Nice-to-Have Sorting Protocol*, an “*Is This a Scope Problem?*” *Diagnostic Checklist*, and a *Scope & Sequence Planning Template* for immediate application.

Facilitator: **Wendi Stallcup:** Curriculum Director, Title One, Instructional Coach, Wheatland R-II
Target Audience: Group B as noted above

Session 3: A/B Group Breakouts:

Breakout A: Tier One Instructional Practice: *Practices for maximum success in a short period of time!*

THIS IS IT! Of all the classroom instruction you perform on a given day, Tier One instruction should be your primary *focus* and your *best* practice. This is the time that you provide students with the knowledge and lifelong skills necessary for overall achievement and successful matriculation to the next grade and content level. Then, intentional and purposeful content practice is required to bring the learning home. In this session we will present research proven “I Dos” (instructional practices), and the best “We Dos” (student practice strategies) compiled and organized in Dr. Pyle’s *Notable Nine* (Derived from Dr. John Hattie’s best Tier One strategies). We will discuss the skills required to use these practices and create a plan to use them on the first day of school.

Facilitator: **Dr. Janie Pyle**
Target Audience: Group A as noted above

Breakout B: Focused Directions: *Linking documents together for purposeful instruction-What should we be looking for?*

Learn how to design flexible pacing windows that reflect the realities of the school calendar—assemblies, snow days, and the need for reteaching—without sacrificing the integrity of the curriculum. Participants will clarify the role of a pacing guide, convert learning progressions into manageable pacing windows, and account for key instructional constraints such as time, emphasis, and assessment demands. The session will also introduce the “Buffer Week” strategy to help protect essential learning (“Big Rocks”) while building in space for the unexpected. Participants will leave with practical, ready-to-use tools, including a Flexible Pacing Template and Audit Checklist, as well as a Pacing Guide Translation Template for immediate application.



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Presenter: **Wendi Stallcup**

Target Audience: Group B as noted above

Day Two: Tuesday, June 2nd

Audience: Sessions are designed to meet the needs of the two groups of professionals noted below:

Group A: Classroom Teachers and Support Staff (i.e. classroom teachers, aides, mentors, Administrators)

Group B: Instructional Coaches, Administrators, and District/Curriculum Support Staff (those that observe, coach, and/or support instruction and the written curriculum)

Session 4: Whole Group Session: Instructional Time: *How to save it/How to maximize it*

“Where do I find the time?” This may be your ongoing concern when it comes to instruction. So many standards/objectives, so many interruptions, and not enough time to get the teaching and learning done. While we know that time *flies*, let’s focus on how to *catch* that instructional time that seems to elude us. We may not realize that we can recoup time by introducing some new processes and procedures. In fact, research says that we can recover up to three or four hours a week if we transform some of these practices into habits. How exciting! Now is the “time!”

Presenter: **Dr. Janie Pyle**

Target Audience: Both Groups A and B noted above

Session 5: A/B Group Breakouts:

Breakout A: Learner Support and Evidence: *Intentional practice and purposeful assessment techniques*

Grant Wiggins said: “*The more you teach without finding out who knows the information and who doesn’t, the greater the likelihood that only already-proficient students will succeed.*” Focused assessment must return to Tier One instruction in a way that can give us critical data in real time. Then, we can move on to the data that can shape our planning and delivery. This session will provide ideas that will assess Tier One instruction faster, that will guide us in adjusting approach in real time and give us useful information to focus our efforts. Better use of teaching and learning time **in real time!**

Facilitator: **Dr. Janie Pyle**

Target Audience: Group A as noted above

Breakout B: Instructional Progressions: *Exploring “Depth-Based” learning units- what would intentional instruction look like?*

Spiral doesn’t mean repeat—it means revisit with purpose. This session blends cognitive science with curriculum design to explore what a depth-based, spiraled scope and sequence looks like in practice and how leaders can intentionally design learning progressions that build complexity over time rather than rely on surface-level repetition. Participants will identify non-negotiables—what must be revisited regardless of



pacing pressures—create a “Depth Matrix” to map how a single concept (such as argumentation or ratios) evolves across grade levels, distinguish between false spirals and true depth spirals, and align standards into cohesive learning arcs. Participants will leave with a set of practical tools, including a Conceptual Progression Map (3-tier DOK spiral framework), a Depth Spiral Planning Framework, a Spiral Audit Tool, and a Scope & Sequence Leader Toolkit with ready-to-use templates and protocols.

Facilitator: **Wendi Stallcup**

Target Audience: Group B as noted above

Session Six: Whole Group Session: How to Set Up for Success: *What are your next instructional planning and learning moves?*

What’s next? Just like solving any other problem we face, we should approach new learning with a step-by-step process. How do we assess our own knowledge and skills in our profession? How do we take all that we have learned and create a plan to improve our performance? How do we share our instructional success with our colleagues in an evidence-based way? These questions and more will be addressed in this final whole group session. Plan to bring any materials and resources you may need to assist you during this working session. Be ready to share your ideas with colleagues.

Facilitators: **Dr. Janie Pyle and Wendi Stallcup**