<table>
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<th>Time</th>
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<td>8:00 - 8:30</td>
<td>Breakfast Buffet &amp; Networking</td>
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| 8:30 - 8:45 | Opening & Welcome: Complex Area Superintendent Collaborative Norms Outcomes: (5 min)  
- Network, collaborate and learn from Principals, CAS, Mentors, and Induction Coordinators in pilot  
- Awareness of key elements of Social and Emotional Learning (SEL) as a parallel process of development for administrators, mentors, teachers, and students  
- Build skills and awareness in bringing empathy into mentoring and leadership work  
- Deepen understanding of Mentoring Tools & Protocols  
- Reflect on program sustainability guiding questions to prepare for program implementation beyond the pilot. |
| 8:45 - 9:15 | 1) SEL – definition; 2) How do we promote SEL- key actions; 3) Self-Assessment Connector: What is Empathy  
- Internal Language/Questions stems  
- Cultivating Empathy partner practice: |
| 9:15-10:15 | Stations:  
1. Mentoring Tool - Knowing Students Across Multiple Dimensions Tool (Mentors)  
2. Power of Triad Conversations (Mentors)  
3. Program Sustainability Planning: (Pilot Leads)  
4. SPED Focus Group (SPED Pilot Leads)  

Reflective Prompts For Stations 1 & 2:  
- What are you thinking now that you’ve heard about this tool/protocol?  
- How might this tool/protocol be utilized with what you’re ALREADY doing, or have in place, at school?  
- How can you utilize this tool/protocol to impact teacher effectiveness and student achievement?  

Station 3:  
- How can principals lead for improved mentor program implementation?  
- How can principals create the time for full implementation?  
- How can principals & Complex Areas find the resources for full implementation?  

Station 4:  
- What’s working well in your efforts to support SPED teacher effectiveness?  
- What’s your biggest challenge, in terms of supporting SPED teacher effectiveness?  
- One thing we’ve heard from SPED teachers is that a big challenge is that even standard SPED requirements like an IEP are done differently across schools and complex areas. Does it make sense to push for more consistency, and if so, how should that be pursued?  
- Another challenge identified by SPED teachers is they need SPED-specific advice, support, and guidance -- and that Gen Ed colleagues and administrators sometimes lack this experience. We’re considering SPED mentors as one way to provide this support. Do you have feedback on that idea? |
| 10:15-10:30 | Closing: Advocacy - What we might need from you?  
Feedback Form/ Reflections - suggestions for last Principal breakfast; |