



## JENNIFER GONZALEZ

"TO STAND BEFORE CHILDREN IS A RARE PRIVILEGE. IN EVERY MINUTE WE SPEND TOGETHER, THEY WILL LEARN SOMETHING. LET'S MAKE IT GOOD."

National Board Certified Teacher, author, and Editor-in-Chief at Cult of Pedagogy, Jennifer Gonzalez blends her broad pedagogical and technical knowledge, down-to-earth honesty, and sense of humor to deliver inspiring keynotes and practical lectures and workshops.

In her everyday work, Jennifer digs into the topics most teachers don't have enough time to study deeply on their own: teaching methodology, classroom management, learning theory, and educational technology. Then she extracts the most valuable information from it all and shares it with teachers so they can run with it.

Because every event is different, Jennifer will customize a package of services for your unique needs, including resources your group can continue to use long after the event has come and gone. **All offerings can be presented remotely via videoconferencing software.**



# PROGRAM OPTIONS

## KEYNOTE

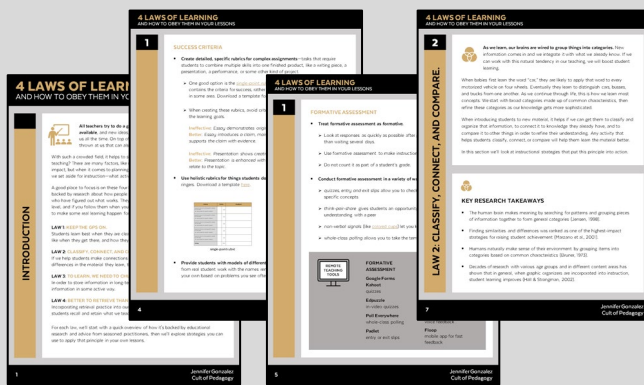
30-60 minutes (adjustable for your event)

Inspiring talks to get your audience motivated and thinking differently, using a combination of stories, research, and thought-provoking questions. Additional time can be added for audience Q&A.

## LECTURE OR WORKSHOP

1-2 hours

These sessions deliver practical information that can be taken into classrooms and applied right away. If time allows and the platform or venue are equipped for it, participants will have opportunities to participate in turn-and-talk-style conversations, and time can also be built in for deeper collaborative work depending on your needs and the type of audience.



All **lectures** and **workshops** come with a digital download summarizing the session's key points and providing links to more resources online.





## KEYNOTES

### THE AERODYNAMICS OF EXCEPTIONAL SCHOOLS

In any school, just as in air travel, four forces work to affect our progress: *lift*, the tools we select to meet student needs; *thrust*, the energy and enthusiasm we put into improving our practice; *weight*, the raw materials we have to work with—socioeconomics, budget constraints, student readiness; and *drag*, the resistance to change from colleagues, students, and parents.

We come together at events and conferences to improve our *lift* by discovering new technologies and practices. But our excitement can be dampened when we meet the forces of *weight* and *drag* that await us in our schools.

What's missing is *thrust*: We know what it's going to take to improve our schools, but we have to get better at convincing other stakeholders to get on board. Lessons from change management theory and advice from teachers who have been there will give us the tools we need to encourage our colleagues, get buy-in from students and parents, and make our schools truly exceptional.

### THE SYMBIOTIC CURRICULUM: WHERE "REAL LIFE" AND SCHOOL ARE THE SAME

For generations, many of our schools have operated apart from the communities that surround us. We prepare students for the "real world" without giving them real access to it. We seek expertise from textbooks and websites, missing the wealth of resources right down the street. We experience the consequences of community problems, but rarely see ourselves as the ones who can solve them.

Now the world has changed: School has been brought home, improvisation and change are a daily occurrence, and communities have had to think critically about the value of education and how best to make it happen. Now more than ever, we have an opportunity to break with tradition and create a symbiotic relationship between school and community: tapping into local resources, solving local problems, and becoming truly active citizens of our communities. By hearing the stories of teachers and students who have done just that, we'll be able to imagine the possibilities for all schools.



## LECTURES / WORKSHOPS

### **4 LAWS OF LEARNING (AND HOW TO OBEY THEM IN YOUR LESSONS)**

What really makes a difference in teaching? There are many factors, like relationship building, that have a powerful impact, but when it comes to planning lessons—that 45- to 90-minute block of time we set aside for instruction—what activities actually move the needle on learning? This session explores four rock-solid truths backed by research on how people learn. These laws apply to every subject area and grade level, and if you follow them when planning lessons, you'll be a lot more likely to make some real learning happen for students.

### **CULTIVATING A HEALTHY CLASSROOM CLIMATE**

The emotional climate of a classroom significantly impacts students' academic achievement. If you struggle with classroom management, unmotivated students, or lessons that just don't go well, the problem might have something to do with climate. This session examines five factors that affect classroom climate—teacher mindset, relationship building, academic safety, inclusiveness, and teacher language—and offers specific ways you can make improvements in each area.



## LECTURES / WORKSHOPS

### **START AT THE END: APPLYING BACKWARD DESIGN TO CLASSROOM TECH**

How do we avoid getting distracted by the "shiny objects" of tech and stay focused on learning? One way is with backward design. Using examples from different content areas, we'll look at how teachers can first clarify what students should know or be able to do by the end of a learning cycle, then choose the experiences and technology that will get them there.

### **TECH AND THE BRAIN: MATCHING TOOLS WITH THE RESEARCH ON LEARNING**

The research on how we learn best is coming in all the time: We are discovering more powerful ways to help students process information at higher levels, anchor concepts in long-term memory, and transfer ideas to other contexts. Now it's time to leverage technology to make these practices even more effective. In this session, we'll look at a collection of research-based learning principles and how each one can be boosted by pairing them with specific tools.

### **SUPPORTING STUDENT READERS AND WRITERS IN EVERY CLASS**

Teachers in all subjects are expected to support student reading and writing. In this session, we will explore why students need literacy support in every class, the misconceptions that keep teachers in non-ELA content areas from effectively delivering this support, and the surprisingly simple strategies teachers can use to support student reading and writing in any content area.