



District of Columbia
Office of the State Superintendent of Education

It Takes a City: DC Does it Best!

May 20, 2016
8:30 a.m. – 4 p.m.

Walter E. Washington Convention Center

WELCOME LETTER FROM THE STATE SUPERINTENDENT



May 20, 2016

Greetings!

On behalf of the District of Columbia Office of the State Superintendent of Education (OSSE), it is my pleasure to welcome you to the May 2016 LEA Institute, "It Takes a City: DC Does it Best!"

We are pleased to provide you with professional development workshops that we hope will help you support students in the District of Columbia as we work to ensure they are fully prepared for college and careers.

As the landscape of industry continues to change and grow in the District and beyond, it is clear that we need to provide students with essential skills and knowledge that will allow them to compete in the global economy. To do this, we must ensure educators are equipped to provide instruction in a way that is innovative and requires students to think analytically and use the inquiry method to problem-solve. This institute will focus on educational practices that have been proven effective.

While much work still remains, OSSE recognizes that as educators and leaders, you are vital to our children's success. We are hopeful that this institute will make a difference in our quest to raise the quality of education for all DC residents. I am confident that by working together, we will succeed.

Thank you for your dedication and commitment to our students.

Sincerely,

A handwritten signature in black ink, appearing to read "Hanseul Kang". The signature is stylized and fluid.

Hanseul Kang
State Superintendent of Education

SCHEDULE

7:30 - 8:30 a.m. Registration and Continental Breakfast

8:30 - 9:30 a.m. *Welcome*

State Superintendent of Education
Hanseul Kang

Keynote
Topher Kandik, Teacher of the Year

9:30 - 9:40 a.m. Break

9:40 - 10:50 a.m. Breakout Session 1

10:50 - 11 a.m. Break

11:00 a.m. - 12:10 p.m. Breakout Session 2

12:10 - 1:10 p.m. Lunch

1:20 - 2:30 p.m. Breakout Session 3

2:30 - 2:40 p.m. Break

2:40 - 3:50 p.m. Breakout Session 4

****Early Learning Breakout Session 4 will begin at 2:30 p.m. and end at 4:00 p.m.**

KEYNOTE SPEAKER: TOPHER KANDIK



Those who know Mr. Kandik’s teaching practice refer to him as transformative, endlessly creative, and deeply engaged. A former fundraiser in the DC arts community, Kandik decided to become a teacher when he saw the transformative effect the arts can have on students while volunteering in an after school program that focused on writing plays. A National Board Certified teacher, Kandik has served his entire nine years as an educator at SEED DC, where he is known for engaging students with thoughtful lessons that are reinforced through a variety of experiential

learning experiences that feature guest speakers and field trips.

A 2013 recipient of the Mayor’s Arts Award, District of Columbia Commission on the Arts and Humanities Teacher of the Year, Kandik created the SEED African American Read-In, an annual open mic celebration in conjunction with an invited guest writer. Kandik also co-founded DC Miscellanea, a youth writing organization that provides DC area youth an opportunity to build community through writing projects focused on art and aesthetic experiences.

In December of 2015, Mr. Kandik was selected as the 2016 DC Teacher of the Year from a pool of nearly 100 of the top teachers in the District of Columbia. “Topher is a master at kindling students’ passion for ideas and self-expression, and he lights up when discussing his students,” wrote Dan Brown, co-director of Educators Rising, an organization that works with prospective teachers beginning in high to develop a core of highly skilled educators, in his support of Kandik’s application. “Topher Kandik exemplifies the commitment, skill, shrewdness, and of cultural competence of the best of the teaching profession.”

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.				
Room	Session Title	Audience	Presenters	Session Description
East Salon A	Special Education Person-Centered Planning and Self-Advocacy: A Culture Shift in IEP Meetings	Special education staff, parents, and administrators	Christopher Nace Manager of Secondary Transition, DC Public Schools	This session provides participants with the chance to openly discuss opportunities for growth and challenges associated with secondary transition. This session will provide a platform for better dialog between teachers and central office staff regarding the state of secondary transition.
East Salon B	Special Education The DCPS Inclusive Vision Project: A Roadmap for Establishing a Culture of Inclusion and Implementing Inclusive Best Practice in our Schools	All educators	Jennifer Blair Inclusion Support Specialist, DC Public Schools Louise Lewis Inclusion Support Specialist, DC Public Schools Darci Wilson Inclusion Support Specialist, DC Public Schools Rebecca Scaife Inclusion Support Specialist, DC Public Schools	This session will walk school staff through what it takes to create a model, inclusive school. This presentation will include (a) how to implement inclusive best practices at district, school, and classroom levels; (b) an outline of roles and responsibilities of stakeholders and provide concrete next steps for how to transform the structures and mindset of any school/classroom; and (c) an outline of inclusive best practices for instruction, school scheduling, school and classroom vision setting, etc.
East Salon C	STEM Games for NGSS Curriculum Design: SPICED	K-12 educators (ELA and STEM) and parents	Otto C. Wilson, Jr. PhD Associate Professor, Biomedical Engineering, Catholic University of America Kelly Omotade Undergraduate Student, Mechanical Engineering, Catholic University of America Angela McRae, PhD Assistant Professor, Education, Catholic University of America	Games can play a big role in increased learning. In this workshop, participants will play the game SPICED, based on the popular Food Network show Chopped, which allows contestant teams to apply NGSS Disciplinary Core Ideas in real time as they develop curriculum units. STEM ingredients will be used to construct a Question (Appetizer), a hands-on lesson to give students the opportunity to address the Question (Entree), and an assessment tool (Dessert).
101	STEM W.I.L.D Science	Middle and high school STEM teachers, alternative, young adult teachers	Meghan Snyder Lead Reading Teacher, Academy of Hope Adult Public Charter School Richmond Onokpite Lead Science Teacher, Academy of Hope Adult Public Charter School Daquanna Harrison Director of Instruction, Academy of Hope Adult Public Charter School	Writing, Inquiry Learning, and Demonstration-methods (W.I.L.D) have been widely used to teach Next Generation Science Standards. These methods are prove to increase students' interest in science, develop their writing skills, improve classroom interaction, and help students build scientific thinking and problem solving skills. The strategies shared can be effectively practiced in the classroom without the physical presence of a science lab, while authentically merging writing and science.
102A	Positive Culture and Climate Sustainable model for Expanding Behavioral Health Services in a School Setting	All educators	Stacey Pearl Director of Student Support Services, SEED Public Charter School Dr. Todd Christiansen Psychiatrist	In this session, participants will (a) improve their understanding of the needs of students with emotional or behavioral health concerns; (b) understand barriers to providing appropriate services for students with emotional or behavioral problems; and (c) identify ways to overcome barriers to providing appropriate services to students with emotional and behavioral problems

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
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Room	Session Title	Audience	Presenters	Session Description
102B	English Learners Writing Bilingual Books: How to Use a Student’s Native Language to Help Them Acquire Literacy in English	ELA and ELL teachers	Susan Ozment ELL Teacher, grades 6-8 Christina Sfekas ELL teacher, grades 1-2	This workshop will give participants strategies for effectively using ELL students’ native languages to help them acquire literacy in English even when the teacher does not speak the students’ native language. Presenters will share student work, lesson plans, and rubrics for written assignments in a variety of genres. Teachers will be given time to create lesson plans for a writing project in their own classrooms.
140A	Educator Effectiveness Investing in Professional Development: What Motivates You?	Educators, policymakers, teachers, administrators	Maria Angala NBCT, AFT/WTU Teacher Leader, Special Education Teacher, Anacostia SHS	Participants will further develop the concept that teacher professional development (PD) is an essential feature of instructional interventions in general, and for the improvement of students’ learning and achievement. Teacher motivation in PD is directly linked with classroom enactment of PD approaches, content, and skills. PD has been found to indirectly increase the likelihood of desirable student outcomes.
140B	Positive Culture and Climate Supporting Positive Student Behavior by Addressing Learning Needs	All educators	Caitlin Wolf Program Associate, Center for Inspired Teaching Cosby Hunt Senior Manager of Social Studies, Center for Inspired Teaching Dave Yarmchuk Senior Manager of Science, Center for Inspired Teaching	Participants will engage in a simulation in which they play the roles of students and staff in a classroom in which a confrontation takes place. Participants will unpack the simulation using Inspired Teaching’s ABCDEs of learner needs: Autonomy, Belonging, Competence, Developmental appropriateness, and Engagement. Participants will gain an understanding of the needs that determine positive or negative behavior, and will share ways in which their schools/organizations do and can address the ABCDEs.
141	ELA/Literacy Literature Circles at Work	3rd - 12th grade teachers	Arabella J. Zeba, M.Ed. Reading Specialist, Flora L. Hendley Elementary School	This workshop is intended to be a hands-on cooperative learning activity demonstrating how to implement literature circles in the classroom. It will also cover selecting culturally relevant text for students. Participants should be ready to move around and work in groups.
142	ELA/Literacy The ABCs of TAG: How to Create an Enrichment Program for Advanced Learners	Elementary educators and administrators	Binta A. Garrett, M.A. SPED Teacher/Reading Specialist, Bridges Public Charter School	In this session, participants will discover how to create an enrichment program for an often neglected segment of our student population – the gifted child. Most school curricula rarely offer opportunities for advanced learners to maximize their capabilities. Participants will examine various research-based instructional models in gifted education, in addition to previewing an effective enrichment program developed and implemented by the presenter. Participants should bring a laptop or tablet.

K-12 Sessions

BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.

Room	Session Title	Audience	Presenters	Session Description
143A	Positive Culture and Climate Implementing Restorative Practices: A Showcase of OSSE-Supported Schools	Educators, administrators, and families	Tarek Maassarani Restorative DC Jessica Dulay Response to Intervention Specialist, OSSE Representatives from Restorative DC Schools	In this workshop, representatives of five DC schools that are part of the SY2015-16 cohort of the OSSE-supported Restorative DC project will talk about how restorative practices have been implemented in their schools, success stories, lessons learned, and ongoing challenges.
143B	Mathematics Basic Facts of BASIC FACTS: Integrating the Facts into Daily Instruction at School & Home	Elementary math educators	Alexis Giles MAT, Educator/Math Interventionist, HCPSS	In this interactive workshop, we will discuss fact integration with daily problem solving, homework, and more. Bring your own devices!
143C	STEM NGSS Toolkit	All educators	Maya Garcia Director, Science Technology Engineering and Mathematics, OSSE	In this session, the presenter will walk through the NGSS toolkit highlighting how educators can provide students opportunities to actively practice and experience science in a more meaningful, real world, hands-on way rather than just learning about it from a textbook.
144A	ELA/Literacy Core Literacy Fellows: Developing Leaders in the Common Core	Instructional leaders (principals, assistant principals, coaches, etc.)	Ethan Mitnick President, SchoolKit Liz Budrionis Director of Projects, SchoolKit	In this session, participants will learn about Core Literacy Fellows, a year-long Common Core professional learning initiative for instructional leaders. Participants will explore the research behind the Common Core Shifts in literacy, analyze classroom conversation data, and learn instructional best practices to prepare students for success in college and careers.
144B	Educator Effectiveness Building Principals and Teachers Co-Learning Networks	Principals, teachers, staff developers, coaches, consultants, assistant superintendents, and superintendents	Dione Christy, PhD National Education Consultant, US Department of Education	This session will provide Pk-12 attendees with a practical framework of vision, alignment, and structures of effective co-learning networks that serve to guide educator effectiveness and positive school culture. Attendees will learn how to adapt for appropriate methods of professional learning that are flexible, responsive, and individualized to environmental contexts and learning goals, while honoring educators' voice and choice for higher growth levels of student learning and school improvement.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
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Room	Session Title	Audience	Presenters	Session Description
144C	STEM Neuroscience Education: Making a Difference at Magruder High School in Montgomery County Maryland	All educators	Archibald Fobbs Collections Manager, National Museum of Health and Medicine, DHA Dennis Twombly, PhD Deputy Director, Office of Extramural Policy, Eunice Kennedy Shriver National Institute of Child Health and Human Development Leroy Evans Principal Magruder High School Paul Williams Paul Williams and Associates, Otto Wilson, PhD Associate Professor, Catholic University of America	Participants will be introduced to a unique format that requires hands-on participation. The program, designed to provide parents with ways to open lines of communication with their students, immerses students in various topics of interests presented by neuroscientists from local institutions. Presenters will share information about their Parent and Student Symposium, designed to address community and social issues.
158AB	Special Education Accommodations in the Classroom Through the Use of Universal Design for Learning	All audiences	Devon Wade Instructional Coach, John Burroughs Elementary School Andrea Roberson School Psychologist, John Burroughs Elementary School	Participants will learn about Universal Design for Learning (UDL) and how it aligns with special education accommodations and Response to Intervention (RTI). Participants will develop a mini lesson that includes UDL strategies and explore instructional websites that foster Universal Design format.
EARLY LEARNING SESSIONS				
East Salon F	Program Administration Pedagogical Leadership: Walking the Talk	Center directors and administrators	Kathy McKeon Maurice Sykes Early Childhood Learning Institute	Leaders will learn how to ensure the growth and development of ALL children through fidelity in curriculum implementation, multiple modes of assessment, differentiated instruction, focused staff development, and daily facilitation and monitoring of teaching and learning.
West Salon G	Parent, Family & Community Engagement Fathers Making the Grade: Engaging Fathers in Education - A Scenario for Success	All educators including special education and parents	Franklyn Malone Commissioner DC Commission Fathers, Men and Boys	The need for involvement of fathers in education is critical for our children to attain a foothold in academic progress. Reading to children at an early age is critical. This session discusses the need for father friendly schools and the invaluable role fathers play in education.
West Salon H	Teaching & Learning Creating Learning Environments for Infants and Toddlers	Infant-toddler educators supervisors and coaches	Barbara McCreedy Principal, Early Childhood Specialist ICFI Karen Davis Platt Senior Technical Specialist ICFI	Infants and toddlers need creative, safe, developmentally appropriate classroom spaces in order to move, grow, and learn. Teachers need to purposefully and intentionally plan and prepare the classroom into engagement areas and to plan a wide range of stimulating individualized activities throughout the day. This session will guide participants on going beyond caretaking duties and the “battery operated toys” and discover how to add a sense of wonder, curiosity and delight for your children and for you each day.

K-12 Sessions

BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.

Room	Session Title	Audience	Presenters	Session Description
West Salon I	Physical Health & Safety Big Body Play: Why Something So Scary is So Good For Children (Part 1)	Educators and supervisors (children ages birth - eight)	Frances M. Carlson, MAEd Author, Big Body Play (NAEYC, 2011)	Come learn about young children’s preferred play style - rough and tumble play - and why this play offers so many benefits to their development. Participants will learn how to support and extend rough and tumble play and how to communicate its value to families.
East Overlook	Mental Health/ Social- Emotional Development Quiet the Mind, Spark Creativity	All educators and parents	Lisa Danahy ERYT-200, RCYT, Founder & Director, INA Wellness Meghan Lally MA-Museum Studies & Art History, Educator & Curriculum Specialist, INA Wellness	Creativity and learning is only possible when the mind and body are balanced. In this session participants will (a) explore the power of art and yoga to clear and focus the mind, direct awareness, and build a platform for true learning and understanding; (b) explore strategies to blend yoga and art to enhance the learning process; and practice techniques to improve social and emotional well-being to benefit the whole school community. Wear comfortable, well-fitting clothes for this experiential workshop.
West Overlook	Mental Health/ Social- Emotional Development The Impact of Toxic Stress on the Young Child	Early childhood teachers and directors parents of young children	Dr. Catherine Graham Early Childhood Clinical Specialist, Healthy Futures Ana-Maria Hakim Early Childhood Clinical Specialist, Healthy Futures Nancy Parris Early Childhood Clinical Specialist, Healthy Futures Stephen O’Connor, Program Manager, Healthy Futures.	In this workshop participants will learn the (a) importance of the birth to three period of development; (b) definition of toxic stress and trauma; (c) impact of toxic stress on young children; (d) signs and symptoms of trauma for infants and toddlers; and (e) steps to support teachers, caregivers, and young children who are impacted by trauma. You will also learn about the ACE test and have an opportunity to hear the questions.
103 A	Cultural & Linguistic Diversity Connections that Endure: Creating Community Using Rituals and Traditions	All educators and administrators	Jacky Howell, MA ECE Consultant and Trainer, Azspire, LLC Kimberly Reinhard, MSc Consultant and Trainer, Reinhard Consulting	This session looks at building classroom AND center community through creating rituals and traditions. From both the teacher and director perspective, many examples of classroom and program rituals and traditions that build connections between children, staff, and families will be shared. A highly interactive session, participants will leave with concrete ideas for their settings.
103 B	Teaching & Learning STEM in Early Childhood Education	All educators	Sarah Erdman Founder of Cabinet of Curiosities LLC	STEM (Science, Technology, Engineering and Math) is a hot buzzword, but what does it mean in the early childhood classroom? This session will look at practical ways to incorporate STEM into your teaching. We will spend time thinking about what STEM means to young children and how to set up STEM explorations in your classroom, as well as ways to fold these concepts into the rest of your curriculum.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.				
Room	Session Title	Audience	Presenters	Session Description
156	<p>Parent, Family & Community Engagement</p> <p>Parent Engagement: Community Integration in Public Schools</p>	All educators, community organizations, parents, mental health providers	<p>Orin Howard Director of Family Services, DCPS Early Childhood Education</p> <p>Rianna Berkeley Program Manager Ward 7, DCPS Early Childhood Education</p> <p>Lauren Brown Program Manager Ward 4-5, DCPS Early Childhood Education</p>	This session explores the DC Public School Early Childhood Education Family Services Program. Participants will explore (a) strategies that enhance internal and external partnerships; (b) ways to integrate the community and develop staff to engage in a meaningful way; and (c) how to engage with special populations (i.e., homelessness, disabilities, fatherhood, food deserts, and trauma). Participants will engage in a discussion around their community plans towards the end of the session.
206	<p>Mental Health / Social-Emotional Development</p> <p>Toddler CLASS Emotional and Behavioral Support: Positive Climate, Teacher Sensitivity and Behavior Guidance</p>	Toddler educators	School Readiness Consulting	Participants will learn how to promote intentional, pro-social teacher and child expression that encourages emerging capacities for self-regulation and social skills. This session will also ensure that interests, motivations, and points of view of children are emphasized.
207 A	<p>Early Intervention</p> <p>Early Childhood Development: Where Challenging Behaviors Come From and How to Address (Part 1)</p>	Early childhood educators, staff, and families	Neal M. Horen, PhD Director of Early Childhood, Georgetown University Center for Child and Human Development	This session will help participants to understand how brain development in young children is related to the development of challenging behaviors. They will learn strategies for how to best identify, understand, and address challenging behavior.
207 B	<p>Cultural & Linguistic Diversity</p> <p>Cultural Roots and Influences on Relationship-Based Care</p>	Infant-toddler, preschool, kindergarten educators, and administrators	Laverne Davis-Gay, M.Ed. Region III TA Network Early Childhood and Infant-Toddler Specialist	This presentation will introduce participants to the Head Start/Early Head Start Relationship-Based Competencies and Multicultural Principles to assist educators and administrators working in early childhood with an understanding of the impact culture and home language has on children's development. Participants will share practices and strategies used to engage families in understanding culture and their home language.
208 A	<p>Program Administration</p> <p>Professionalism in the Workplace: for Early Childhood Educators</p>	Early childhood education professionals	<p>Deborah Koshansky, PhD Bright Horizons Family Solutions, Vice President of Operations</p> <p>Jacqueline Radcliffe Center Director, Bright Horizons at Georgetown</p> <p>Tulli Dobler Business Manager, Bright Horizons at Georgetown</p>	In Professionalism in the Workplace, we discuss the four pillars of professionalism in our industry: (a) communication and interactions, (b) appearance and attire, (c) attendance, and (d) environment.

K-12 Sessions

BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.

Room	Session Title	Audience	Presenters	Session Description
208 B	Program Administration Coaching That Is Powerful	Directors of ECE coaches/mentors (birth-five) and supervisors	Mary Lou Konya, M.Ed. Education Manager for United Planning Organization	This session will focus on how intentional interactions based on relationships and learning can be a powerful resource in supporting and moving teachers and staff to the next level of their professional development. It will also focus on how these powerful interactions and intentional decisions foster leadership in teachers and organizations.
209 A	Physical Health & Safety Be An Oral Health Champion: Strategies for Promoting Oral Health Among Families Within Your Community	All educators and support personnel, parents, and community leaders	Pierre M. Cartier, DMD MPH, Oral Health Program Manager, DC Department of Health	Oral health contributes to the educational, social and occupational engagement of children and adults. This session will present common dental conditions that affect children and families. Attendees will be provided with strategies for identifying local clinical resources and increasing oral health engagement in the community.
209 B	Early Intervention: Strategies for Including Young Children with Special Needs	All early childhood educators	Badiyah M-Sharif MA Director, Support By Design	This workshop will provide participants with easy to understand strategies to implement in classrooms when children present with a need for differentiated instruction. This session will cover possibilities for all aspects of the early childhood day.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.				
Room	Session Title	Audience	Presenters	Session Description
East Salon A	Educator Effectiveness By Educators for Educators: The DC Model Teacher Evaluation System	All educators	Linda McKee Senior Director for Performance Measurement and Assessment Policy, AACTE Kaylan Connally Policy Analyst, New America Foundation Topher Kandik 2016 DC Teacher of the Year, Seed PCS (Upper School) of Washington, DC	This diverse panel will discuss the DC Model Teacher Evaluation System based on the 2015-2016 pilot. The panel will showcase (a) the wealth of tools created for the model system and discuss its potential for improving teaching and learning, (b) key differences that separate it from other teacher evaluation systems, and (c) how pilot schools are integrating the system within their existing evaluation structures.
East Salon B	Positive Culture and Climate Characteristics of Engagement Through the Lens of Youth Development	All educators and parents	Thandor Miller Director of Training and Youth Development Practice Syreeta Evans Associate Director of Training and Youth Development Practice	Participants will learn characteristics of engagement that aim to stop disruptive behaviors and reduce student absences and tendencies to disengage from school. These concerns as well as possible solutions will be explored through the lens of youth.
East Salon C	STEM The Power of Attraction (and Repulsion) in Dynamic Learning	PreK-12 teachers, STEM enthusiasts, and the just plain curious	Otto C. Wilson, Jr., PhD Associate Professor, Biomedical Engineering, Catholic University of America John Philip, PhD Associate Professor, Physics, Catholic University of America Angela McRae, PhD Assistant Professor, Education, Catholic University of America Michele Miller STEM Instructor, Imagine Hope Toulson Charter School Emmett Burt STEM Instructor, Tubman Elementary School	Magnetism is an easily observable and always magical manifestation of nanoscale phenomena. Participants will (a) view the history of magnetism and its attractive and repulsive power in enhancing STEM Learning; and (b) learn through a series of hands on stations where different aspects of electromagnetic phenomena will be highlighted. Fundamental mechanisms in magnetic properties and step by step examples of how the displayed phenomena can be integrated into NGSS aligned lessons will be presented.
101	ELA Learners Using Literary Text to Attain Core Content with English Learners	All educators who serve English learners	Lisa Tabaku Principal Researcher, American Institutes for Research, Center for English Language Learners	Using the Attaining Core Content for English Language Learners (ACCELL) approach, this interactive session introduces participants to the use of scaffolding techniques, in particular, for background knowledge, vocabulary, and close reading, to demonstrate effective practices for ELLs to grow their English language proficiency and attain core content in English language arts.

K-12 Sessions

BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.

Room	Session Title	Audience	Presenters	Session Description
102A	Special Education Secondary Transition: Connecting Students with Disabilities to Agencies that Serve Adults	Special education staff	Shawn Ullman Director, TheArc@School, The Arc of the United States Maggie Cowley Staff Attorney, Disability Rights DC at University Legal Services	This session will provide information to help teachers connect students with disabilities to agencies in the District of Columbia that serve adults with disabilities. The session will focus on who is eligible for services from these agencies, what services they provide, and resources that assist educators when a student needs help connecting to adult services.
102B	ELA/Literacy Expanding Student's Writing: Teaching Students to Write Authentically	All high school teachers	Keishia Thorpe, MEd. Senior Capstone, CHEC Brian Hawkins English, CHEC	Forget the five-paragraph essay and teach your students how to write authentically. Participants will learn strategies to teach students how to (a) write an introduction and construct a thesis to guide their essay, (b) develop topic sentences, (c) expand body paragraphs with evidence, and to create variety. Participants should bring a laptop and samples of student essays.
140A	Educator Effectiveness Live Coaching to Support Instructional Effectiveness	Principals, instructional coaches, academic leaders of all levels	MaryKate Hughes Senior Director of Curriculum and Instruction, DC Prep Melissa Rich Math Department Chair, DC Prep	Learn 3 "Live Coaching" moves to provide in-the-moment feedback to teachers to support instructional effectiveness. Participants will learn, practice, and reflect on the moves and discuss strategies for using them effectively.
140B	A Conversation with State Superintendent Hanseul Kang	All educators	Hanseul Kang State Superintendent	In this session State Supt. Kang will engage participants in OSSE's three-year plan, A Commitment to Equity for DC Students, to sustain, accelerate, and deepen the progress the District has made over the past decade. Developed with guidance of diverse groups of stakeholders, the plan sets a clear path forward for OSSE through four key priorities: (a) high quality and actionable data; (b) quality and equity focus; (c) responsible and consistent services; and (d) top-notch talent. Join Supt. Kang as she shares our strategic plan and examples of how OSSE has already begun to make progress, and opens up a discussion to answer questions about how it impacts the incredible work you do every day to educate our students.
141	ELA/Literacy Using Vocabulary as a Staircase to Reading Comprehension	All elementary educators	Tsitsi Elizabeth Baird-Thompson 3rd Grade ELA Teacher, H.D. Cooke ES Brittany Skipper 3rd Grade ELA TLI Teacher, HD. Cooke ES	Using Vocabulary as a Staircase to Reading Comprehension, this session will focus on one of the primary components of reading comprehension through the strategic and intentional use of vocabulary acquisition within the ELA block. Participants should plan to bring one to two current unit texts that they will use with students in an upcoming reading lesson.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions

BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.

Room	Session Title	Audience	Presenters	Session Description
142	ELA/Literacy A Teacher's Literacy Toolbox: Student Centered, Standards-based Approach for Accessing the CCSS Utilizing PARCC Aligned Strategies	Secondary educators of literacy embedded courses	Nicole R. McCrae Literacy Instructional Coach, IDEA Public Charter School	Teacher's Toolbox is targeted for teachers who are in search of creative collaborative literacy techniques to implement within their classrooms. The strategies will help enhance teacher's pedagogical methods to ignite student engagement around Common Core standards. Teachers will learn techniques to apply to any literacy lesson. All strategies are PARCC aligned and student-centered which will boost student achievement at the secondary level of English/ language arts.
143A	Positive Culture and Climate An Introduction to Restorative Practices in School	Educators and administrators	Tarek Maassarani Member of the Implementation Team with Restorative DC, a project of School Talk	This workshop will introduce participants to restorative practices as a means to shift school culture. Participants will examine and explore the differences between traditional approaches and restorative approaches to discipline, and will be introduced to the restorative practices continuum. Additionally, participants will be able to experience both a pro-active and responsive practice on the Restorative Justice continuum.
143B	Mathematics The Flipped Classroom	All educators	Lori Alexander, M.Ed, NBCT Special Education Coordinator and Teacher, WTU Instructor and Teacher Leader, Key School	Teachers will learn from this hands-on session how to create mini-lesson videos teaching concepts like magic "e" or triangle inequality, which students can use in the classroom and access from home. Teachers will learn how to create videos using websites and applications such as Educreation, Show Me, Ink2Go, and Crazy for Education. Participants should come with a tablet or laptop computer.
143C	ELA/Literacy Improving Student Engagement and Writing Outcomes	School leaders and ELA and humanities teachers	Eric Goldstein Executive Director, One World Education	Effective writing is at the core of learning and essential for professional success. In this interactive session participants analyze the root causes of low writing skills and review One World Education's work in DC schools, which is generating high levels of student engagement and gains in Common Core Literacy Standards. One World Education has been selected two years in a row as a Cornerstone project implemented in every 10th and 12th grade classroom in all DC Public Schools high schools.
144A	ELA/Literacy Analyzing Common Core Writing for Actionable Trends (Focus on Argumentative Writing)	All educators	Kesson Anderson Director of School Support, Achievement Network Rebecca Sklepovich Director of School Support, Achievement Network	During this session, participants will deepen their understanding of the demands of Common Core Writing Standards 1-3 with a focus on (a) argumentative writing, (b) internalizing and practicing a protocol for analyzing Common Core writing for actionable trends, (c) and developing a vision of excellence for student writing for the grade level of their choice.

K-12 Sessions

BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.

Room	Session Title	Audience	Presenters	Session Description
144B	Educator Effectiveness Planning Effective Facilitation: Develop, Design, and Deliver	Professional development staff, all educators, administrators	Sarah Weston ECE PD Manager, DCPS Carla Hillary ECE PD Specialist Antoinette Douglas ECE PD Specialist	Join our session to gain a deeper understanding of how to develop, design, and deliver effective professional learning opportunities that are motivating and engaging based on adult brain research.
144C	Special Education Optimizing the IEP Through the Structured Collaborative IEP Process (SCIP)	Special education staff and parents	Vaughn K. Lauer, PhD President Educational Learning and Training, LLC	When planning a child's IEP it is vital for parents and educators to collaborate. Taking a structured, cooperative and collaborative approach to IEP development, participants will learn a six question process, SCIP, which enables the IEP team to determine the child's needs and design an IEP to meet those needs. Benefits of applying the SCIP include (a) authentic collaboration, (b) shorter and fewer meetings, (c) strengthened parent-school relationships, and (d) IEPs that are genuinely focused on the child's needs.
158AB	Positive Culture and Climate Classroom Management In Urban Schools	All educators	Eric Dabney Teacher, Orr Elementary	This workshop is for anyone still searching for the right classroom management technique. You will have the opportunity to rotate through stations that will focus on different strategies highlighted in the book No Nonsense Nurturer by Lee Canter. We will also have one station dedicated to building relationships with challenging students. Participant should bring a laptop.

EARLY LEARNING SESSIONS

East Salon F	Program Administration Continuous Quality Improvement: Leading the Change Agenda	Center directors and administrators	Kathy McKeon Maurice Sykes Early Childhood Learning Institute	Leaders will learn the relentless pursuit for continuous quality improvement through a three-pronged approach: mission-driven team work, systems thinking, and data-driven decision making.
West Salon G	Mental Health/Social-Emotional Development Trauma Informed Care in Early Care and Education Settings	All educators and early care providers	Marie Celeste, Ed.D.	This session will examine the concept of trauma informed care, its relevance to early care and education programs, as well as the underpinnings that sets trauma informed care apart from more traditional care methods. The nature of trauma in young children and its impact upon attachment relationships will be discussed as well as the nature and role of resiliency.
West Salon H	Parent, Family & Community Engagement Educators as Partners: Understanding and Helping Prevent Children's Traumas	Child care centers, elementary school teachers, directors, and counselors	Julia Silva Director, Violence Prevention Office American Psychological Association	The workshop will address risk factors and long-term consequences of exposure to childhood violence and trauma committed by parents, caregivers, or by bullies at school. In addition, the presenter will outline early violence prevention elements, the role of families and schools, and will introduce concrete effective strategies for teachers and counselors.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.				
Room	Session Title	Audience	Presenters	Session Description
West Salon I	Physical Health & Safety Big Body Play: Why Something So Scary is So Good For Children (Part 2)	Educators and supervisors (children ages birth - eight)	Frances M. Carlson, MAEd Author, Big Body Play (NAEYC, 2011)	Come learn about young children's preferred play style - rough and tumble play - and why this play offers so many benefits to their development. Participants will learn how to support and extend rough and tumble play and how to communicate its value to families.
East Overlook	Teaching & Learning Storytelling Using The Arts	All individuals working in early learning and ELL	Ingrid Zimmer Executive Director, Inner City - Inner Child Sylvia Zwi Dean of Early Childhood Arts Education and Professional Development, Sitar Arts Center	Using Aesop Fables as the base, learn to tell stories using creative movement, music and rhythm. Participants will explore arts-based strategies that nurture curiosity, creativity, self-confidence, thinking skills, and language development. Experiences are age appropriate for infants and toddlers and adaptable to all early learning grades.
West Overlook	Mental Health/ Social- Emotional Development Understanding Separation Anxiety in Infants and Young Children	Early childhood teachers, directors, and parents of young children	Dr. Catherine Graham Early Childhood Clinical Specialist, Healthy Futures Ana-Maria Hakim Early Childhood Clinical Specialist, Healthy Futures Nancy Parris Early Childhood Clinical Specialist, Healthy Futures Stephen O'Connor Program Manager, Healthy Futures	Separation anxiety can be a typical developmental response in children and generally emerges around nine months of age and peaks around 12-24 months. In this session you will learn various reasons for separation anxiety, best responses and strategies, and why it is important to get this right. Bring your own stories and strategies to share.
103 A	Early Intervention Developmental Milestones for 3-5 Year Olds	Educators and parents of children 3-5 year olds	Jane Anderson Child Find Coordinator DC Public Schools Office of Teaching and Learning, Early Stages	This session provides an overview of typical developmental milestones for children between the ages of three and five in the following domains: <ul style="list-style-type: none">• Communication• Gross Motor• Fine Motor• Social Emotional• Cognitive Development It also provides sample intervention strategies for each domain, and the opportunity to create your own.
103 B	Parent, Family & Community Engagement Locally Sourced Culture: Using Community Resources in the Classroom	All educators	Sarah Erdman Founder of Cabinet of Curiosities LLC	Educators work hard to create a community IN their classroom, but now it is time to think about what surrounds it!. Discussion will focus on identifying and making connections with community resources, creating engaging visits and incorporating everything that is available to you in your classroom. We will work together to create lesson plans and out-of-class explorations that can be implemented immediately.

K-12 Sessions

BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.

Room	Session Title	Audience	Presenters	Session Description
156	Cultural & Linguistic Diversity Creating and Celebrating Diversity in Preschool Classrooms: How to Connect Children's Learning to Their Real Life Experiences	All educators	Berna Artis, MA.Ed. Executive Director, Tiny Findings Child Development Center Jill Telford Assistant Director, Tiny Findings Child Development Center	This session will present real life classroom experiences showing teacher- child interactions, peer interaction and family engagement fostering a positive self-image. Methods will be shared on how to tie in home culture to classrooms in authentic ways including language use, print rich environments and activities. Attendees will have the opportunity to have a dialogue and brainstorm ideas to transform their classrooms into culturally responsive environments.
206	Teaching & Learning PRE K CLASS Managing Instructional Time (CLASS Productivity)	Pre-K educators and parents	School Readiness Consulting	Participants will learn to run a smooth classroom through implementation of routines, effective transitions from one activity to the next and being prepared for activities in order to maximize the time spent learning.
207 A	Early Intervention Early Childhood Development: Where Challenging Behaviors Come From and How to Address (Part 2)	Early childhood educators, staff, and families	Neal M. Horen, PhD Director of Early Childhood Georgetown University Center for Child and Human Development	This session will help participants to understand how brain development in young children is related to the development of challenging behaviors. They will learn strategies for how to best identify, understand and address challenging behavior.
207 B	Parent, Family & Community Engagement Reaching Out to Parents: How Parents Can Help their Children Learn to Read Conference Session	Early learning teachers and administration	Dr. Corinne Eisenhart Eisenhart and Associates	This session will assist teachers and early learning leaders by providing ideas and resources for reaching out to parents (and guardians) to enlist their support in helping their children learn to read. All participants will receive a copy of the book, Help Your Child Learn to Read, by Corinne Eisenhart, Ph.D. and Kimberly Wisner.
208 A	Physical Health & Safety Safe Sleep: Preventing SIDS and Other Sleep-Related Infant Deaths	Infant teachers	Karen Davis Platt Senior Technical Specialist, ICF International	This session will define Sudden Infant Death Syndrome (SIDS) and other sleep-related deaths. Participants will discuss research and statistics regarding SIDS, ways to reduce the risk in child care settings, and how to communicate with families and other caregivers about safe sleep practices. Participants will receive resources to help you reduce the risk of SIDS for infants in your care.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 2 • 11 a.m.- 12:10 p.m.				
Room	Session Title	Audience	Presenters	Session Description
208 B	Program Administration Using What We Have, To Get The Results That We Need: Planning Differentiated Centers with Data in Mind	Early childhood educators (preschool - kindergarten)	Alison Waddy Principal, AppleTree ELPCS, Lincoln Park Campus Jevonna Willis Principal, AppleTree @ Democracy Prep Kelly Riling Manager of Talent Development, AppleTree ELPCS	Participants will engage in lecture and active learning to understand the importance of differentiation, determine how to use data in centers, reflect on a model of how it is currently being done in ECE classrooms, as well as develop strategies for what to include in each center in order to stay data-driven as themes change. Videos, pictures, and other resources will be share the positive impact this practice has had on student engagement, student growth, and student achievement.
209 A	Program Administration Building a Vibrant Early Childhood Education Business	All early care and education teachers	Robert Gundling, Ed.D. Senior Consultant, Bright Futures LLC Jahi B. Davis Senior Consultant, Bright Futures LLC.	The session is an overview of the financial system needed to create and sustain a high quality business/organization that provides the opportunity to create, grow and sustain a high quality Early Care and Education Program and related services. Some of the topics covered include: the first rule of business, financial management software, and the characteristics of a quality Early Care and Education Program.
209 B	Teaching & Learning STEAM in Plain Language	All educators and administrators	Amina Jones Law CEO / Executive Director, Childcare Management Solutions Conrad Brian Law CEO, Applied Learning Solutions	Participants will learn why and how STEAM is relevant and impacts all children and their future. Topics will include definitions, terminology, resources and activities about Science, Technology, Engineering, Arts and Mathematics. A hands-on workshop, we will introduce STEAM topics for the Early Care classroom.

K-12 Sessions

BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.

Room	Session Title	Audience	Presenters	Session Description
East Salon A	English Learners A Home Away From Home: Fostering A Welcoming Environment For ELL's	Novice, ELL, and Pre-K- 5 teachers	Mame-Fatou Thiam Teaching and Learning Specialist, Center for Inspired Teaching Jessica Hiltabidel Senior Manager of Teaching and Learning, Center for Inspired Teaching	In this session, participants will explore instructional formats that foster a safe and academically inviting learning environment for English Language Learners (ELL's). Through various activities, participants will explore challenges ELL's face when learning in a new language and discuss considerations for reaching the ELL population. Participants will be pushed to recognize shifts in teacher instruction and student engagement.
East Salon B	ELA/Literacy Perception vs Perspective: Using Images from the African American Literary Movement Era to Enhance Student Analytical Writing	All high school educators	Marco L. Brooks, B.A. M.A.R.S., AP English Educator, IDEA PCS	This engaging session will provide an overview of best practices for analyzing literary images, infusing African American literature, and creating great interpretative essays from the ideas. Participants will leave with a better understanding of how to incorporate "real life" images and experiences, using the African American Literary Movement, and then using those ideas to help students write engaging, real life, and EXCEPTIONAL essays.
East Salon C	Educator Effectiveness Creating Your Own Edutopia: Professional Development Strategies for Special Education Teachers	All educators	Aimee' Cepeda Pressley Ed.D., Principal, River Terrace Education Campus Justin Lien , Technology Integration Specialist Luther Sewell Instructional Coach Sue Bradley Special Education Coordinator Allison McGowan Elementary Special Education Teacher	This workshop focuses on a shift in the facilitation of professional development opportunities and empowering other faculty members to shepherd and guide teachers in professional experiences and content. The takeaway strategies and examples will be offered for immediate and appropriate implementation of special education professional development sessions in schools.
101	STEM Board Games Conference Submission Using Board Games to Teach Dynamic Systems in Biology	Middle and high school life science or biology/AP biology teachers	Sydney Bergman Science Department Chair, School Without Walls SHS	This session focuses on the development and use of board games to teach dynamic processes in biology. Attendees will be able to explain the process of board game development for the classroom, particularly as a means to facilitate analysis of complex text.
102A	Educator Effectiveness Developing a Data-Driven Organizational Culture	School leaders	Josh Boots Executive Director, EmpowerK12	This year, EmpowerK12, a local DC nonprofit supporting educational data initiatives, released an innovative rubric for becoming a data-driven school organization. The rubric offers tangible action items for school leaders to improve data usage across multiple cross-functional domains. This session will explore the rubric, including giving participants an opportunity to self-evaluate their school's level of data competency, and prepare an action plan to improve their organizational practices.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions

BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.

Room	Session Title	Audience	Presenters	Session Description
102B	STEM STEM Pathways	All educators	Dave Yarmchuk Senior Manager of Science, Center for Inspired Teaching	Many school leaders are interested in improving STEM programs at their schools, but aren't sure of how to create a focused action plan to make it happen. The Carnegie STEM Excellence Pathway is a powerful tool for performing a STEM self-analysis, and crafting a plan moving forward. During this session for all school leaders, we will focus on how to use the Pathway rubric to gauge the current STEM excellence of a school, and how to use the results to plan for strong and sustainable school wide STEM growth.
140A	STEM Leveraging Open eBooks to Get Thousands of Books to Kids for Free	K-12 literacy educators and administrators	Matt Stephens & Rob Fleisher Co-founders of Growing Readers DC)	Earlier this year, the Obama Administration made major news when it helped launch Open eBooks. Open eBooks is an App that allows kids from low-income schools to access thousands of high-quality e-books for free. In our session, you will learn how to sign your students up for Open eBooks, identify high-leverage books that your students are sure to enjoy, and create a plan for implementing the program with your students. Attendees should bring a smartphone or tablet and their computer.
140B	Positive Culture and Climate Facilitating Meaningful Student Discourse in the Social Studies Classroom and Beyond	All secondary educators	Matthew Malone Instructional Coach, Chavez Schools Elizabeth Janeczko History Teacher, Chavez Schools Sam Bush-Joseph Senior Thesis Teacher, Chavez Schools	In this session, participants will deepen their understanding of the benefits of incorporating discourse into the classroom. We will begin with an analysis of research surrounding the potential of discourse to improve student achievement. Then participants will investigate several discourse strategies that can be adapted to their own classrooms to enhance student performance and engagement.
141	Positive Culture and Climate Student Driven Classrooms: Inquiry via Thinking Routines, Reflections and Student Choice	All educators	Nicole Bodner 2nd Grade Lead Teacher, Washington YuYing PCS Allen Zhong PK4 Lead Teacher, Washington YuYing PCS	This session will explore the different ways that students are engaged in the inquiry process both academically and socially. Use of different student choice strategies, methods of student reflection, and student engagement using visual thinking routines (research based by Ron Ritchhart and John Hattie) will be explored in the session.
142	ELA/Literacy A Teacher's Literacy Toolbox: Student Centered, Standards-based Approach for Accessing the CCSS Utilizing PARCC Aligned Strategies	Secondary educators of literacy embedded courses	Nicole R. McCrae Literacy Instructional Coach, IDEA Public Charter School	Teacher's Toolbox was created for teachers who are in search of creative collaborative literacy techniques to implement within their classrooms. The strategies will help enhance teacher's pedagogical methods to ignite student engagement around Common Core standards. Participants will learn techniques to apply to any literacy lesson. All strategies are PARCC aligned and student-centered which will boost student achievement at the secondary level of English language arts.

K-12 Sessions

BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.

Room	Session Title	Audience	Presenters	Session Description
143A	Positive Culture and Climate Improving School Culture and Climate Through Incorporating Youth Voice and Building Democratic Classrooms		Robyn Lingo Director, Mikva Challenge DC Heather Van Benthuyzen Director of Teacher Learning, Mikva Challenge A selection of youth leaders from Mikva Challenge DC who have been involved in youth-led action civics projects in their schools and communities.	This session instructs school teams in best practices of youth empowered schools and helps teams develop an action plan for building democratic school systems that are inclusive of student voice and expertise. Using Mikva Challenge's Issues to Action curriculum as a model for inspiring student engagement in improving school culture, and lessons learned from Mikva Challenge's Student Voice Committees in Chicago, participants will gain practical tools for incorporating youth voice.
143B	Special Education Simplifying Differentiated Instruction for Teachers of Students with Significant Cognitive Disabilities (SCD)	Special education and general education teachers of students with SCD	Charmelle Smith Specialist Independence & Learning Support, District of Columbia Public Schools John Weigel Specialist Independence & Learning Support, District of Columbia Public Schools	This session will engage teachers in the process of identifying the principles of universal design for learning (UDL) and how to effectively employ the strategies in the lesson planning process and within the classroom environment to create access to the general curriculum and guide instruction to meet the diverse and complex needs of students with significant cognitive disabilities (SCD).
143C	Mathematics Argumentation in the Elementary Math Classroom	Elementary math teachers	Liana Ponce 3rd Grade Math Teacher and Math Teacher Leader, H.D. Cooke Elementary	In this session, participants will explore the purpose and importance of argumentation and discussion in the elementary math classroom. Participants will also explore and practice specific strategies to support students in developing mathematical arguments.
144A	Educator Effectiveness Next-Level Classroom Management: Extinguishing Challenging Behaviors in Your Classroom Community	All educators	Walter Thornton Inclusion Support Specialist, DC Public Schools Christian O'Brien Inclusion Support Specialist, DC Public Schools Darci Wilson Inclusion Support Specialist, DC Public Schools	This session will demonstrate how to use research-based behavior management strategies to re-engage students in their school community. Teachers will learn proactive, whole-class approaches to classroom management that increase students' positive behaviors. Participants will explore strategies for decreasing challenging behaviors in order to maximize instructional time. Finally, participants will create, implement, and monitor data-driven, classroom-based behavior intervention plans.
144B	Mathematics Problem-Based Task in Math	Elementary general education teachers	Guye Turner Principal, Two Rivers PCS at Young Laura Sparks Lead First Grade Teacher, Two Rivers PCS at Young	By giving students opportunities to solve ill-structured open-ended problems, they are able to take ownership of their own thinking as they find novel pathways to solutions. Participants will learn of our master class and how it provides a model for creating and facilitating these kinds of problems in the mathematics classroom.
144C	Mathematics Exploring Functions with Desmos	High school mathematics teachers	Theresa J. Simmons High School Math Teacher, Riverdale Baptist School	Create a BYOT (Bring Your Own Technology) classroom by using Desmos! Explore this free online tool to help make functions and functional analysis come alive! Learn how to help your students improve their math and tech aptitude, as well as use functions to create visual art. Participants will learn how to (a) model and analyze real situations; (b) compare regression models; and (c) create, save, and share graphs. Participants should bring a laptop, tablet, or smartphone.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.				
Room	Session Title	Audience	Presenters	Session Description
158AB	<p>Positive Culture and Climate</p> <p>Transforming Challenges into Opportunities: Experiencing the Positive Discipline Approach</p>	All educators and education staff	Mali Parke CPC, Peace Circle Center	This interactive workshop will identify challenges that we face as educators with student behaviors and disconnections that we experience with them. Participants will (a) learn how to identify the underlying roots and gems in these challenges and turn them into opportunities, and (b) practice new positive, restorative, and growth-mindset ideas and techniques to empower everyone to find successful solutions. This workshop draws on Positive Discipline, Nonviolent Communication and Restorative Practices.

K-12 Sessions				
BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.				
Room	Session Title	Audience	Presenters	Session Description
EARLY LEARNING SESSIONS				
East Salon F	<p>Program Administration</p> <p>Administrative Leadership: Translating Knowledge into Action</p>	Center directors and administrators	<p>Kathy McKeon</p> <p>Maurice Sykes Early Childhood Leadership Institute</p>	Leaders will learn how to guide their team toward becoming a high-performing organization by enhancing their administrative and leadership skill set to include the new competencies associated with administrative leadership: technical, emotional, and political.
West Salon G	<p>Program Administration</p> <p>Building Competence, Confidence, and Cohesion Towards an Inclusive Future</p>	Child care center directors (ONLY)	<p>Marie Celeste Professor of Early Childhood Special Education, Loyola University of Maryland</p> <p>Wanda Banks Occupational Therapist Professional, Little Feet and Hands</p> <p>Pam White Professor of Physical Therapy, Howard University</p> <p>Darla Kimbrough Speech-Language Pathologist Professional, Metropolitan Area Communication Services</p> <p>Dinahetta Lewis Director, Easter Seals</p> <p>Jasmyn Price Initial Service Coordinator, Strong Start Early Intervention Program</p>	Child care center directors will be informed about the Division for Early Childhood's (DEC) recommended practices for enhancing services for young children with disabilities and their families within child care center settings and their emphasis on inclusive environments. In addition, participants will be provided with specific planning approaches on implementing inclusive environments.

K-12 Sessions

BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.

Room	Session Title	Audience	Presenters	Session Description
West Salon H	Program Administration Using a Parallel Approach in Strengths-based Coaching	Personnel supporting teachers' professional development	Jill McFarren Aviles PMP Founder/Director McFarren Aviles & Associates	A key strategy to increase teachers' knowledge and competency is to provide customized coaching sessions. A strength-based coaching model builds positive relationship, trust, problem-solving and reflective skills, which are critical for teachers and children's optimal learning and development across all ages. Through a combination of individual, and large and small group strategies, participants will explore and identify ways to incorporate strengths-based coaching into their programs.
West Salon I	Parent, Family & Community Engagement Panel Discussion on Fatherhood and Family Engagement in DC	All educators, administrators, and parents	Tony Dugger Executive Director for the Commission on Fathers, Men, and Boys, Office of Deputy Mayor for Greater Economic Opportunity	One of the most significant changes in the family structure over the past 30 years is the increased number of children living in father absent households. Nationally, over 24 million children, or one out of every three, are living at home without their biological father. Despite the heroic efforts of single mothers and their extended family, many struggle to meet the social, emotional, and financial needs of raising children alone. Join us as we discuss challenges and solutions.
East Overlook	Teaching & Learning Storytime and Rhyme for Infants and Toddlers	Early childhood teachers, staff, and parents	Kofi Dennis Master Teaching Artist, Inner City - Inner Child	In "Storytime and Rhyme" explore ways to stimulate children's early literacy and vocabulary skills. Participants learn how to create stories and rhymes that encourage children's comprehension of their environment, promote language development, and support important social and emotional skills.
West Overlook	Parent, Family & Community Engagement Beginning Parenthood: Parents are Children's First Teachers	Teachers and staff working with parents of infants and toddlers	Tammy Petrowicz Early Childhood Specialist, ICFI, Region III Head Start Training and Technical Assistance Team	This session will provide participants an opportunity to identify strategies to engage and support families in being a lifelong educator of their child. Discussions will include the cultural impacts of working with families of infants and toddlers and strategies to support families from diverse backgrounds.
103 A	Mental Health/Social-Emotional Development Trauma and Resilience: Building Strength in Children	All educators and parents	Jane Anderson Child Find Coordinator DC Public Schools Office of Teaching and Learning, Early Stages	This workshop presents in detail how trauma can affect the developing brain and how to build resilience in children so that they can develop into emotionally strong adults.
103 B	Physical Health & Safety Infant & Toddler Nutrition	Infant and toddler caregivers and preschool teachers	Nadia Khan, MBA MPH, RDN, LD Public Health Nutritionist, DC Department of Health Emily Cleaves RDN, LD, CLC Public Health Nutritionist & Breastfeeding Coordinator, DC Department of Health Jessie Lupo RDN, LD, CLC WIC Nutritionist, Mary's Center	This session will focus on best practices in infant and toddler nutrition. It will include infant and toddler nutrition recommendations based on federal guidelines, food safety practices, and tips on taking care of your health as a childcare provider. Additionally, we will discuss the importance of breastfeeding and ways childcare providers can support breastfeeding mothers.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.				
Room	Session Title	Audience	Presenters	Session Description
156	A Conversation with State Superintendent Hanseul Kang	All educators	Hanseul Kang State Superintendent	upt. Kang will engage participants in OSSE's three-year plan, A Commitment to Equity for DC Students, to sustain, accelerate, and deepen the progress the District has made over the past decade. Developed with guidance of diverse groups of stakeholders, the plan sets a clear path forward for OSSE through four key priorities: (a) high quality and actionable data; (b) quality and equity focus; (c) responsible and consistent services; and (d) top-notch talent. Join Supt. Kang as she shares our strategic plan and examples of how OSSE has already begun to make progress, and opens up a discussion to answer questions about how it impacts the incredible work you do every day to educate our students.
206	Teaching & Learning Infant CLASS Demonstrating Dynamic Language Techniques (CLASS Early Language Supports)	Infant educators and parents	School Readiness Consulting	Participants will learn techniques that will stimulate and facilitate early language development.
207 A	Early Intervention Brain Development and Related Neurodevelopmental Disorders in Early Childhood	Early learning general education teachers and parents	Andrea Handscomb, MA, CCC-SLP Speech-Language Pathologist DC Public Schools - Early Stages Sharron Williams, Psy.D. School Psychologist DC Public Schools - Early Stages	This session will engage participants in (a) discussion of the components of brain development; (b) review of differential developmental disorders prevalent in early childhood; and (c) discussion of differences between medical diagnoses of developmental disorders versus educational eligibility categories.
207 B	Mental Health/Social-Emotional Development Beyond the Baby Blues: What You Need to Know about Perinatal Mood and Anxiety Disorders	Any educator who interacts with reproductive-age women and their families	Lynne McIntyre Manager, Maternal Mental Health Program, Mary's Center	Perinatal Mood and Anxiety Disorders like Postpartum Depression are the most common complication of pregnancy. They affect up to 20% of new mothers and 1/3 of low-income women, yet they are poorly understood and few professionals are trained and educated about them. Come learn from an expert psychotherapist, program manager, and survivor about (a) different types of disorders; (b) risk factors; (c) preferred interventions; (d) how to talk to a mother; and (e) what resources are available to mothers in the District.
208 A	Cultural & Linguistic Diversity Family Engagement Strategies for Young Dual Language Learners	Early childhood teachers, DLL teachers/specialists, and parents	Kate Van Slyck Curriculum Lead and Special Education Teacher Lena Johnson, PhD Special Education Coordinator and Teacher Lisa Luceno, Director of Early Childhood Education	In this session, participants will learn about family engagement in early learning settings with a focus on specific strategies for dual language learners. A three-component strategy will be shared focused on reading, extending content with relevant sources, and including parents in the RTI process. Experiences, results, and materials, and implications for implementation will be shared..

K-12 Sessions

BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.

Room	Session Title	Audience	Presenters	Session Description
208 B	Early Intervention Addressing Challenging Behaviors	Early childhood teachers	Lashawn C. Richardson Child Find Field Coordinator, DCPS Early Stages Program	This session was designed using materials from the Center on the Social and Emotional Foundations for Early Learning to help teachers understand why children behave the way they do. Teachers will learn how to develop universal strategies to address behavior, as well as targeted intervention.
209 A	Program Administration Data Driven Practices: Strategies from the Field	Early childhood education leaders, educators, and family support staff	Renee Welch PhD Director, Ounce of Prevention Fund Jamal Berry Director, Educare DC DaNaya Washington Infant / Toddler Master Teacher, Educare DC Talia Newman PreK Master Teacher, Educare DC	This interactive presentation will focus on strategies and practices will be shared that support creating a culture of data utilization to promote continuous quality improvement.
209 B	Cultural & Linguistic Diversity Addressing the needs of Dual Language Learners	Teachers and center directors	Esteban H. Morales Educational Director, Centronia Institute	This workshop will present stages of the second language acquisition process as well as strategies to address the need of dual language learners.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.				
Room	Session Title	Audience	Presenters	Session Description
East Salon A	Special Education Transition Planning in 30 Minutes or Less	Secondary special education staff	Christopher Nace Manager of Secondary Transition, DC Public Schools	This session provides participants with the opportunity to openly discuss opportunities for growth and challenges associated with secondary transition. This also allows for better dialog between teachers and central office regarding the state of secondary transition. Participants will be able to discuss their questions or concerns regarding secondary transition.
East Salon B	Special Education What Happens When My Child Turns 18?: Decision-Making Supports for Adult Students with Disabilities	Educators, transition coordinators, and parents	Morgan K. Whitlatch Legal Director, Quality Trust for Individuals with Disabilities Shawn Ullman Director, TheArc@School, The Arc of the United States Maggie Cowley Staff Attorney, Disability Rights DC at University Legal Services	When students with an IEP turn 18, the rights their parents had in the special education process transfer to them. In this session for educators and parents, we will provide information and answer questions about how to support students in making educational decisions when there are concerns about a student's ability to understand the IEP process and his or her rights.
East Salon C	Positive Culture and Climate An Introduction to Restorative Practices in School	Educators and administrators	Tarek Maassarani Member of the Implementation Team with Restorative DC, a project of School Talk	This workshop will introduce participants to restorative practices as a means to shift school culture. Participants will examine and explore the differences between traditional approaches and restorative approaches to discipline, and will be introduced to the restorative practices continuum. Additionally, participants will be able to experience both a pro-active and responsive practice on the Restorative Justice continuum.
101	English Learners Schoolwide Policies and Practices to Ensure the Success of English Learners	Individuals who help develop policies and programs for English learners	Lisa Tabaku Principal Researcher Center for English Language Learners American Institutes for Research	In this session, staff from the American Institutes for Research, Center for English Language Learners, share procedures for determining if the policies, practices, and programs for ELL students represent the latest and best research on effective instruction for ELLs, while ensuring that Office for Civil Rights and other federal requirements are also being met.
102A	ELA/Literacy Kick-starting Student Engagement and Literacy in History and Social Studies	Secondary history/ social studies teachers and service learning coordinators	Joy Dingle K-16 Education Consultant	This collaborative session is for anyone trying to help high school history and social studies students engage in deeper learning and better writing. Join with other educators to exchange ideas on what is working, how to support readers and writers grappling with complex texts, and how the Common Core may help in this effort. Optional: Participants may bring a laptop/tablet for research and lesson planning, and student work samples and lesson plans for discussion if desired.

K-12 Sessions

BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.

Room	Session Title	Audience	Presenters	Session Description
102B	ELA/Literacy Data Driven Small Group Rotations	Secondary ELA educators	Lydia Bradley MAT, English Teacher, Oxon Hill Middle School Heather Jones, M.Ed English Teacher, Oxon Hill Middle School	When implemented strategically, student data is a powerful tool that can drive instruction and inform classroom grouping. Participants will learn how small group rotations can maximize time, increase student independence, and provide more opportunities for increased instruction time with low-level readers and writers. These are practical strategies that have worked in the secondary setting with a wide variety of students in general, inclusive, and co-taught settings.
140A	Special Education Promoting Executive Functions in Middle and High School	Middle and high school teachers, parents, and related service providers	Kara Covington, PhD, LPC School Psychologist, The Kingsbury Center Marissa Moon Analouei, MS,CCC-SLP Director of Speech and Language Services, The Kingsbury Center Melissa D. Hulton, OTR/L Director of Occupational Therapy, The Kingsbury Center Cheryl A. Farley, MSPT Director of Physical Therapy, The Kingsbury Center	Executive functioning involves several metacognitive skills that help the brain plan, organize and act on information. These skills are the foundation for necessary tasks within the school setting. Participants will learn how they play a crucial role in recognizing executive skill challenges and implementing strategies with the goal of improving success and independence in the classroom setting.
140B	STEM STEM Connections	STEM teachers, STEM program directors, STEM school principals, etc.	Iynura Jackson Architectural Engineer, STEM Education, The Jones Structure Alicia Rose Biologist Special Educator, Eleanor Roosevelt High School	Teachers and Administrators analyze their current STEM curriculum and take a deeper look into local labor demands and how their STEM program can prepare students for local internships, scholarships and future employment in their community. Participants should bring a list of their school's current course offerings, STEM courses curriculum outline/syllabus, and a list of extended day learning programs and clubs.
141	Family Engagement Family Engagement: Engaging The Whole Family, Socially, Academically, and Mentally	All educators, administrators, and parents	Mary Elizabeth Hagaman Special Education/Learning Support Teacher, Washington YuYing PCS Hilda Aganga-Williams Assistant Principal, Washington YuYing PCS	There are multiple ways that families are engaged in both the academic and social aspect of their students' lives and the school community as a whole. This session will explore the preparation, execution, and action steps that should be taken for each family
142	STEM Inquiry, the 5E's, and Silly Putty	All elementary science teachers	Mike Mangiaracina Science and Math Teacher, Brent Elementary	Participants will be guided through all the stages of a 5E series of lessons, investigating the properties of solids and liquids using Silly Putty and homemade "gak." Silly Putty is an ideal medium to promote inquiry in the classroom, since, as a non-Newtonian fluid, it exhibits properties of both solids and liquids through a series of discrepant events. Discussion will focus on the nature of inquiry, and using the 5E model to teach NGSS. Teachers will take away a set of lessons.

WORKSHOP SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.				
Room	Session Title	Audience	Presenters	Session Description
143A	Positive Culture and Climate Improving School Culture and Climate Through Incorporating Youth Voice and Building Democratic Classrooms	Secondary teachers, administrators, SGA advisors, and restorative justice staff	Robyn Lingo Director, Mikva Challenge DC Heather Van Benthuysen Director of Teacher Learning, Mikva Challenge A selection of youth leaders from Mikva Challenge DC who have been involved in youth-led action civics projects in their schools and communities	This session instructs school teams in best practices of youth empowered schools, and helps teams develop an action plan for building democratic school systems that are inclusive of student voice and expertise. Using Mikva Challenge's Issues to Action curriculum as a model for inspiring student engagement in improving school culture, and lessons learned from Mikva Challenge's Student Voice Committees in Chicago, participants will gain practical tools for incorporating youth voice.
143B	Positive Culture and Climate Positive Behavior Support Frameworks	All educators	Jay Michney Clinical Director of Educational Solutions, LLC Krystie Wilson Project Director of Charter School Dissemination Grant at Eagle Academy Public Charter School	Participants will (a) learn about multi-tiered behavioral intervention models; (b) become familiar with tiers of behavioral intervention; (c) grasp the Positive Behavior Interventions and Supports (PBIS) framework and components; (d) learn about positive acknowledgements; and (e) master highly effective corrective feedback.
143C	English Learners A Home Away From Home: Fostering A Welcoming Environment For ELL's	Novice, ELL T, and Pre-K- 5 teachers	Mame-Fatou Thiam Teaching and Learning Specialist, Center for Inspired Teaching Jessica Hiltabidel Senior Manager of Teaching and Learning, Center for Inspired Teaching	In this session, participants will explore instructional formats that foster a safe and academically inviting learning environment for English Language Learners (ELL's). Through various activities, participants will explore challenges ELL's face when learning in a new language and discuss considerations for reaching the ELL population. Participants will be pushed to recognize shifts in teacher instruction and student engagement.
144A	Educator Effectiveness Identifying and Pursuing Instructional Priorities for the Year Ahead	Elementary and secondary school leadership teams	Zachary Parker Director of School Support, Achievement Network Kesson Anderson Director of School Support, Achievement Network	By committing to and pursuing an instructional priority, schools achieve (a) clarity, coherence, and alignment as a team; (b) create a shared vision for what great teaching and learning looks like; and (c) work together to achieve a shift in practice to advance the overall goals of the school. During this session, participants will begin the process of selecting an instructional priority that's right for their school and plan how they'll advance teachers toward this priority in the upcoming school year.
144B	Educator Effectiveness Dedicated Aides: Invaluable Assets to Develop Within Your School	School leaders and special education staff	Amita Lathigra Director of Student Support, Creative Minds Public Charter School	This session is devoted to providing LEA leaders and teachers with concrete tools and strategies for supervising, supporting, and growing dedicated aides into valuable members of a school community. Participants should come prepared to discuss their current policies and practices in supervising dedicated aides and be ready to explore tools that can professionalize the dedicated aide's role within a school.
144C	Educator Effectiveness The Basics of Section 504	All educators	Colin Bishop Program Specialist, Section 504, Office of Student Wellness	This session will focus on the basics of Section 504. Participants will learn about Section 504, eligibility, and essential components of a 504 plan. Participants will leave with examples and resources to develop strong 504 plans.

K-12 Sessions

BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.

Room	Session Title	Audience	Presenters	Session Description
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BREAKOUT SESSION 4 • 2:30 - 4:00 p.m.

EARLY LEARNING SESSION

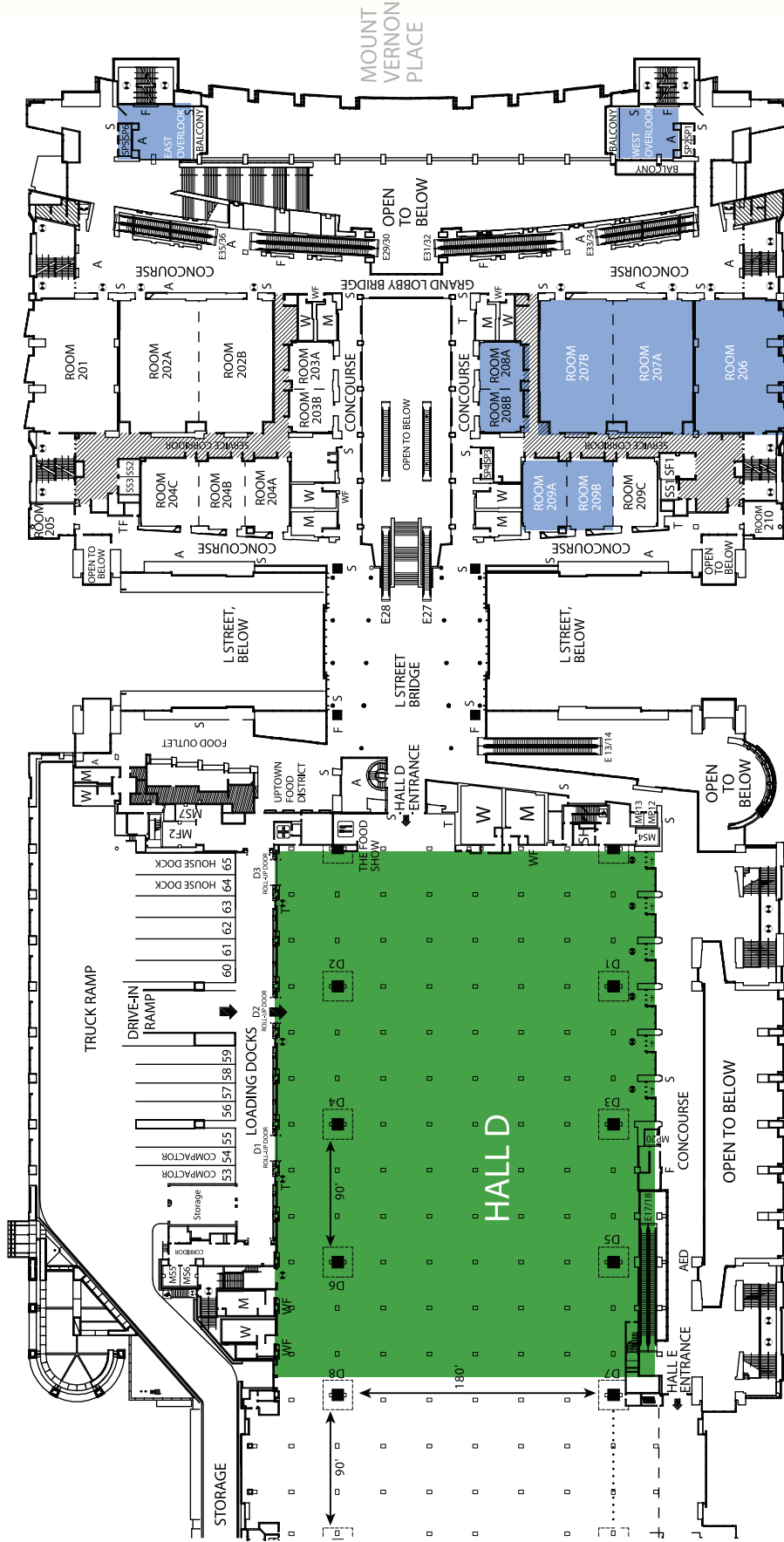
Hall D	Closing Session Champions for Children: Celebrating Excellence in Early Learning	Division of Early Learning ticket holders only	The Division of Early Learning	Join the Division of Early Learning for this fun-filled closing session celebrating excellence in early childhood teaching and learning! This session features (a) teacher awards for quality in Infant, Toddler, Preschool, Mixed Age, and community partners; (b) inspiring keynote from Dr. Rosemarie Truglio, Senior Vice President of Content and Curriculum for Sesame Workshop; (c) special guest, Mr. Eric Litwin, author of the first four “Pete the Cat” books; (d) Early STEM raffle; and (e) Sesame Street giveaways, and more.
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MAP

- K-12 Breakout Sessions
- Early Learning Breakout Sessions
- Lactation Room



7TH STREET



9TH STREET

- Registration, Opening Session, Lunch and Early Learning Closing Session
- Early Learning Breakout Sessions



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