



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

LEA Institute “It Takes a City: DC Does It Best!”

Thursday, May 25, 2017

Washington Marriott Wardman Park Hotel

Registration: <http://bit.ly/2mjaLQS>

K-12 Breakout Sessions

Breakout Session 1 (9:40--10:50 a.m.)			
Title	Audience	Presenters	Session Description
Got Lactase? From Gene to Phenotype (NOTE: full day workshop)	High school science educators	Valerie May - Woodstock Academy; Joe Evans - Kent County Public Schools	Come explore free, NGSS-aligned resources from the Howard Hughes Medical Institute’s (HHMI) BioInteractive program to teach concepts in genetics, natural selection, and enzymes at this full-day workshop. Using the evolution of lactose tolerance, participants will utilize a variety of activities including data analysis and an inexpensive laboratory experience, to examine a fascinating piece of human biology and culture. Advance registration required—contact Maya.Garcia@dc.gov.
Teacher Transformation: It's a Process	All K-12 educators and school leaders	David Yarmchuk, Director of Teaching & Learning, Center for Inspired Teaching; Cosby Hunt, Senior Teaching & Learning Officer, Center for Inspired Teaching	Student learning starts with great teachers who have the mindsets and skills to bring learning to life. Join us for a glimpse into Center for Inspired Teaching's proven process for teacher transformation. Participants will experience an accelerated version of our two-week Summer Intensive in just 70 minutes as we explore our beliefs about young people and their learning, examine learning in our own classrooms and buildings, and consider results from our current Math Science Partnership Grant-funded cohort of teachers.
Tried and True, Fresh and New: Strategies to Tackle Illiteracy at Its Root!	Elementary educators	Binta A. Garrett, Reading Specialist, Bridges Public Charter School	In this session, participants will examine an array of causes of reading difficulties, while exploring conventional and cutting edge strategies to help students overcome their reading challenges. This session will review the five essential components of reading identified by the National Reading Panel, and discuss ways to target specific reading deficiencies. Let’s get to the root of illiteracy, and implement effective strategies to empower our struggling readers! Participants should bring a laptop or tablet.
Write On (3.0): Utilizing High-Leverage Practices for Writing Instruction	Secondary ELA/literacy educators, special educators, curricula writers	Brandon Wallace, National Director of Special Education, Urban Teachers; Consultant, Partnership for Assessment of Readiness for College and Careers (PARCC); Reading Standing Committee Member, The National Assessment of	From UDL principles to evidence-based practices join the presenter to learn about instructional writing, using High-Leverage Practices to promote writing achievement for middle and high school students. In this workshop model, learn, and build tools to strengthen practical classroom practices.

		Educational Progress (NAEP); Co-founder, Educational Enhancement Group (EEG)	
Facilitating English Learners' Mathematics and Language Learning	Elementary math and ESOL educators	Galina (Halla) Jmourko, ESOL Coach, Prince George's County Public Schools	This session will emphasize the role of language in mathematics in light of increased expectations raised by WIDA English Language Development Standards and Common Core Standards for Math Practice. Participants will explore instructional tools and student work showing the benefits of language and mathematics integration to advance ELs' discourse skills and mathematical understanding of concepts and problems. The presenter will provide a language development framework and research-based tools for immediate classroom implementation.
Think Like a Mathematician	Elementary and secondary math educators, all educators	Otto Wilson, Associate Professor, The Catholic University of America; Seidah Armstrong, Performance Management Services; Sasha Varner, LAYC Career Academy; Vijay Sookdeo, Associate Professor, Math Department, CUA	There is a wonderful story behind the reasons we treat numbers the way we do. But often, the story is disconnected from the math activity and we often train our children to function as calculators rather than think like mathematicians. We can recapture the joy of math learning by using captivating and inspiring stories to unleash new levels of wonder in math. In this workshop, teachers will expand their appreciation for math and the mathematicians who bring it to life.
Personal Responsibility Coaching: Helping Students Stay Connected and Engaged	Secondary educators	Dr. Tasheka Cox, School Social Worker, Luke C. Moore Alternative High School, DCPS	This session will discuss the Personal Responsibility Coaching (PRC) program and how it provides an opportunity for students to be connected and engaged in the school community. Participants will look at qualitative and quantitative data showing the effectiveness of the program. Finally, participants will engage in experiential learning activities to foster a deeper understanding of the program.
Schoolwide Behavior Supports to Include All Students	All educators	Demetrius Blue, Special Education Teacher, Meridian PCS; Thomas O'Brien, Special Education Teacher, Washington Latin PCS	This session will focus on schoolwide behavior supports from the whole school to the individual student. Participants will experience the continuum of proactive behavior supports.
Real World Contexts for STEM: Integrating the Environment Into Your Classroom	Elementary educators, science educators	Grace Manubay, Environmental Literacy Coordinator, OSSE	The Next Generation Science Standards contain a major content focus on science related to the environment — energy, nature, climate, sustainability, and the earth. Learn about how DC schools are integrating environmental experiences into classroom instruction at every grade level, ensuring a continuum of learning that builds towards environmental literacy.
Universal Design for Learning (UDL) & Growth Mindset: The Practice of Creating Accessibility for Students with Significant Cognitive Disabilities	Educators and staff of students with moderate to severe cognitive disabilities	Charmelle Smith, Independence Learning & Support, Program Specialist, DCPS; John Weigel, Independence Learning & Support, Program Specialist, DCPS	This session will engage teachers in understanding the influence of a growth mindset in the implementation of the Universal Design for Learning (UDL) framework in teaching and learning. This session will also identify the principles UDL, and how to effectively employ strategies in the lesson planning process and within the classroom environment to create access to the general curriculum and guide instruction to meet the needs of diverse students with significant cognitive disabilities.
Intersections of Discipline, Disabilities & English Language Learners	All K-12 educators and administrators	Maria Blaeuer, Staff Attorney, Advocates for Justice and Education	This workshop is designed to help educators and administrators understand how disability and English learner (EL) status impact discipline, student behavior, and family engagement by examining how each status intersects with the law, in the classroom, and when schools are communicating with families.

Integrating MakerSpaces into Your Classroom or Library	K-12 educators and librarians	Crystal Graham, Library Media Specialist, HD Woodson SHS, DCPS	In this workshop, participants will gain a clear understanding of MakerSpaces and their connection to teaching and learning standards. Participants will learn the variety of ways to incorporate MakerSpaces into their classroom or library and will leave with a plan to create their own MakerSpace.
Breakout Session 2 (11 a.m.--12:10 p.m.)			
Title	Audience	Presenters	Session Description
Navigating OSSE's DC Educator Credentialing Process	All educators	Tony Graham, Stacy Hardman, and Dorothy Beal, Office of Educator Quality and Effectiveness, OSSE	This workshop provides information on the process to obtain a DC credential for individuals seeking access to the profession as teachers, school-based health service providers and administrators. The licensure team from the Office of Educator Quality and Effectiveness will outline the online application process, required documents, ETS testing requirements, and information on DC educator preparation programs. The session will be interactive with a question and answer section for participants.
Innovative Approaches for Reaching Divergent Learners	K-12 educators of students with disabilities, English learners, or high-ability students	Luther Sewell, Instructional Coach, River Terrace EC, DCPS	This session will describe how educators can use Bloom's levels of cognitive learning to spark creative discourse about how to make education accessible to all learners. During this session, educators will learn to define the appropriate learning tier for each student, determine how to measure growth and mastery of the skill at each tier, and explore how to advance students to more sophisticated levels of understanding.
Write On (3.0): Utilizing High-Leverage Practices for Writing Instruction	Secondary ELA/literacy educators, special educators, curricula writers	Brandon Wallace, National Director of Special Education, Urban Teachers; Consultant, Partnership for Assessment of Readiness for College and Careers (PARCC); Reading Standing Committee Member, The National Assessment of Educational Progress (NAEP); Co-founder, Educational Enhancement Group (EEG)	From UDL principles to evidence-based practices join the presenter to learn about instructional writing, using High-Leverage Practices to promote writing achievement for middle and high school students. In this workshop model, learn, and build tools to strengthen practical classroom practices.
Supporting English Learners: The Classroom & Beyond!	All secondary educators who work with English learners	Dr. Tanya S. Roane, Principal, Cardozo Education Campus; Bregeneve Ocansey, Assistant Principal, Cardozo Education Campus; Jasmine Brann, Assistant Principal, Cardozo Education Campus; Sevana Sammis, Instructional Coach, Cardozo Education Campus; Rosanna DeMammos, Language Acquisition Division Specialist	This collaborative and informative session will highlight successful strategies for educators working with English learners (ELs) at both the classroom and programmatic levels. Facilitators will share anecdotes and insights from their experiences in leading the International Academy at Cardozo Education Campus in order to assist participants in learning strategies to meet the needs of ELs in their own unique context. Participants should bring a laptop or tablet.
Boosting Language Through Local and International	K-12 educators, foreign language educators	Jianhua "Allen" Zhong, Lead Teacher, Washington Yu Ying PCS	When teachers plan a lesson incorporating resources outside of the classroom, students have the opportunity to enjoy fresh language input, authentic purposes and contexts

Collaboration			for language learning, and other language learning strategies. In this workshop, the presenters will share local and international resources that can be used in the classroom, as well as what types of activities work best in boosting language development. In addition, this workshop will discuss strategies and concerns on how to plan collaborative projects that are fit for the curriculum.
District of Columbia Community Schools Initiative-DC's Story	All educators, principals, LEA leaders, and community organizations	Yuliana Del Arroyo, Director of Special Programs, OSSE; Melissa Harper-Butler, Program Analyst, OSSE; Christie Atlee, Manager of Community and Family Engagement, DC Scholars Community Schools; Tia Marie D. Brumsted, Director of Student Wellness, E.L. Haynes PCS; Iliari Gutierrez, Community Schools Coordinator, Mary's Center Maternal and Child Care, Inc.	This session will provide participants (a) an overview of the community schools model in the District of Columbia, (b) an introduction of key tenets to consider when creating and sustaining a community school, and (c) best practices from the field.
An Experiential Introduction to Restorative Practices in Schools	Teachers, administrator, support staff, parents	Tarek Maassarani, Project Lead, Restorative DC (A Project of SchoolTalk)	This workshop will introduce participants to restorative practices as a means to shift school culture. Participants will examine differences between traditional approaches and restorative approaches to discipline. Additionally, participants will be able to experience both pro-active and responsive practice on the Restorative Justice continuum.
NGSS 2.0: What does NGSS look like in MY classroom?	K-12 science educators	Molly Lauer, STEM Education Consultant	Explore what it looks like to weave together the disciplinary core ideas, cross-cutting concepts, and scientific practices into a lesson as the Next Generation Science Standards (NGSS) demands teachers do. In this session, participants will (a) experience a lesson that encompasses all three dimensions, (b) discover instructional strategies that support this learning, and (c) walk through a process that enables them to unpack NGSS and develop such comprehensive lessons.
Evidence Based Inclusion Strategies	All educators	Beth Barnes, Special Education Teacher, EL Haynes PCS; Douglas Affeldt, World Language Department Chair, National Collegiate Prep PCS	This session will focus on evidence-based practices related to planning for inclusion in literacy and math. Participants will be able to gather valuable resources for immediate implementation in the classroom.
Technology Resources for Integration and Enrichment	K-8 afterschool and enrichment providers	José Asisclo Soriano, Technology K-5 Teacher, Bruce Monroe ES DCPS	This session unlocks the potential of participants, who will be guided in the creation of a Code.org website for every class and learn how to navigate the teacher Code.org dashboard. Participants will draft a technology resource plan using Common Core Technology Standards and review best practice resources to teach and integrate technology. Best of all, this session will help participants thrive in our complex and highly technological knowledge-based world. Bring Wi-Fi capable laptop or handheld device.

Breakout Session 3 (1:20--2:30 p.m.)			
Title	Audience	Presenters	Session Description
What is the Model Teacher Evaluation System?	Educators and school leaders responsible for teacher evaluation	Joelle Lastica, Ed.D., Educator Effectiveness Coordinator, OSSE	Developed by and for DC educators, the Model Teacher Evaluation System (MTES) is a comprehensive evaluation framework designed to help LEAs assess the performance of their teachers. MTES is a teacher performance evaluation system that includes a full evaluation rubric, classroom observation tool, teacher action plan tool, and other resources. In this session, participants will have the opportunity to engage with MTES resources and the OSSE Educator Effectiveness team.
Literacy Practices to Support Students Across Content	All educators	Maya Stewart, Literacy Teacher, DC International PCS; Kimberly Jones, Special Education Teacher, Friendship PCS; Chinita Richardson, Math Teacher, Meridian PCS; Tangelia Cotton, Special Education Teacher, Friendship PCS; Shani Hinton, Special Education Teacher, Friendship PCS	This session will focus on evidence-based practices that assist in building fluency, comprehension, and promote family literacy. Participants will discuss strategies to support literacy across all content areas.
The Newcomer Toolkit	Educators serving newcomer English learners	Deborah Maatta, English Learner Teacher/Trainer, DCPS Language Acquisition Division	In this workshop, educators will examine tools, strategies, and examples of classroom and school-wide practices for providing welcoming schools and high-quality instruction for newcomer English learners (ELs). Participants will discuss best practices for providing newcomers with the academic support to attain English language proficiency and ways to support and develop newcomers' social/emotional skills.
Being Responsive to the Language and Learning Needs of English Learners	English learner, special education, and general educators; special education coordinators; administrators	Becky Miskell, English Learner Teacher, DCPS; Nubia Gerima, Teacher Leader, DCPS	Unsure of what to do when an English learner (EL) is not progressing? During this interactive session participants will collaborate to identify and explore student scenarios. They will then gather and analyze information on student linguistic and academic strengths and needs. Finally, they will develop an action plan to meet the needs of their student(s). Additionally, principles for creating and evaluating strategies and interventions for ELs will be incorporated into this process.
Writing in AP Social Studies	Pre-AP and AP Social Studies educators	Amanda Zigmond, Social Studies Teacher, Banneker HS, DCPS; Joseph Presley, Educator, Banneker HS, DCPS	This session will focus on teaching students how to write an essay for a document based question. Presenters and participants will discuss each component of the rubric, analyze student samples, and share strategies to incorporate the skills into every class.
Helping Children Build Mental Math and Computation Strategies Through Sherry Parrish's Number Talks	Elementary math educators	Heather Kurtz, Instructional Specialist, DC Bilingual PCS; Emily Kuller, Instructional Specialist, DC Bilingual PCS; Imani Baucom, Second Grade Teacher, DC Bilingual PCS	Presenters will describe the purpose of number talks, share videos of effective number talks from classrooms, and model a number talk with think aloud. Participants will be able to plan and practice a number talk.
Supporting English Language Learners and Students with Disabilities with Writing in a	Math educators, special education or English learner educators, instructional	Christopher J. Kenny Jr., Specialist, Inclusive Curriculum and Interventions K-12 Math, DCPS Central Office	Writing in math is becoming ever more important with the Common Core State Standards (CCSS) as well as our nationwide assessments. This session will establish strategies to help support the math writing process, and discuss debriefing strategies to support math talk, focusing on CCSS Mathematical Practice #3 - Construct viable

Mathematics Classroom	coaches		arguments and critique the reasoning of others. Participants should bring a laptop or tablet as well as a journal.
Transforming Challenges Into Opportunities: Experiencing the Positive Discipline Approach	All educators and school staff	Mali Parke, Certified Positive Discipline in the Classroom Educator & Restorative Justice Trainer, 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 techniques to empower everyone to find successful solutions. This workshop draws on positive discipline, nonviolent communication, and restorative practices.
Unlocking Pre-Employment Transition Services Available through DCRSA	All educators	Jennifer Halper, Staff Attorney, Disability Rights DC at University Legal Services; Maggie Cowley, Staff Attorney, Disability Rights DC at University Legal Services	This presentation will provide an introduction to Pre-Employment Transition Services (pre-ETS) through the DC Rehabilitation Services Administration (RSA) available to transition-aged youth with disabilities, and the law that governs the provision of these services--The Workforce Innovation and Opportunity Act. Learn about the referral and application process, services available, and resources for students who need information and/or advocacy to get the pre-ETS services they need.
Implementing Essential Inclusive Practices to Improve Outcomes for All Learners	Administrators, special education leaders, educators, LEA Representatives	Jennifer Carpenter, Specialist, Inclusive Programming and Culture, DCPS	This session will provide participants with step-by-step guidance for implementing inclusive best practices in their school. This session includes: (a) an overview of inclusion and its benefits, (b) a checklist of materials that support school leaders and staff to develop a deeper understanding of the six essential inclusive practices, and (c) a step-by-step guide for establishing and leading the school-based team that will implement inclusive practices at school and classroom levels.
ESSA & the Computer Science Framework: Support and Planning for Implementation	School administrators, teacher leaders, curriculum and tech support staff	Lauren Allen, STEM Management Analyst, STEM Integration, OSSE	Under the Every Student Succeeds Act (ESSA), schools should support the use of technology in the classroom along with personalized and blending learning systems to help improve student success. This presentation introduces the K-12 computer science framework and aids schools in supporting computational ed and developing a technology plan to support these types of learning. This session will facilitate discussions around technology usage in schools and will provide resources to support planning.
Project Pipeline: A Hands-on STEM Session	Secondary educators	Eric Moore, Senior Director of Programs, Tiger Woods Foundation	Engineers are confronted with and asked to find solutions for everyday problems. Developing working solutions to these problems requires a unique set of skills and a commitment to the engineering design process. Through this hands-on STEM session, participants will explore how to incorporate a real-world scenario – designing and creating a pipeline – into everyday learning, and how to reinforce 21st century skills with today’s students.

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

Title	Audience	Presenters	Session Description
Coaching Administrators on How to Give Feedback to Teachers to Improve Student Achievement	School administrators, teacher leaders, and district level supervisors	Dr. Mark E. King, C.E.O. of The School Turnaround Group; Dr. Carlton Cater, Chief of Staff, The School Turnaround Group	This session is designed to coach school-based administrators, teacher leaders, department chairs, and district level supervisors on the art of giving appropriate feedback to teachers to improve their practice, build their capacity, and improve outcomes for students. Participants should bring an actual observation that they have conducted.
The Importance of Reading Comprehension	All educators	Eulyn Thomas, Literacy Coach, Theodore Roosevelt SHS DCPS	With the advent of the Common Core State Standards came an increased focus on expository texts, with its often new and unfamiliar vocabulary words/concepts, presenting problems of

of Expository Text			comprehension for most students. This session is designed with strategies and skills to enable teachers to assist students in becoming competent in reading and learning from expository text for success in school, and beyond, through the persistent reading of challenging text – the symbol of skilled readers.
Push-in Services: Does Providing ESOL Services in the Classroom Work?	Educators of English learners, LEA and school-based administrators	Dr. Heidi H. Platt, Intervention Resource Teacher, PGCPs; Dr. Elisabeth K. Rice, Associate Professor of Special Education and Disabilities Studies, George Washington University	What is English learner (EL) push-in? Historically, EL students have often been pulled out of the general education classroom for services. This is changing as more ESOL teachers are pushing in or providing English language development (ELD) services in the general education classroom. Participants will learn about the research regarding this new trend and results from a recent study. Participants will also learn about different ELD program models and the challenges and benefits each model presents.
Talk to Me: Increasing Interpersonal Communication in the Foreign Language Classroom	Secondary foreign language educators (all levels, all languages)	Tiffani Jones, French Teacher, Banneker HS, DCPS	This workshop will explore a range of strategies and activities from the highly structured to the open-ended to improve and increase student interaction in the target language during foreign language instruction in novice through Advanced Placement and International Baccalaureate programs. Participants will engage in a variety of interpersonal communicative activities, analyze videos of student interactions, and practice strategies for implementing such activities in their own classrooms.
On the Path to Teaching Mathematics for Understanding in Diverse Classrooms	School leaders and secondary school educators	Fakhri Emami, Director, Multicultural Career Intern Program (MCIP), Research and Math Teacher Training Institute at Columbia Heights Educational Campus (CHEC), DCPS; Maria Tukeva, Principal, CHEC, DCPS; Dr. Rodrigo Jorge Gutiérrez, Clinical Assistant Professor, Center for Mathematics Education, College of Education, University of Maryland-College Park; Lakshmi Peddyreddy, Math Instructor, CHEC, DCPS; Shuk-Keun Chiu, Math Instructor, CHEC, DCPS	The Multicultural Career Intern Program's (MCIP) Teacher Training Institute will provide a workshop on teaching for understanding in mathematics and the language of the Common Core. The workshop will emphasize the overlapping knowledge for teaching mathematics to ELs with the importance of writing in mathematics. The presentation will be evidenced by actual teacher lessons developed and culled from MCIP's Math Institute sessions.
Middle to High School Transition/Readiness	Educators, LEA/school staff and administrators	Chloe Woodward-Magrane, Celine Fejeran (Raise DC)	This session will facilitate a discussion around the transition between middle and high school, specifically highlighting the work that OSSE has been doing with Raise DC on the Bridge to High School Data Exchange. Participants will be able to look at data that speaks to the difficulties inherent in this transition while also having the opportunity to define what it means to be "9th grade ready" and to hear from a panel about the different ways that educators have been able to bridge this gap.
An Experiential Introduction to Restorative Practices in Schools	Teachers, administrator, support staff, parents	Tarek Maassarani, Project Lead, Restorative DC (A Project of SchoolTalk)	This workshop will introduce participants to restorative practices as a means to shift school culture. Participants will examine differences between traditional approaches and restorative approaches to discipline. Additionally, participants will be able to experience both pro-active and responsive

			practice on the Restorative Justice continuum.
Teaching Self-Advocacy to Improve Outcomes for Special Education Students	High school educators serving students with IEPs	Gabrielle Ciarcia, Special Education Teacher, KIPP DC College Preparatory; Monica Burruss, Special Education Teacher, Thurgood Marshall Academy	This session will address the skills of self-determination, self-identity, and self-advocacy to help special education students feel more prepared for the world post high school. During this session we will discuss the self-advocacy skills needed for success and explore the evidence-based ME! Lessons from the University of Oklahoma, the Brigance Transition Inventory, and the Piers-Harris Self-Concept Scale available to teach and assess these skills.
Building the STEM Program You've Always Wanted	STEM educators and school leaders	David Yarmchuk, Director of Teaching & Learning, Center for Inspired Teaching; Lauren Allen, STEM Management Analyst, OSSE	School gardens, makerspaces, and field trips, oh my! The list of ways to make STEM come alive at schools can go on and on, from computer science courses to internships and science fairs. Choosing the right resources means getting to know your school and its needs and desires. At this workshop, participants will use the Carnegie STEM Excellence Pathway to do a preliminary school audit and plan next steps for building a strong, stable STEM program that will stand the test of time.