

WELCOME LETTER FROM THE STATE SUPERINTENDENT



May 25, 2017

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 2017 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 all children and youth, from birth through age 22, in the District of Columbia as they strive toward being prepared for college and future careers.

As the education landscape continues to change and grow in the District and beyond, it is clear that we need to provide children and youth 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 children and youth to think analytically and use the inquiry method to problem-solve. This institute will focus on innovative evidence- and research-based practices that have been proven effective by educators in the District, resulting in increased engagement and achievement, and improve outcomes for all children in the District.

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

Thank you for your dedication and commitment to our children.

Sincerely,

A handwritten signature in black ink, appearing to read "Hanseul Kang". The signature is fluid and cursive, with a large, stylized "K" at the end.

Hanseul Kang

State Superintendent of Education

KEYNOTE SPEAKER: Beth Dewhurst



Beth Dewhurst has been serving DC students since moving to the District in 1992. After growing up in rural Pennsylvania, she became the first in her family to graduate from college. Now with an M.A. in the Teaching of Writing and Literature from George Mason University, she is in her 10th year teaching at Stuart-Hobson Middle School, and serves as department chair. Ms. Dewhurst spends her days teaching reading intervention, engaging with families, and writing grants for her summer reading camp, which serves more than 80 students. She recently began working on her doctoral degree in education, specializing in technology. She currently resides in her Ward 7 home of 10 years, along with her husband and their three teenage children.

AGENDA

OPENING SESSION

8:30—9:15 a.m. **Welcome & Opening Remarks**

9:15—9:30 a.m. **Keynote Speaker: 2017 DC Teacher of the Year**
Elizabeth Dewhurst, Reading Intervention Teacher
Stuart-Hobson Middle School

MORNING BREAKOUT SESSIONS

Participants select from among 20 concurrent workshops on best practices in education.

9:40—10:50 a.m. **Breakout Session 1**

11 a.m.—12:10 p.m. **Breakout Session 2**

12:10—1:10 p.m. **Exhibit Hall & Lunch**
Participants gather information and resources from OSSE, DC Government, and local educational organizations that support best practices in education.

AFTERNOON BREAKOUT SESSIONS

Participants select from among 20 concurrent workshops on best practices in education.

1:20—2:30 p.m. **Breakout Session 3**

2:40—3:50 p.m. **Breakout Session 4**

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 1 (9:40–10:50 a.m.)				
Room	Title	Audience	Presenters	Session Description
Taft	<p>Got Lactase? From Gene to Phenotype</p> <p>(NOTE: Full Day Workshop)</p>	High school science educators	<p>Valerie May Woodstock Academy</p> <p>Joe Evans Kent County Public Schools</p>	<p>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—please contact Maya.Garcia@dc.gov.</p>
Wilson B	Teacher Transformation: It’s a Process	All K-12 educators and school leaders	<p>David Yarmchuk Director of Teaching & Learning, Center for Inspired Teaching</p> <p>Cosby Hunt Senior Teaching & Learning Officer, Center for Inspired Teaching</p>	<p>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.</p>
Coolidge	Tried and True, Fresh and New: Strategies to Tackle Illiteracy at Its Root!	Elementary educators	Binta A. Garrett Reading Specialist, Bridges Public Charter School	<p>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.</p>

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 1 (9:40–10:50 a.m.)				
Room	Title	Audience	Presenters	Session Description
Lincoln 4	Write On (3.0): Utilizing High-Leverage Practices for Writing Instruction	Secondary ELA/literacy educators, special educators, curricula writers	<p>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)</p>	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.
Harding	Facilitating English Learners' Mathematics and Language Learning	Elementary math and ESOL educators	<p>Galina (Halla) Jmourko ESOL Coach, Prince George's County Public Schools</p>	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.
Lincoln 3	Think Like a Mathematician	Elementary and secondary math educators, all educators	<p>Otto Wilson Associate Professor, The Catholic University of America</p> <p>Seidah Armstrong Performance Management Services</p> <p>Sasha Varner LAYC Career Academy</p> <p>Vijay Sookdeo Associate Professor, Math Department, CUA</p>	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.

K-12 Sessions

BREAKOUT SESSION 1 (9:40–10:50 a.m.)

Room	Title	Audience	Presenters	Session Description
Lincoln 2	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.
Wilson A	Schoolwide Behavior Supports to Include All Students: Teacher Action Research Plans for Professional Development	All educators	Demetrius Blue Special Education Teacher, Meridian PCS Thomas O'Brien Special Education Teacher, Washington Latin PCS Amber Owens Director of Special Education, YouthBuild 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. Presenters will showcase teacher action research plans for professional development.
Lincoln 1	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.
Hoover	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.
McKinley	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.

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 2 (11 a.m.–12:10 p.m.)				
Room	Title	Audience	Presenters	Session Description
Wilson C	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.
Wilson B	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.
Coolidge	Innovative Approaches for Reaching Divergent Learners	K-12 educators of students with disabilities, English learners, or high-ability students	Dr. Aimee Cepeda Pressley Principal, River Terrace EC, DCPS 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.
Lincoln 4	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.

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BREAKOUT SESSION 2 (11 a.m.–12:10 p.m.)

Room	Title	Audience	Presenters	Session Description
Harding	Supporting English Learners: The Classroom & Beyond!	All secondary educators who work with English learners	<p>Dr. Tanya S. Roane Principal, Cardozo Education Campus</p> <p>Bregeneve Ocansey Assistant Principal, Cardozo Education Campus</p> <p>Jasmine Brann Assistant Principal, Cardozo Education Campus</p> <p>Sevana Sammis Instructional Coach, Cardozo Education Campus</p> <p>Rosanna DeMammos Language Acquisition Division Specialist</p>	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.
Hoover	Boosting Language Through Local and International Collaboration	K-12 educators, foreign language educators	<p>Jianhua “Allen” Zhong Lead Teacher, Washington Yu Ying PCS</p>	When teachers plan a lesson incorporating resources outside of the classroom, students have the opportunity to enjoy fresh language input, authentic purposes and contexts 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.

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BREAKOUT SESSION 2 (11 a.m.–12:10 p.m.)				
Room	Title	Audience	Presenters	Session Description
McKinley	District of Columbia Community Schools Initiative- DC’s Story	All educators, principals, LEA leaders, and community organizations	<p>Yuliana Del Arroyo Director of Special Programs, OSSE</p> <p>Melissa Harper-Butler Program Analyst, OSSE</p> <p>Christie Atlee Manager of Community and Family Engagement, DC Scholars Community Schools</p> <p>Tia Marie D. Brumsted Director of Student Wellness, E.L. Haynes PCS</p> <p>Iliari Gutierrez Community Schools Coordinator, Mary’s Center Maternal and Child Care, Inc.</p>	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.
Lincoln 2	An Experiential Introduction to Restorative Practices in Schools	Teachers, administrator, support staff, parents	<p>Tarek Maassarani Project Lead, Restorative DC (A Project of SchoolTalk)</p> <p>Lennie Smith Co-founder, Dramatic Solutions Inc.</p>	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 proactive and responsive practice on the Restorative Justice continuum.
Wilson C	NGSS 2.0: What does NGSS look like in MY classroom?	K-12 science educators	<p>Molly Lauer STEM Education Consultant</p>	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.
Wilson A	Evidence Based Inclusion Strategies: Teacher Action Research Plans for Professional Development	All educators	<p>Beth Barnes Special Education Teacher, EL Haynes PCS</p> <p>Douglas Affeldt World Language Department Chair, National Collegiate Prep PCS</p>	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. Presenters will showcase teacher action research plans for professional development.

K-12 Sessions

BREAKOUT SESSION 2 (11 a.m.–12:10 p.m.)

Room	Title	Audience	Presenters	Session Description
Lincoln 1	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.)

Wilson B	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.
Wilson A	Literacy Practices to Support Students Across Content: Teacher Action Research Plans for Professional Development	All educators	Maya Stewart Literacy Teacher, DC International PCS Kimberly Jones Special Education Teacher, Friendship PCS Chinita Richardson Math Teacher, Meridian 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. Presenters will showcase teacher action research plans for professional development.
Coolidge	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.

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 3 (1:20–2:30 p.m.)				
Room	Title	Audience	Presenters	Session Description
Harding	Being Responsive to the Language and Learning Needs of English Learners	English learner, special education, and general educators; special education coordinators; administrators	<p>Becky Miskell English Learner Teacher, DCPS</p> <p>Nubia Gerima Teacher Leader, DCPS</p>	<p>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.</p>
Hoover	Writing in AP Social Studies	Pre-AP and AP Social Studies educators	<p>Amanda Zigmond Social Studies Teacher, Banneker HS, DCPS</p> <p>Joseph Presley Educator, Banneker HS, DCPS</p>	<p>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.</p>
Lincoln 3	Helping Children Build Mental Math and Computation Strategies Through Sherry Parrish’s Number Talks	Elementary math educators	<p>Heather Kurtz Instructional Specialist, DC Bilingual PCS</p> <p>Emily Kuller Instructional Specialist, DC Bilingual PCS</p> <p>Imani Baucom Second Grade Teacher, DC Bilingual PCS</p>	<p>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.</p>
Lincoln 3	Supporting English Language Learners and Students with Disabilities with Writing in a Mathematics Classroom	Math educators, special education or English learner educators, instructional coaches	<p>Christopher J. Kenny Jr. Specialist, Inclusive Curriculum and Interventions K-12 Math, DCPS Central Office</p>	<p>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 arguments and critique the reasoning of others. Participants should bring a laptop or tablet as well as a journal.</p>

K-12 Sessions

BREAKOUT SESSION 3 (1:20–2:30 p.m.)

Room	Title	Audience	Presenters	Session Description
Lincoln 2	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.
McKinley	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.
Wilson C	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.
Lincoln 1	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.

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 3 (1:20–2:30 p.m.)				
Room	Title	Audience	Presenters	Session Description
Lincoln 4	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.)				
Wilson B	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.
Lincoln 4	The Importance of Reading Comprehension of Expository Text	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 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.
Harding	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, PGPCS 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.

K-12 Sessions

BREAKOUT SESSION 4 (2:40–3:50 p.m.)

Room	Title	Audience	Presenters	Session Description
Hoover	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.
Lincoln 3	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.
Coolidge	Middle to High School Transition/Readiness	Educators, LEA/ school staff and administrators	Chloe Woodward- Magrane Early College and Career Readiness, OSSE Division of Postsecondary and Career Education Celine Fejeran Deputy Director, 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.

WORKSHOP K-12 SESSIONS AT A GLANCE

K-12 Sessions				
BREAKOUT SESSION 4 (2:40–3:50 p.m.)				
Room	Title	Audience	Presenters	Session Description
Lincoln 2	An Experiential Introduction to Restorative Practices in Schools	Teachers, administrator, support staff, parents	<p>Tarek Maassarani Project Lead, Restorative DC (A Project of SchoolTalk)</p> <p>Lennie Smith Co-founder, Dramatic Solutions Inc.</p>	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 proactive and responsive practice on the Restorative Justice continuum.
Wilson A	Teaching Self-Advocacy to Improve Outcomes for Special Education Students: Teacher Action Research Plans for Professional Development	High school educators serving students with IEPs	<p>Gabrielle Ciarcia Special Education Teacher, KIPP DC College Preparatory</p> <p>Monica Burruss, Special Education Teacher, Thurgood Marshall Academy</p>	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. Presenters will showcase teacher action research plans for professional development.
McKinley	Building the STEM Program You've Always Wanted	STEM educators and school leaders	<p>David Yarmchuk Director of Teaching & Learning, Center for Inspired Teaching</p> <p>Lauren Allen STEM Management Analyst, OSSE</p>	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.

WORKSHOP EARLY LEARNING SESSIONS AT A GLANCE

Early Learning Sessions				
BREAKOUT SESSION 1: (9:40 –10:50 a.m.)				
Room	Title	Audience	Presenter	Session Description
Marriott Salon 2 (NOTE: half-day session)	New Directions in Curriculum: Intentional Weekly Planning	Preschool teachers	Donna Fowler M.Ed., PD Manager, Teaching Strategies, LLC	Teachers will work together to develop intentional planning strategies, discuss and complete a “Weekly Planning Form,” and share planning ideas related to objectives for children’s development and learning. At the conclusion of this session, teachers will understand why it is important to plan meaningful learning experiences intentionally.
Marriott Balcony A	Prevention of Shaken Baby Syndrome, Abusive Head Trauma, and Sudden Infant Death Syndrome (SIDS)	Early childhood professionals	Karen Davis Platt MA Ed, Senior Early Childhood Specialist, ICF	This interactive session is designed to help keep infants and toddlers in your care safe. Participants will discuss two preventable life threatening injuries: Sudden Infant Death Syndrome (SIDS), the leading cause of death in babies up to 1 year of age, and Abusive Head Trauma / Shaken Baby Syndrome; traumatic head injuries that occur from forcibly shaking a child. This session is designed to fulfill the requirements for two mandatory health and safety trainings for all child care providers.
Marriott Balcony B (NOTE: half-day session)	Strategies for Sustainable Change through Strength-Based Coaching	Coaches, trainers, and supervisors	Jill McFarren Aviles Consultant/Coach, Mary’s Centers Irma Tzul-Morales Little Blessings Child Development Home, Owner/ Provider Stephanie Stuart Teacher Assistant	Participants will receive an overview of the importance of coaching as a key strategy to achieve sustainable change in teacher’s knowledge, practice, and attitudes. This session will feature a panel discussion from child development center and home, infant and toddler teachers, who have experienced their own professional growth as a result of participating in a strengths-based coaching program. Panelists will discuss specific coaching practices and strategies and will have the opportunity to reflect on their own practices and experiences.
Lincoln 5	A-go! A-may!: African Dance and Drumming in the Early Childhood Classroom	Early childhood educators and arts teachers	Ingrid Zimmer Executive Director, Inner City - Inner Child Sylvia Soumah Artistic Director Coyaba Dance Theater Abdou Muhammad Drumming Instructor, DC Prep PCS	Explore ways to use African songs, dance, and drumming to promote early childhood learning. Use your newly acquired knowledge to create activities based on multi-cultural books you can immediately implement in your classroom. Come prepared to sing, dance, and have fun!

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BREAKOUT SESSION 1: (9:40 –10:50 a.m.)				
Room	Title	Audience	Presenter	Session Description
Lincoln 6	Medication Administration in Child Care	All infant, toddler, and preschool teachers, assistant teachers, and directors	Janice Le Platte B.S.N., M.S. RN-BC, Simulation Education Specialist, Children’s National Health System	Participants will discuss basic medication administration guidelines, how to properly handle and store medications, and proper documentation of medication.
Roosevelt 1	Prevention and Response to Food Allergies	All infant, toddler, and preschool teachers, assistant teachers, and directors	Shari Washington MSN-Ed, RN-BC, CPN, Professional Development Specialist, Children’s National Health System	This session will discuss the preparation and handling of food for children of all ages, including the consumption of formula, human milk, and solid foods. Participants will also learn how to recognize and respond to food allergies, and how to create and follow individual care plans for children with food allergies.
Roosevelt 2	El Teatro como Herramienta en la Educación Infantil (Theater as a Tool in Early Childhood Education)	Early childhood educators, associates, and collaborators	Sylvia Zwi Dean and Director, Early Childhood Arts Education and Professional Development Karen Andrea Morales Chacana Actriz, Educadora y Instructora del Teatro Infantil	El uso de las Artes como instrumento educacional durante los primeros años de vida promueven y apoyan el desarrollo emocional, social, físico, de las habilidades psicomotoras, y intelectuales, al mismo tiempo que alimentan la imaginación y la creatividad. The use of the arts as educational tools in the early years promote and support emotional, social, physical, psychomotor, and intellectual development, as well as nourish the imagination and creativity.
Roosevelt 3	Enhancing the Use of Inclusive Practices in Early Childhood Education	Early childhood teachers, preschool professionals, and service providers	Christopher Chapman M.Ed., Early Intervention Specialist, OSSE DC Strong Start Early Intervention Program	This session will define inclusive practices and teach participants how to identify adaptations that allow all early learners to access the information and experiences that are being taught. Participants will explore best practice for inclusion in a variety of learning environments in accordance with the District of Columbia Common Core Early Learning Standards and the Division for Early Childhood’s Recommended Practices in Early Childhood Special Education.
Roosevelt 4	Building and Physical Premises Safety and Storage of Hazardous Materials and Bio-contaminants	Early childhood teachers, assistant teachers, directors, and caregivers	Janice Edwards Ph.D., Consultant, Kids Comprehensive Services Brenda Harris M.A., Director, Kids Comprehensive Services	Participants will explore ways to plan, practice, and promote safety in their early learning environments. Participants will learn how to keep children safe, away from poison, hazards, choking, and suffocation. This training will review three essential components of keeping children safe: education, supervision, and environment.

Early Learning Sessions

BREAKOUT SESSION 1: (9:40 –10:50 a.m.)

Room	Title	Audience	Presenter	Session Description
Roosevelt 5	Prevention and Control of Infectious Diseases	All infant, toddler, and preschool teachers, assistant teachers, and directors	Ms. Wayne Neal MAT, BSN, RN-BC, Patient/Family Education Manager, Children’s National Health System	This session will provide an overview on how to prevent and control infectious diseases, including information on immunizations and influenza.

BREAKOUT SESSION 2: (11 a.m.–12:10 p.m.)

Marriott Salon 2 (NOTE: half-day session)	New Directions in Curriculum: Intentional Weekly Planning	Preschool teachers	Donna Fowler M.Ed., PD Manager, Teaching Strategies, LLC	Teachers will work together to develop intentional planning strategies, discuss and complete a “Weekly Planning Form,” and share planning ideas related to objectives for children’s development and learning. At the conclusion of this session, teachers will understand why it is important to plan meaningful learning experiences intentionally.
Marriott Balcony A	The Importance of Early Intervention	All educators, special education staff, and child care professionals	Karen Wright Child Find Coordinator, DCPS Early Stages Irena Tovar Child Find Coordinator, DCPS Early Stages	This workshop discusses the importance of early intervention for the child, for the family, and for society. It provides an overview of Individuals with Disabilities Education Act (IDEA) services in the District of Columbia through Early Intervention Strong Start services and Early Stages. Participants will learn how to refer families for a child’s developmental screening and early childhood special education evaluation services.
Marriott Balcony B (NOTE: half-day session)	Strategies for Sustainable Change through Strength-Based Coaching	Coaches, trainers, and supervisors	Jill McFarren Aviles Consultant/Coach, Mary’s Center Irma Tzul-Morales Owner/Provider, Little Blessings Child Development Home Stephanie Stuart Teacher Assistant	Participants will receive an overview of the importance of coaching as a key strategy to achieve sustainable change in teacher’s knowledge, practice, and attitudes. This session will feature a panel discussion from child development center and home, infant and toddler teachers, who have experienced their own professional growth as a result of participating in a strengths-based coaching program. Panelists will discuss specific coaching practices and strategies and will have the opportunity to reflect on their own practices and experiences.
Roosevelt 1	Child Care Emergency Preparedness Training	All caregivers, teachers, assistant teachers, and directors	Cynthiana Lightfoot CNHS, HRSA, Program Manager, Emergency Medical Services for Children (EMSC)	Being prepared for emergencies can make a big difference as to whether or not the children in your care and the staff in your program remain safe. Participants will learn about the necessary steps a program should take to ensure preparedness in the event of an emergency, as well as effective strategies to communicate the emergency plan to children, parents, and staff.

WORKSHOP EARLY LEARNING SESSIONS AT A GLANCE

Early Learning Sessions				
BREAKOUT SESSION 2: (11 a.m.–12:10 p.m.)				
Room	Title	Audience	Presenter	Session Description
Roosevelt 2	Playful CLASS™ Concept Development Through Science, Technology, Engineering and Math (STEM)	Pre-K and Kindergarten teachers	<p>Kate Van Slyck Pre-K Special Education Teacher, Briya PCS</p> <p>Noelani Mussman Director of Early Childhood Curriculum and Instruction, Briya PCS</p>	Participants will identify strategies for dual language learners (DLLs) in order to achieve concept development in the Classroom Assessment Scoring System™ (CLASS™). Participants will examine why STEM concepts are important for young children and define the thinking skills young engineers develop through STEM. They will learn about play as a gateway to concept development for young DLLs, using everyday experiences to lead to scientific understanding.
Roosevelt 3	Do It Best! Age-Appropriate Nutrition, Feeding, and Physical Activity in Childcare Settings	Early childhood educators	<p>Danita Banks BS, Nutrition Program Specialist, DC SNAP-Ed</p> <p>Paulette Thompson MS, RD, LDN, CLS, Supervisory Public Health Nutritionist/ Nutrition Education Coordinator, DC Women, Infants, and Children (WIC) State Agency</p>	This session offers ideas for healthy eating and active play in the early learning environment. Participants will learn how to create a supportive breastfeeding environment, what foods young children need to stay healthy, and how to support the development of good eating habits. Participants will learn strategies for working with families to promote healthy nutrition practices at home and how to create opportunities for physical activity.
Roosevelt 4	Mandatory Reporter Training and Child Abuse Prevention	All teachers, assistant teachers, care givers, volunteers, substitutes, and directors	<p>Guillermo Cintron DC Child and Family Services Agency</p>	Mandatory reporter training contains definitions, examples, and signs of child abuse and neglect; numerous resources and DC legal codes; helpful tips for mandatory reporters; and interactive learning. Participants will understand their legal obligations as a mandatory reporter; define the types of child abuse and neglect; recognize signs of child abuse and neglect; identify groups of children who may be at a higher risk for abuse or neglect, and more.
Roosevelt 5	Creating Diversity in Early Learning Classrooms	Early childhood teachers	<p>Berna Artis Executive Director, Tiny Findings Inc.</p>	Participants will learn about and discuss methods of tying home cultures to classrooms in authentic ways, including language use, print-rich environments, and activities led by families. Attendees will have the opportunity to share their experiences with anti-biased approaches when interacting with parents and professionals.

Early Learning Sessions

BREAKOUT SESSION 2: (11 a.m.–12:10 p.m.)

Room	Title	Audience	Presenter	Session Description
Lincoln 5	Story Telling Through the Arts	All individuals working in early learning and with English Language Learners	Sylvia Zwi Master Teaching Artist Ingrid Zimmer Master Teaching Artist	Using Aesop’s Fables as a starting point, participants will learn to tell stories through creative movement, rhythmically expressive language, and visual arts. Experiences are age-appropriate for infants and toddlers, and adaptable for all early learning grades.
Lincoln 6	Using Breath and Movement in Playful Ways to Create Calm in the Classroom	All educators, therapists, counselors, and caregivers	Lisa Danahy Founder and Director, INA Wellness	Early educators need powerful and effective tools to improve focus, balance, energy, and reduce stress! Explore fun and simple yoga poses, breathing exercises, and mindfulness activities that enhance social-emotional development and purposeful play, while creating a calm, collaborative classroom. No yoga experience is needed. Wear comfortable, well-fitting clothes for this playful interactive class.

BREAKOUT SESSION 3 (1:20–2:30 p.m.)

Marriott Balcony A	Prevention of Shaken Baby Syndrome, Abusive Head Trauma, and Sudden Infant Death Syndrome (SIDS)	Early childhood professionals	Karen Davis Platt M.A.Ed., Senior Early Childhood Specialist, ICF	This interactive session is designed to help keep infants and toddlers in your care safe. Participants will discuss two preventable life threatening injuries: Sudden Infant Death Syndrome (SIDS), the leading cause of death in babies up to 1 year of age, and Abusive Head Trauma / Shaken Baby Syndrome; traumatic head injuries that occur from forcibly shaking a child. This session is designed to fulfill the requirements for two mandatory health and safety trainings for all child care providers.
Marriott Balcony B	Creating Diversity in Early Learning Classrooms	Early childhood teachers	Berna Artis Executive Director, Tiny Findings Inc.	Participants will learn about and discuss methods of tying home cultures to classrooms in authentic ways, including language use, print-rich environments, and activities led by families. Attendees will have the opportunity to share their experiences with anti-biased approaches when interacting with parents and professionals.

WORKSHOP EARLY LEARNING SESSIONS AT A GLANCE

Early Learning Sessions				
BREAKOUT SESSION 3 (1:20–2:30 p.m.)				
Room	Title	Audience	Presenter	Session Description
Roosevelt 1	Allergy Management Training in Early Childhood Settings	All educators	<p>Whitney Carrington M.S., Health Education Specialist, OSSE</p> <p>Charles Rominiyi M.H.S., Health Education Specialist, OSSE</p>	This training will explore the food allergy procedures that should be in place when caring for children in early care and preschool settings. The training will focus on research-based, Department of Health, Centers for Disease Control and Prevention (CDC) guidelines, and the rights of children with food allergies. Participants will define anaphylaxis, identify common food allergies and their signs and symptoms, outline treatment and management options, and learn how to create and follow individual care plans for each child with a food allergy. Participants also will learn to create and implement a detailed treatment plan in the event of an allergic reaction, and apply and understand best practices for minimizing risks and exposure.
Roosevelt 2	Understanding Why Parent and Family Engagement is so Important to Healthy Child Development	All educators, administrators, and parents	<p>Christophe Beard Management Analyst, OSSE Division of Early Learning</p>	Children’s long-term emotional health and academic success are deeply affected by the quality of the relationship with adult caregivers at home and school. Early childhood educators must lead the way for families to stay actively engaged with their children. Promising practices can help centers design activities that can be implemented effectively into an early childhood setting. Strategies discussed include: using relationship-based approaches, program environment, and diverse families.
Roosevelt 3	Including All Learners: Strategies for Adapting and Modifying Curriculum	All educators and administrative staff	<p>Badiyah Sharif President, Support by Design</p>	Participants will brainstorm and identify solutions to modify and adapt for the most common challenges for young children with developmental delays and/or disabilities.
Roosevelt 4	Building and Physical Premises Safety and Storage of Hazardous Materials and Bio-contaminants	Early childhood teachers, assistant teachers, directors, and caregivers	<p>Janice Edwards Ph.D., Consultant, Kids Comprehensive Services</p> <p>Brenda Harris M.A., Director, Kids Comprehensive Services</p>	Participants will explore ways to plan, practice, and promote safety in their early learning environments. Participants will learn how to keep children safe, away from poison, hazards, choking, and suffocation. This training will review three essential components of keeping children safe: education, supervision, and environment.

Early Learning Sessions

BREAKOUT SESSION 3 (1:20–2:30 p.m.)

Room	Title	Audience	Presenter	Session Description
Roosevelt 5	Sueño seguro del bebé: La prevención de SIDS y otras muertes de lactantes relacionadas con el sueño (Safe Sleep: Preventing SIDS and Other Sleep-Related Infant Deaths)	Teachers of infants/toddlers, directors, and administrators	Violeta Mora Senior Trainer, International Coach Federation (ICF)	Los participantes aprenderán métodos para reducir el riesgo de síndrome de muerte súbita en bebés en entornos de cuidado infantil, y aprenderán cómo informar a padres y otros cuidadores sobre prácticas del sueño seguro. (Participants will learn methods to reduce the risk of sudden death syndrome in infants in child care settings and will learn how to inform parents and other caregivers about safe sleep practices.)
Lincoln 5	Teacher Leaders as Health Ambassadors	All educators	Kalpana Sharma Teacher Leadership Innovation (TLI) Coach, Brightwood EC, DCPS Abby Seibel Fourth Grade English Learner (EL) Teacher, Brightwood EC, DCPS	This session is designed to train individuals to become health ambassadors by developing an awareness of self-care for administrators, teachers, parents, students, and community. Participants will learn healthy eating and lifestyle habits, simple physical exercises, mental, social, and emotional health strategies to create and live a healthy lifestyle.
Lincoln 6	Administration of Medication	Early childhood teachers, assistant teachers, directors, and caregivers	P. Anne Davis M.D., Physician, Kids Comprehensive Services Earl Nicholas M.D., Physician, Kids Comprehensive Services	This training will introduce participants to basic medication administration guidelines, how to properly handle and store medication, and implement procedures for proper documentation of medication administration for young children. The session will review the most prevalent common childhood medications and identify adverse reactions to medications.

BREAKOUT SESSION 4 (2:40–3:50 p.m.)

Marriott Balcony A	Promoting Graph Sense in Early Childhood	Early childhood educators	Ruth Ebisuzaki Every Child Ready (ECR) Intervention Developer, AppleTree Institute Lindsey Johnson Professional Development Specialist, AppleTree Institute	Data collection should start with a purpose. Children have many questions about the world around them. By fostering an inquisitive learning environment, teachers can involve children in graphing and data analysis to develop important math skills and critical thinking. Participants will learn the importance of teaching young children about graphs. They will learn the skills involved in graphing, how to construct graphs, and how to promote graph comprehension.
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WORKSHOP EARLY LEARNING SESSIONS AT A GLANCE

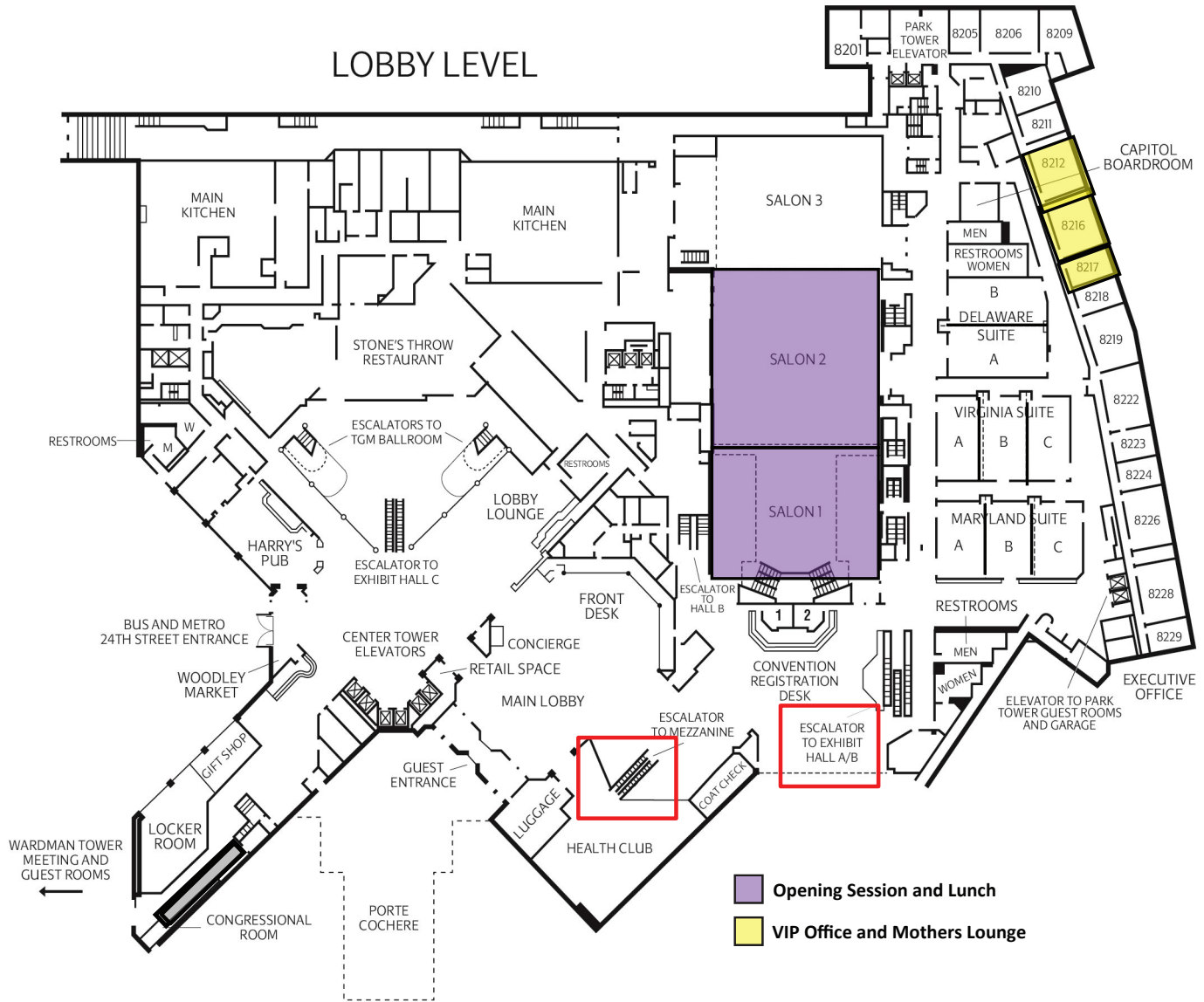
Early Learning Sessions				
BREAKOUT SESSION 4 (2:40–3:50 p.m.)				
Room	Title	Audience	Presenter	Session Description
Marriott Balcony B	Play with a Purpose: Differentiating Play for Students with Disabilities	Early childhood inclusion and special education teachers	Megan Callahan Resident Teacher, Garfield Elementary School DCPS	This session will introduce early learning educators to the tools used to differentiate thematic play in ways that promote language, social skills, and academic skills of students with disabilities. Special educators will learn to modify the early childhood general education curriculum and prepare students for successful transitions into an inclusive setting, while inclusion teachers will learn research-based strategies to support students with disabilities during play.
Roosevelt 1	Child Care Emergency Preparedness Training	All caregivers, teachers, assistant teachers, and directors	Cynthiana Lightfoot CNHS, HRSA, Program Manager, Emergency Medical Services for Children (EMSC)	Being prepared for emergencies can make a big difference as to whether or not the children in your care and the staff in your program remain safe. Participants will learn about the necessary steps a program should take to ensure preparedness in the event of an emergency, as well as effective strategies to communicate the emergency plan to children, parents, and staff.
Roosevelt 2	Learning Foundations: Assessing How Young Children Develop Core Cognitive Skills	Pre-K teachers	Erika Blackburn Manager, Assessment and Analysis, Early Childhood Education Division, DCPS	Cognition (e.g., attention, motivation, goal orientation, memory) in early childhood lays the foundation for future development and achievement in math and literacy. The goal of this session is to build the capacity of early childhood educators to assess cognition in young learners, and to develop plans to use assessment results for differentiating learning experiences to support cognitive development, and ultimately, academic achievement in math and literacy.
Roosevelt 3	Child Developmental Milestones for Three-Five Year Olds	All educators, special education staff, and child care professionals	Isabel Forguez Child Find Coordinator, DCPS Early Stages Claudia Fuentes Child Find Coordinator, DCPS Early stages	This workshop provides an overview of typical developmental milestones for children between the ages of three and five in the following domains: communication, gross motor, fine motor, social-emotional, and cognitive. It also provides sample intervention strategies for each domain, and the opportunity for participants to create their own classroom strategies.
Roosevelt 4	Mandatory Reporter Training and Child Abuse Prevention	All teachers, assistant teachers, care givers, volunteers, substitutes, and directors	Guillermo Cintron DC Child and Family Services Agency	Mandatory reporter training contains definitions, examples, and signs of child abuse and neglect; numerous resources and DC legal codes; helpful tips for mandatory reporters; and interactive learning. Participants will understand their legal obligations as a mandatory reporter; define the types of child abuse and neglect; recognize signs of child abuse and neglect; identify groups of children who may be at a higher risk for abuse or neglect, and more.

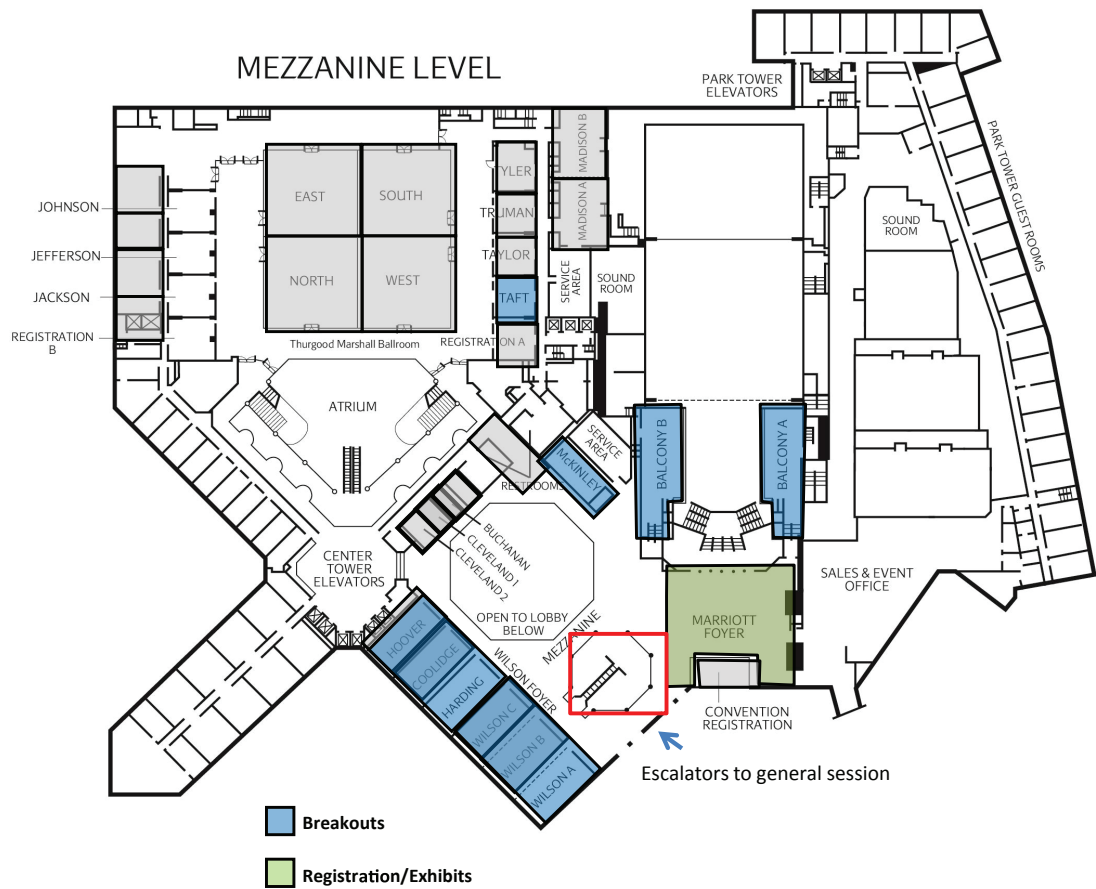
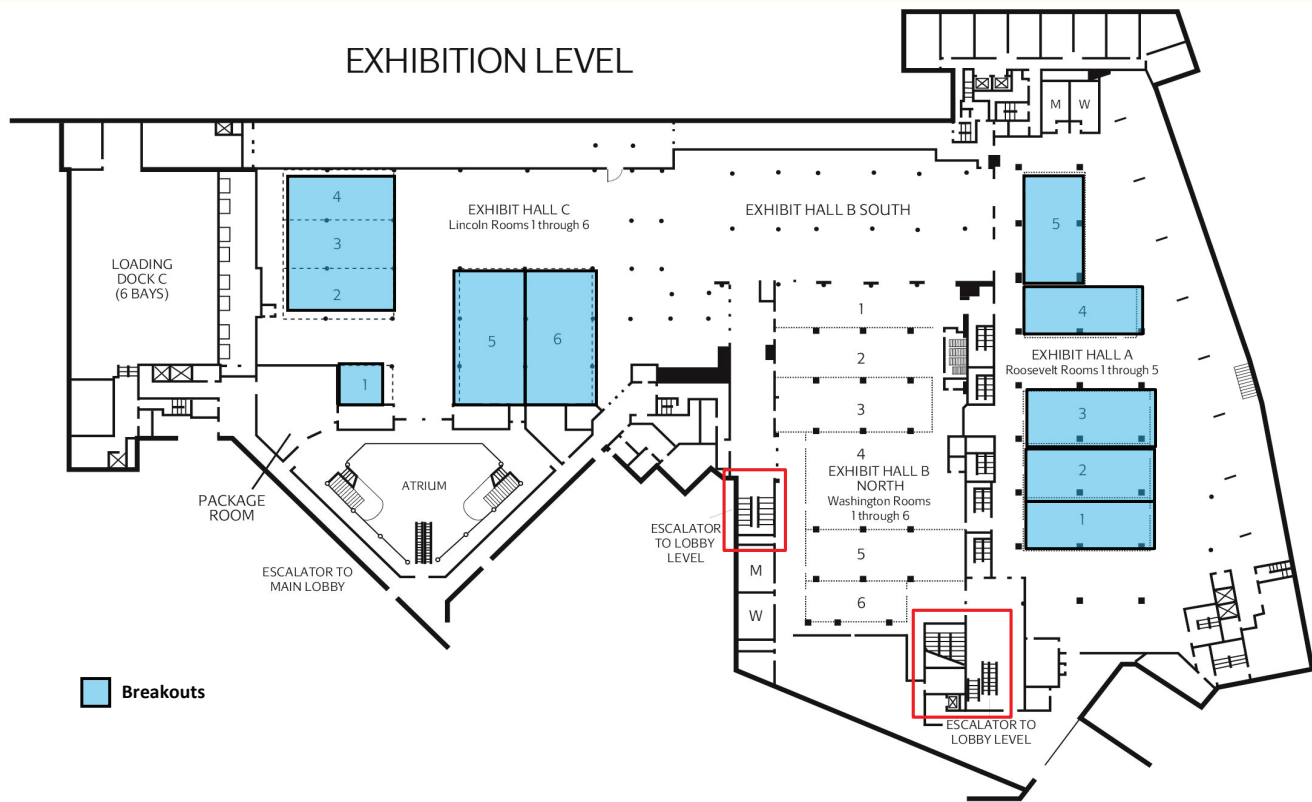
Early Learning Sessions

BREAKOUT SESSION 4 (2:40–3:50 p.m.)

Room	Title	Audience	Presenter	Session Description
Roosevelt 5	Fascinating Cups: Using Everyday Classroom Materials to Develop Children’s Math, Science, Social-Emotional Skills, and Learn Engineering too!	Pre-K - Grade 2 teachers	<p>Marta Jimenez Spanish Immersion Pre-K Teacher, Tyler ES, DCPS</p> <p>Peggy Ashbrook Preschool Science Teacher, The Early Years Columnist, Blogger for National Science Teachers Association (NSTA)</p>	Materials that engage young children provide strong motivation to learn. Plastic cups can be used in creative ways in activities that teach science, math, engineering, and social-emotional skills. Participants will practice these activities themselves and identify the Teaching Strategies GOLD objectives that can be met when students engage in them. A discussion of STEM (integrated science, technology, engineering, and math) learning and science inquiry grounds the teacher-led activity in an approach that supports all children.
Lincoln 5	Teacher Leaders as Health Ambassadors	All educators	<p>Kalpana Sharma Teacher Leadership Innovation (TLI) Coach, Brightwood EC, DCPS</p> <p>Abby Seibel Fourth Grade English Learner (EL) Teacher, Brightwood EC, DCPS</p>	This session is designed to train individuals to become health ambassadors by developing an awareness of self-care for administrators, teachers, parents, students, and community. Participants will learn healthy eating and lifestyle habits, simple physical exercises, mental, social, and emotional health strategies to create and live a healthy lifestyle.
Lincoln 6	The Butterfly Effect: Connections Between Plants, Animals, and Humans	Early childhood educators, environmental science teachers, and school leaders	<p>Claude McKay Early Childhood Coordinator, Mary McLeod Bethune Day Academy PCS</p> <p>Shalinee Gusain Environmental Science Teacher, Mary McLeod Bethune Day Academy PCS</p>	While walking through a simulation of the migration route traveled by three generations of monarch butterflies, participants will experience the elements of an interdisciplinary unit of study that uses a pollinator garden and biome maps to teach the concepts of systems, cycles and migration, as well as the positive and negative impacts of human interactions with nature. Participants will learn tips for planning the unit, and take part in sample assessments for student learning.

LOBBY LEVEL







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