It Takes a City: DC Does it Best!

May 20, 2016
8:30 a.m. – 4 p.m.

Walter E. Washington Convention Center
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,

Hanseul Kang
State Superintendent of Education
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<tr>
<td>7:30 - 8:30 a.m.</td>
<td>Registration and Continental Breakfast</td>
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<tr>
<td>8:30 - 9:30 a.m.</td>
<td>Welcome</td>
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<td><em>State Superintendent of Education</em></td>
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<td>Hanseul Kang</td>
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<td><em>Keynote</em></td>
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<td>Topher Kandik, Teacher of the Year</td>
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<td>9:30 - 9:40 a.m.</td>
<td>Break</td>
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<td>9:40 - 10:50 a.m.</td>
<td>Breakout Session 1</td>
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<td>10:50 - 11 a.m.</td>
<td>Break</td>
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<tr>
<td>11:00 a.m. - 12:10 p.m.</td>
<td>Breakout Session 2</td>
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<tr>
<td>12:10 - 1:10 p.m.</td>
<td>Lunch</td>
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<td>1:20 - 2:30 p.m.</td>
<td>Breakout Session 3</td>
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<td>2:30 - 2:40 p.m.</td>
<td>Break</td>
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<td>2:40 - 3:50 p.m.</td>
<td>Breakout Session 4</td>
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**Early Learning Breakout Session 4 will begin at 2:30 p.m. and end at 4:00 p.m.**
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.”
## K-12 Sessions

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

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<tr>
<th>Room</th>
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| 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  
**Dari 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  
W.IL.D Science | 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. |
## BREAKOUT SESSION 1 • 9:40 - 10:50 a.m.

### Room 102B
- **Session Title**: English Learners Writing Bilingual Books: How to Use a Student’s Native Language to Help Them Acquire Literacy in English
- **Audience**: ELA and ELL teachers
- **Presenters**: Susan Ozment (ELL Teacher, grades 6-8), Christina Sfekas (ELL teacher, grades 1-2)
- **Session Description**: 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.

### Room 140A
- **Session Title**: Educator Effectiveness Investing in Professional Development: What Motivates You?
- **Audience**: Educators, policymakers, teachers, administrators
- **Presenters**: Maria Angala (NBCT, AFT/WTU Teacher Leader, Special Education Teacher, Anacostia SHS)
- **Session Description**: 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.

### Room 140B
- **Session Title**: Positive Culture and Climate Supporting Positive Student Behavior by Addressing Learning Needs
- **Audience**: All educators
- **Presenters**: 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)
- **Session Description**: 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.

### Room 141
- **Session Title**: ELA/Literacy Literature Circles at Work
- **Audience**: 3rd - 12th grade teachers
- **Presenters**: Arabella J. Zeba, M.Ed. (Reading Specialist, Flora L. Hendley Elementary School)
- **Session Description**: 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.

### Room 142
- **Session Title**: ELA/Literacy The ABCs of TAG: How to Create an Enrichment Program for Advanced Learners
- **Audience**: Elementary educators and administrators
- **Presenters**: Binta A. Garrett, M.A. (SPED Teacher/Reading Specialist, Bridges Public Charter School)
- **Session Description**: 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

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| 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. |
### K-12 Sessions

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| 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

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| 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 McCready*  
Principal, Early Childhood Specialist ICFI  
*Karen Davis Plat*  
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. |
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<td>West Salon I</td>
<td>Physical Health &amp; Safety</td>
<td>Educators and supervisors (children ages birth - eight)</td>
<td>Frances M. Carlson, MAEd Author, Big Body Play (NAEYC, 2011)</td>
<td>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.</td>
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<td>Big Body Play: Why Something So Scary is So Good For Children (Part 1)</td>
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<td>East Overlook</td>
<td>Mental Health/ Social- Emotional Development</td>
<td>All educators and parents</td>
<td>Lisa Danahy ERYT-200, RCYT, Founder &amp; Director, INA Wellness Meghan Lally</td>
<td>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.</td>
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<td>Quiet the Mind, Spark Creativity</td>
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<td>West Overlook</td>
<td>Mental Health/ Social- Emotional Development</td>
<td>Early childhood teachers and directors parents of young children</td>
<td>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.</td>
<td>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.</td>
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<td>The Impact of Toxic Stress on the Young Child</td>
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<td>103 A</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>All educators and administrators</td>
<td>Jacky Howell, MA ECE Consultant and Trainer, Azspire, LLC Kimberly Reinhard, MsC Consultant and Trainer, Reinhard Consulting</td>
<td>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.</td>
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<td>Connections that Endure: Creating Community Using Rituals and Traditions</td>
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<td>103 B</td>
<td>Teaching &amp; Learning STEM in Early Childhood Education</td>
<td>All educators</td>
<td>Sarah Erdman Founder of Cabinet of Curiosities LLC</td>
<td>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.</td>
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### K-12 Sessions

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| 156  | Parent, Family & Community Engagement | All educators, community organizations, parents, mental health providers | **Orin Howard** Director of Family Services, DCPS Early Childhood Education  
**Rianna Berkeley** Program Manager Ward 7, DCPS Early Childhood Education  
**Lauren Brown** Program Manager Ward 4-5, DCPS Early Childhood Education | 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  | Mental Health / Social-Emotional Development  
**Toddler CLASS Emotional and Behavioral Support:** Positive Climate, Teacher Sensitivity and Behavior Guidance | 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 | Early Intervention  
Early Childhood Development: Where Challenging Behaviors Come From and How to Address (Part 1) | 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 | Cultural & Linguistic Diversity  
Cultural Roots and Influences on Relationship-Based Care | 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 | Program Administration Professionalism in the Workplace: for Early Childhood Educators | Early childhood education professionals | **Deborah Koshansky, PhD** Bright Horizons Family Solutions, Vice President of Operations  
**Jacqueline Radcliffe** Center Director, Bright Horizons at Georgetown  
**Tulli Dobler** Business Manager, Bright Horizons at Georgetown | 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. |
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<td>208 B</td>
<td>Program Administration Coaching That Is Powerful</td>
<td>Directors of ECE coaches/mentors</td>
<td>Mary Lou Konya, M.Ed. Education Manager for United Planning Organization</td>
<td>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.</td>
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<td>209 A</td>
<td>Physical Health &amp; Safety Be An Oral Health Champion: Strategies for Promoting Oral Health Among Families Within Your Community</td>
<td>All educators and support personnel, parents, and community leaders</td>
<td>Pierre M. Cartier, DMD MPH, Oral Health Program Manager, DC Department of Health</td>
<td>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.</td>
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<td>209 B</td>
<td>Early Intervention: Strategies for Including Young Children with Special Needs</td>
<td>All early childhood educators</td>
<td>Badiyah M-Sharif MA Director, Support By Design</td>
<td>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.</td>
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| 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.**

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| 102A  | Special Education Secondary Transition: Connecting Students with Disabilities to Agencies that Serve Adults | Special education staff         | Shawn Ullman  
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

<table>
<thead>
<tr>
<th>Room</th>
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</table>
| 142  | ELA/Literacy  | 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.**

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</thead>
</table>
| 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

<table>
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<tr>
<th>Location</th>
<th>Program Administration Center</th>
<th>Audience</th>
<th>Presenters</th>
<th>Session Description</th>
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</table>
| East Salon F | Continuous Quality Improvement: Leading the Change Agenda  
Center directors and administrators | All educators and early care providers | 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

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</table>
| 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:  
• 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.                                                                                                               |
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<td>156</td>
<td>Cultural &amp; Linguistic Diversity</td>
<td>All educators</td>
<td>Berna Artis, MA.Ed., Executive Director, Tiny Findings Child Development Center, Jill Telford, Assistant Director, Tiny Findings Child Development Center</td>
<td>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.</td>
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<tr>
<td>206</td>
<td>Teaching &amp; Learning PRE K CLASS Managing Instructional Time (CLASS Productivity)</td>
<td>Pre-K educators and parents</td>
<td>School Readiness Consulting</td>
<td>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.</td>
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<tr>
<td>207 A</td>
<td>Early Intervention Early Childhood Development: Where Challenging Behaviors Come From and How to Address (Part 2)</td>
<td>Early childhood educators, staff, and families</td>
<td>Neal M. Horen, PhD, Director of Early Childhood Georgetown University Center for Child and Human Development</td>
<td>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.</td>
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<tr>
<td>207 B</td>
<td>Parent, Family &amp; Community Engagement Reaching Out to Parents: How Parents Can Help their Children Learn to Read Conference Session</td>
<td>Early learning teachers and administration</td>
<td>Dr. Corinne Eisenhart, Eisenhart and Associates</td>
<td>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 Wiser.</td>
</tr>
<tr>
<td>208 A</td>
<td>Physical Health &amp; Safety Safe Sleep: Preventing SIDS and Other Sleep-Related Infant Deaths</td>
<td>Infant teachers</td>
<td>Karen Davis Platt, Senior Technical Specialist, ICF International</td>
<td>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.</td>
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### WORKSHOP SESSIONS AT A GLANCE

#### K-12 Sessions

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<tr>
<td>208 B</td>
<td><strong>Program Administration</strong>&lt;br&gt;Using What We Have, To Get The Results That We Need: Planning Differentiated Centers with Data in Mind</td>
<td>Early childhood educators (preschool - kindergarten)</td>
<td><strong>Alison Waddy</strong>&lt;br&gt;Principal, AppleTree ELPcs, Lincoln Park Campus&lt;br&gt;<strong>Jevonna Willis</strong>&lt;br&gt;Principal, AppleTree @ Democracy Prep&lt;br&gt;<strong>Kelly Riling</strong>&lt;br&gt;Manager of Talent Development, AppleTree ELPcs</td>
<td>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.</td>
</tr>
<tr>
<td>209 A</td>
<td><strong>Program Administration</strong>&lt;br&gt;Building a Vibrant Early Childhood Education Business</td>
<td>All early care and education teachers</td>
<td><strong>Robert Gundling, Ed.D.</strong>&lt;br&gt;Senior Consultant, Bright Futures LLC&lt;br&gt;<strong>Jahi B. Davis</strong>&lt;br&gt;Senior Consultant, Bright Futures LLC.</td>
<td>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.</td>
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<td>209 B</td>
<td><strong>Teaching &amp; Learning STEAM in Plain Language</strong></td>
<td>All educators and administrators</td>
<td><strong>Amina Jones Law</strong>&lt;br&gt;CEO / Executive Director, Childcare Management Solutions&lt;br&gt;<strong>Conrad Brian Law</strong>&lt;br&gt;CEO, Applied Learning Solutions</td>
<td>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.</td>
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| 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. |
### K-12 Sessions

**BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.**

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<tbody>
<tr>
<td>102B</td>
<td>STEM Pathways</td>
<td>All educators</td>
<td><strong>Dave Yarmchuk</strong>&lt;br&gt;Senior Manager of Science, Center for Inspired Teaching</td>
<td>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.</td>
</tr>
<tr>
<td>140A</td>
<td>STEM Leveraging Open eBooks to Get Thousands of Books to Kids for Free</td>
<td>K-12 literacy educators and administrators</td>
<td><strong>Matt Stephens &amp; Rob Fleisher</strong>&lt;br&gt;Co-founders of Growing Readers DC</td>
<td>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.</td>
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<tr>
<td>140B</td>
<td>Positive Culture and Climate Facilitating Meaningful Student Discourse in the Social Studies Classroom and Beyond</td>
<td>All secondary educators</td>
<td><strong>Matthew Malone</strong>&lt;br&gt;Instructional Coach, Chavez Schools&lt;br&gt;<strong>Elizabeth Janeczko</strong>&lt;br&gt;History Teacher, Chavez Schools&lt;br&gt;<strong>Sam Bush-Joseph</strong>&lt;br&gt;Senior Thesis Teacher, Chavez Schools</td>
<td>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.</td>
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<tr>
<td>141</td>
<td>Positive Culture and Climate Student Driven Classrooms: Inquiry via Thinking Routines, Reflections and Student Choice</td>
<td>All educators</td>
<td><strong>Nicole Bodner</strong>&lt;br&gt;2nd Grade Lead Teacher, Washington YuYing PCS&lt;br&gt;<strong>Allen Zhong</strong>&lt;br&gt;PK4 Lead Teacher, Washington YuYing PCS</td>
<td>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.</td>
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<tr>
<td>142</td>
<td>ELA/Literacy A Teacher’s Literacy Toolbox: Student Centered, Standards-based Approach for Accessing the CCSS Utilizing PARCC Aligned Strategies</td>
<td>Secondary educators of literacy embedded courses</td>
<td><strong>Nicole R. McCrae</strong>&lt;br&gt;Literacy Instructional Coach, IDEA Public Charter School</td>
<td>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.</td>
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<td>143A</td>
<td>Positive Culture and Climate Improving School Culture and Climate Through Incorporating Youth Voice and Building Democratic Classrooms</td>
<td>K-12 Sessions</td>
<td>Robyn Lingo Director, Mikva Challenge DC Heather Van Benthuysen Director of Teacher Learning, Mikva Challenge</td>
<td>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.</td>
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<tr>
<td>143B</td>
<td>Special Education Simplifying Differentiated Instruction for Teachers of Students with Significant Cognitive Disabilities (SCD)</td>
<td>Special education and general education teachers of students with SCD</td>
<td>Charmelle Smith Specialist Independence &amp; Learning Support, District of Columbia Public Schools John Weigel Specialist Independence &amp; Learning Support, District of Columbia Public Schools</td>
<td>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).</td>
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<tr>
<td>143C</td>
<td>Mathematics Argumentation in the Elementary Math Classroom</td>
<td>Elementary math teachers</td>
<td>Liana Ponce 3rd Grade Math Teacher and Math Teacher Leader, H.D. Cooke Elementary</td>
<td>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.</td>
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<tr>
<td>144A</td>
<td>Educator Effectiveness Next-Level Classroom Management: Extinguishing Challenging Behaviors in Your Classroom Community</td>
<td>All educators</td>
<td>Walter Thornton Inclusion Support Specialist, DC Public Schools Christian O’Brien Inclusion Support Specialist, DC Public Schools Darcia Wilson Inclusion Support Specialist, DC Public Schools</td>
<td>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.</td>
</tr>
<tr>
<td>144B</td>
<td>Mathematics Problem-Based Task in Math</td>
<td>Elementary general education teachers</td>
<td>Guye Turner Principal, Two Rivers PCS at Young Laura Sparks Lead First Grade Teacher, Two Rivers PCS at Young</td>
<td>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.</td>
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<tr>
<td>144C</td>
<td>Mathematics Exploring Functions with Desmos</td>
<td>High school mathematics teachers</td>
<td>Theresa J. Simmons High School Math Teacher, Riverdale Baptist School</td>
<td>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.</td>
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### K-12 Sessions

**BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.**

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<tr>
<td>158AB</td>
<td>Positive Culture and Climate Transforming Challenges into Opportunities: Experiencing the Positive Discipline Approach</td>
<td>All educators and education staff</td>
<td>Mali Parke CPC, Peace Circle Center</td>
<td>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.</td>
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</table>

### EARLY LEARNING SESSIONS

**BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.**

<table>
<thead>
<tr>
<th>Room</th>
<th>Session Title</th>
<th>Audience</th>
<th>Presenters</th>
<th>Session Description</th>
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</thead>
<tbody>
<tr>
<td>East Salon F</td>
<td>Program Administration Administrative Leadership: Translating Knowledge into Action</td>
<td>Center directors and administrators</td>
<td>Kathy McKeon Maurice Sykes Early Childhood Leadership Institute</td>
<td>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.</td>
</tr>
<tr>
<td>West Salon G</td>
<td>Program Administration Building Competence, Confidence, and Cohesion Towards an Inclusive Future</td>
<td>Child care center directors (ONLY)</td>
<td>Marie Celeste Professor of Early Childhood Special Education, Loyola University of Maryland Wanda Banks Occupational Therapist Professional, Little Feet and Hands Pam White Professor of Physical Therapy, Howard University Darla Kimbrough Speech-Language Pathologist Professional, Metropolitan Area Communication Services Dinahetta Lewis Director, Easter Seals Jasmyn Price Initial Service Coordinator, Strong Start Early Intervention Program</td>
<td>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.</td>
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<td>West Salon H</td>
<td>Program Administration&lt;br&gt;Using a Parallel Approach in Strengths-based Coaching</td>
<td>Personnel supporting teachers’ professional development</td>
<td>Jill McFarren Aviles&lt;br&gt;PMP Founder/Director&lt;br&gt;McFarren Aviles &amp; Associates</td>
<td>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.</td>
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<tr>
<td>West Salon I</td>
<td>Parent, Family &amp; Community Engagement&lt;br&gt;Panel Discussion on Fatherhood and Family Engagement in DC</td>
<td>All educators, administrators, and parents</td>
<td>Tony Dugger&lt;br&gt;Executive Director for the Commission on Fathers, Men, and Boys, Office of Deputy Mayor for Greater Economic Opportunity</td>
<td>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.</td>
</tr>
<tr>
<td>East Overlook</td>
<td>Teaching &amp; Learning&lt;br&gt;Storytime and Rhyme for Infants and Toddlers</td>
<td>Early childhood teachers, staff, and parents</td>
<td>Kofi Dennis&lt;br&gt;Master Teaching Artist, Inner City - Inner Child</td>
<td>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.</td>
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<tr>
<td>West Overlook</td>
<td>Parent, Family &amp; Community Engagement&lt;br&gt;Beginning Parenthood: Parents are Children’s First Teachers</td>
<td>Teachers and staff working with parents of infants and toddlers</td>
<td>Tammy Petrowicz&lt;br&gt;Early Childhood Specialist, ICFI, Region III Head Start Training and Technical Assistance Team</td>
<td>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.</td>
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<tr>
<td>103 A</td>
<td>Mental Health/ Social-Emotional Development&lt;br&gt;Trauma and Resilience: Building Strength in Children</td>
<td>All educators and parents</td>
<td>Jane Anderson&lt;br&gt;Child Find Coordinator&lt;br&gt;DC Public Schools Office of Teaching and Learning, Early Stages</td>
<td>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.</td>
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<tr>
<td>103 B</td>
<td>Physical Health &amp; Safety&lt;br&gt;Infant &amp; Toddler Nutrition</td>
<td>Infant and toddler caregivers and preschool teachers</td>
<td>Nadia Khan, MBA MPH, RDN, LD&lt;br&gt;Public Health Nutritionist, DC Department of Health&lt;br&gt;Emily Cleaves RDN, LD, CLC&lt;br&gt;Public Health Nutritionist &amp; Breastfeeding Coordinator, DC Department of Health&lt;br&gt;Jessie Lupo RDN, LD, CLC WIC&lt;br&gt;Nutritionist, Mary’s Center</td>
<td>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.</td>
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**BREAKOUT SESSION 3 • 1:20 - 2:30 p.m.**

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| 156  | A Conversation with State Superintendent Hanseul Kang | All educators | Hanseul Kang  
State Superintendent | 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. |
| 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. |
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</table>
| 208 B  | Early Intervention Addressing Challenging Behaviors                           | Early childhood teachers  | **Lashawn C. Richardson**  
DCPS Early Stages Program  
**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  
**Esteban H. Morales**  
Educational Director, Centronia Institute  | 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. 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. This workshop will present stages of the second language acquisition process as well as strategies to address the need of dual language learners. |

| 209 A  | Program Administration Data Driven Practices: Strategies from the Field       | Early childhood education leaders, educators, and family support staff | **Lashawn C. Richardson**  
Child Find Field Coordinator, DCPS Early Stages Program  
**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  
**Esteban H. Morales**  
Educational Director, Centronia Institute  | 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 | **Lashawn C. Richardson**  
Child Find Field Coordinator, DCPS Early Stages Program  
**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  
**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. |
## BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.

<table>
<thead>
<tr>
<th>Room</th>
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<tbody>
<tr>
<td>East Salon A</td>
<td>Special Education Transition Planning in 30 Minutes or Less</td>
<td>Secondary special education staff</td>
<td>Christopher Nace&lt;br&gt;Manager of Secondary Transition, DC Public Schools</td>
<td>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.</td>
</tr>
<tr>
<td>East Salon B</td>
<td>Special Education What Happens When My Child Turns 18?: Decision-Making Supports for Adult Students with Disabilities</td>
<td>Educators, transition coordinators, and parents</td>
<td>Morgan K. Whitlatch&lt;br&gt;Legal Director, Quality Trust for Individuals with Disabilities&lt;br&gt;Shawn Ullman&lt;br&gt;Director, TheArc@School, The Arc of the United States&lt;br&gt;Maggie Cowley&lt;br&gt;Staff Attorney, Disability Rights DC at University Legal Services</td>
<td>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.</td>
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<tr>
<td>East Salon C</td>
<td>Positive Culture and Climate An Introduction to Restorative Practices in School</td>
<td>Educators and administrators</td>
<td>Tarek Maassarani&lt;br&gt;Member of the Implementation Team with Restorative DC, a project of School Talk</td>
<td>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.</td>
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<tr>
<td>101</td>
<td>English Learners Schoolwide Policies and Practices to Ensure the Success of English Learners</td>
<td>Individuals who help develop policies and programs for English learners</td>
<td>Lisa Tabaku&lt;br&gt;Principal Researcher Center for English Language Learners&lt;br&gt;American Institutes for Research</td>
<td>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.</td>
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<td>102A</td>
<td>ELA/Literacy Kick-starting Student Engagement and Literacy in History and Social Studies</td>
<td>Secondary history/social studies teachers and service learning coordinators</td>
<td>Joy Dingle&lt;br&gt;K-16 Education Consultant</td>
<td>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.</td>
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| 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 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: 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. |
## K-12 Sessions

### BREAKOUT SESSION 4 • 2:40 - 3:50 p.m.

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</table>
| 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. |
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<tr>
<td>Hall D</td>
<td>Closing Session</td>
<td>Division of Early Learning</td>
<td>The Division of Early Learning</td>
<td>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.</td>
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<td>Champions for Children: Celebrating Excellence in Early Learning</td>
<td>Division of Early Learning ticket holders only</td>
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It Takes a City: DC Does it Best!

Early Learning Breakout Sessions

Lactation Room

K-12 Breakout Sessions

MAP
Registration, Opening Session, Lunch and Early Learning Closing Session

GRAND LOBBY BRIDGE

Early Learning Breakout Sessions