



OSSE Division of Elementary, Secondary, and Specialized Education

LEA Institute III

It Takes a City: DC Does It Best!

Walter E. Washington Convention Center
May 1-2, 2015

INSTITUTE CATALOG

I.	Agenda at a Glance.....	p. 2
II.	Workshop Sessions at a Glance.....	p. 4
III.	Workshop Descriptions by Topic Strand....	p. 13
IV.	Featured Biographies.....	p. 36

INSTRUCTIONS FOR PARTICIPANTS

The LEA Institute will offer over 130 unique workshop sessions. Due to the high volume of workshop and presenter information, **printed copies of the comprehensive list of workshop descriptions will not be available on site. All registered participants should browse this catalog prior to attending the event to learn more about and select from the variety of workshop sessions offered during this 2-day event.**

On the day of the Institute, upon arrival at the registration desk, participants will receive a printed copy of workshop room assignments and a map of the conference center. For questions about this event, please contact OSSE Training & Technical Assistance osse.tta@dc.gov. See you in May!

I. **Agenda at a Glance**

Friday, May 1, 2015

Time	Event	Location
8:30am – 9:10am	Welcome and Opening Remarks Hanseul Kang Acting State Superintendent of Education	East Salon ABC
9:10am – 9:30am	Keynote Jennifer Ramacciotti 2015 DC Teacher of the Year	East Salon ABC
9:40am – 10:50am	Friday Session 1	
11:00am – 12:10pm	Friday Session 2	
12:00pm – 12:40pm	Exhibitor Display	2 nd Floor Concourse
12:20pm – 1:20pm	Lunchtime Panels “Structuring Schools for Student Success” Secondary Schools Panel Ty Cesene, Bronx Arena High School Lloyd Bryant, Anacostia High School Tasha Nixon Cunningham, Anacostia High School Elementary Schools Panel Kennard Branch, Garfield Elementary School Donyale Butler, Savoy Elementary School Harry Hughes, Instructional Superintendent, DCPS	East Salon ABC Room 202AB
1:30pm – 2:30pm	Friday Session 3	
2:40pm – 3:40pm	Friday Session 4	
3:30pm – 4:00pm	Exhibitor Display	2 nd Floor Concourse

Saturday, May 2, 2015

Time	Event	Location
9:00am – 9:30am	<p style="text-align: center;">Keynote</p> <p style="text-align: center;">Alexis Giles</p> <p style="text-align: center;"><i>“Through A Mother’s Eyes : Ensuring My Son’s Self-Value throughout His Educational Journey”</i></p>	East Salon ABC
9:40am – 10:40am	Saturday Session 1	
10:50am – 11:50am	Saturday Session 2	
11:50am – 12:20pm	Exhibitor Display	2 nd Floor Concourse
12:00pm – 1:00pm	<p style="text-align: center;">Lunchtime Panel</p> <p style="text-align: center;">Lisa Brown</p> <p style="text-align: center;"><i>“Engaging and Involving Parents in Thoughtful Practice: An Experienced Educator’s Reflections”</i></p>	East Salon ABC
1:10pm – 2:10pm	Saturday Session 3	
2:20pm – 3:20pm	Saturday Session 4	
3:20pm – 4:00pm	Exhibitor Display	2 nd Floor Concourse

II. Workshop Sessions at a Glance

Field Experiences (Full day experience that requires a separate registration)		
Location	Topic Strand	Workshop Title
National Gallery of Art Saturday, May 2 nd , 10:00AM—12:30PM	Early Childhood	Artful Orchestra at the National Gallery of Art. Register here: http://osse.dc.gov/event/artful-orchestra-national-gallery-art
Friday Session 1 9:40am--10:50am		
Location	Topic Strand	Workshop Title
209C	English Language Learners	Helping All Students Achieve: Adapting Materials for ELLs
101	Instructional Best Practices	Closing the Literacy Gap in African-American Males
202B	Instructional Best Practices	Building Comprehension through Interactive Read Alouds
210	Mathematics	Working with Base 10 Blocks
203A	Mathematics	Mathematical Practices: What do they look like in my elementary school classroom?
203B	Mathematics	Unpacking the EOY Agile Assessment
204A	Mathematics	Concepts for Conceptual Understanding
204B	Mathematics	Hands-On Fractions Learning
204C	Mathematics	Co-Teaching the Core in Mathematics
208A	Mathematics	Bridging
208B	Mathematics	Starting Every Unit with a Real-World Application
209A	Mathematics	Fun with Pi -- proof, measurement, and a touch of calculus

East Salon D	Mathematics	Common Core Statistics for Algebra II teachers
East Salon F	Mathematics	DCPS Math Focus School Session
202A	Positive Behavior Supports	A Showcase of OSSE-Support Schools Implementing Restorative Practices
102A	Special Education	The CITY Program: Career Investigations for Transitioning Youth
102B	STEM and NGSS	Biotechnology on the Go! CASE STEM Kits
209B	STEM and NGSS	SCALE -- Center for Inspired Teaching
Friday Session 2 11:00am--12:10pm		
Location	Topic Strand	Workshop Title
102B	English Language Learners	STEM for English Learners (ELLs): Principles and Strategies
202B	Instructional Best Practices	The Real Continuum: Shifting from ELA Readiness to College Preparedness
204C	Instructional Best Practices	Build Your Own Wheel: A Novel Approach to Novel Studies
209A	Instructional Best Practices	The Redesigned SAT: What You Need to Know
203A	Mathematics	Applying Learning about Inquiry Teaching
210	Mathematics	Using Technology Tools In the Classroom
East Salon D	Mathematics	Using Manipulatives and other Resources To Produce Authentic Work
203B	Mathematics	Unpacking the EOY Agile Assessment
204A	Mathematics	Energize Instruction and Empower Students with Educational Technology

204B	Mathematics	ST Math Classroom Connections
208A	Mathematics	Bridging
208B	Mathematics	Constructing creative, real world fraction talk
209B	Mathematics	Creating Open Questions from Closed Curricula
209C	Mathematics	Implementing Inquiry-Based Math Tasks
205	Mathematics	Flip Your Class
East Salon F	Mathematics	Shaping our World
202A	Positive Behavior Supports	Restorative Practices Continuum: An Alternative to Traditional Discipline and New Ways to Build Community in Schools
102A	Special Education	Accommodations for Students with Disabilities Without an IEP: The Basics of Section 504
101	STEM and NGSS	Getting Started with STEM: Considerations for Building a School-wide Program
Friday Session 3 1:30pm--2:30pm		
Location	Topic Strand	Workshop Title
203A	Early Childhood	The World Around Us
203B	Early Childhood	DC Common Core Early Learning Standards
204A	Educator Effectiveness	DC Model Teacher Evaluation System
208B	Educator Effectiveness	Professional Development that Sticks
East Salon D	English Language Learners	English Language Learners and the Common Core State Standards

204B	English Language Learners	Using Active Learning to Teach Reading and Writing to English Language Learners
102B	Family Engagement	Listening to What Matters to Fathers: Involving Fathers in Your Learning Community
205	Instructional Best Practices	Teacher's Toolbox: Student-Centered PARCC aligned Strategies
202A	Instructional Best Practices	Developing Automatic Word Recognition: The Foundation of Fluent Reading
202B	Instructional Best Practices	Universal Design for Learning
209A	Instructional Best Practices	Active Kids Do Better
210	Mathematics	Demonstrating True Understanding of Algebraic Concepts
101	Positive Behavior Supports	Implementing PBIS in High Schools to Improve School Climate
102A	Special Education	Addressing Learning Differences in Inclusive Classrooms
209C	Special Education	Student Voice in Individualized Education Programs (IEPs)
East Salon F	Special Education	Common Core: Scaffolding Instruction to Meet the Needs Of Diverse Learners in Mathematics (K-5)
204C	STEM and NGSS	NGSS 2.0: What Does NGSS Look Like in MY Classroom?
209B	STEM and NGSS	STEM Resources
208A	STEM and NGSS	Using Digitized Fossils to Explore and Model Deep Time: A Collaborative Design Workshop
Friday Session 4 2:40pm--3:40pm		
Location	Topic Strand	Workshop Title
208B	Early Childhood	Promoting Cognition in the Classroom

204B	Educator Effectiveness	Highly Qualified Teachers "Pass the Word!"
204A	English Language Learners	Making the Common Core Work for English Language Learners
208A	English Language Learners	Changing the ELL Conversation: Strategies for One...Success for All
102A	Family Engagement	Talking to Parents about Bullying: Deescalating Anxiety and Working Together
101	Instructional Best Practices	How do I Successfully Integrate a School Garden, Composting and Farm to School Program in my School?
102B	Instructional Best Practices	Let's Teach, Engage, and Promote Academic Success
202A	Instructional Best Practices	Common Core + Effective Instruction + Project Based Learning = Relevance for All Students
203A	Instructional Best Practices	Strategies for Student Success Differentiating Instruction: WTU Impact T-3
209A	Instructional Best Practices	Critical Skills, Through An Online Platform
East Salon D	Instructional Best Practices	LearnDC: Your Tool for Information and Resources About Our Schools
204C	Positive Behavior Supports	When School Supplies are Not the Only Thing Students Bring to School: Building Resilient Scholars Through a Trauma-Informed Approach
East Salon F	Positive Behavior Supports	The B.A.S.E. Program at E.L. Haynes PCS: A Comprehensive Look into Innovative Behavior Support Systems
209C	Special Education	Enhancing the Academic Performance of Students with Intellectual Disabilities
210	Special Education	Transition Planning in 30 Minutes or Less
202B	Special Education	Reaching All Students with Effective Inclusive Practices: Improving Student Outcomes through Co-teaching
203B	Special Education	Learning My Way with Assistive Technology

209B	STEM and NGSS	NGSS Curriculum Design: Inquiry Learning and Food for the Mind
Saturday Session 1 9:40am--10:40am		
Location	Topic Strand	Workshop Title
209A	Early Childhood	Using STEM to Support Vocabulary Development in PK
209B	Educator Effectiveness	Coaching for Success: The Benefits of a Comprehensive Reflective Coaching Model
East Salon F	English Language Learners	Language Access in Schools: Requirements & Resources
102A	Family Engagement	Supporting Your Children in School -- A Teamwork Approach
204B	Instructional Best Practices	Cultural Relevancy in Curriculum and Approach
204A	Instructional Best Practices	Effects of Immersion Programs on Achievement and Opportunity Gap
204C	Instructional Best Practices	The Redesigned PSAT and SAT: What You Need to Know
East Salon D	Instructional Best Practices	Turning Writing Into Published Work: A Partnership with 826DC
203B	Mathematics	Creating a Student-Centered Math Classroom
102B	Positive Behavior Supports	Creating a Wellness Culture for Youth
209C	Positive Behavior Supports	Restorative Practices Continuum: An Alternative to Traditional Discipline and New Ways to Build Community in Schools
101	Special Education	Increasing Access to the Common Core for Students with Significant Disabilities
203A	Special Education	Secondary Transition: Connecting Students with Disabilities to Agencies that Serve Adults
205	STEM and NGSS	Creating Opportunities for Mathematical Thinking: Choosing Tasks (Math for America)

208A	STEM and NGSS	Charting Environmental Literacy in District of Columbia Schools
Saturday Session 2 10:50am--11:50am		
Location	Topic Strand	Workshop Title
203A	Early Childhood	Exploring the Big Ideas of Mathematics through Problem- Based Tasks
102A	Educator Effectiveness	Video Self-Analysis: Impact on Facilitating Personalized Teacher Development
204B	English Language Learners	Making Digital Literacy Meaningful for Adult ELLs
101	Family Engagement	Making the Most of Your Family's Out of School Time
102B	Family Engagement	Effective Strategies for Engaging Families in Early Learning
204C	Family Engagement	Connected Learning & You: Designing Learning That Engages Youth and Families
204A	Instructional Best Practices	How Language Immersion Programs Narrow the Achievement Gap
209A	Instructional Best Practices	The Chunk Wall: Moving Beyond Letter by Letter Sounding for Faster Decoding
209B	Instructional Best Practices	Healthy Schools Act: What Is It and How Are Schools Doing?
203B	Mathematics	Utilizing Your Instructional Specialist in Mathematics
208B	Positive Behavior Supports	A Different Approach to Discipline: Using Restorative Justice to Shift School and Community Culture
210	Special Education	Successful Employment for Youth with Disabilities: Promoting Employment First
205	STEM and NGSS	Investigate and Explore Innovations of Science Education
208A	STEM and NGSS	Transitioning your School to the NGSS

East Salon F	STEM and NGSS	Microsoft Tools in the Classroom Part 1
Saturday Session 3 1:10pm--2:10pm		
Location	Topic Strand	Workshop Title
208A	English Language Learners	Using Cooperative Learning to Engage English Language Learners
204B	English Language Learners	Unaccompanied Immigrant Youth: District Resources and Response
209C	English Language Learners	Classroom Practices for the Success of Newcomers in the Middle Years
204A	Family Engagement	Parent Engagement: The Effect on Educational Trajectories
209B	Instructional Best Practices	Getting the Right Cooks in the Kitchen: Effectively Collaborating with Library and Media Specialists to Plan English/ Language Arts Lessons using the DC Lesson Plan Generator
102A	Instructional Best Practices	The Impact of School-Level Wellness Teams: A Key Step to Successfully Implementing Wellness Policies and Making Wellness Work One School at a Time
208B	Instructional Best Practices	The Ultimate Conversation: Deep Diving into Complex Texts
102B	Positive Behavior Supports	I Can See Clearly Now: Visual Representation and Analysis of Academic and Behavioral Data
101	Special Education	Homework and Study Skills for Students with AD/HD
209A	Special Education	Career Pathways through Curriculum, Instruction and Assessments
203A	Special Education	Common Core: Scaffolding Instruction to Meet the Needs of Diverse Learners in High School Reading/English Language Arts (9 - 12)
203B	Special Education	Decision-Making Supports for Adult Students with Disabilities
204C	STEM and NGSS	Every School Should Have a Garden: Best Practices for Outdoor Learning for Students and Teachers
East Salon F	STEM and NGSS	Microsoft in the Classroom Part 2

Saturday Session 4 2:20pm--3:20pm		
Location	Topic Strand	Workshop Title
209A	Early Childhood	Assessments, oh, my! Intentionally Using Assessments to Reach Each Child
209B	Educator Effectiveness	Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool
209C	English Language Learners	Rethinking Formative Assessment: Digital Tools to Engage and Assess ELLs
204A	Family Engagement	Reclaiming Parental Engagement in Urban Schools
203A	Instructional Best Practices	LearnDC: Your Tool for Information About Local Schools
204B	Instructional Best Practices	Improving Writing in DC Schools
203B	Special Education	For Teachers and Parents: Working with Blind and Low Vision Students
208A	Special Education	The Marriage of Community-Based Instruction and Self-Advocacy: Exploring their Interconnectedness
East Salon F	STEM and NGSS	Microsoft in the Classroom Part 3

III. Workshop Descriptions by Topic Strand

Early Childhood Workshop Sessions			
Title	Presenters	Audience	Description
Artful Orchestra at the National Gallery of Art	OSSE and the National Gallery of Art	Early childhood educators	PLEASE NOTE: This workshop will take place at the National Gallery of Art on Saturday, May 2nd. To participate, a separate registration form must be filled out here: http://osse.dc.gov/event/artful-orchestra-national-gallery-art. Activity Description: Learn strategies to integrate art and music during this interactive workshop for educators working with children ages 4 - 12. Museum educators will model techniques used to bring a work of art to life through sound. Participants will consider the power of slow looking, close listening, imaginative storytelling, and collaboration in exploring a work of art in the museum or classroom. No experience with art or music required; classroom resources will be provided.
Assessments, oh, my! Intentionally Using Assessments to Reach Each Child	Bweikia Steen, Ed.D., Early childhood Program Coordinator, Assistant Professor, Trinity Washington University	Early childhood educators- Infants- 2nd grade	This interactive workshop will have participants moving, singing, and dancing while discussing the role ongoing assessments play in the Early Childhood classroom. In addition, participants will explore effective ways to use the assessment results in planning and differentiating instruction in order to meet the needs of all their students.
DC Common Core Early Learning Standards	Office of the State Superintendent of Education, Division of Early Learning, Professional Development Coordinator	Pre-kindergarten teachers, parents, and administrators	This highly interactive training will provide participants with an understanding of the fundamentals of the District of Columbia Common Core Early Learning Standards (DC CCELS). The training will use group discussions, hands-on activities, and video clips to allow participants to explore the components and structure of the DC CCELS.
Exploring the Big Ideas of Mathematics through Problem-Based Tasks	Chelsie Jones, Instructional Guide, Two Rivers PCS; Helen Gasperetti, Preschool Teacher, Two Rivers PCS; Maria Nguyen, Pre-Kindergarten Teacher, Two Rivers PCS	Early childhood educators	Engaging students in rich mathematical problem solving can start in the earliest grades. In this session, participants will learn about utilizing problem-based tasks in the early childhood grades through hands-on exploration and reflection.
Promoting Cognition in the Classroom	Cassandra Potler, Practice Associate, School Readiness Consulting School Readiness Consulting	Pre-K educators and administrators	Participants will (a) understand what promoting cognition within the classroom is in ECE, (b) consider how children develop and use critical thinking skills, and (c) reflect on the adult's role in promoting cognition within the classroom.
The World Around Us	Claudette Kumar; Director; Kiddies Kollege; Courtney Chicoye; Lead Teacher, National Children's Center; Kathy Taylor, Lead Teacher, Centro Nia	Intended audience: Pre-K School Educators	Our workshop uses fundamental concepts and science related skills to help Pre-K students use their five senses to explore the environment around them. To help with this topic, we will be focusing on various learning methods surrounding living and non-living things. Our main focus is to help build a science understanding which will allow children to investigate, discover, learn, and apply problem solving skills through play.

Using STEM to Support Vocabulary Development in PK	Lea Ann Christenson PhD, Assistant Professor Early Childhood Education, Towson University, Maryland	PreK teachers new to the field.	With an increasing emphasis on science, technology, engineering, and math (STEM) at the pre-K to 12 levels, PreK teachers and administrators may wonder how these STEM standards fit with the needs of young learners. Pre K teachers can support literacy instruction, especially vocabulary development, by integrating STEM in developmentally appropriate ways-in the form of the engineering design process- as well as language development with an intentionally crafted and scaffolded block center.
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Educator Effectiveness Workshop Sessions

Title	Presenters	Audience	Description
Coaching for Success: The Benefits of a Comprehensive Reflective Coaching Model	Susan Werner, Instructional Coach, CentroNía Institute; Indalee Clark, Instructional Coach, CentroNía Institute; Chastity Lewis, Instructional Coach, CentroNía Institute; Mónica Huerta, Disabilities Coordinator, CentroNía Institute; Miya Raspberry, Family Support Worker, CentroNía Institute; Andrea Muñoz, Family Support Worker, CentroNía Institute	Early Childhood Educators, Program Directors, Coaches and Families	It takes a village or in DC, a city, to raise a child. It takes a comprehensive approach to support every teacher, director and parent to educate each child throughout DC. We will highlight CentroNía Institute's approach to improving program quality by (a) providing workshops and coaching to strengthen teachers' and directors' understanding of best practices, (b) strengthening teachers' ability to intentionally plan, and (c) building family engagement capacity.
DC Model Teacher Evaluation System	David Hendrie, Teacher Effectiveness Specialist, OSSE; Orman Feres, Manager Educator Quality and Effectiveness, OSSE	-LEA Staff -School Administrators -All Teachers	Over the past school year, OSSE worked with a planning committee of 14 DC LEAs to create a model teacher evaluation system. The work was framed by this theory of action: if teachers and leaders engage in a teacher evaluation system which values iterative feedback, high-quality instructional goals, rigorous expectations, and teacher voice, then educators will be equipped with the support structures necessary to improve professional practice and increase positive student outcomes. This session will provide an overview of the model system, including an exciting opportunity for LEAs to pilot the system during the 2015-2016 school year.
Highly Qualified Teachers "Pass the Word!"	Valida Walker, Educator Effectiveness Specialist, OSSE; Anthony Graham, Manager Licensure Team, OSSE; Orman Feres, Manager Educator Licensure and Effectiveness, OSSE	Hiring Managers and School Personnel	In this workshop, we will discuss the nuances of DC's highly qualified teacher definition with a recent update on the use of the High, Objective Uniform State Standards of Evaluation (HOUSSE) process. We will cover requirements for early childhood, special education, and ELL teachers, and focus on parental notification as well as proper documentation for paraprofessional qualifications. We will also provide an overview of the Table of Academic Assignments and Content Knowledge Exams.

Professional Development that Sticks	Shawn Hardnett, Chief of Schools, Center City Public Charter Schools	Principals APs, Deans Teacher Leads District Leaders All PD providers	Professional development (PD) is one of the most powerful levers in shifting teacher practice and securing results. That said, providing “sit and get” PD for a diverse staff varying in education, training, experience, and background will most certainly lead to classrooms where teacher practice is "stuck". With a large teaching force and the rigors of the Common Core State Standards, it becomes imperative that leadership teams provide PD that deeply shifts adult practice - and for the long haul – PD that sticks.
Providing Just-in-time Professional Development Via a Web-based Email Marketing Tool	Lydia Carlis, PhD, Chief of Research and Innovation, AppleTree Institute for Education Innovation; Lindsey Johnson, Professional Development Specialist, AppleTree Institute for Education Innovation; Amponsah Nkansah, Every Child Ready Curriculum Specialist, AppleTree Institute for Education Innovation; Annena Younger, Every Child Ready Curriculum Specialist, AppleTree Institute for Education Innovation	Professional Developers and Early Childhood Educators	Learn how to use a web-based email marketing application to create, distribute and track the use of targeted professional development resources. Participants will see examples of weekly emails sent to a network of educators that feature video exemplars of targeted teaching and learning practices with stop-action commentary provided by instructional coaches.
Video Self-Analysis: Impact on Facilitating Personalized Teacher Development	Jimmy Jang, Ph.D. Student, Syracuse University, Instructional Design, Development, and Evaluation Department	Teachers, Administrators	This study explored the impact of integrating a video self-analysis component into a teacher preparation programs technology integration course. The findings from this study suggest the use of video self-analysis is viable, effective, and efficient method in facilitating teacher to personalize their individual teacher development.
English Language Learners (ELL) Workshop Sessions			
Title	Presenters	Audience	Description
Changing the ELL Conversation: Strategies for One...Success for All	Toni R. Barton, Founder & CEO, SpELLigent; Alicia Passante, Co-Founder & Conversation Changer, SpELLigent	All educators.	Great teachers do it all, SpELLigent teachers change the conversation, SpELLigent is defined as being Special education and English Language Learner intelligent. In this session, participants will explore instructional strategies that target special populations, but benefit all students. Our SpELLigent team has drawn from known best practices, filtered and redesigned them to codify those that are most salient and ‘user-friendly.’
Classroom Practices for the Success of Newcomers in the Middle Years	Lisa Tabaku, Bilingual and ESL Teacher, Truesdell EC	Teachers who work with recently-arrived English learners in Grades 4-8.	The presenter will use her expertise based on years of experience in the classroom, in administration, and at the Center for Applied Linguistics to recommend research-based practices for teaching reading and writing to English learners new to the language and culture of the U.S. Having returned to the classroom this past year, Ms. Tabaku will share practical strategies that really work with newcomers in their middle years.

Helping All Students Achieve: Adapting Materials for ELLs	Christyann Helm, ESL Instructor, Carlos Rosario International Public Charter School; Maggie Loh, ESL Instructor, Carlos Rosario International Public Charter School	Educators	English Language Learners struggle with acquiring language and content at the same. This interactive presentation will examine the research behind the challenges that ELLs face in the mainstream classroom. Come prepared to learn and practice techniques that adapt content so all students can achieve.
English Language Learners and the Common Core State Standards	Giselle Lundy-Ponce, Associate Director, American Federation of Teachers	K-12 Educators	Participants will learn about the supports that ELLs need to meet the CCSS, the new roles for educators of ELLs in the era of the CCSS, and equip participants with strategies and resources to include ELLs.
Language Access in Schools: Requirements & Resources	Gretta Rivero, Language Access Program Analyst, DC Office of Human Rights; Ariana Quiñones, Vice President, Otero Strategy Group, LLC	Administrators and teachers, in particular charter school administrators	This workshop will provide LEAs (charter schools in particular) with best practices for creating inclusive schools and serving students and parents with limited English proficiency. Participants will a) understand the linguistic and cultural diversity within DC's foreign-born population, b) learn about laws and compliance requirements governing language access, and c) be familiar with the systems and resources that need to be in place to ensure equal and meaningful access for this population.
Making Digital Literacy Meaningful for Adult ELLs	Heather Tatton-Harris, Curriculum Coordinator, Carlos Rosario International Public Charter School; Lindsey Crifasi, Digital Literacy Instructor, Carlos Rosario International Public Charter School; Kristy Stoesz, Digital Literacy Instructor, Carlos Rosario International Public Charter School	Adult Educators	Teaching computer basics is challenging, and as the PIAAC (OECD, 2013) conveyed, adult immigrants are performing poorly in the domain of problem solving in technology-rich environments. Presenters discuss instructional best practices, including connecting to background knowledge, authentic tasks, and project-based learning. Participants will receive the lesson flow framework and a sample lesson to try with their students.
Making the Common Core Work for English Language Learners	Monique D. Sloan, Ed. S., Howard University Doctoral Student, Calverton Elementary School, Principal	All Educators	The participants in this session will examine how to implement common core for English Language Learners (ELL). The participants have an opportunity to gain a general understanding of how to create ESOL scaffolds for students that are aligned to the Common Core State Standards. We will also spend some time discussing lesson planning including ESOL scaffolds.
Rethinking Formative Assessment: Digital Tools to Engage and Assess ELLs	Becky Shiring, Instructional Coach, Carlos Rosario International PCS; Lindsey Crifasi, Digital Literacy Instructor, Carlos Rosario International PCS	All ELL teachers, Adult Educators	During this interactive session, participants get hands on experience using 5 free and easy to use technologies to formatively assess students, with an emphasis placed on tools that support ELLs. Learn to engage students and gain rapid insight into student understanding to help inform data driven decision making and differentiated instruction.

STEM for English Learners (ELLs): Principles and Strategies	Maria del Rosario (Charo) Basterra, Deputy Director, Mid-Atlantic Equity Center; David May, Senior STEM Equity Specialist, Mid-Atlantic Equity Center	STEM Teachers, ESL Teachers, and all elementary teachers.	STEM teachers are faced with the difficult task of teaching all students to higher standards while making sure English Language Learners (ELLs) can master the content. In this interactive workshop, participants will learn about basic, research-based principles for simultaneously supporting ELLs' learning of science and math and also of English language, and will also have the opportunity to learn about and discuss classroom strategies based on these principles.
Unaccompanied Immigrant Youth: District Resources and Response	Ariana Quinones, Vice President, Otero Strategy Group Aryan Bouquet, Parent Engagement Manager, Office of the Deputy Mayor for Education	All – particularly administrators, ELL teachers, counselors, registrars	Children crossing the border without parents or legal guardians, are known as Unaccompanied Children (UC). Most come from Central America. This workshop will provide background on the reasons children undertake such a long, dangerous journey, the rights, resources and supports available to them once they arrive in the District, relevant educational strategies, and best practices for schools in supporting these youth. The workshop will include 1-2 short interactive activities.
Using Active Learning to Teach Reading and Writing to English Language Learners	Gisella M. Aitken-Shadle, ELL Coordinator, LAYC-Career Academy	ESL/ELL teachers and staff.	Active learning is more than just students participating in activities; it means that students play an active role in their own learning. This presentation will explore key ideas drawn from research on active learning and why it leads to greater student learning and engagement, and show how active learning can improve ELL teaching, with a focus on reading and writing skills. It will provide tips on incorporating effective active learning into the ELL classroom at all levels.
Using Cooperative Learning to Engage English Language Learners	Lorna L. Jefferson, ESL Elementary Content Specialist DC Public Schools: Office of Specialized Instruction Language Acquisition Division	General Education Teachers serving English Language Learners ESL Teachers	This workshop is designed to instruct participants on the use of cooperative learning structures to boost the engagement of the English language learners (ELLs) in a general education classroom. Incorporating cooperative learning structures into instruction will effectively increase the participation of ELLs, assist them with gaining social skills, increase their language development and lower their affective filter.
Family Engagement Workshop Sessions			
Title	Presenters	Audience	Description
Connected Learning & You: Designing Learning That Engages Youth and Families	Michael Robbins, Founder, Span Learning	All educators	This session will explore how LEAs, schools, teachers and administrators can leverage connected and digital learning principles to engage youth and families in rich and meaningful learning opportunities both in and beyond the classroom. Be prepared to have fun, learn more about digital badges, and leave with tools that will help you design learning opportunities that engage students as scientists, inventors, problem solvers, and the next generation of civic leaders.
Effective Strategies for Engaging Families in Early Learning	Amy Brubaker, Special Education Teacher, Briya PCS; Lena Johnson, Special Education/Inclusion Coordinator, Briya PCS; Lisa Luceno, Director of Early Childhood Education, Briya PCS	All educators (especially early childhood teachers, DLL teacher), parents	Parent engagement in early learning settings will be discussed with a focus on specific strategies for Dual Language Learners. The three components presented in this session are: 1) Reading together as a family using the Family Reading Journal, 2) Sharing students' learning progress through newsletters and question of the day, and 3) Including parents in the RTI process of their children through adapted morning routines. Experiences, results, and materials will be shared and discussed.

Listening to What Matters to Fathers: Involving Fathers in Your Learning Community	Yolanda Abel, EdD, Senior Consultant, Abel Consulting Group, Inc.	All educators	This session will provide insight into “what matters” to fathers who want support their children’s overall development and success. There will be opportunities to explore ways to engage fathers in the learning community and identify specific strategies you and your colleagues can employ to engage fathers. Resources and/or skills will be identified to provide fathers with ways to support their children’s learning.
Making the Most of Your Family's Out of School Time	Joy C. Dingle, Independent K-16 Education Consultant	Parents, guardians, and other care givers with children of all grade levels	How do busy parents balance their work and home responsibilities while staying actively involved in their children’s journey through school and beyond? Learn how everyday activities can inspire and support learning and about some of the free, local resources available for learners of all ages. Audience members will have an opportunity to share their ideas and successes.
Parent Engagement: The Effect on Educational Trajectories	Rochanda Hiligh-Thomas Esq., Director of Legal Services and Advocacy, Advocates for Justice and Education Inc.	All educators and community members who work with children	This workshop aims to teach administrators, school staff, and other professionals the importance of engaging families in their student's education by providing them with multi-culturally competent techniques and strategies to build engagement in their schools, teaching them about the Dual Capacity-Building Framework for parent engagement, and addressing the challenges of parent engagement.
Reclaiming Parental Engagement in Urban Schools	Dana Tutt, Principal, Howard University Eagle III Program and Prince Georges County Public Schools	School leaders, educators, parents and families	Research clearly connects family and community involvement to student success and shows that active, meaningful engagement from parents and others helps schools boost student achievement and produce graduates who are prepared to be college and career ready. In this workshop, participants will learn about best practices used to engage families and communities, how to create an environment of two-way communication between home and school, and how to involve parents and caregivers in children’s learning activities.
Supporting Your Children in School - A Teamwork Approach	Jazmone Taylor, Parent Services Coordinator, Advocates for Justice and Education Inc.	Parents and Caregivers	Consistent parent engagement in school settings can be difficult as parents often times have a million other things they have to worry about. This workshop aims to teach parents and caregivers the importance of being engaged in their child's education by providing them with techniques and strategies to build their engagement, teaching them about the Dual Capacity-Building Framework for parent engagement, and addressing the benefits of being engaged.
Talking to Parents about Bullying: Deescalating Anxiety and Working Together	Suzanne Greenfield, Director, Citywide Bullying Prevention Program DC Office of Human Rights	All educators	Parents and schools can often feel at odds when the issue of bullying comes up. This does not have to be the case. We will provide information and research to help schools engage their parent community about the school’s bullying prevention policy, how it works and how parents can support their students and help create safe and positive school climates.

Instructional Best Practices Workshop Sessions

Title	Presenters	Audience	Description
Active Kids Do Better	Katie Lantuh, MS, Physical Education & Physical Activity Specialist	Educators, Administrators, Parents, Community Based Organizations	In this collaborative session, participants will learn about the link between physical activity and academic achievement, the physical education and physical activity components of the Healthy Schools Act, and grant opportunities for physical activity programs. Participants will explore creative ways to increase physical activity before, during and after the school day. This session will provide participants with resources, strategies and tools for increasing physical activity among students.

Build Your Own Wheel: A Novel Approach to Novel Studies	Ms. Julie Karre, Teacher at Baltimore City Public Schools	Teachers, administrators, para-professionals/ aides.	Teachers are told don't reinvent the wheel. Steal from other teachers and make it yours. I say reinvent the wheel if the wheel isn't working for you. After all, in the age of the Prius, a wagon wheel will no longer suffice. Move from reading and analyzing books in a repeat, mundane method, to really depending students' understanding through exploratory models and implications!
Building Comprehension through the use of Interactive Read Alouds	Kristen McQuillan, Academic Content Liaison, Baltimore City Public Schools; Brooke Korch, Academic Content Liaison, Baltimore City Public Schools; Lori Sappingtown, Academic Content Liaison, Baltimore City Public Schools	Elementary ELA teachers	We explore using Interactive Read Alouds as a way of tackling the reading of complex text to build and promote comprehension strategies. Learn more about the concepts that contribute to the foundational benefits of IRA's, i.e. exposing students to vocabulary, providing an enriched language environment, engaging students in simple, complex and complicated texts, building background knowledge through the use of contextual understanding, and introducing author's style and language.
Closing the Literacy Gap in African-American Males	Alexis Giles, MAT, Educator, Adjunct Professor	Elementary & Middle School ELA Teachers	Addressing the disparaging achievement gap in African-American boys learning in urban environments. Identifying effective strategies to highly engage and promote the love of reading in African-American boys.
Common Core + Effective Instruction + Project Based Learning = Relevance for All Students	Duane Arbogast Ed.D., Chief Operating Officer, The Children's Guild; Christine Amiss, Director of Project Based Learning, The Children's Guild	All educators	Participants will gain information about project based learning and hear evidence based examples of how this approach has been successfully applied in a variety of school settings. Participants will be invited to consider the interplay between a constructivist approach to teaching and learning with the application of the common core to strengthen the relevant educational experiences for all learners in their schools.
Critical Skills, Through An Online Platform	Hunter Gros, Schools Manager; Jenny Nakamura, Schools Manager: EverFi, Inc.	4th-12th grade educators, parents, staff, and administrators.	Responsible financial decision making; STEM; math & coding; navigating online privacy; avoiding drugs and alcohol; engaging in civic discourse - these skills have been shown to be vital in determining a student's academic and career success. Participants will learn how to put EverFi's free, dynamic software platforms to work in their schools, and how to implement them within existing curricula, thus taking a holistic, integrated instructional approach.
Cultural Relevancy in Curriculum and Approach	Olubusola Ayangbesan, Teacher, Brightwood EC; Shakera Oliver WTU Teacher Leader/NWP Consultant, Brightwood Education Campus	All educators and administrators	This session is fostered to deliver quality strategic best practices regarding cultural dialogue, relevancy, and curriculum adjustments. We desire to focus on our highly diverse student populations and increase student motivation and engagement by allowing the students to "see themselves" in the curriculum. If teachers and service providers are adept at recognizing the strengths each child brings into the classroom, school culture will become positively impacted.
Developing Automatic Word Recognition: The Foundation of Fluent Reading	Deborah G. Litt, Ph.D., Associate Professor, Trinity (Washington) University	K-3 ELA, Special Education, & Reading Intervention teachers	Automatic word recognition lays the foundation for fluent reading, but how does it happen? What can teachers do to support the development of automatic word recognition? In this session, participants will learn techniques for teaching emergent, beginning, and/or struggling readers how to learn words and how to select the words to teach. Includes hands-on practice and video clips.

<p>Effects of Immersion Programs on Achievement and Opportunity Gap</p>	<p>Panelists Marty Abbott, Executive Director, American Council on the Teaching of Foreign Languages (ACTFL); Ellie Tiehen, Kindergarten English Dual Language Teacher, Washington Yu Ying PCS; Sara Arranz, PK4 Spanish Dual Language Teacher, Cleveland DCPS; Mi'chelle Johnson, 3rd Grade English Dual Language Teacher, Mundo Verde PCS</p> <p>Moderated by Jimell Sanders, Ward 7 Parent and DC Language Immersion Project Co-Founder</p>	<p>Educators, administrators, parents and community from all eight wards of DC</p>	<p>Hear from national experts and local teachers why states all over the country are pushing for the expansion of language immersion programs. DCPS and PCS teachers will discuss how learning in an immersion context increases student achievement and how these programs are compatible with programs like IB, Montessori, and STEM. A parent will shed light on why the expansion of immersion programs goes to the heart of equity of opportunity in the District. A hands-on workshop follows the panel.</p>
<p>Getting the Right Cooks in the Kitchen: Effectively Collaborating with Library and Media Specialists to Plan English/ Language Arts Lessons using the DC Lesson Plan Generator</p>	<p>Sarah Elwell School Librarian McKinley Technology Education Campus</p>	<p>Primary, Middle & High School English Teachers</p>	<p>In this session, participants will learn how to effectively collaborate with librarians and media specialists to enhance daily lesson plans using the DC Lesson Plan Generator. By understanding the collaborative relationship daily lesson planning, driven by Universal Design for Learning and a varying of steps in the lesson planning process, e.g., modeling, guided practice, and independent practice. Lastly, a brief overview of Learning Forward—The Professional Learning Association will be given to participants to underscore additional peer supports to utilize through the teaching and learning experience as reflective practitioners.</p>
<p>Healthy Schools Act: What Is It and How Are Schools Doing?</p>	<p>Grace Friedberger, MPH, Assessment & Evaluation Specialist, Office of the State Superintendent of Education; Nichelle L. Johnson, MPH, Health & Wellness Specialist, Office of the State Superintendent of Education</p>	<p>Administrators, Educators, Parents, Community-Based Organizations</p>	<p>This session will cover the provisions contained in the Healthy Schools Act and will use data from the Healthy Schools Act School Health Profile and other sources to paint a picture of how schools are complying with the Act.</p>

How do I Successfully Integrate a School Garden, Composting and Farm to School Program in my School?	Sam Ullery, School Garden Specialist, Office of the State Superintendent of Education Maddie Morales, Food Corps Fellow, at the Office of the State Superintendent of Education Beth Gingold, Schools Conservation Coordinator, Department of General Services	All Educators, Parents, Administrators, School Staff	Come learn how to start or take your school garden, composting and farm to school program to the next level. The presentation will include an overview of the many services that are available to help schools successfully engage teachers, students, and community members in your school garden, composting and farm to school program. Come ready to share and ask questions!
How Language Immersion Programs Narrow the Achievement Gap	Sara Arranz, PK4 Spanish Dual Language Teacher, Cleveland ES DCPS; Yolanda Johnson, 2nd/3rd grade English Dual Language Teacher, Cleveland ES DCPS	Educators and parents who want to learn about how immersion programs work	An interactive immersion session where participants will be able to experience why teaching and learning in a language immersion setting improves student achievement. We will be looking at how techniques such as co-teaching, co-planning, joint data observation, planning support in both rooms, and mindset (flexibility, creativity, cultural awareness) lead to better, more individualized approach. We will also look at how blended learning works in, and enhances, a language immersion context.
Improving Writing in DC Schools	Eric Goldstein, Former DC Teacher, Executive Director, One World Education	All educators	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 in our local schools and review the replicable model of a DC teacher-created program that is generating both high levels of student engagement and gains in Common Core Literacy Standards. The organization, One World Education, was selected as the first writing program to be implemented in every DC Public High School.
LearnDC: Your Tool for Information About Local Schools	OSSE Representative; Katherine Ward, Vice President, Collaborative Communications Group; Stephanie Doctrow, Digital Communications Associate, Collaborative Communications Group	DC parents and community members	Join us for a guided tour of LearnDC.org, your one-stop online source for information and resources about education that create opportunities for DC students in college, careers and life. In this session we will show you how to find, explore and compare data about local public and public charter schools and access a growing library of tools and resources relevant to education in DC.
LearnDC: Your Tool for Information and Resources About Our Schools	OSSE Representative; Katherine Ward, Vice President, Collaborative Communications Group; Stephanie Doctrow, Digital Communications Associate, Collaborative Communications Group	All educators and administrators	Join us for a guided tour of LearnDC.org, your one-stop online source for information and resources about education that create opportunities for DC students in college, careers and life. Learn how to find, explore and compare information about DC public and public charter schools. In this session we will showcase examples from our growing library of tools and resources designed to support your teaching practice.

Let's Teach, Engage, and Promote Academic Success	Dr. Cory Haley, Ed.D., Elementary RTI Teacher, CW Harris Elementary School	All educators and parents.	In this session, participants will examine Douglas Fisher's and Nancy Frey's framework for the gradual release of responsibility. Participants will have a dialogue on focused instruction, guided instruction, collaborative learning, and independent learning. This interactive workshop will allow participants to experience each part of the framework while using effective technology devices and resources to promote academic success among their students.
Strategies for Student Success Differentiating Instruction: WTU Impact T-3	Rajeeni Galloway, Library Media Specialist, Washington Teacher's Union; Alicia Hunter, ELA Teacher, Washington Teacher's Union	All educators	This session is designed to raise awareness of research that supports differentiation and to teach the basic components of differentiation. Two frameworks will be considered: Carol Tomlinson and Wendy Conklin.
Teacher's Toolbox: Student-Centered PARCC aligned Strategies	Nicole McCrae, English Instructional Coach, IDEA Public Charter School	All ELA teachers and teachers with literacy embedded courses	This session is designed to give classroom instructors a variety of PARCC aligned strategies to implement into classrooms. This session will allow teachers the opportunity to engage in the strategies presented, review student exemplars and its impact on data. Participants will also gain additional support on instructional planning that encourages student centered learning through close reading, argument dissection and writing.
The Chunk Wall: Moving Beyond Letter by Letter Sounding for Faster Decoding	Deborah G. Litt, Ph.D., Associate Professor, Trinity (Washington) University	ELA & Special Education Teachers	Participants will learn how to help readers decode unfamiliar words using a chunk wall, a quick way for readers to use what they already know to figure out unknown words. The technique is especially helpful for students who stumble on multi-syllable words.
The Impact of School-Level Wellness Teams: A Key Step to Successfully Implementing Wellness Policies and Making Wellness Work One School at a Time	Laura Hansen, MPH, RD, Nutrition Education Specialist; Nichelle Johnson, MPH, Health Education Specialist	All Educators and Parents	During this session we will make the case that creating a school environment that prioritizes student nutrition and physical activity leads to gains in academic achievement. We will explain the "Local Wellness Policy" mandate by both the federal and local government. We will also explore how an active school-level wellness team is a key step to successfully implementing wellness policies within a school.
The Real Continuum: Shifting from ELA Readiness to College Preparedness	Brandon Wallace Lecturer, Montgomery College—Germantown Faculty Associate, Johns Hopkins University Response to Intervention Specialist, The Office of the State Superintendent of Education	Middle & High School English Teachers	In this session, participants will learn strategies for enhancing daily lesson and unit plans through researched frameworks, e.g., Understanding by Design, Universal Design for Learning, etc. Through strategic planning and practical tools, educators will become more knowledgeable about current research and practice that transfers from what is being experienced in middle and high school English classes to the requirements and expectations of what university-level professors, especially in English 101 and 102 courses, expect their students to be able to know and do upon entry and completion of a regular semester. Moreover, embedded career preparedness tips will be developed in the session, too.

The Redesigned PSAT and SAT: What You Need to Know	Amelia Hogan, Coordinator, Early College and Career Awareness, OSSE Postsecondary & Career Education Cassandra Allen, Director, K12 Services, College Board	MS and HS teachers, counselors, and leaders. Students and families.	In March of 2014, The College Board announced its plan to redesign the SAT as part of a larger goal to deliver opportunity to all students and expand access to college for all. Join College Board and OSSE staff to learn about the changes to the assessments and valuable data tools, and what these changes mean for your school and district. Learn about resources and support for students, families, and educators.
The Ultimate Conversation: Deep Diving into Complex Texts	Ms. Tiffany Jackson, Instructional/Literacy Coach, Chavez Public Charter School for Public Policy	All educators	This session will begin by having teachers understand and further develop clear logic on the 3 C's of close reading: Comprehension (summary), Conversation (analysis) and Communication (articulation and visible thinking). We will address close reading across the curricula, a variety of instructional modes of close reading (with a focus in layered reading) to encourage the shift from basic comprehension to true analysis and conversation with text.
Turning Writing Into Published Work: A Partnership with 826DC	Joe Callahan, Executive Director, 826DC; Lacey Dunham, Programs Director, 826DC; Koye Oyedji, Duke Ellington School for the Arts	Middle and high school ELA and creative writing teachers.	Students often work better when there is a final product. Join Topher Kandik and members of 826DC, a local chapter of a national writing program, for a discussion of their experience creating the curriculum for non-motivated student writers—a curriculum that eventually lead to meeting professional writers and a book signing with Dr. Jill Biden at the Vice President's mansion.
Universal Design for Learning	Michael Craig, M.S.E., Secondary Instructional Design Specialist, District of Columbia Public Schools, Office of Specialized Instruction; Stephanie S. Fletcher, Coordinator of Specialized Instruction, District of Columbia Public Schools, Office of Specialized Instruction	All educators	During the professional development participants will identify and dissect the principles of the Universal Design for Learning (UDL) which provides teachers with information on how to deliver instruction that all students can access. Participants will use the core principles of UDL to design lesson plans by overcoming barriers, identifying lesson goals and creating strategies to help students access the curriculum.

Mathematics Workshop Sessions

Title	Presenters	Audience	Description
Applying Learning about Inquiry Teaching	Faculty and Graduates from the University of the District of Columbia	Pre-calculus, Calculus, AP Statistics	Teachers will apply 5E Inquiry Strategies to design lessons
Bridging	Jennifer Knudsen, Principal Investigator & Project Director for Bridging Professional Development, Senior Mathematics Educator, SRI International	Math Grades 7-8	If you know your students are supposed to be justifying mathematical statements, but you don't know what that looks like, come work with justifications your students might make. If you want to know how to use improve in the classroom to establish productive norms, come play games that you can use with your students. Participants are eligible for a paid summer professional development program as well as school year support.
Common Core Statistics for Algebra II teachers	John Mahoney, Algebra Teacher, Banneker High School DCPS	Algebra II Teachers	Teachers will use released PARCC and Smarter Balanced probability and statistics items. This session will also explore teaching resources in the McDougal Littell Algebra 2 book, in

			the On Core Alg2 book, and additional online resources.
Concepts for Conceptual Understanding	Jessica Greer, Teacher, Truesdell EC; Milton Bryant, Teacher, Truesdell EC; Melissa Bryant, Teacher, Truesdell EC, DCPS	Math Grades 3-5	Teachers will learn how to use Number Talks, Inquiry Based Mini Lessons, and Small group instruction to deepen their students' conceptual knowledge of math standards.
Constructing creative, real world fraction talk	Daniel Noble, 3rd Grade Math Teacher, Leckie ES	Math Grades 3-5	In this session teachers will explore how to think outside of the box to effectively teach and talk about fractions. Teachers will be provided with a visual representation of fractions and will then be asked to construct a narrative around their given representation to inquire and explore where fraction and mathematics could be in their image. Through this exploration teachers will find it possible to work in a group to discuss fractions and fraction concepts as well as write about fractions through their descriptions of their visual prompts.
Co-Teaching the Core in Mathematics	Melissa Denbow; Special Education Teacher, Cleveland ES; Bridget Simmons, Special Education Teacher, Cleveland ES, DCPS	Math Grades K-2	By the end of the session, teachers will be able to define the elements of math co-teaching and determine the best models for their teaching environment
Creating a Student-Centered Math Classroom	Robyn Silbey, Robyn Silbey Professional Development, www.robynsilbey.com	PK-12 Administrators, Math Coaches, and Math Teachers	Our children face a workforce entirely different than any preceding generation -- one that focuses on innovation rather than procedural knowledge. This paradigm shift requires a new depth in learning, which can be accomplished only if we change our instructional model. In this entirely interactive workshop, you will learn how students can and will be motivated to do their best in your challenging, rigorous math classroom. This productive persistence translates to better attitudes and test scores!
Creating Open Questions from Closed Curricula	Kaiulani Ivory Akpan, Math Curriculum Specialist, Office of Teaching and Learning, DCPS	Grade 6, Grade 7, Grade 8, Algebra I, Geometry, Algebra II	As teachers work to create an inquiry based classroom, developing problems from scratch can be a challenge. Teachers will learn strategies to adapt questions from textbooks into inquiry worth open questions that will spark student interest and allow for multiple solution paths.
DCPS Math Focus School Session	Danielle Battle, Specialist, Elementary Math Curriculum, Office of Teaching and Learning, DCPS	Grades 1-4, DCPS Math Focus Schools	This session is a hands on demonstration of the 5E model, incorporating science in a math lesson on measurement.
Demonstrating True Understanding of Algebraic Concepts	Robyn Silbey, Robyn Silbey Professional Development, www.robynsilbey.com	Secondary Administrators, Math Coaches, and Teachers	What are some ways, other than following a series of pre-prescribed steps, that students can show us that they have deep conceptual understanding? In this highly interactive workshop, we will explore visual, verbal, and logical representations for algebraic concepts that connect ideas and demonstrate true and lasting understanding. Actual lessons, with students' remarks and teachers' reactions, demonstrate that a true understanding of mathematics is accessible to all.

Energize Instruction and Empower Students with Educational Technology	Monica Patel, CEO, First In Math India Pvt. Ltd., Implementation Strategist, Suntex International Inc.	Math Grades 1-8	Teachers will learn how the Closed Loop system uses educational technology to foster 5 C's: collaboration, communication, critical thinking, creativity, and choice. Teachers will see an example of successful implementation. In addition to laptops , Teachers and Administrators are encouraged to bring their collaborative and creative skills!
Flip Your Class	Nicholas Bennett, Secondary Teacher, School Without Walls SHS	Math Grades K-12	This session serves as an introduction to a flipped classroom. Discussions will include how to take notes on a video and utilizing technology. Teachers will learn skills, such as creating your first slides, recording your first video, and uploading content.
Fun with Pi -- proof, measurement, and a touch of calculus	Caleb Rossiter, Adjunct professor, School of International Service, Department of Mathematics and Statistics, College of Arts and Sciences, American University	Algebra I, Geometry, Algebra II, Pre-calculus, Calculus	The session will demonstrate how to engage students in activities that help them grasp the concept of Pi as a ratio of Circumference to Diameter, and then prove to themselves by both physical exercises and the rules of logic that (1) Pi has a value close to 3.14 and (2) the Area of a Circle is equal to Pi times the square of the radius. Activities will include floor grids, string and ruler, and picture and logic proof. This session will also include discussions of the limit of the Area as the size of the triangles, and their deviation from perfectly covering the circle, goes to zero.
Hands-On Fractions Learning	Rachel Kimboko, Elementary Teacher, Capitol Hill Montessori School at Logan; Mary-Beth Lowery, Elementary Teacher, Capitol Hill Montessori School at Logan	Math Grades 1-6	Montessori educators have been using didactic teaching materials and integrating art into our classrooms for more than 100 years. Fractions are one area where we have lessons that build on ingenious materials and art-integrated activities to help students move from concrete to abstract understanding. Come check it out, then consider how you might incorporate some of our approaches into your own practice.
Implementing Inquiry-Based Math Tasks	Liana Ponce, Teacher, H.D. Cooke ES; Tsitsi (Elizabeth) Baird-Thompson, Teacher, H.D. Cooke ES; ; Mame-Fatou Thiam, Teacher, H.D. Cooke ES	Math Grades 2-3	This session will overview and breakdown of the Mathematical Standards of Practice and their relationship with CCSS and math task assignments. Teachers will learn about differentiating effective and ineffective math tasks, presenting of math task resources and math task planning time.
Mathematical Practices: What do they look like in my elementary school classroom?	Kelly Diamond, Content Specialist, Houghton Mifflin Harcourt	Math Grades K-5	This practical and informative session will provide elementary teachers in grades K-5 an opportunity to dive deeper into the mathematical practices, while seeing first hand what these mathematical practices look like in an elementary classroom.
Shaping our World	Kristee Jones, Elementary Teacher	Math Grades K-2	Participants will engage in inquiry activities designed to promote recognizing shapes, sorting shapes by attribute, composing new shapes from combining triangles, and recognizing equal parts in shapes.
ST Math Classroom Connections	Jessica McKenzie, Education Consultant, MIND Research Institute	Math Grades K-8, Instructional Coaches	The focus of the workshop is on using ST Math games as a part of instruction. The session is open to all current ST Math teachers, all grades (K-8). In this interactive session, the presenter will show the power of using ST Math in the classroom and teachers will learn how to use ST Math games as a part of a lesson. Teachers will participate in a collaborative activity in which they will work in grade level groups to design a lesson using ST Math. Teachers should bring laptops to fully participate in this session.

Starting Every Unit with a Real-World Application	Malcolm Eckel, Teacher, Deal Middle School; Jessica Reynolds, Teacher, Deal Middle School	Math Grade 8, Algebra I	Teachers will develop activities that use real-world applications of algebra concepts to introduce content, rather than finish content.
The Redesigned SAT: What You Need to Know	Amelia Hogan, Coordinator, Early College and Career Awareness, OSSE Postsecondary & Career Education	Math Grades 9-12	In March of 2014, The College Board announced its plan to redesign the SAT as part of a larger goal to deliver opportunity to all students and expand access to college for all. The redesigned PSAT/NMSQT® and SAT will be focused on the few things that evidence shows matter most for success in college, as well as provide a closer alignment to Common Core State Standards. Join College Board and OSSE staff to learn about the changes to the assessments and valuable data tools, and what these changes mean for your school and district. Additionally, discuss resources and support for students, families, and educators.
Unpacking the EOY Agile Assessment	Scott Campbell, Academic Support, Agile Mind	Algebra I and Geometry, Agile Mind teachers	Teachers will discuss unpacking the EOY Assessment. This session is limited to teachers using Agile Assessment in their schools and classrooms.
Using Manipulatives and other Resources To Produce Authentic Work	Dwayne Pinkney, Elementary and Early Childhood Teacher, Randle Highlands ES; Kyra Dolison, Elementary and Early Childhood Teacher, Randle Highlands ES	Math Kindergarten, Grade 1	Teachers will use counters, ten frames and other math Manipulatives, including technology to create authentic work
Using Technology Tools In the Classroom	Veronica Torres, Secondary Teacher, Truesdell EC	Math Grades 7-8	Teachers will learn about tech tools to use in a blended learning classroom, including use of i-Ready Instruction, Mastery Connect, and tools for Remediation and Extension. This session will provide an overview of a sample 8th grade classroom using tech tools and guidance for structuring a classroom for tech tools. Other topics covered will include backwards planning and how to analyze data and sample assessments.
Utilizing Your Instructional Specialist in Mathematics	Robyn Silbey, Robyn Silbey Professional Development www.robynsilbey.com	K-12 Administrators, math coaches and instructional specialists	The goal of any math specialist is to raise teacher quality and student achievement. How does that look? In this stimulating, highly interactive workshop, we examine the main principles that guide the job of the instructional specialist or coach. We discuss roles and responsibilities to administrators, teachers, students, and the community as well as proven strategies for supporting top-notch instruction. This workshop is critical for helping leaders become valuable and effective change agents.
Working with Base 10 Blocks	Derrick Grubb, Math 180 Teacher, Brown Educational Campus, DCPS	Math Grades 2-4	Teachers will solve various problems using Base-10 blocks and place value mats. This session will explore why and when to borrow and regroup using all four operations. Teachers will discuss how the Standards of Mathematical Practice evolve within a lesson.
Positive Behavior Supports Workshop Sessions			
Title	Presenters	Audience	Description

<p>A Different Approach to Discipline: Using Restorative Justice to Shift School and Community Culture</p>	<p>Dana Tutt, Howard University Eagle III Doctoral Program and Principal, Prince George's County Public Schools; Vanessa Medley, Guidance Counselor, Prince George's County Public Schools; Donzell Robinson, Executive Director, Key Bridge Foundation</p>	<p>School Leaders Teachers Guidance Counselors Community Leaders</p>	<p>Restorative Practices are a framework for building community and for responding to challenging behaviors through authentic dialogue, coming to understandings, and making things right. This workshop is designed to support the teaching of restorative practices and skills and provide tools for creating an effective circle process within a small group, classroom, school wide and/or neighborhood settings.</p>
<p>A Showcase of OSSE-Support Schools Implementing Restorative Practices</p>	<p>Jessica Dulay, RTI Specialist, OSSE; Malene Bell, Restorative Practices Specialist, Community Conferencing Center; Lisa Fink, Trainer/Facilitator, Community Conferencing Center; Tarek Maassarani, Coordinator, DC Alliance for Restorative Practices; Anthony Cook, School Social Worker, Howard University Middle School of Math and Science; Janee Johnson, Counselor, Howard University Middle School of Math and Science; Susan Evans Espinoza, Principal, Day, The Next Step Public Charter School; Arturo Martinez, Director of Curriculum and Instruction, The Next Step Public Charter School; Justin Sinclair, Dean of Students, Columbia Heights Educational Campus, Daniel Malec, Assistant Principal for Restorative Justice, E.L. Haynes PCS</p>	<p>All educators, administrators, and parents</p>	<p>Restorative practices meaningfully address the needs of affected individuals, schools, and communities in ways that complement or substitute for existing disciplinary systems. This plenary offers educators, administrators, and families an opportunity to hear from representatives of five OSSE-supported DC schools about how restorative practices have been implemented in DC schools, success stories, lessons learned, and ongoing challenges.</p>
<p>Creating a Wellness Culture for Youth</p>	<p>Tia Marie D. Brumsted, MSW, LICSW, Director of Student Wellness, E.L. Haynes Public Charter School</p>	<p>Mental Health Professionals, Special Education Coordinators, Administrators</p>	<p>This workshop will explore services that provide students with effective supports, strategies, and tools necessary to promote resilience, pride, and academic success across all tiers of intervention. Participants will have the opportunity to brainstorm their LEA's current wellness needs and a vision for their program's ideal state of wellness, including identification of stakeholders and necessary resources.</p>

I Can See Clearly Now: Visual Representation and Analysis of Academic and Behavioral Data	Daniel Sherlock, M.Ed., Special Education Teacher, Bancroft Elementary School	Elementary general and special educators	Visual representation provides an organized and systematic method for recoding, analyzing, and communicating student academic and behavioral data among teams comprised of educational providers and family stakeholders. This workshop will provide recommendations for designing targeted and sustainable visual representation systems and analysis methods for academic and behavioral data.
Implementing PBIS in High Schools to Improve School Climate	Dr. Patricia Hershfeldt, Assistant Director Training and Technical Assistance, Midatlantic PBIS Network	High School Educators, Principals and District Leadership	PBIS can be implemented in high schools resulting in positive outcomes for students and improved school climate. However, effective implementation requires teams attend to special considerations including: size, data, leadership, communication, contextual fit and the importance of incorporating youth voice. Specific examples of high school implementation will be shared. This presentation will include time for participant discussion and problem solving.
Restorative Practices Continuum: An Alternative to Traditional Discipline and New Ways to Build Community in Schools	Malene Kai Bell, Restorative Practices Specialist, The Community Conferencing Center; Lisa Fink, Conferencing Facilitator, The Community Conferencing Center, Coordinator for the DC Alliances for Restorative Practices; Tarek Maassarani, Coordinator for the DC Alliances for Restorative Practices; Holly Maassarani, DC Alliance for Restorative Practice, former Program Manager for the Community Conferencing Program of Prince George's County; Mali Parke, DC Alliance for Restorative Practices, Peace Circle Center	All school staff (i.e. educators, admin, counselors etc.)	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.
The B.A.S.E. Program at E.L. Haynes PCS: A Comprehensive Look into Innovative Behavior Support Systems	Charles W. Curtis II - Behavior Intervention Coordinator - E.L. Haynes PCS, Christel Guillen - Asst. Director of Student Support Services - E.L. Haynes PCS	Special education staff and parents, school administrators and teachers	E.L. Haynes's Behavior, Academic, and Social Enrichment (BASE) Program is a comprehensive intervention program developed for the most behaviorally challenging students in our school. The BASE program meets this task through connecting a multidisciplinary staff, a selected population of students, institutional structures, and a variety of programmatic level functions that encourage engagement and interrupt negative behavior patterns. This model of behavior intervention is based on best practices of PBIS, Restorative Discipline, Universal Design for Instruction, and a variety of school based cognitive-behavioral interventions.

When School Supplies are Not the Only Thing Students Bring to School: Building Resilient Scholars Through a Trauma-Informed Approach	Chaz Kohlrieser, MSW, LGSW, Resilient Scholars Project Clinical Coordinator, The William Wendt Center for Loss & Healing	All educators, special education staff and parents.	When school supplies are not the only thing students bring to school, can a Trauma-Focused Cognitive Behavioral model be successful as an intervention for students experiencing complex trauma and toxic stress? During this workshop, participants will explore what shifting schools and families from “what’s wrong with you?” to “what happened to you?” might look like.
STEM and Next Generation Science Standards Workshop Sessions			
Title	Presenters	Audience	Description
Biotechnology on the Go! CASE STEM Kits	Katlyn Mihalek, AP Biology and General Biology Teacher, Columbia Heights Educational Campus; Marlena L. Jones, Coordinator of Programs, Carnegie Academy for Science Education (CASE) and DC STEM Network;	Secondary science and STEM educators.	Welcome to HANDS-ON Science! We have a variety of topics available we will focus on one main activity, Gel Electrophoresis. Learn how fragments of DNA of various sizes are separated.
Charting Environmental Literacy in District of Columbia Schools	Rebecca Davis, Environmental Education Consultant; Grace Manubay, Environmental Protection Specialist - DDOE Watershed Protection Division; Gloria Allen, Science Teacher, Hardy Middle School; Amy Quinn, International Baccalaureate Primary Years Program Coordinator, Curriculum Coordinator, Environmental Sciences and Sustainability Coordinator at Yu Ying PCS	Administrators, Teachers and Parents	Come and find out why DC is positioned as a regional leader in environmental literacy. Learn about the Healthy Schools Act, the Environmental Literacy Plan and the eight DC Sustainable Model Schools. Hear a teacher speak about the Environmental Literacy Framework and its implementation as well as the one minute film project. Learn about the Environmental Literacy Indicator Tool (ELIT) 's role in support of the Environmental Literacy Goal of the Chesapeake Bay Watershed Agreement.
Every School Should Have a Garden: Best Practices for Outdoor Learning for Students and Teachers	Mr. Ted McGinn, Master Gardener and Beekeeper, Community Adviser for LSAT, Eckington Civic Assn (Past President), Community Service Project Organizer for City Year, Washington, DC; Ms. Anjeli Le Noir, Teacher, LSAT Chairman, Langley Elementary School; Ms. Catherine Osman, STEM Coordinator, Langley Elementary School	Focus: elementary schools, but appropriate for middle and high schools	Every school should have a garden and an outdoor learning experience. Mr. McGinn will discuss setting up, operating and sustaining a school garden program. Ms Le Noir and Ms Osman will provide links to lesson plans and NGSS and a 2nd grade plant lesson will be modeled with stations. Music, dance movement, story time, measurements, planting, observation, documentation and best practices will be covered.

Getting Started with STEM: Considerations for Building a School-wide Program	Fred Davy, Curriculum Specialist/STEM Coordinator, Community Academy Public Charter School; Keith Parham, STEM Lab Facilitator, Community Academy Public Charter School	K-8 educators	Interested in creating a STEM program at your school? Come learn how one local charter school started from scratch and in four years built a STEM education component that reaches every child K-8. You'll see and hear some of the essential elements necessary for any STEM program.
Investigate and Explore Innovations of Science Education	Nicole Abubaker	All Educators	In this session a team of veteran science educators will share classroom activities that encourage both teachers and students to build and explore hands-on investigations of science. These activities are designed to demonstrate unusual or unexpected phenomena, spark curiosity, generate questions, and serve as the starting points for deeper classroom explorations on the primary level.
Creating Opportunities for Mathematical Thinking: Choosing Tasks (Math for America)	Will Stafford, Math Teacher, NBCT, EL Haynes Public Charter School, Math for America Master Teacher	Middle School and Secondary Math Teachers	Implementing rich tasks in the classroom is an opportunity for great learning, and is also a great challenge. In this PD series participants will explore the research behind what makes effective tasks, best practices in successfully implementing tasks, and curriculum planning to incorporate tasks efficiently throughout a unit.
Microsoft in the Classroom Part 1, 2, and 3	Shannon Carroll, Microsoft in the Classroom Trainer, Microsoft Corporation	All Educators	This complementary seminar will help your team explore the tools, technologies, and resources available for educators to bring 21st-century teaching and learning to your classrooms. The seminar focuses on transforming the education experience through the intersection of trends, technology, and teaching, and is a great starting point for any school considering new investments in education technology programs.
NGSS 2.0: What Does NGSS Look Like in MY Classroom?	Molly Lauer, M.Ed., Education Consultant	Teachers of science	Explore what it looks like to weave together the disciplinary core ideas, cross-cutting concepts, and scientific practices into a lesson as the new Next Generation Science Standards demands teachers do. Experience a lesson that encompasses all three dimensions. Discover instructional strategies that support this learning. Walk through a process that enables you to unpack NGSS and develop such comprehensive lessons yourself.
NGSS Curriculum Design: Inquiry Learning and Food for the Mind	Dr. Otto C. Wilson, Jr., Associate Professor, Biomedical Engineering, Catholic University of America (CUA); Dr. Angela McRae, Assistant Professor, Education Department, CUA; Nicholas Piskurich, Undergraduate Engineering Student Scholar, CUA	All Educators	Analogies are powerful tools for learning. Carefully designed inquiry learning can provide a fine dining experience for the mind. Inspiring questions can serve as an appetizer to create active classroom learning environments for fully engaged STEM learning. This workshop focuses on building community connections through food and spice analogies to share best practices for NGSS aligned STEM PD. Locally sourced PD opportunities (LOC, AAAS) will be highlighted to pique your curiosity for learning.
SCALE -- Center for Inspired Teaching	Patricia Odom, Science Teacher, Kelly Miller MS; Jennifer Wehner, Grade 2-3 Teacher, John Burroughs EC; Winfred Thomas, Math Resource Teacher, Randle Highlands ES	All Educators	Learn about how teachers have developed NGSS and Common Core ELA aligned units, and hear about how learning unfolds in an NGSS aligned classroom.

NASA STEM Resources to Spark Student Interest and Teacher Leader Opportunities	Jacqueline Fernandez-Romero, M.Ed., Science Teacher and STEM Coordinator, NASA SOFIA Ambassador, LAYC-Career Academy Public Charter School	All educators	Learn about different resources that will help spark students' interest in STEM careers and degrees. Learn about partnerships with the following organizations: Department of Energy (DOE), United States Department of Education (USDA), NASA SOFIA, NASA inspire, Space Camp, National Science Teacher Association (NSTA), Association Science Teacher Education (ASTE), National Biology Teachers Association (NSBT), and Global Nomads Group (GNG).
Transitioning your School to the NGSS	Maya Garcia, State STEM Director, OSSE	K-12 Educators and School Leaders.	Sessions will focus on implementation of the Next Generation Science Standards (NGSS) in classrooms and schools. Educators will learn about the shifts associated with the new science standards and discuss how schools can support transition successfully. Tools to help with implementation will be disseminated.
Using Digitized Fossils to Explore and Model Deep Time: A Collaborative Design Workshop	Amy Bolton, Manager, Deep Time Education and Outreach, National Museum of Natural History; Colleen Popson, Experience Developer, Office of Education and Outreach, National Museum of Natural History	6-8th grade science and biology teachers or High School Biology teachers.	Fossils record the history of life on Earth over the past 3.4 billion years. The National Museum of Natural History has a rich fossil collection that unravels this long history and provides the evidence for a changing planet. This is a collaborative design workshop and discussion that informs our development of prototype online modules for the classroom using the Museum's collection. These modules will support student exploration of stratigraphy, evolution and the impact of mass extinction.
Special Education Workshop Sessions			
Title	Presenters	Audience	Description
Accommodations for Students with Disabilities Without an IEP: The Basics of Section 504	Colin Bishop, Section 504 Program Specialist, Office of Specialized Instruction, D.C. Public Schools; Tierra Washington, Section 504 Program Analyst, Office of Specialized Instruction, D.C. Public Schools	Parents and Educators.	Many students across D.C have disabilities or chronic medical conditions that may require accommodations or related services even though they are not eligible for an IEP through special education. Section 504 of the federal Rehabilitation Act of 1973 can provide a pathway to accommodations for these students. This session will provide an overview of the law and examples of how 504 Plans can be implemented to provide a student with disabilities access to their school's curriculum.
Addressing Learning Differences in Inclusive Classrooms	Flora Lerenman, Elementary ESL & Special Education Teacher, DCPS, H.D. Cooke Elementary	All Educators	This session will address ways that learners exhibit diverse needs, inclusive of, but not limited to English Language Learners and special education students.
Career Pathways through Curriculum, Instruction and Assessments	Sabrina Dawson, Career Pathways Supervisor, Child and Family Services Agency's Office of Youth Empowerment (OYE)	High School Educators - GENED and/or SPED & Parents.	Participants will learn more about the Child and Family Services Office of Youth Empowerment, especially in the areas of its mission to identify youth ages 17 to 20 that are not on track to attend a college or university and gain information about how the agency division offers them opportunities to gain experience and certification in fields of interest that can lead to careers. This innovative program is structured with a diverse collaborating team of six career pathway specialists who support youth by: becoming industry experts, identifying career interests, visiting programs and/or worksites to troubleshoot any matters/concerns, and creating job leads and identifying employment opportunities.

Common Core: Scaffolding Instruction to Meet the Needs of Diverse Learners in High School Reading/English Language Arts (9 - 12)	Karen N. Shaw, Educational Specialist, Howard University Graduate Student	High School Educators - GENED and/or SPED & Parents.	The Common Core State Standards (CCSS) are evidence-based standards that are informed by the teaching and learning techniques from top performing countries. To prepare students to become college and career ready, scaffolded instruction must occur to support their learning and success.
Common Core: Scaffolding Instruction to Meet the Needs Of Diverse Learners in Mathematics (K-5)	Lisa P. Green, Doctoral Student, Howard University Graduate School of Education, Education Administration and Leadership Policy Studies; Leslie P. Finley, Director of Mathematics, Excel Public Charter School	General and Special Educators who teach Mathematics in Grades K-5.	Participants will (a) gain knowledge of the common core state standards and the standards for mathematical practices, (b) engage and learn strategies to scaffold instruction in meeting the needs of students with disabilities, and (c) analyze the progression of skills and concepts in mathematics within the K-5 grade levels in meeting the needs of all learners.
Decision-Making Supports for Adult Students with Disabilities	Morgan K. Whitlatch, Senior Attorney, Quality Trust for Individuals with Disabilities; Shawn R. Ullman, Staff Attorney, University Legal Services Protection and Advocacy Program	Educators, students with disabilities, and their families	When students with IEPs turn 18, the rights their parents had in the special education process transfer to them. In this session, we will provide information and answer questions about how to support students in making educational decisions when there are concerns about their ability to understand the IEP process and their rights. Come learn about less restrictive alternatives to guardianship, such as supported decision-making and powers of attorney, and how to use them in the school context.
Enhancing the Academic Performance of Students with Intellectual Disabilities	Dr. Aimeé Pressley, Principal, Mamie D. Lee School/DCPS; Ms. Cheryl Gillette, Special Educator, Mamie D. Lee School; Ms. Audrey Hudson, Special Educator, Mamie D. Lee School; Ms. Treneita Taylor, Instructional Assistant, Mamie D. Lee School	Special Education Staff and Parents School Administrators	Students with intellectual disabilities (ID) struggle to access grade-level academic content. They have difficulty learning literacy and numeracy skills. The staff of a city-wide special education center for students with severe ID has been able to effectively teach students to read and compute at each students' instructional level using the Failure Free and Edmark reading interventions and the ST Math intervention. On average, students have achieved 1 year of academic growth during the last three academic years.
For Teachers and Parents: Working with Blind and Low Vision Students	Conchita Hernandez, Teacher of Blind Students, School Without Walls at Francis Stevens	Parents, teachers and community of blind and VI children.	This session will give a philosophy on working with blind and visually impaired children. It will include tools and resources on what to do to make the classroom, home and public environments rich for all students. We will discuss the systems that are at work within DCPS to provide general education teachers with tools, resources, and services for blind and visually impaired students. This will include hands on activities and a panel of blind individuals and professionals in the field.
Homework and Study Skills for Students with AD/HD	Janique Parrott, Board Member, Children and Adults with Attention Deficit/Hyperactivity Disorder (CHADD)	special education parents	For some kids, completing homework and studying come easy, but for many these tasks are a struggle—especially if they get distracted or feel unmotivated. In this session, we will explore how to help our children find effective strategies to build solid study habits. We will discuss how we can improve executive functioning skills—the cognitive skills we use to get organized, keep track of time, and complete long-term projects. You will leave the session with concrete strategies to try at home.

Increasing Access to the Common Core for Students with Significant Disabilities	Meghan Cosier, Ph.D., Assistant Professor of Special Education; Debbie Taub, Ph.D., Director of Research, Keystone Assessment	General Education and Special Education Teachers (K-12)	This session provides practical tools and examples for increasing access to the Common Core State Standards for students with significant disabilities. Specifically, we introduce methods teachers can use to develop lessons that meet the needs of a wide range of learners in their classrooms.
Learning My Way with Assistive Technology	Alicia C. Johns, Program Manager, Assistive Technology Program for the District of Columbia; Debra Haydel, AT Specialist, Assistive Technology Program for the District of Columbia	All educators, administrators, staff, parents and students.	This workshop will provide an overview of assistive technology devices and services that can be used by students who learn differently to access the general curriculum in the classroom. The workshop will provide an overview of the assistive technology process including examples of the types of assistive technology devices that help students access and complete the same school work and activities as their peers.
Reaching All Students with Effective Inclusive Practices Improving Student Outcomes through Co-teaching	Savanna Flakes, EdS Inclusion Specialist Alexandria City Public Schools	Administrators supervising Inclusive Classrooms; Co-teachers	Inclusion Works! By effectively co-teaching and utilizing specific methodologies for co-planning, teachers can have a substantial impact on achievement for all learners. This interactive workshop will address roles and strategies to maximize the power that two teachers with varying strengths can have during the co-planning phase of co-instructing to increase student engagement, learning and achievement.
Secondary Transition: Connecting Students with Disabilities to Agencies that Serve Adults	Shawn Ullman, Staff Attorney, University Legal Services Protection and Advocacy Program; Mary Nell Clark, Managing Attorney, University Legal Services Protection and Advocacy Program	Special education staff and parents	This session will provide information for educators, students with disabilities, and their families about some of the agencies in the District of Columbia that serve adults with disabilities, including who is eligible for services, what services the agency provides, and some resources to contact when a student needs help connecting to adult services.
Student Voice in Individualized Education Programs (IEPs)	Rossana Mahvi, Special Education Coordinator, Two Rivers PCS; Mo Thomas, Middle School Inclusion Specialist, Two Rivers PCS	Special education staff, parents, service providers, and teachers	This session focuses on practices that facilitate the meaningful participation and engagement of students in order to bring student voice into IEP development and implementation. Participants will learn how to provide students with leadership and decision-making opportunities through the use of data analysis, personal goal-setting, and reflection. They will become familiar with practical strategies to engage their students and determine next steps for their own practice.
Successful Employment for Youth with Disabilities: Promoting Employment First	Rebecca S.Salon, Ph.D., State Office of Disability Administration, DC Department on Disability Services; Nadia M. Sookar, MA., CRC, Supervisory Vocational Rehabilitation Specialist, DC Department on Disability Services, Rehabilitation Services Administration	All educators and parents/family members involved with transitioning youth.	This interactive session will review current Employment First initiatives in the District, the role that DDS and RSA play in promoting successful employment for youth with disabilities and best practices nationally to promote DC's vision regarding employment for youth with disabilities - that "all people of working age, including people with disabilities, will work and earn the prevailing wage, in the career path they choose."

The CITY Program: Career Investigations for Transitioning Youth	Carrie Gillispie, M.Ed., Doctoral Student, The George Washington University; Emily Lehman, M.Ed., Doctoral Candidate, The George Washington University; Jessica Queener, Ed.D., Project Director Research Associate, HEATH Resource Center at the National Youth Transitions Center, The George Washington University	Stakeholders interested in improving postsecondary outcomes for DC youth	The session will include information on how to replicate The George Washington University's CITY program. Participants will receive (a) a general overview of the program, (b) information about various approaches to partnership development and blended funding models, (c) methods for adapting the program to meet the needs of a wide range of students with and without disabilities, and (d) approaches to incorporating program elements into existing school programs.
The Marriage of Community-Based Instruction and Self-Advocacy: Exploring their Interconnectedness	Ricki Perry, Special Education Teacher, Eastern Senior High School	Special Education Teachers Parents	Special educators are encouraged to embed community-based instruction when teaching independent living skills, and teach students self-advocacy strategies to help them navigate their school environment. Researchers and educators recognize the importance of these concepts, but how they are interconnected has been less explored. Considering community-based instruction and self-advocacy as a tandem radically changes how we program for our students with disabilities.
Transition Planning in 30 Minutes or Less	Dr. Pamela Downing-Hosten, Director of Secondary Transition, District of Columbia Public Schools; Christopher Nace, Transition Specialist, District of Columbia Public Schools	Secondary Special Educators	Participants will engage in the process of developing a meaningful transition plan for a student. The session is a combination of lecture, presentation and hands on activities. The participant will leave the session with practical skills that can be used at school the following day.

IV. Featured Biographies

Hanseul Kang

Acting State Superintendent of Education

Hanseul Kang was appointed acting State Superintendent of Education by Mayor Bowser on February 27, 2015. She previously served as Chief of Staff for the state of Tennessee's Department of Education. A seasoned leader and former high school teacher, she reorganized and restructured the department to reflect strategic priorities, and created a more streamlined budget process that allowed for improved personnel decision-making and better use of resources. Kang was part of the team that implemented policies and offered support to districts and schools that resulted in Tennessee becoming one of the fastest improving states in the nation in student achievement outcomes. Prior to joining Tennessee's education department, Kang worked for Teach For America, where she was a managing director of program for the organization's regional office in the District. She led a team of program directors supporting middle and high school teachers in schools across the District and Prince George's County. Kang holds a Bachelor's Degree in international politics from Georgetown University and a J.D. from Harvard Law School, and was a Jack Kent Cooke Foundation Graduate Scholar.

Jennifer Ramacciotti

2015 DC Teacher of the Year Winner

Jennifer is completing her ninth year as an educator. After graduating from George Washington University, she moved to Philadelphia to teach 4th and 5th grade as a member of Teach For America. Wanting to return to the nation's capital and make DC her permanent home, Jennifer joined the KIPP DC staff as a 6th grade math teacher at KIPP DC AIM Academy in Anacostia. She taught 6th grade math for two years, served as grade level chair, math department chair and served as vice principal of the school from 2010 to 2013. Jennifer missed the joys, rewards and challenges of the classroom and returned to teaching in 2013 as AIM Academy's 8th grade math teacher. She continues to teach 8th grade math this year, preparing her students for high school, college and the world beyond.

Kennard Branch

Principal, Garfield Elementary School, DCPS

Kennard Branch is currently serving as the principal of Garfield Elementary School where he has been charged with turning around what was once the lowest performing school in DCPS. He participated in the highly selective 2013-2014 SUPES Academy. Previously Mr. Branch has served as the Assistant Principal for Intervention at MacFarland Middle School and as the Assistant Principal of H. D. Cooke Elementary School and has also worked as a Principal's Coach to a cluster of DCPS Elementary Schools where he designed and delivered differentiated professional development to the principals of 28 elementary schools. He has also spent time as an adjunct professor for Delaware County Community College. Mr. Branch started his educational career as an elementary teacher for several years in Philadelphia. Mr. Branch has an Executive Master's in Leadership, Business Administration and Management, from Georgetown University - The McDonough School of Business, a Master of Education in Educational Leadership and Administration from Cheyney University of Pennsylvania, and a Bachelor of Education in Elementary Education and Teaching from Cheyney University.

Lisa Brown

Lisa Brown is the Team Facilitator for a K-8 school network within the School Support Network Office in Baltimore City Public Schools. Ms. Brown started her career in City Schools as a middle school Language Arts teacher. She has served as a Mentor Liaison for Johns Hopkins University's former Middle School Reading Assistance Project and an adjunct instructor for Reading at John Hopkins University's Graduate Department of Education. She has also served as a University Supervisor at JHU to support 1st & 2nd year teachers during their classroom field placements. Increasing family engagement has been an essential part of Ms. Brown's career and she has done extensive research and work in this area as a Parent Involvement Specialist in Anne Arundel County Public Schools and a Family & Community Engagement Specialist in City Schools. Ms. Brown holds a B.A. in English from Morgan State University and an M.A. in Leadership in Teaching from Notre Dame of Maryland University.

Lloyd H. Bryant**Interim Principal, The Academies and Anacostia High School**

Lloyd H. Bryant began his career in education as a high school social studies teacher at George Washington Community School in Indianapolis, Indiana. A product of Indianapolis Public Schools and Marion Community Schools, Mr. Bryant's 14 year career has been dedicated to serving students in urban communities. Mr. Bryant moved from Indianapolis to Washington, DC to continue his career in education, where he served students throughout the greater Washington, DC metropolitan area. He continued his teaching career at the secondary level, teaching social studies in Prince George and Prince William Counties. Described by many of his colleagues as a dynamic educator, Mr. Bryant's record of success at the high school level led to a position as an Assistant Principal at Dunbar and Spingarn Senior High Schools, and The Walker Jones Education Campus, a pre-school through eighth grade campus in District of Columbia Public Schools. As a graduate of quality urban schools, Mr. Bryant understands the importance of creating school atmospheres that are motivating to all students and foster the conditions necessary to increase student achievement. His relentless pursuit of excellence has led to significant improvements in student achievement and school culture and climate at the high school level. Mr. Bryant served as a Principal Fellow at Maury Elementary School and Benjamin Banneker Academic High School in the inaugural class of the prestigious Mary Jane Patterson Fellowship in District of Columbia Public Schools. Lloyd H. Bryant received his undergraduate degree from Hampton University in Hampton, Virginia and his master's degree from Trinity University in Washington, DC. Go Indians!!!

Donyale Butler**Principal, Savoy Elementary School**

Donyale Butler began her career in education as an elementary school teacher in Montgomery County, Maryland before relocating to St. Paul, Minnesota where she resided for twelve years. She later became a curriculum coordinator and professional development specialist before relocating to Washington, DC in 2006. She served as the instructional coach at Simon Elementary School for seven years before being selected as a member of the inaugural cohort of the Mary Jane Patterson Fellowship, a rigorous 30-month program designed to prepare DCPS's highest performing leaders for the principalship. This unique pipeline program also provides intensive support and targeted coaching during fellows' first year as MJP principals. As a fellow, Ms. Butler served as a resident principal at Beers Elementary School and Browne Education Campus. She holds a bachelor's degree in elementary education from University of Illinois and a master's degree in gifted, talented, and creative education from University of St. Thomas. She is currently in her first year as principal of A. Kiger Savoy Elementary in Southeast DC.

Ty Cesene**Founding Principal, Bronx Arena High School**

Ty Cesene is the founding principal of Bronx Arena High School, a transfer school serving New York City's overage and under-credited students. Previously, he had joined New Visions For Public Schools in 2009. He supported the organization's network of 13 transfer schools. Cesene previously spent four years developing and running of a virtual high school targeting at-risk students in the Los Angeles area. He was also co-leader of Arena High School, a transfer school in southern California. He completed his M.A. in technology in education from Columbia Teachers College and his B.A. in English from California State University of Long Beach.

Tesha Nixon Cunningham**Assistant Principal for Literacy, Anacostia High School**

Tesha Nixon Cunningham graduated from Georgetown University with a Bachelor of Arts degree in English & Fine Arts; and from National-Louis University with a Masters of Education in Curriculum & Instruction. Mrs. Nixon Cunningham taught ELA from grades 7-11 and also has experience with serving as a Reading Intervention Specialist throughout her career in education. She began her teaching career 13 years ago with her experience in the DCPS Summer Stars program, Prince George's County Public Schools and Friendship Public Charter Schools before entering into DCPS. While in PGCPs she was awarded the Positive Impact Award for implementing a program for middle school students' social and emotional growth and development through literacy. While teaching at Friendship Collegiate Academy she created and

implemented an Intervention Program titled, *SMART Knights (Students Maintaining Academic Rigor Together)* and as a result, the school's Reading DC CAS scores increased by 25% in one year. She was most recently honored at *Standing Ovation for DC Teachers* for both the 2012-2013 and the 2013-2014 School Years for earning Highly Effective ratings as a teacher. Currently she is serving as the Assistant Principal for Literacy at Anacostia High School in DCPS.

Alexis Giles

Alexis Giles is an educator with nearly 10 years of teaching experience. While teaching in Baltimore City Public Schools, she earned her teaching credentials through an alternative teaching certification program, Baltimore City Teaching Residency and a Master's of Arts in Teaching from Johns Hopkins University's School of Education in 2012. While working in Baltimore City Public Schools, she organized literacy workshops at two of her assigned schools with record-breaking attendance, a feat accomplished by garnering parental support and involvement. Her passion of increasing connections between parents and literacy underscores her strategic efforts of ensuring that parents were trained in a myriad of literacy strategies—centered on helping parents under the instructional shifts and transitions of the Common Core State Standards. Her trainings underscored the necessity of home-based instruction complemented with what students learned throughout the traditional school setting. Before moving to Baltimore, She completed her bachelor's degree in Psychology from North Carolina Agricultural and Technical State University where she was initiated into Delta Sigma Theta Sorority, Incorporated. Currently, Alexis is an Interventionist with Howard County Public Schools and adjuncts at Towson University teaching Historical and Contemporary Perspectives of Urban Education. In her free time she enjoys spending time with her son and traveling. She can be reached at agiles3905@gmail.com.

Harry Hughes

Instructional Superintendent, DCPS

Harry Hughes currently serves as an Instructional Superintendent for Cluster I in the District of Columbia Public School (DCPS). In this role, Mr. Hughes supports 13 elementary school principals across the District. Mr. Hughes has served DCPS for 16 years, starting as a fourth grade teacher at Davis Elementary School in 1999. In 2001, he moved to Whittier Elementary School, where he taught fourth and fifth grade for five years. In 2006, Mr. Hughes joined Tubman Elementary School as an assistant principal, becoming principal shortly thereafter. Under his leadership, Tubman saw steady and significant gains in both math and reading over a five year period, growing by 54 percentage points in math and nearly 30 percentage points in reading. Mr. Hughes holds a bachelor's degree in history from the University of Virginia, a master's degree in educational administration from Trinity University, and an executive master's in leadership degree from Georgetown University's McDonough School of Business. In 2013 while Tubman principal, he received the Washington Post Distinguished Educational Leadership Award and the Rubenstein Award for Highly Effective Leadership.