

### **A Look at Arizona's New Science Standards**

**Target Audience:** Teachers

**Description:** Arizona has new science standards! This presentation is designed to help teachers or administrators who are not familiar with the document understand the layout, how three-dimensional science instruction helped develop the standards, some key insights to navigating the document and outline the goals and changes of the new standards!

Learning Outcomes:

- Discuss the implementation timeline of the 2018 Standards.
- Explain the instructional shifts represented by Arizona's 2018 Science Standards.
- Define and deepen understanding of 3-Dimensional science instruction, phenomena, and sensemaking.

#### **Presenters:**

**Rebecca Garelli** | *Science and STEM Specialist* | *Arizona Department of Education*

Rebecca Garelli is the Science & STEM Education Specialist at the Arizona Department of Education. Through this role, Rebecca designs and facilitates professional learning opportunities focused on implementing the new Arizona Science Standards. She also provides updates, and supports, for both computer science and science standards. Rebecca has been a professional educator for 17 years, focusing much of her career on teaching middle school math, science, and engineering and has also been a Science Educational Consultant since 2009 and Freelance Science Curriculum Writer since 2015. Rebecca has earned a B.S. in Elementary Education from DePaul University and an M.Ed. in Science Education from Loyola University Chicago.

**Sarah Sleasman** | *Science and STEM Director* | *Arizona Department of Education*

Sarah Sleasman is the K-12 Science & STEM Director at the Arizona Department of Education. Within this role, Sarah provides updates on standards for science and computer science. She provides professional development and instructional support for integrated standards-based Science and STEM instruction. Sarah has taught in a variety of elementary classes for eleven years. In addition, she works as a Faculty Educator with SRP. Sarah graduated with her Bachelor's degree from Portland State University and a Master's degree from Concordia University in Oregon before moving to Arizona.

### **Arizona's Language Development Approach: An Overview**

**Target Audience:** Teacher & Leaders

**Description:** This session will provide educators with a basic understanding of Arizona's Language Development Approach (LDA) and its 4 Principles. The LDA and its 4 Principles serve as a critical under-girding for what it necessary to build strong and effective English Language Development instruction in all of Arizona's classrooms.

#### **Presenters:**

##### **OELAS Professional Learning Team**

The Professional Learning team with the Office of English Language Acquisition Services (OELAS) professional learning team recognizes and values the agency of our Arizona educators, but also provides intentional and interactive learning opportunities that allow for participants to make connections to their current context, share experiences and expertise, and co-construct new knowledge that inspires future learning and exploration.

### **Building Strong Families: Looking Through a Different Lens**

**Target Audience:** Teachers & Leaders

**Description:** Now more than ever we need strong, resilient children and families. One way we can do this is by implementing the Strengthening Families™ Protective Factors Framework in our interactions with parents and caregivers. The Protective Factors Framework was developed by the Center for the Study of Social Policy as a model to support strong families and optimal child development. Using a strength-based theory, the framework provides everyday actions that build protective factors and a pathway to improve outcomes for children and families.

Learning Outcomes:

- Introduce the five protective factors, understand and put aside our biases, and provide strategies for everyday actions.
- Strategies to support strong families can be implemented in any setting, by any profession, and with any age group.
- Through this framework, we can begin to look at families through a different lens and be instrumental in building strong families in Arizona.

#### **Presenters:**

**Brooke Colvin** | *Early Childhood Program Specialist* | *Arizona Department of Education*

Brooke Colvin serves as an Early Childhood Program Specialist with the Arizona Department of Education. She delivers professional development and technical assistance to early childhood educators and administrators throughout the state. Brooke also collaborates with state partners and supports the AZ Head Start Collaboration Office, Arizona Early Childhood Alliance, Intertribal Council of Arizona, and the AZ Department of Health Services Empower Advisory Council. Brooke is a Certified Children's Alliance Trainer with the Strengthening Families™ Protective Factors courses. She is passionate about supporting children and families and helping them thrive. Brooke is married to her husband, Brandon, and loves being a mother to five daughters.

### **Context Counts: How to Consider Context When Selecting an Evidence-Based Strategy**

**Target Audience:** Leaders

**Description:** School districts are tasked with identifying effective, evidence-based strategies and programs, while considering how to implement them in the ways that best fit the characteristics of their student population and community. In this session, presenters Drs. Lenay Dunn and Amy Boza will discuss assessment of fit for evidence-based strategies in a district or school's context. Using a tool developed by REL West on the applicability of research and evidence to local school and district contexts, participants will engage in an exercise to consider factors when selecting an evidence-based strategy, comparing three evidence-based strategies and a hypothetical district context. Participants will broaden their knowledge of evidence-based practice by examining the conditions needed for an intervention and the appropriateness of a strategy in their context.

**Learning Outcome:**

- As a result of their participation, attendees will develop capacity to examine the contextual considerations to inform selection of an evidence-based intervention.

#### **Presenters:**

**Lenay Dunn** | *Deputy Director of the Regional Educational Laboratory West (REL West)*  
| *WestEd*

Dr. Lenay Dunn is Deputy Director of the Regional Educational Laboratory West (REL West) at WestEd where she helps guide the work of REL West with school districts, state departments of education, and stakeholders in Arizona, California, Utah, and Nevada to use data and research to improve academic outcomes for students. Her expertise includes the application of ESSA evidence standards and systemic school improvement.

**Amy Boza** | *Director of English/Language Arts and MOWR* | *Arizona Department of Education*

Dr. Amy Boza is an Arizona educator for more than 25 years. Her experience spans the K-12 spectrum with an emphasis in literacy and learning. Embracing continual learning and growth opportunities, while sharing that learning with others makes her current role as ADE's Director of ELA and MOWR her dream job!

### **Crisis Leadership for School Administrators: 10 Tips for Leading Effectively and Authentically Through a Crisis**

**Target Audience:** Teachers & Leaders

**Description:** School administrators are faced with a variety of crises each day. Ranging from weather phenomena to threats to a student's physical or emotional well-being, crisis leadership is a concept that all leaders experience, but is rarely discussed in degree programs nationwide. This session will serve to provide new and aspiring administrators with pre-emptive crisis leadership strategies in a way that prepares them for leading effectively and authentically through a myriad of crisis events.

**Learning Outcomes:**

- Define "crisis leadership."
- Identify types of crises that occur in a school.
- List 10 ways to lead effectively and authentically through a crisis.
- Reflect on one's current knowledge and understanding of crisis leadership.
- Create a three-step action plan to increase one's crisis leadership competency.

**Presenter:**

**Jessica Alessio** | *Principal* | *Paradise Honors High School*

Jessica Alessio is the principal of Paradise Honors High School in Surprise, Arizona. With the school since its campus inception in 2011, she has actively served as a Spanish/Psychology teacher, TAP Coach/teacher mentor, and Master Teacher before transitioning to leadership in 2017. Areas of schoolwide focus include ensuring all students learn at high levels and providing equitable learning opportunities for all. PHHS is an A-rated school and consistently makes the Best High Schools list from U.S. News and World Report. She is currently working on a book regarding crisis leadership for school leaders with an emphasis on leading effectively and authentically through various crises.

### Engaging Student in SEL Virtually

**Target Audience:** Teachers

**Description:** How to engage students social emotional learning virtually. In this session we will discuss the importance of SEL and how to effectively present it virtually. Educators will learn how to build a culture for SEL virtually through the SEL essential/signature practices, welcoming routines, class circles/meetings, how to "SEAL" a lesson and finally optimistic closures. We will take the learners through the "why" of SEL and into the "how." Learners will participate in many aspects of the virtual format.

#### Presenters:

**James Bock** | *Assistant Principal/District SEL Committee Chair | Florence Unified School District*

As an educator for for 22 years, I have been most interested in building relationships with my students and helping them thrive social and emotionally. I like to call it "making great humans." When I was approached by our Assistant Superintendent to head the Florence Unified School District SEL curriculum committee, I enthusiastically accepted, and knew that I had the opportunity to finally make a larger impact on our district. Since then, I have been feverishly studying SEL, mindfulness and trauma. In the fall I will be enrolled in my final Leadership in SEL course through St. Elizabeth University in New Jersey. I have an undergraduate degree in Psychology from Greensboro College and a Masters degree in Educational Leadership from Northern Arizona University as well as certificates from Mindful Schools. I am currently an Assistant Principal at Skyline Ranch K-8 in FUSD and a part of the district SEL, MTSS, PBIS and Recruitment and Retention teams. I am looking forward to sharing my experiences with the conference participants.

**Nora Boettcher** | *Director of Exceptional Student Services | Florence Unified School District*

Nora has been in education for the past 17 years. She is the current Director of Exceptional Student Services for the Florence Unified School District. Prior to being a director, she was a school psychologist, special education teacher, mentor, Unified Sports Coach, and professional development trainer. She holds multiple degrees in education including her Educational Specialist Degree in School Psychology and she is a Nationally Certified School Psychologist. In addition to her role as the Director of Exceptional Student Services, she conducts professional development presentations for schools and agencies in the fields of special education, mental health care, and crisis prevention at the local, state, and national level.

### **How Data Visualization Can Tell the Story**

**Target Audience:** Leaders

**Description:** Description: Infographics and other data visualizations can communicate information more quickly and powerfully than long reports with dense narratives (Krum, 2013). Data visualization is one of the cornerstones of data science, and new and emerging approaches allow researchers to present their findings in creative, effective ways (Andrienko et al., 2020). Visualizing data with clear charts, graphs, and graphics is not only an effective way to support the narrative of a report, but also one of the best ways to identify patterns in the data and present findings to stakeholders.

**Learning Outcomes:** The session will provide participants with examples of how data visualization can help tell the story of critical education topics, such as teacher education/qualification, teacher attrition, chronic absenteeism, and other pressing issues across the United States.

#### **Presenters:**

**Dr. Lenay Dunn** | *Deputy Director of the Regional Educational Laboratory West* | *REL West at WestEd*

Dr. Lenay Dunn is Deputy Director of the Regional Educational Laboratory West (REL West) at WestEd where she helps guide the work of REL West with school districts, state departments of education, and stakeholders in Arizona, California, Utah, and Nevada to use data and research to improve academic outcomes for students. Her expertise includes the application of ESSA evidence standards and systemic school improvement.

**Eric Ambroso** | *Research Assistant* | *REL West at WestEd*

Eric's evaluative work has covered a variety of content areas, including teacher preparation, teacher residencies, and the representation of Black, Indigenous, and Latinx students in the physical sciences. He has also worked with WestEd's Center on School Turnaround to produce research on school and district improvement under the Every Student Succeeds Act (ESSA).

## **Leading From the Classroom: Recognizing and Prioritizing Teacher Leadership**

**Target Audience:** Teachers

**Description:** The Educator Recruitment and Retention team will present work related to Teacher Leaders/Teacher Mentors. Based on national and state research, offering teacher leadership career pathways other than in administration is one of the top strategies for teacher retention. ADE is looking to support LEAs in leveraging this pathway. ADE is looking for feedback and input on several projects related to this topic; 1) Arizona Teacher Leader Professional Standards; 2) Teacher Leader Endorsement; and in the development of 3) A Teachers' Academy.

**Learning Outcomes:** In this session, teachers will learn about the projects, discuss the topics, and work in breakout groups to provide feedback to ADE to ensure these programs meet the needs and desires of teachers in Arizona.

### **Presenters:**

**Steve Larson** | *Director of Recruitment and Retention* | Arizona Department of Education

*Steve is the Director of Educator Recruitment and Retention at ADE. He attended elementary, middle, and high school in the Flagstaff Unified District before receiving his bachelor's and master's degrees from NAU. He came to the agency after serving 32 years in the Flagstaff Unified District, finishing as a director in the district office. However, his favorite days were in his elementary classroom working with kids.*

**Sarah Richardson** | *Education Recruitment and Retention Specialist* | Arizona Department of Education

*Sarah was born and raised in Arizona and is a proud product of our public schools. She attended Arizona State University, receiving a BS in Business Administration and a M.Ed in Curriculum and Instruction. She taught math in grades 7-12, is in her 20th year working with local marching bands and has been an adjunct professor for 10 years. Sarah has worked in education advocacy at the state and local level, and has extensive public speaking experience- mostly speaking about public education issues and funding. She currently teaches business classes for NAU in addition to working for ADE in her dream job; helping to support educators in the state she loves so much.*

**Kim LeSage** | *Education Recruitment and Retention Specialist* | Arizona Department of Education

*Kimberly LeSage- Educator Recruitment and Retention Specialist: Kim hails from the Bayou State; born and raised in Baton Rouge, Louisiana. She graduated from LSU with a BA in History, MA in Curriculum and Instruction, and a Ph.D. in Educational Leadership, Research, and Counseling. She is a career educator with experience as a high school social studies teacher, a university research associate, a district Supervisor of Accountability, Assessment, and Evaluation, and a Louisiana Department of Education program consultant. She moved to the great state of Arizona in 2020, during the hottest summer on record, and is excited to serve Arizona educators and stakeholders as a part of ADE's Educator Recruitment and Retention team.*

**Lee Fernwault** | *Troops to Teachers Coordinator* | Arizona Department of Education

*Lee is a third-generation teacher and graduate of NAU. During his six years in the US Navy, he experienced a vast array of cultures and people prior to completing his Master's Education. Lee brings twelve plus years of teaching experience to the team, including 6-8 grade combined instruction, Business & Marketing 9-12 grades, and six years of secondary administration as Dean of Students and Assistant Principal of Student Opportunities.*



### **Leading the Rebound: Must-Dos to Restart Teaching and Learning**

**Target Audience:** Leaders (*\*full day session; 12:00p-3:15p*)

**Description:** Since the pandemic had us innovate a new normal of schooling, we now have the potential to fully change the grammar of schooling as we know it. Let's magnify the effective practices from before, while leveraging the lessons learned during pandemic teaching. Leading the rebound for your school or district is your opportunity to improve the schooling system to ensure greater impact on the learning of students.

Through this professional learning workshop, you will engage in an active and empowering learning experience that will help your school(s):

- Rebuild teacher agency and collective efficacy
- Ensure the highest quality teaching and learning
- Maintain and strengthen the climate and culture of the school

Learning Intentions:

- I am learning how to rebuild agency and collective efficacy.
- I am learning about teacher clarity and instructional excellence.
- I am learning how to create a healthy school climate and culture.
- I am rethinking schools for the next normal.

Success Criteria:

- I can identify factors that build and rebuild agency in students and adults.
- I can support teachers to deliver meaningful lessons aligned with learning expectations.
- I can design and monitor interventions with early warning systems.
- I can help teachers confront cognitive challenges to learning.
- I can re-think the systems we use to address students' learning needs.

#### **Presenters:**

**Dr. Nancy Frey** | *Professor in Educational Leadership | San Diego State University*

Dr. Nancy Frey is a Professor in Educational Leadership at San Diego State University and a leader at Health Sciences High and Middle College. She has been a special education teacher, reading specialist, and administrator in public schools. Nancy has engaged in Professional Learning Communities as a member and in designing school wide systems to improve teaching and learning for all students. She has published numerous books, including *The Teacher Clarity Playbook* and *Rigorous Reading*. Nancy is author of *PLC+: Better Decisions and Greater Impact by Design* and *The PLC+ Playbook*.

## **Rebound: Rebuilding Agency, Accelerating Learning Recovery, and Rethinking Schools**

**Target Audience:** Teachers (*\*full day session; 12:00p-3:15p*)

**Description:** For more than a year now, educators have been tested and tested again. But now it's time to rebound, to bounce back, to build back better, and benefit from the many lessons learned over the last year. Rebound professional learning workshops will help your school reignite engagement, accelerate learning, and move forward with fresh optimism and better systems for schooling.

Through this professional learning workshop, you will engage in an active and empowering learning experience that will help your school(s):

1. Address the collective traumas experienced during the pandemic and rebuild sense of agency and self
2. Implement instructional and assessment practices that ensure students reclaim lost knowledge, build skills, develop agency, and accelerate learning gains
3. Redefine classrooms, learning experiences, the ways schools operate, and the very idea of schooling itself.

Learning Intentions:

- I am learning about agency for students and adults.
- I am learning about ways to organize curriculum, instruction, and assessment to accelerate learning recovery.
- I am learning about compensatory and adaptive structures to address students' needs.
- I am rethinking schools for the next normal.

Success Criteria:

- I can identify factors that build and rebuild agency in students and adults.
- I can analyze the curriculum to determine students' needs.
- I can design meaningful learning experiences to accelerate learning.
- I can use assessment data to make meaningful decisions.
- I can re-think the systems we use to address students' learning needs.

**Presenters:**

**Dr. Douglas Fisher** | *Professor of Educational Leadership* | *San Diego State University*

Doug Fisher is a Professor of Educational Leadership in the Department of Teacher Education at San Diego State University and a teacher leader at Health Sciences High & Middle College. He is the recipient of an International Reading Association Celebrate Literacy Award, the Farmer Award for excellence in writing from the National Council of Teachers of English, as well as a Christa McAuliffe Award for excellence in teacher education.

Doug Fisher has been the lead author on numerous books including *The Distance Learning Playbook*, *The Teacher Clarity Playbook*, *Becoming an Assessment Capable Visible Learner*, *Visible Learning for Literacy*, *Teaching Literacy in the Visible Learning Classroom*, and many others. In addition, Doug has published numerous articles on improving student achievement, reading and literacy, differentiated instruction, and curriculum design. He is a board member of the International Reading Association and a past board member of the Literacy Research Association.

## **Literacy & Learning Centers for the Big Kids (grades 4-12)**

**Target Audience:** Teachers & Leaders

**Description:** Elementary schools have long used learning centers (also known as “rotations”) but middle and high school teachers have unique challenges. So Dr. McKnight worked with teachers all over the country to develop collaborative learning centers designed specifically for grade 4-12 learners. In this session, participants can explore the research that prompted the creation of the Literacy & Learning Center model for middle and high school students, and learn how to start using it in their own classrooms. Learn about the four foundational centers that are integral to this gradual release of responsibility literacy model. Find out how to set up additional centers in order to customize the LLC model for any content-area classroom. Learn to create developmentally appropriate tasks that automatically align instruction to standards/skills based assessment, increase student engagement, and allow you to cover more content and skill-development in less time. Finally, avoid discipline problems with self-directed activities that provide the independence students crave with the guidance they need.

### **Presenters:**

#### **Katherine McKnight, Ph.D | Founder | Engaging Learners**

Dr. Katherine McKnight is a dynamic presenter, dedicated teacher, and award-winning author. Dr. McKnight began her career in education over 30 years ago as a middle school and high school English and social studies teacher in the Chicago Public Schools. In addition to speaking at professional development conferences, she is a regular consultant in schools and classrooms in the United States and Internationally.

Dr. McKnight’s 15-year distinguished university career culminated in her assignment to Distinguished Professor of Research at National Louis University. She is the founder of Engaging Learners, an educational company built around her successful Literacy and Learning Center model. Her work in educational leadership, literacy and student skill development has resulted in unprecedented academic achievement in many struggling schools.

Dr. McKnight has received several awards for her publications and teaching at the university level. She has authored 20 books that support educational strategies to engage all learners. Her titles include the best-selling *The Teacher’s Big Book of Graphic Organizers*, winner of the 2013 Teachers’ Choice Award and *Literacy & Learning Centers for the Big Kids, grades 4-12*. Most recently, she founded Morning Meeting webinars during the COVID 19 pandemic as a weekly forum to bring together educators to engage in professional learning. To learn more about Dr. McKnight, visit her websites: [KatherineMcKnight.com](http://KatherineMcKnight.com) and [EngagingLearners.com](http://EngagingLearners.com)

#### **Michael Troop, EdD | Associate Superintendent | Vertex Education**

Dr. Troop started his career as a high school gymnastics coach for a suburban school district in Illinois. While coaching his athletes to the championships several years in a row, he earned his Master’s degree in secondary education and began teaching in a Chicago Public School on Chicago’s north side. While teaching high school Environmental Science, he earned his Doctorate in Human Learning and Development with a minor concentration in Educational Leadership. This started his nearly 9-year journey in higher education where he developed teacher residency programs, co-designed early childhood, elementary, secondary, and special education alternative teacher preparation programs for National Louis University, and taught classes required for teacher licensure. Dr. Troop was awarded the Dean’s Award for Excellence in Teaching.

Along with preparing highly skilled educators at the University, Dr. Troop consulted with several Title I and at-risk schools throughout the country where he designed highly specialized training and support for teachers and administrators.

Dr. Troop developed teacher coaching tools and protocols, trained administrators on data-driven instruction, and teacher development for the largest and highest performing charter network in the state of Arizona. He has also developed a comprehensive protocol for identifying and hiring top talent in both teaching and administrative positions.

### **May I Have Your Attention Please?! Using Neuroscience to Engage Students in the Inclusion Classroom**

**Target Audience:** Teachers & Leaders

**Description:** How do we meet the needs of all learners, especially those who struggle with math? Dive into the most recent research on neuroscience and learn which intervention strategies improve neuroplasticity. Strategies shared will help teachers understand how to build executive functions within the realm of self-control, working memory, and cognitive flexibility.

**Learning Outcomes:**

- Participants will learn how to build brain plasticity for executive functioning (specifically inhibitory control, working memory, and cognitive flexibility)
- Participants will learn how to improve students' self-control; organizing, planning, and prioritizing; self-correction; and making new connections

#### **Presenters:**

**Jenifer H. Fernandez** | *ESS Math Program Specialist* | *Arizona Department of Education*

Jenifer H. Fernandez is the Math Program Specialist for the Arizona Department of Education, Exceptional Student Services in the downtown office of Tucson, Arizona. She obtained both her undergraduate and graduate degrees from The University of Arizona in Education and Mathematics Teaching and Leadership. She is dual-certified in Elementary and Secondary Mathematics with a Mathematics Specialist endorsement. Prior to her position at ADE, she was a mathematics teacher in the Tucson area for 15 years. Her years of teaching experience range from elementary grades through high school math. She has also been a math professional development facilitator at the local, state, and national level since 2006. She is an active member of several math organizations including AML, AATM, ASSM, NCSM, and NCTM. Her philosophy is rooted in that all students are capable of learning mathematics and it is our responsibility as leaders to empower educators to create a positive culture and mindset around mathematics education.

**Rob Hilliker** | *ESS Math Program Specialist* | *Arizona Department of Education*

Rob Hilliker served eleven years as a high school math teacher and four years in leadership positions as a math coach and district math specialist/new teacher induction and technology integration coach. He has provided mathematics professional learning to special and general education teachers at a site and district level as well as through the University of Arizona's Center for Recruitment and Retention Mathematics Teacher Workshops. He also has five years of co-teaching experience at the secondary level and has provided professional learning to teachers so that secondary students with disabilities could effectively engage in grade level standards.

### **Move On When Reading: K-3 Reading and Dyslexia Legislation for Administrators**

**Target Audience:** Teachers & Leaders

**Description:** This session is designed to inform all elementary school administrators of the requirements of ARS 15-704, ARS 15-701, and ARS 15-211, commonly known as Move On When Reading, as well as the integration of Arizona's dyslexia requirements under recent proposed legislation. Arizona's third grade reading policies have a positive impact on teacher knowledge with required ongoing teacher training based on evidence-based reading research, the use of diagnostic information to plan evidence-based appropriate and effective instruction and intervention, along with required written notification to parents. School administrators report and submit a purposeful literacy plan to ADE by October 1st each year. Fully understanding the intention of the legislation can positively impact system-wide literacy efforts. Arizona legislature appropriates \$45 million annually to support the implementation of these plans.

**Learning Outcomes:**

- Participants will summarize current MOWR legislation and additional dyslexia requirements.
- Participants will identify key ideas of the continual improvement process in literacy and how that relates to the MOWR literacy plan submission.
- Participants will summarize upcoming modifications to legislation and determine next steps for the school/district.

**Presenter:**

**Amy Boza** | *Director of English Language Arts and Move on When Reading* | *Arizona Department of Education*

For more than 25 years, Dr. Amy Boza has been an Arizona educator. Her experience spans the K-12 spectrum with emphasis in literacy and learning. Embracing continual learning and growth opportunities, while sharing that learning with others makes her current role as ADE's Director of ELA and MOWR her dream job!

### **Recruitment and Retention of Non-Traditional Students**

**Target Audience:** Teachers

**Description:** CTE enrollment suffers when students fail to consider programs outside of gender norms, and federal CTE Perkins funding requires states to set targets for nontraditional enrollment and completion. This interactive presentation encourages examining the value of student participation in nontraditional CTE programs and provides space for educators to collaboratively develop strategies for student recruitment and affirming classrooms.

**Presenter:**

**Tyler Le Peau** | *Senior Instructional Specialist* | *University of Arizona*

As a Senior Instructional Specialist for Project CHANGE (Career, Harassment, and Nontraditional Gender Education) with SIROW, Tyler Le Peau teaches students, parents and educators to examine gender stereotypes and how they may limit students' participation in CTE (Career and Technical Education) or impact their career choice. She encourages students to examine current job market trends and to think outside the box for their future career path. Tyler also teaches about digital citizenship and how to prevent and address cyberbullying and sexual harassment.

### **Statewide English Learner Data Trends During COVID**

**Target Audience:** Leaders

**Description:** This presentation will share statewide trends in English Learner (EL) data over the 2020-2021 school year. Trends presented will include the identification of EL students who did not take assessments, school mobility in EL vs Non-EL students, EL program enrollment counts, and projected assessments counts. In addition we will discuss the impact of EL student identification and testing on the calculation of the EL component used in the state accountability system and what data administrators can expect to see in the fall.

**Presenter:**

**Kimberly Shinault** | *Accountability Data Analyst* | *Arizona Department of Education*

Kimberly Shinault serves as a Data Analyst for the Accountability team at the Department of Education (ADE). She has a Master's of Public Health in Biostatistics, and a Master's of Science in Psychology-Research Methodology. She joined ADE in June 2018 and serves as a specialist in the analysis of English Learner data. She is a vital member also in support and calculation of state and federal accountability models.

### **Supporting EL Students In Out of School Time**

**Target Audience:** Teachers & Leaders

**Description:** Participants attending this session will actively engage with a variety of interactive strategies designed to increase engagement, support English development, and foster language-rich intervention opportunities during Out of School Time.

#### **Presenters:**

**Andrea Grabow** | *Education Program Specialist* | *Arizona Department of Education*

Andrea Grabow has been active in the field of EL instruction as a classroom teacher, teacher mentor, and academic coach. She is currently an Education Program Specialist with the Office of English Language Acquisition Services at ADE and supports LEAs in Apache, Cochise, Graham, Greenlee, Navajo, Pinal and Santa Cruz counties.

**Secily Meza Downes** | *21st CCLC Education Program Specialist* | *Arizona Department of Education*

Secily Meza Downes has been active in the field of Education as a classroom teacher, 21st CCLC Site Coordinator, Federal Programs Coordinator, mentor teacher, and reading interventionist. She is currently an Education Program Specialist in 21st CCLC at ADE.



## **"Turn the Page!": Using Digital Books in Special Education**

**Target Audience:** Teachers

**Description:** There are many online book resources for teachers and for students of all ages. But how do you know which ones to use? Do you have a student who needs assistance to turn the pages? Does someone in your classroom need books in large print? Which will support English Language Learners (ELL)? What about books that will allow for sign language? To answer these questions and many more, come "check out" this session. A number of online book libraries with accessibility features will be highlighted and demonstrated for use in the classroom or at home. Participants will also learn about Book Creator Online, a free, simple, and flexible way for teachers and students to create and share digital books. These self-authored books allow for creativity, a high level of personal interest, and fun!

**Learning Outcomes:**

- Participants will leave with a framework to analyze and use digital online libraries to meet the needs of students with disabilities.
- Participants will learn how to use a free online tool to create customized digital books for and with students.
- Participants will learn about statewide assistive technology resources.

**Presenters:**

**Laura Wooten-LaFranier, M.Ed.** | *Assistive Technology Specialist* | *Arizona Department of Education*

Laura Wooten-LaFranier joined the Arizona Department of Education as an Assistive Technology Specialist in 2020. She started her career in education 21 years ago. She first taught as a general education teacher, and later received her master's degree and certification in special education. After leaving the classroom, she pursued her goal to obtain a certificate in assistive technology and later provided public school services in the East Valley as an Assistive Technology Specialist.

**Mary Keeney, M.A., CCC-SLP** | *Assistive Technology Specialist* | *Arizona Department of Education*

Mary Keeney's background is a Speech-Language Pathologist and Assistive Technology Specialist. Prior to joining the Arizona Department of Education as an Assistive Technology Specialist, she worked in the public schools as an SLP for 18 years, where she worked with students with both low- and high-incidence disabilities in all kinds of educational settings.

## **Using Different Lenses to Build Diverse Backgrounds and Contexts: A Collaborative Guide for ELA and Social Studies Teachers**

**Target Audience:** Teachers

**Description:** Addressing equity in the classroom is mandatory. We need to be aware of our student population and teach to reflect the students we have. We also need to enlighten our students to diversity and the voices of others. In this session, we will show educators how to use diverse texts to open the eyes of students, reflect the students in their classrooms, and build their background and schema with rich literary experiences. We will also demonstrate how using social studies and primary sources helps build background, context, and multiple perspectives allowing our students to understand the depth and complexity of their world. Participants will examine how to use diverse texts in a classroom and how social studies coupled with ELA can build background and context.

**Learning Outcomes:**

- Participants will be provided a guidance document and resources for building diverse texts into their classrooms.
- Participants will have resources to find primary sources from multiple perspectives.
- Participants will understand how to collaborate ELA and SS curriculum, using diverse texts and resources to supplement and enhance ELA texts and relate to social studies.

**Presenters:**

**Linda Burrows** | *K-12 Social Studies and World Languages Specialist* | *Arizona Department of Education*

Linda Burrows is the K-12 Social Studies and World Languages Specialist at the Arizona Department of Education for the past 2 years where she has presented nationally and delivered professional development across the state to K-12 teachers. She sits on the Executive Boards for the Council for State Social Studies Supervisors and the Arizona Language Association. Linda is a member of the National Council of State Supervisors for Languages and a Teacher Advisor for the Arizona Council on Economic Education. Prior to her work at ADE, she taught for 20 years in grades 7-12, teaching world and U.S. history, government, and economics along with AP and Dual-Enrollment courses. She has received many awards and received a Fulbright-Hays Summer Project Abroad.

**Lauren Spenceley** | *Secondary English Language Arts Specialist* | *Arizona Department of Education*

Lauren Spenceley is the Secondary English Language Arts Specialist with the Arizona Department of Education. Lauren provides support to districts, schools, and educators with implementation of Arizona's ELA Standards, with particular focus on grades 6-12. Prior to joining ADE in 2020, Lauren was a secondary ELA educator, spanning grades 7-12, for over 10 years. Lauren also developed and taught professional development to colleagues, developed literacy strategies and curriculum at the district level, and led summer literacy programs. Lauren also sits on the board of the Arizona English Teachers' Association, an affiliate of the National Council of Teachers of English. Lauren is dedicated to engendering a love of literature and reading for all students, empowering fellow educators, and celebrating the diversity of the reading experience.

### **What's the Shift?! Rethinking Mathematical Mindsets**

**Target Audience:** Teachers & Leaders

**Description:** We are asking so much more of our students mathematically than ever before! How do you ensure that students are ready for the math progression that leads to College or Career Readiness? By shifting our Mathematical Mindsets! During this workshop participants will discuss what makes a mathematical proficient student and how to ensure mathematical agency and identity are cultivated. Participants will walk through a math progression from conceptual to procedural fluency, discuss how to create mathematical problem solvers, and reflect on ways to transition to a strength-based model for the teaching and learning of Mathematics.

**Learning Outcomes:**

- Participants will be able to define Mathematical Proficiency.
- Participants will learn ways to build Mathematical Agency and Identity.
- Participants will make sense of Mathematical Progression.
- Participants will learn about shifting to a Strength-based Model for Mathematics.

#### **Presenters:**

**Eboney McKinney** | *Director of Mathematics and Educational Technology* | ADE/  
*Academic Standards*

Eboney McKinney, Director of Mathematics and Educational Technology for the ADE, Academic Standards, previously a Math Specialist in Exceptional Student Services. She spent 13 years with Sierra Vista Public Schools as a Teacher- Leader, TOSA and Cheer coach. An education advocate: Past- President of her local association, board member for AZ Education Association and AZ Association of Teachers of Mathematics. She facilitated math professional development as a Teacher Leader with the IMPACTS program at UoA/CRR, she's also presented nationally and statewide. She is an active member of the following math organizations: AML, NCSM, ASSM, AATM and NCTM. She earned her BA in Elementary Education from Prescott College and her MA in Mathematics Teaching and Certificate in Professional Development and Coaching from Mount Holyoke College.

**Laurel Cherry** | *Mathematics Specialist* | ADE/*Academic Standards*

Laurel comes to the ADE with over 20 years of experience in mathematics education. She spent most of her time as a secondary math teacher and has worked as co-taught teacher in both California and Arizona. She has created and presented professional development for schools, districts and conferences all over the country. She is passionate about sharing best practices on how to get students more involved in visual, kinesthetic and hands-on learning.

### **Which Puzzle Piece is Ours?**

**Target Audience:** Teachers & Leaders

**Description:** This session will focus on the roles of educators in students' social-emotional wellness. We play a significant role but cannot own the entire process -- we need connections to the larger web of providers. We will share several resources to help identify students in need and discuss best practices for connecting students to the needed supports, whether that is on- or off-campus. If social-emotional learning is a connected puzzle of resources and support, educators own a small piece of that puzzle and must focus on that piece and do it well.

#### **Presenters:**

**Brent Edwards** | *Assistant Director* | *Beyond Textbooks, Vail School District*

Brent Edwards has been an educator in the Vail School District for nearly 20 years. He spent several years as a middle school and high school math teacher, followed by several years as a middle school administrator. Most recently, he is serving with Vail's Beyond Textbooks initiative to work with partner organizations to improve student outcomes through implementation of the Vail School District's proven teaching and learning frameworks. We are most successful when we "come together to improve education."

**Chelsea Scopellite** | *Coordinator* | *Beyond Textbooks, Vail School District*

Chelsea is in her 19th year of education, and her 13th with the Vail School District. A middle school teacher at heart, she now serves as Beyond Textbooks' Coordinator and enjoys working with teachers and administrators towards the common goal of increased student achievement.