

A-F State Accountability 2020-2021 Updates

Target Audience: Leaders

Description: The Arizona State Board of Education, alongside of the Arizona Department of Education, will be presenting what A-F Accountability will look like for the 2020-2021 school year based on recent legislation. Changes within any of the calculations of the components will be presented. How the component calculations will be provided publicly, based on the legislation and additional support material that will be included for clarity of pandemic impact, will be discussed. Time will be built in for question and answers regarding state accountability throughout the presentation.

Presenters:

Alicia Williams | *Executive Director* | *Arizona State Board of Education*

Since joining the Arizona State Board of Education staff in July 2016, Williams has served as the Deputy Director of Policy and Initiatives and, since November 2017, as Executive Director. She brings to the Arizona State Board of Education experience in public K-12 education, having served as a teacher and administrator in Title I schools in Ohio and Arizona since 2008. Alicia has a master's degree in educational leadership from Grand Canyon University and a history degree from the University of Mount Union.

Wendy Davy | *Chief Accountability Officer* | *Arizona Department of Education*

Wendy Davy has 22 years of experience in K-12 education and has spent the last three years at the Arizona Department of Education serving as the Chief Accountability Officer. In that position, she has overseen the calculation of both federal and state accountability measures, and various research projects. Prior to that, she spent 16 years with the Peoria Unified School District having last served as the of Director of Research, Assessment and Planning. In addition, she worked as both a Junior High and High School Math Teacher, an Instructional Specialist, High School Mathematics Curriculum Specialist, and a Research Analyst. Before working in education, Davy held positions in the corporate world, providing data collection, sales and consulting to Fortune 500 companies.

Back to Basics: Creating Equitable Learning Environments

Target Audience: Teachers

Description: Building structure so that virtual, hybrid and in person students all receive an equitable education will ensure that students are academically successful. Focusing on tools like playlists, HyperDocs, the flipped classroom and the station rotation model, participants will collaborate with colleagues in a workshop format and leave this session with skills to develop differentiated lessons. Discussing parent communication, building community and student social emotional learning will bring this session full circle.

Learning Outcomes:

- Participants will learn about strategies like the use of playlists and HyperDocs, the flipped classroom and the station rotation models, building parent relationships and community and social emotional learning to create structure for equitable education.
- Participants will be able to create differentiated lessons for diverse populations with the support of all stakeholders.
- Participants will apply knowledge by creating and sustaining relationships with parents and communities and by using the strategies learned to make sure all students, regardless of location, have access to equitable education.

Presenter:

Emily Mulvihill | *Back to Basics: Creating Equitable Learning Environments* | *ASU Prep Digital*

Emily earned her undergraduate degree from Bryn Mawr College and holds a M.Ed. degree from Western Governors University and an M.Ed. degree from American College of Education. She is a certified principal K-12, teacher in the areas of EC-6 elementary education, 7-12 English, EC-12 special education, EC-12 gifted education, AP English Language and Literature and K-12 teaching ESL. Emily began her career teaching in a brick and mortar setting and has a variety of experiences in online learning and teaching, including as a teacher, administrator and building principal. Her passion is now training teachers and administrators and helping support them in new educational environments.

Be an ESSA Investigator: Using Evidence to Guide Decision Making

Target Audience: Leaders

Description: Since the onset of Every Student Succeeds Act (ESSA), we have been living in an evidence-based world. There is now an expectation that strategies, products, and professional development be evidence based, especially if they are being purchased or financed by Title, School Improvement, or Move On When Reading funds. But now that everyone is claiming that their product is evidence based, how do we tell what really works and what would work best to meet the needs of our students?

Learning Outcomes:

- What it means for an intervention to be evidence based.
- How strong the evidence is for an intervention.
- Learn more about a video series and tools to make evidence-based decisions.

Presenters:

Amy Boza | *Director 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!

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.

Building Background in the Virtual Secondary ELA Classroom

Target Audience: Teachers

Description: Building schema and background knowledge is one of the best ways to raise reading comprehension for our students. Background knowledge and vocabulary are the two key drivers in reading comprehension, if decoding is not an issue. One of the most effective ways to improve comprehension is activating students' schema before, during, and after reading. This can be done through discussion, reading simpler texts on the topic, or having new, relevant experiences. In our new reality, teachers may feel like they are losing some of the collaboration or fun of these types of experiences. This session will explore some easy and fun ways to build background knowledge and schema in the virtual/hybrid secondary ELA classroom.

Learning Outcomes:

- Participants will gain a better understanding of the importance of knowledge building during the reading process through the research base, and a better understanding of how building background and surfacing schema will help their students become better readers.
- Participants will learn new strategies for building background
- Participants will add new virtual tools to their teacher toolbelt and will leave the session with several materials they could use in their classroom the next day.

Presenters:

Lauren Spenceley | *Secondary ELA 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 lead 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.

Connect, Create, & Collaborate: Empowering 1st Gen College Bound Students

Target Audience: Teachers & Leaders

Description: Description: This session will share a variety of resources in order to connect first generation college bound students with their college planning process. Educators will learn about regional college access centers and their services, strategies to engage and support first generation students with their planning process, as well as sharing tools and standards to assist with creating college & career curriculum.

Learning Outcomes:

- Participants will leave with a greater knowledge of how college access centers can provide complimentary services to support students.
- Participants will learn strategies to connect and collaborate with higher education institutions and access centers.
- Participants will learn ways to incorporate AzCAN standards into everyday core curriculum.

Presenter:

Andrea Glenn | *Post-Secondary Coordinator* | *Arizona Department of Education*

Andrea Glenn is ADE's Post-Secondary Coordinator, joining ADE in June 2020. Prior to her work at ADE, Andrea began her work in the field of education upon graduating from ASU and then being accepted into Teach for America. Teaching ninth and tenth grade English in Miami, Florida for two years, Andrea returned to Arizona and began working for the ASU Lodestar Center, as the first Program Manager for the AmeriCorps program, Public Allies Arizona. She served in this role for five years before returning to the classroom and eventually as the first College-Going Counselor for Phoenix Collegiate Academy/ASU Prep-South Phoenix. Andrea has over 20 years' experience in the field of education, twelve of them specially serving first generation college bound students get to and through college.

Connecting Industry Professionals with Classrooms to Develop Career Identity and SEL Competencies

Target Audience: Teachers & Leaders

Description: Recent research indicates that many in the workforce are missing important soft skills, which include good communication and listening skills, the ability to work with others, and think critically. A classroom component that supports the development of soft skills are quality engagement and communications between children and adults and is central common principle of high-quality Social and Emotional Learning (SEL). MCSS offers resources to teachers and schools for classrooms to virtually or in-person interact with STEM and Industry professionals for a real-world project and/or career journey story, which contributes towards preparing our students to be college and career ready.

Learning Outcomes:

- Participants will learn about the MCSS resources and how you can engage the community's industry professionals with your classroom to develop career identity and enhance SEL Competencies.

Presenter:

Gale Beauchamp | *Director of Industry and Education Partnerships | Office of Maricopa County School Superintendent*

Gale Beauchamp is the Director of Industry and Education Partnerships at the Office of Maricopa County School Superintendent (MCSS). Gale has implemented industry partnership initiatives throughout her professional career, as a teacher, internship coordinator and director. Gale's passion is to provide teachers with access to industry professionals and companies to support meaningful real-world student experiences and together develop our students to be college and career ready. "All students should have the opportunity to engage with industry professionals about possible careers for their future" Gale has extensive experience in teaching with project-based learning, coaching teachers and initiatives to connect companies with education. Gale has a Bachelor of Science in Distributive Education- Career Technical Education and Master's in Education Leadership.

Creating Culturally Linguistic and Inclusive Math Spaces: Using Interactive Read-Alouds

Target Audience: Teachers

Description: In this session, participants will experience how to use the Interactive Read-Aloud strategy to introduce math topics, engage in high-interest problem-solving, and develop students' reasoning. We will engage in various activities that support multi-lingual students in developing their mathematical thinking, language, and conceptual understanding in the real-world.

Learning Outcomes:

- Participants will experience how to use the Interactive Read-Aloud strategy to introduce math topics, engage in high-interest problem-solving, and develop students' reasoning.
- Participants will engage in various activities that support multi-lingual students in developing their mathematical thinking, language, and conceptual understanding in the real-world.

Presenters:

Sandra Figueroa | *Literacy Program Specialist* | *Arizona Department of Education, Exceptional Student Services*

Sandra Figueroa is a passionate educational leader and advocate for students with disabilities and students who struggle to become literate. She is bilingual/bicultural Spanish, a former bilingual teacher, K-12 literacy director for a large urban district, elementary school principal, high school instructional literacy coach, capacity building coach, previous Structured English Immersion (SEI) instructor, and National Association of Elementary Principals mentor (NAESP). Sandra's mission is to increase culturally and linguistically responsive literacy practices of educators serving students to improve literacy learning for all students, especially the most vulnerable and underserved.

Jenifer Fernandez | *Math Program Specialist* | *Arizona Department of Education, Exceptional Student Services*

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.

Diverse Texts – Creating a More Inclusive Curriculum

Target Audience: Teachers and Leaders

Description: Educators have a responsibility to diversify the representation in the texts that students read in their classrooms. There is a world of diverse texts available that will give a broader viewpoint of the world as well as allow for and celebrate greater representation. The ADE ELA team has created a guidance document and suggested book list to assist with this important work. The list includes fiction texts that feature protagonists and characters that are a part of underrepresented groups. There are also non-fiction texts that represent diverse voices and diverse perspectives of history.

Learning Outcomes:

- Participants will learn how to use the ADE Diverse Texts guidance to help them create a more inclusive curriculum in their secondary ELA Classroom, and how to start a conversation in their classroom, school, and district.
- Participants will also be provided resources that will help them move beyond the book list. It is not enough to just teach a diverse curriculum - this work should also include opportunities for deep discussions, self-realizations, research, attitude shifting, bias recognition, and identity discovery.
- Participants will be provided with guiding questions to help them make decisions about what to replace or supplement in their current book list.

Presenter:

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 lead 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.

Equity in Action: Targeted Improvement Efforts Toward Racial Equity in Five School Districts

Target Audience: Teachers and Leaders

Description: The Equity in Action project facilitated by the Regional Educational Laboratory (REL) West aims to help participating districts (a) better understand the assets and needs of Black and Latinx students, families, and communities throughout their district; (b) participate in ongoing self-assessment to determine the ways in which districts and educators are supporting the existing needs of Black and Latinx students; (c) build capacity of district teams to engage in data-informed efforts to advance equitable outcomes for Black and Latinx students; and (d) ensure that racial equity is at the center of current and future efforts to rebuild structures and implement supports that are culturally responsive and attuned to the safety and well-being of Black and Latinx students and their families.

In this session, we will describe the process we facilitated for our district cohort and provide concrete examples of the tools and activities used to help define their racial equity focus area and action plan mapping. We will unpack how they identified and leveraged research-based, culturally responsive approaches for structuring and implementing targeted changes to adult practices and address the underlying beliefs, policies and procedures that are systemic barriers for the Black and Latinx students.

Learning Outcomes:

- Participants will learn to develop a common language about what equity means and what it looks like in practice on the team and across the district.
- Participants will learn how to understand the role and manifestations of bias-based beliefs, adult practices, policies and procedures that shape the system that produces racial inequity.
- Participants will learn how to maintain an explicit focus on adult practices as the primary lever to enact change.
- Participants will learn to take an asset-based and culturally responsive approach to identifying evidence-based practices to include in the plan.
- Participants will learn to set clear implementation and outcome benchmarks to measure progress toward an equity goal.
- Participants will gain insights, tools, and tips to begin or improve their own process to identify and address racial inequities.

Presenters:

Erin Browder | *Senior Program Associate* | *REL West at WestEd*

Erin Browder is a Senior Program Associate with the Talent Development and Diversity program and the Regional Educational Laboratory (REL) West at WestEd. She provides technical assistance and project design for K–12 initiatives related to culturally responsive teaching and leading, equitable systems change, trauma-informed topics, school improvement, leadership development, social-emotional learning that foster safe and supportive schools. From working as an elementary classroom teacher in East Harlem to facilitating school transformation in comprehensive Los Angeles high schools, Browder brings a diverse skill set to her work helping schools, districts, and state systems create positive changes. Browder is the co-lead of the REL West Equity in Action project working with teams from five California districts to address inequities affecting Black and Latinx students and families.

Lori Van Houten | *Director of Analytic Support* | *REL West at WestEd*

Lori Van Houten is the Director of Analytic Support for the Regional Educational Laboratory West. She coordinates in-person and online coaching, training and technical assistance at the state, district, and school levels to ensure effective use of data and research findings to inform policy and practice. Part of her role is to leverage her 30 years of prior experience as a consultant and educator with county offices, districts, schools and organizations serving historically marginalized and underserved students and families to design tools and training that drive equity-centered, sustainable, systemic change. Van Houten is the co-lead of the REL West Equity in Action project working with teams from five California districts to address inequities affecting Black and Latinx students and families.

Flipping the Script on COVID - Finding an Unexpected Silver Lining in a Global Pandemic

Target Audience: Teachers and Leaders

Description: Flipping the script on COVID. Finding an unexpected silver lining in a global pandemic. This presentation will walk you through the journey of how our growing rural district in the southeast valley flipped the script on COVID 19 using an unexpected silver lining promote social emotional learning. We will cover how we got started, our structure and process of implementation, peaks and valleys and current status.

Presenters:

James Bock | *Assistant Principal & SEL Committee Chair at FUSD | 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 Students 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.

Get a Move On

Target Audience: Teachers and Leaders

Description: All students, including those with special needs, may have difficulties attending, processing, and recalling information during in-person and distance learning. Research tells us that movement and brain breaks have great potential to help students learn and remember in any setting. Physical movement and brain breaks can have positive effects on executive function, attention, and recall and may also reduce stress for staff and students alike. In this session, an occupational therapist, a physical therapist, and a speech-language pathologist will be sharing no- and low-cost ways to easily integrate breath, movement activities, and brain breaks into your instruction or professional development. Join us and learn how to help your students and staff get a move on!

Learning Outcomes:

- Participants will be able to explain the impact of Brain Breaks on learning.
- Participants will be able to identify 3 categories of Brain Breaks to support students and staff.
- Participants will be able to identify at least 3 resources for supporting students and staff.

Presenters:

Mitch Galbraith | *Assistive Technology Specialist/Occupational Therapist* | *Arizona Department of Education/Exceptional Student Services*

Mitch Galbraith is an occupational therapist currently working at the Arizona Department of Education as an Assistive Technology Specialist. In this position, he supports the assistive technology needs of public and charter schools in central Arizona. Prior to joining the department, he worked in the public schools as an occupational therapist for 17 years, including several years as an assistive technology consultant. He has worked with students with both low-and high-incidence disabilities in all kinds of educational settings. Mitch has always had a keen interest in assistive technology and has seen the many positive outcomes of its use both in school and at home for children with disabilities.

Mary Kenney | *Assistive Technology Specialist/Speech-Language Pathologist* | *Arizona Department of Education/Exceptional Student Services*

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.

Guidance for Administrators- What to Look for in a 3-Dimensional Science Classroom

Target Audience: Leaders

Description: Administrator understanding of the instructional shifts that are embedded within the new Arizona Science Standards (AzSS) is critical for supporting educators with the transition to 3-dimensional science standards effectively. Through this professional learning experience, Administrators will deepen understanding of the new shifts in science education, including understanding the difference between the 2018 Arizona Science Standards and previous science standards and how to best support educators. Participants will engage in a comparative discussion focused on two classroom vignettes, and be introduced to the ADE Administrator Toolkit, which includes a “look-fors” document to support administrator understanding of what a 3-dimensional science classroom looks and feels like.

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.

Increase Reading Scores Using Literacy-Rich Social Studies Lessons

Target Audience: Leaders

Description: Equity is a big problem in our schools especially for our vulnerable populations, rural areas, and lower socio-economic schools and districts. To help address the equity problems in our schools, we need to look at reading and comprehension. Research shows that the best way to increase reading scores and narrow the equity gap is through literacy-rich social studies lessons. This session will review the data behind why social studies lessons work better at increasing reading scores than any other subject. We will also examine what literacy-rich means and what it looks like in the classroom. Finally, we will explore resources where you can guide your teachers to find and utilize literacy-rich social studies lessons.

Learning Outcomes:

- Participants will leave with a knowledge of the most current research on reading and social studies.
- Participants will understand what literacy-rich means.
- Participants will be able to identify literacy-rich lessons in the classroom.
- Participants will have access to many literacy-rich resources.

Presenters:

Linda Burrows | *K-12 Social Studies and World and Native 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 of State Social Studies Specialists 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 Program.

Tammy Waller | *Director for K-12 Social Studies and World and Native Languages* |
Arizona Department of Education

Tammy Waller is the Director for K-12 Social Studies and World Languages at the Arizona Department of Education and co-manager of the Arizona Civic Education and Community Engagement Program. She also teaches at the Mary Lou Fulton Teachers College at ASU. Prior to ADE, Tammy taught 7-12th grade social studies for 25 years and coached Speech and Debate and Mock Trial. She is a state and national trainer for various civic education organizations and is a member of the Council of State Social Studies Specialists and the National Council of State Supervisors for Languages. She sits on the board of the Arizona Council for the Social Studies. She was a 2000 Arizona Teacher of the Year Finalist and Arizona Law Related Educator of the year.

Learning While Having Fun: Family and Caregiver Activities for Young English Learners

Target Audience: Teachers & Leaders

Description: Due to the COVID-19 pandemic, families and caregivers have been called upon to help more than ever in their children's education. English learner (EL) families may face challenges in doing so, such as varying literacy and English proficiency levels and challenges related to technology. To address this need, the Regional Education Laboratory (REL) West, with REL Northeast & Islands (NEI) and REL Northwest (NW), developed nine family and caregiver activity (FCA) sheets (available in English and Spanish) and an associated educator's guide based on the research-based recommendations in the 2014 practice guide, Teaching Academic Content and Literacy to English Learners in Elementary and Middle School (EL Practice Guide). In this presentation, intended for district and school staff working with EL students in grades K–5, we will highlight how the nine FCAs provide fun and engaging activities for families and caregivers to use with their children at home in either English or their home language. The presentation is designed to help educational practitioners have sufficient research and practice information to help families and caregivers make the most of the nine FCAs. Specifically, presentation content will include:

- ❖ Highlighting evidence-based recommendations on instructional practices for English learners from the EL Practice Guide and other research, and research on the importance of taking an asset-based approach to family and caregiver involvement.
- ❖ Providing an understanding of how the FCA sheets help scaffold children's language development across the content areas.
- ❖ Featuring videos of an educator, families, and a family liaison who have used the FCA sheets, showing the resources in action.
- ❖ Offering tips and strategies to support educators in helping families and caregivers make the most out of the resources, engaging participants to share their responses and ideas.

Learning Outcomes:

- Participants will learn research-based practices in the EL Practice Guide.
- Participants will understand how the FCAs can be used by families to strengthen the language development of their children at home with simple and fun activities.
- Participants will take away ideas for how to reach out to and support families in doing so.

Presenters:

Johnpaul Lapid | *Senior Research Associate* | *REL West at WestEd*

Johnpaul Lapid is Senior Research Associate with REL West at WestEd. He works with site and district teams that have a large population of multilingual and English learner students with the implementation of English language development standards in tandem with Next Generation Science, and Common Core State Literacy and Math Standards. He provides guidance and support with language analysis, academic discourse, close reading and writing; demonstrating model lessons; and supporting administrators, coaches, and teachers through planning and instructional rounds.

Kelli Scardina | *Senior Advisor, Equity and Systems Improvement for Emergent Bilingual Students, REL Northwest*

Kelli Scardina's work centers on supporting programs, teachers, and staff in instructional design to effectively meet the complex needs of English learners in schools. Her focus is in designing and facilitating professional learning, coaching, and consulting for technical assistance. Scardina shares her love of literacy and language learning with evidence-based strategies to promote equitable and effective instructional practices, ensuring access to core content and academic language learning for all learners.

Leveraging Leadership: Rethinking the Role of the Principal Supervisor

Target Audience: Teachers and Leaders

Description: The Educator Recruitment and Retention team will present work around two initiatives- 1) Arizona Principal Supervisor Professional Standards; and 2) the Supervisors of Principals' Academy. In this session, we will share findings, present best practices, and seek input from school and LEA leaders on how best to utilize the role of the Principal Supervisor in order to support the entire school system, ultimately focused on educator and student success. We will ask participants to share successes and challenges in the areas of principal supervision and seek input on how ADE can best support LEAs to prioritize the role of the principal supervisor.

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.

Dr. Matt Clifford |
Participants in the Supervisor of Principals Academy

Post-School Outcomes: Stories and Strategies Behind the Data

Target Audience: Teachers and Leaders

Description: Post School Outcomes (PSO) involves a year-round process of gathering and analyzing data about the post-school engagement of students with disabilities in postsecondary education/training or employment. Data obtained from the PSO Survey facilitates results-driven analysis and improvement of state and local initiatives. In this session, you will learn the basics of PSO, review the results of Arizona's most recent PSO Survey, and explore available tools and resources to analyze your district's PSO data. Join us for a discussion about PSO data and its impact on your district and Arizonan youths.

Presenters:

Lisa Livesay | *Secondary Transition Specialist* | *Arizona Department of Education*

Lisa Livesay is a Secondary Transition Specialist for the Arizona Department of Education, Exceptional Student Services. For the past decade, Lisa has worked to support individuals with disabilities, primarily transition-aged youth and adults with significant behavioral health needs, in pursuing independence through education, work, and other meaningful areas of life. Her experiences serving populations in Pennsylvania and Arizona include roles as an in-patient Behavioral Health Specialist, Mental Health Advisor, Rehabilitation Specialist, Vocational Rehabilitation Counselor, and Policy Specialist. Lisa is passionate about the resiliency and empowerment of Arizonan youth/young adults. She is determined to bring valuable training and technical assistance for the successful delivery of transition services statewide.

Sam Klein | *Secondary Transition Specialist* | *Arizona Department of Education*

Sam Klein is a Secondary Transition Specialist for the Arizona Department of Education, Exceptional Student Services. She has worked in the field of transition and disability services since 2013 in both North Dakota and Arizona. She has served in a variety of roles such as Direct Care Worker, Job Coach, Transition Specialist, and Vocational Rehabilitation Counselor. She obtained her graduate degree in Interdisciplinary Transition Services from George Washington University in 2018. Sam is passionate about bringing creativity and evidence-based practices to professional development and technical assistance on transition planning.

RTI: Tiers Are Not Just For Cakes

Target Audience: Teachers

Description: When strong, high-quality Tier I instruction is provided to all students, the necessity for intervention in the other tiers is ultimately decreased. This is the goal, of course, for any effective RTI model. First and foremost, providing all students with explicit and systematic core instruction using an evidence-based curriculum is crucial. However, when students are identified as below benchmark, we know that without our immediate intervention, they are likely to slip further behind. Tier II intervention allows educators to provide skill-specific intervention to small groups in order to close these gaps, so students approaching benchmark can quickly get back on target and progress appropriately. When students don't progress as expected and/or are so far behind, they require increased intensity, duration, and frequency with Tier III intensive intervention. This session is ideal for K-3 administrators looking to strengthen their understanding of a systematic three-tier model for efficient reading response to intervention.

Learning Outcomes:

- Participants will be able to differentiate the level of supports appropriate for each tier of RTI.
- Participants will be able support K-3 educators with implementation of universal literacy screening followed by in-depth diagnostics to meet the varying needs of students.
- Participants will be able to critique the K-3 reading practices and supports currently in place and determine any adjustments needed.

Presenter:

Sarah Bondy | *K-3 Early Literacy Specialist* | *Arizona Department of Education*

Sarah Bondy is the K-3 Early Literacy Specialist for the Arizona Department of Education. As part of the Academic Standards Unit, Sarah and her team manage the \$45 million dollar Move On When Reading program designed to provide students with evidence-based, effective reading instruction and intervention in kindergarten through third grade in order to position them for success as they progress through school, college, and career.

With the vision, "Every teacher deserves to know the science of reading. Every child deserves a teacher who knows it," Sarah leads the state's reading professional development on structured literacy principles rooted in the science of reading. Literacy and justice for all!

Structured Literacy: Essential for Most, Advantaged by All

Target Audience: Teachers

Description: “Every teacher deserves to know the science of reading. Every child deserves a teacher who knows it.” Arizona’s Move on When Reading legislation supports students and educators with the most recent, scientific, evidence-based proven research that, when implemented with fidelity, results in most students becoming proficient in literacy. The approach, referred to as structured literacy, is essential for at least 60% of students, including those with dyslexia. The remaining 40% are advantaged by a structured literacy approach, as best depicted in Nancy Young’s infographic The Ladder of Reading. This session will focus on four critical principles of instruction; explicit, systematic, cumulative, and diagnostic and is intended for educators who are interested in implementing a structured literacy approach.

Learning Outcomes:

- Participants will be able to summarize explicit, systematic, cumulative, and diagnostic literacy instruction.
- Participants will be able to justify the importance of a structured literacy approach.
- Participants will be able to demonstrate model lessons based on the principles of structured literacy.

Presenter:

Sarah Bondy | *K-3 Early Literacy Specialist* | *Arizona Department of Education*

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Teaching and Leading Post 2020: Identifying and Utilizing Promising Practices for Student Impact

Target Audience: Teachers and Leaders

Description: With so many rapid changes in education, it is imperative that educators implement solutions quickly and thoughtfully to ensure positive student impact. A common challenge educators face is a lack of resources and real-time data to gauge the effectiveness of solutions during implementation. Historically, educators rely on peer reviewed research, which is only available after a change has already occurred and a significant amount of time has passed. For this reason, it is imperative for educators to develop and implement promising practices.

A promising practice is an instructional strategy, resource, or process currently being used by educators. These practices are not peer reviewed but are showing positive impact. Using the Carnegie Foundation for the Advancement of Teaching, PDSA (Plan-Do-Study-Act) cycle, promising practices can become best practices at your school. This session focuses on sharing a resource bank with high leverage and easy to implement strategies developed by educators throughout Arizona. It also encourages using the framework of the PDSA (Plan-Do-Study-Act) cycle to support implementation of promising practices to ensure equitable student learning.

Learning Outcomes for Teachers:

- Participants will have access to a resource bank of high leverage and easy to implement strategies.
- Participants be able to identify a strategy you feel would be effective in your classroom.
- Participants will learn to design a PDSA cycle to support implementation in your classroom next week.
- Participants will have the opportunity to contribute to the existing resource bank.

Learning Outcomes for Leaders:

- Participants will have access to a resource bank of high leverage and easy to implement strategies.
- Participants will learn how to use the PDSA cycle to support identifying and scaling promising practices on your campus.
- Participants will be able to showcase your school by contributing to the resource bank.

Presenters:

Adrian De Alba | *STEM Education Coordinator | Office of the Maricopa County School Superintendent*

Adrian De Alba is the STEM Educator Coordinator with the Office of the Maricopa County School Superintendent where he partners with schools to develop STEM change initiatives, support instructional leadership, create networking opportunities for educators, and provide instructional resources to teachers and leaders throughout Maricopa County. He has worked as an educator since 2008 as a teacher and administrator in Phoenix, Arizona. He graduated from the University of Arizona with a degree in Molecular and Cellular Biology and holds a Master's Degree from Arizona State University in Educational Leadership and Curriculum and Instruction.

Brian Hoffner | *Science and STEM Resource Director | Office of the Maricopa County School Superintendent*

Brian Hoffner is the Director for Science and STEM resources for the office of the Maricopa County schools superintendent. Brian is responsible for the development of professional development and curricular resources to support the implementation of Arizona Science Standards and STEM integration. His focus is to provide career awareness for students and demonstrate how the curriculum they are learning is being applied in the real world and industry. Prior to joining the office, Brian was a clinical associate professor for Arizona state university. For 5 years, he was the course coordinator for secondary and elementary science at ASU, teaching and supporting new teachers in the field. Brian's career in education began in the classroom as a secondary science teacher and coach for 12 years.

Transforming Science Learning: Engaging in Science & Engineering Practices Using Digital Tools

Target Audience: Teachers

Description: Join this session and engage in sensemaking using digital tools! Whether in the classroom or at home, we want to provide students with opportunities for sensemaking. The actual doing of science or engineering can also pique students' curiosity, capture their interest, and motivate their continued study; the insights thus gained help them recognize that the work of scientists and engineers is a creative endeavor—one that has deeply affected the world they live in (A Framework for K-12 Science Education, p 42). Join us to become more familiar with the science and engineering practices and learn the different ways we can sequence them to support students in figuring out phenomena. We will be using a variety of digital tools to help support our sensemaking and collaboration.

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 | *Title Science and STEM Director* | *Organization 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.

Understanding ACES

Target Audience: Teachers

Description: We will discuss and present information on the Adverse Childhood Experiences study, the information the study provides and the impact on children, families, and communities. Racial and historical trauma will be woven into the presentation as well.

Learning Objectives:

- Participants will identify examples and categories of ACEs.
- Participants will be able to explain the significance of the ACEs study.
- Participants will understand how a high ACE score might be a strong predictor of later health problems in adults.
- Participants will understand the story of ACEs told through national and Arizona data.

Presenters:

Laura Lee | *Early Childhood Education Program Specialist* | ADE

Laura Lee is a certified ACE trainer with the AZ ACE Consortium. With for over 15 years in education ranging from birth to adulthood, she has worked in a variety of settings to include teaching preschool, Early Head Start and Head Start, facilitating K-12 programs, Quality First Coaching and leadership in Higher Education. Laura's focus as an Early Childhood Program Specialist and CLSD Project Manager with the Department of Education, is working across the Birth to 12th grade continuum within various school districts, private and public community sites on quality improvement processes. This includes offering trainings and technical support to support high quality care for the children of Arizona.

Patsy Rethore-Larson | *Early Childhood Education Program Specialist* | ADE

Patsy Rethore-Larson's career in Early Childhood Education and Family Services spans over 30 years. Her experience and background include classroom teaching, educator training/coaching, antibias education, culturally responsive family engagement, early childhood mental health, supporting children with challenging behaviors, and overseeing programs for families experiencing homelessness and complex trauma. Patsy holds a Master's Degree in Education, and is an ACEs trainer with the Arizona ACEs Consortium. Patsy currently works at the AZ Dept. of Education in the Early Childhood Education unit.

Using Practical, Classroom-Level Data to Improve Instructional Practice

Target Audience: Teachers & Leaders

Description: Engaging in continuous improvement to improve instruction for all students requires an understanding of how to use measures of classroom practice. In this session participants will explore a variety of ways teachers can be supported to measure aspects of their Tier 1 instruction in order to improve their practice. Presenters will share about Regional Educational Laboratory (REL) West's partnership with Washoe County School District and describe how teams of teachers improved their literacy instruction by engaging in inquiry cycles using practical, classroom data focused on K-6 writing. The presentation, which is designed for administrators, coaches, teacher leaders and those who provide professional learning for teachers, will describe various types of measures that teachers can use to make their practice more visible so that they can identify areas for improvement. We will present a teacher inquiry cycle that is grounded in improvement science theory but streamlined for implementation by teacher teams. Participants will have the opportunity to apply what they learn in an interactive activity.

Specifically, the session content will include:

- ❖ Key components of continuous improvement of instruction and the teacher inquiry cycle.
- ❖ Where measurement comes into play in the teacher inquiry cycle.
- ❖ Examples of what can be measured in Tier 1 instruction.
- ❖ How to use practical, classroom data to improve instruction.
- ❖ An opportunity to practice developing measures.

Learning Outcomes:

- Participants will come away with a deeper understanding of continuous improvement of instruction.
- Participants will have examples of types of practical measures that can be used for improving instruction.
- Participants will learn ideas for how to support teachers in reflecting and improving upon their practice in a disciplined manner.

Presenters:

Alicia Bowman | *Improvement Specialist* | *REL West at WestEd*

Alicia Bowman serves as an Improvement Specialist for REL West and WestEd's Quality Schools and Districts Team. She has over 25 years of education and leadership experience in K-12 public education including: School Leadership, Continuous Improvement, Equity Leadership, Coaching, Supervision, Professional Development, and Assessment, Accountability and Data.

Current projects include continuous improvement and leadership capacity building for county offices of education, school districts, and individual schools. She is a co-author of the WestEd publications, "Getting Better at Getting More Equitable: Opportunities and Barriers for Using Continuous Improvement to Advance Educational Equity," and "Meeting the Learning Needs of Historically Underserved Students During and After California School Closures."

Kim Austin | *Senior Program Associate* | *REL West at WestEd*

Kim Austin is a Senior Program Associate in the Research-Practice Partnerships Program and Director of Dissemination for the Regional Educational Laboratory West. She currently manages a research-practice partnership with Washoe County School District that leverages improvement science to support literacy instruction. A qualitative researcher by training, Austin also has experience in evaluation, dissemination, producing multimedia content, and developing online professional learning. She led research, dissemination and online instruction for the i3-funded project Leading with Learning, focused on supporting English-learner instruction, and coordinated content development for the Doing What Works research-to-practice library. Austin received an MEd from Harvard University, concentrating on human development and psychology and a PhD in educational psychology from Stanford University.