



Fall 2017 Conference

Evolving Leadership

Friday, September 29, 2017

**Melville Marriott
Melville, New York**

Please visit our website: www.liascd.com



LEARN. TEACH. LEAD.
FALL CONFERENCE AGENDA
SEPTEMBER 29, 2017

7:45 AM - 8:30 AM	REGISTRATION & BREAKFAST
8:30 AM - 8:45 AM	WELCOME & INTRODUCTIONS
8:45 AM - 9:30 AM	KEYNOTE SPEAKERS
9:30 AM - 10:10 AM	EDUCATIONAL RESEARCH ROUNDTABLES & NETWORKING COFFEE BREAK
10:15 AM - 11:15 AM	BREAK-OUT SESSION I
11:30 AM - 12:30 PM	LUNCH
12:30 PM - 1:30 PM	BREAK-OUT SESSION II
1:40 PM - 2:40 PM	BREAK-OUT SESSION III

Please complete the Conference Evaluation Form before you leave today! If you need CTLE credits please complete the online evaluation form at the link below, credits will be awarded after filling out the survey. The deadline to complete the online survey is October 20, 2017.

https://forms.office.com/Pages/ResponsePage.aspx?id=I6rrHNmmxECnJrsgt3YnOn_WwCTgyUdBnyKRHZDb4UBUNzgwRUdHVUdSOFNaWFcxTEFXSDk1UkpESi4u

The evaluation form can also be found on paper.

Please see back page for details.

Thank You

LIASCD Fall Conference Planning Committee Members:

Dr. Regina Cohn, Dr. Tania Davenport-Dalley, Mr. Matt DiMenna, Mr. Bryan Frank, Dr. Ted Fulton, Ms. Denise Hannaoui, Dr. Mary Loesing, Dr. Richard Mangeri, Mr. Dan McCabe, Ms. Beth McCoy, Ms. Carol Muscarella, Ms. Emily O'Brien, Mr. Gaurav Passi, Dr. Tim Piciullo, Dr. Joan Ripley, Mr. David Seinfeld, Dr. Deborah Smith

Welcome and Keynotes

INTRODUCTIONS

BEGINNING PROMPTLY AT 8:30 AM

DR. MARY LOESING, PRESIDENT, LIASCD

REFLECTIONS ON LEADERSHIP

DR. WILLIAM JOHNSON

SUPERINTENDENT, ROCKVILLE CENTER

KEYNOTE PRESENTERS

BEGINNING PROMPTLY AT 8:45 AM



DR. TONY SINANIS

SUPERINTENDENT, HASTINGS ON THE HUDSON



DR. DON GATELY

PRINCIPAL, JERICO MIDDLE SCHOOL



MR. DAN MCCABE

PRINCIPAL, NESAQUAKE MIDDLE SCHOOL

4th Annual LIASCD Educational Research Roundtables: 9:30 AM- 10:10 AM

Roundtables are 30-minute conversations focused on either a dissertation or research study. Roundtable presentations typically include 10 minutes of a researcher presentation, followed by 20 minutes of discussion and feedback. Tables are located downstairs.

Topic	Researcher	Table
Fourth-Grade Students' Subjective Interactions with the Seven Elements of Art: An Exploratory Case Study Using Q-methodology	Paula Beck, Ed.D.	1
Educational Leaders', Teachers' and Parents' Perceptions on Current Lesbian, Gay, Bisexual, Transgender, and Questioning Practices on the Elementary Level	Pia Ferrante, Ed.D.	2
Teacher-Student Dialogic Exchange and Power	Elizabeth Galara, Ed.D.	3
Achievement Gaps or Expectation Gaps? The Implications of a College-Going Culture on the Post-Secondary Outcomes of Latina Students in Suburban High Schools	Taryn Johnson, Ed.D.	4
How Important are Smart Phones in College Learning?	Rita Langdon, Ed.D.	5
Principal's Perceptions on the Impact of the APPR on Instructional Practices in New York State Public School Districts	Richard Mangeri, Ed.D.	6
Attitudes of Hispanic Parents Toward the Visual Arts in the Curriculum	Lynne Manouvrier, Ed.D.	7
Cultivating Collective Teacher Capacity and Student Growth through Collaborative Data Analysis	Jennifer Olsen, Ed.D.	8
An Exploration of Secondary Principals' Leadership Practices and Impact on Student Achievement in English Language Arts	Mary O'Meara Ed.D.	9
Teacher Autonomy: Why Do Teachers Want it, and How Do Principals Determine Who Deserves It?	Dennis O'Hara, Ed.D.	10
Identifying the Problem: An Analysis of English Supervisors' Efforts to Develop Reflective Practice Among their Teachers	Ryan O'Hara, Ed.D.	11
Flipped Learning and Second Language Communicative Performance in Middle School Learners	Jean Marie Perella, Ed.D.	12
An Alternative To High School Tracking With An Opportunity For Student Personal Growth: The Independent English Honors Project at Cooper High School	Ira Pernick, Ed.D.	13
The Future Superintendents Academy: A Mixed Method Retrospective Case Study	Laura Seinfeld, Ed.D.	14
Efficacy of Understanding by Design Implementation Plan: Evaluated Through Teacher Perceptions and Practices	Brian Trapani, Ed.D.	15

Session	Salon	Presentation – Quick Look-Up
1	I & II	Introduction to John Hattie, the World's Most Influential Educator, and What He Has to Say About Highly Effective Teaching
1	III	Thinking About Equity in Education? Think Again
1	IV	Creating a Path for Social Growth in an Integrated ENL Classroom
1	V&VI	Legal Update for Administrators
1	VII&VIII	Educational Leaders Go From Visible To Present & Engaged
1	IX	NYSED Update on Science Education
1	X	The Overlooked Theme of the Social Studies: Growing Growth Mindsets In All Learners
1	XI-XII	Musings on Administrators' Impact on Successful Co-Teaching
1	Roosevelt	Mathematics Acceleration - A Secondary Pathway
1	Vanderbilt	Mindfulness/Stress Reduction
2	I-II	No-Excuse Words A K-12 Tale of Tier II Vocabulary
2	III	Engaging Creativity With STEAM Learning
2	IV	Standard Based Grading: Ideas for Consideration
2	V&VI	Blogging to Build Voice, Authentic Audience, Learning Networks, & Community
2	VII&VIII	ESSA: What Educators Need to Know about NY's Plan
2	IX	Effective Practices- "Mindfulness" and Strategies from Finland
2	X	Techniques to Implement the Social Studies Framework and Inquiry Design Model
2	XI-XII	Thinking about Pre-K? The Long Island Pre-K Initiative is Here for You!
2	Roosevelt	ELL Frontiers: Using Technology to Enhance Instruction for English Learners
2	Vanderbilt	Empathetic Leadership: From Compliance to Consciousness
3	I&II	The Google Savvy Administrator
3	III	Schools Embrace Makerspace
3	IV	Bridging Literacy Divides: Teaching Middle School Students to Think, Read, and Write Like Historians
3	V&VI	Supporting Teachers of ELLs Through Unforeseeable Change: The Power Of Coaching
3	VII&VIII	Why PEAS Are the Key to a Successful Education
3	IX	Positive Behavioral Interventions and Systems: Using Google Platform to Boost School-wide Performance
3	X	Addressing Data Privacy and Security Through RIC One
3	XI&XII	New Trends in Drug Use
3	Roosevelt	Learning in the Wild: Embracing Voice and Choice
3	Vanderbilt	A Universal Design for Learning (UDL) Blueprint for Evolving Leadership

BREAK-OUT SESSION I: 10:15 – 11:15 AM

Session Topic: *Introduction to John Hattie, the World's Most Influential Educator, and What He Has to Say About Highly Effective Teaching*

Presenter: Dr. Joan Daly-Lewis

Location: Salon I-II

Some instructional approaches and school interventions have far greater impact than others. In this session, participants will be introduced to the highest leverage instructional influences, as identified by meta-researcher John Hattie, based on some of Hattie's findings from over 1200 meta-studies. Joan will also share Hattie's Mind Sets, a cluster of research-supported commitments that can propel a faculty toward enhanced success in teaching and learning. Finally, a powerful case will be made for examining the ratio of surface to deep learning in a school, district, or department, a key factor in helping students achieve at high levels. Joan will share concrete scenarios that demonstrate how some of Hattie's ideas can be applied in the classroom, with a focus on deep learning and several of the Mind Sets. This session can serve as a catalyst to follow-up study of Hattie's Visual Learning research by workshop attendees who will be primed for subsequent individual and collaborative exploration of the implications for teachers and supervisors. The workshop may also function as an "on ramp" to a more in-depth learning experience during a full day session with John Hattie and Peter DeWitt that LIASCD is co-sponsoring with Hofstra University and Nassau BOCES on October 10, 2017 at Hofstra.

Session Topic: *Thinking About Equity in Education? Think Again*

Presenter: Dr. Veronica McDermott

Location: Salon III

Educators are uniquely positioned to be allies in the quest for social justice and equity in education. This interactive workshop will engage participants in thinking through four ways in which they can become more effective in this work. Key considerations will include; What are the specific strengths educators already possess that make them ideal advocates for social justice and equity? What would happen if educators dramatically changed the way in which they think about, talk about and interact with their students who are not thriving? How can educators recognize and counteract messages that work against social justice and equity? What does it mean to be a responsible ally?

Themes and activities are drawn from the presenter's most recent book, *We Must Say No to the Status Quo: Educators as Allies in the Battle for Social Justice*, (Corwin Press, 2017).

Session Topic: *Creating a Path for Social Growth in an Integrated ENL Classroom*

Presenters: Jami Catapano, Shannon Engley, and Jenn Nesfield

Location: Salon IV

Integrated classroom settings provide an opportunity for both English Language Learners and their peers to experience social growth. During this workshop we will explore methods to develop instructional practices that provide support for language rich learning and facilitate social interaction between students. We will discuss strategies to help English Language Learners build language skills, gain confidence, and work effectively with their classmates. Through engaging language rich practices, all students will learn to make connections, problem solve, and begin to ask questions related to the content. With this shared responsibility for language learning, students are able to acquire content and language simultaneously. The integrated classroom environment helps English Language Learners become more involved and feel a sense of community in their school.

Session Topic: *Legal Update for Administrators*

Presenter: Kathy A. Ahearn & Erin M. O'Grady-Parent

Location: V-VI

The law governing school districts in New York State is continually evolving, and this past year was no exception. This session will review the highlights of the new federal Every Student Succeeds Act (ESSA) and its implementation in New York State. The session will also include a review of select new State and federal laws, regulations, guidance and decisions of interest. Come hear from two experienced education lawyers about the latest legal developments impacting school administrators in New York State.

Session Topic: *Educational Leaders Go From Visible To Present*

Presenter: Dr. Tony Sinanis

Location: Salon VII-VIII

Dr. Sinanis will take participants through 5 Leadership Realities to frame for them how they can go from merely being a visible leader to being a present and engaged leader who is involved in learning, professional development and sharing their school/district story using social media.

Session Topic: *NYSED Update on Science Education*

Presenter: Dr. Ann Crotty and Amanda Zullo

Location: Salon IX

The Office of Curriculum & Instruction will provide a NYSED Science Education update session focused on the mission and vision of Science Education in NY State and the importance of the next generation of NYS P-12 Science Learning Standards. The Statewide Strategic Plan for Science and the development of a Comprehensive Science Standards System Implementation Plan, as well as other regional and local strategic initiatives in science education will be addressed.

Session Topic: *The Overlooked Theme of the Social Studies: Growing Growth Mindsets in All Learners*

Presenters: Jillian Egan, Debra Emmerich, Amy Hechler, Jacklyn Hoffman, Carol Riedener, and Dr. Kevin Sheehan

Location: X

The National Council of Social Studies has identified ten themes to drive social studies instruction, but there is one theme that is often overlooked by even the most zealous of educators in the domain, Strand Four: Individual Identity and Development. In an

attempt to pursue that theme, and answer Angela Duckworth's plea that we investigate our best thoughts, ideas and notions to get our students "grittier," this workshop shares the Seaford Manor School's collaboration with researchers from Molloy and Hofstra to help their students grow a growth mindset through children's literature. The presentation will share the experiences of the teachers and students in this three-week intervention, the NCSS C3 lesson connections taken from the book, *Growing a Growth Mindset; Unlocking Character Strengths Through Children's Literature*, and the research design and results. This workshop may provide a whole new lens from which to view social studies education and culminates by proposing new directions for social studies instruction.

Session Topic: **Musings on Administrators' Impact on Successful Co-Teaching**

Presenters: Dennis L. Ferrara and Beth Lakretz

Location XI-XII

Are you tired of seeing one teach, one assist? Is moving a student to a more restrictive environment a common discussion? During 25 years of supporting districts to delve into inclusive education, we have developed a systematic approach that includes administrators and teachers. In this session, we will explore the constructs of who belongs and how to truly support the social and academic inclusion of all students. Additionally, our team will present the structure we have created to address these questions, the common themes that emerge and examples of district work.

Session Topic: **Mathematics Acceleration - A Secondary Pathway**

Presenter: Diana Kolhoff

Location - Roosevelt

Is compacting the middle school math curriculum negatively impacting your accelerated students? Would you like to offer advanced math courses to more students? Common Core Learning Standards for Mathematics has changed the landscape of secondary mathematics. Topics now taught in 6, 7, and 8 are foundational for success in high school mathematics, as well as on the ACT, SAT and for basic mathematical literacy. Longitudinal studies indicate that entering students in an accelerated pathway who are not properly prepared has negative consequences. Due to the increased rigor of the new standards, districts are changing who and when they accelerate. Pathways to AP Calculus that offer a later decision point have been developed and implemented in New York, California, and Massachusetts. Come hear the compelling arguments for delaying the decision point for acceleration in light of recent changes in expectations for our students, and data presented at this informational session. Hear how districts are successfully getting more students into AP courses without compacting the middle school mathematics curriculum.

Session Topic: **Mindfulness/Stress Reduction**

Presenter: Steven Chassman

Location: Vanderbilt

This workshop will show how training provides a hands on approach to understanding mindfulness-based stress reduction techniques and its relevance to the field of substance abuse counseling and self-care. Training provides evidence-based emotional regulation techniques and stress reduction skills that work for

individuals who have a difficult time managing daily pressures. Training provides insight into the origin, use and advancement of meditation as an evidence based means for self-regulation and the improvement of both physical and mental health.

BREAK-OUT SESSION II: 12:30 – 1:30 PM

Session Topic: *No-Excuse Words a K-12 Tale of Tier II Vocabulary*

Presenter: Dr. Ted Cannone and Lauren Maguire

Location: Salon I-II

This presentation focuses on the story of how one school district worked to set shared Tier II vocabulary learning goals, collaborated on a teacher toolbox, and used technology to monitor student progress.

Session Topic: *Engaging Creativity with STEAM Learning*

Presenter: Tim Needles

Location: Salon III

The workshop will explore the STEM to STEAM movement and how engaging students' creativity adds beneficial learning and collaborative elements in school. We'll examine classroom tested STEAM projects that engage students ranging from Makerspace favorites such as: coding, 3D printing, and robotics to cost effective, fun alternatives such as: cardboard, augmented reality, and paper craft.

Session Topic: *Standard Based Grading: Ideas for Consideration*

Presenter: Andrew Greene

Location IV

This workshop will present some of the basic ideas behind Standard Based Grading as well as implementation ideas, and potential areas of concern that schools will have to consider as they look into adopting SBG practices.

Session Topic: *Blogging to Build Voice, Authentic Audience, Learning Networks, & Community*

Presenters: Dr. Hillary Bromberg, Ed Kemnitzer, and Dennis Schug

Location: Salon V-VI

This session will explore ways in which educators can leverage the use of blogs in their leadership, their classrooms, and within their professional learning networks. The discussion will center on how leaders and teachers can build voice, audience, a PLN, and community within their schools and classrooms. The presenters will share the impact that a blogging challenge had on their reflective practice and their use of Voxer to communicate with each other about their reflections. The presenters will also talk about how student blogs opened up the walls of learning between a few school districts.

Session Topic: *ESSA: What Educators Need to Know about NY's Plan*

Presenter: Ira Schwartz

Location: Salon VII-VIII

This presentation will provide an overview of NY's Every Student Succeeds Act (ESSA)

State Plan and its implications for teaching and learning in New York.

Session Topic: *Effective Practices- "Mindfulness" and Strategies from Finland*

Presenters: Dr. Kim Licato, Dr. Jacqueline Rodgers-Ammirato, and
Kathryn Swezey

Location: Salon IX

This workshop will combine two popular educational trends today...Mindfulness and lessons learned from Finland. Presenters will explore the benefits of utilizing Mindfulness within the U.S. classroom as well as insights on best practices observed in the Finnish school system.

Session Topic: *Techniques to Implement the Social Studies Framework and Inquiry Design Model*

Presenters: Mitch Bickman and Bryan Frank

Location: Salon X

The New York State Social Studies K-12 Framework was originally adopted in 2014. The new curriculum incorporates key ideas, specific content and enduring themes that are consistent across all grade levels. The social studies Toolkit, which is based on the new framework concentrates on the Inquiry Arc and the Inquiry Design Model. In this session, we will focus on the implementation of the Inquiry Design Model for grades K-12 and taking informed action.

Session Topic: *Thinking about Pre-K? The Long Island Pre-K Initiative is Here for You!*

Presenter: Dr. Carl Bonuso, Lucinda Hurley, and Dr. Adrienne Robb-Fund

Location: Salon XI-XII

Learn about the effective collaborative opportunities offered by the Long Island Pre-K Initiative and how it has helped districts implement developmentally appropriate programs for pre-school students. Learn more about how the Hicksville Public Schools implemented a district-funded new Pre-K program with support from the Long Island Pre-K Initiative, a grant funded initiative that partners with the three Long Island BOCES and the Nassau and Suffolk Child Care Councils.

Session Topic: *ELL Frontiers: Using Technology to Enhance Instruction for English Learners*

Presenter: Lisa Estrada and Heather Parris

Location: Roosevelt

Grounded in the latest research on English language achievement and technology integration, this workshop offers an overview of current digital age classrooms for ELLs. Explore online collaboration tools, step-by-step guides to technology infused lesson seeds, and authentic examples that will encourage teachers to work together and use technology to increase academic achievement for ELLs. A list of digital resources that support ELLs will be provided.

Session Topic: *Empathetic Leadership: From Compliance to Consciousness*

Presenter: Ravi A. Seeram

Location: Vanderbilt

Leaders play a critical part in the work needed to build and maintain productive, safe and inviting school environments. In a changing landscape of education, leaders must look more towards attitudes, beliefs and actions versus policies in isolation. Empathetic leaders take into account how culture, class, privilege and institutionalism all must be considered when thinking and dealing outside of the box. Pulling from the work of Dr. Terry Cross, participants will learn that the first step in celebrating cultural diversity is self-awareness of where they stand on the “Cultural Competence Continuum.” Participants will also learn about how power and privilege influence access barriers and mindsets in public education. These barriers and mindsets are critical in the conversation about invitational learning. Self-reflection and the reception of listening to a backstory provide the entry into meaningful relationships and future interventions.

BREAK-OUT SESSION III: 1:40 – 2:40 PM

Session Topic: *The Google Savvy Administrator*

Presenters: Matthew DiMenna and Dr. Ben D. Wiley

Location: Salon I – II

Google is a powerful tool for students, teachers and administrators. Over the course of the last few years Digital Age Teaching and Education (Model Schools) at Nassau BOCES has been working with classroom teachers and administrators on the use of the Google Suite and wants to share some of that knowledge with the LIASCD community. See some of the best practices for your teachers that are using G Suite to enhance and engage 21st century students with Google Classroom and other applications. Google can also be used to create a collaborative and engaging workplace. This session will also highlight how tools within Google, such as Team Drive, allow for multiple users to contribute to a document at the same time from different locations, to upload and to create original works so that the entire faculty can see it or work on it together and to create a unique file bank that all staff can work from.

Session Topic: *Schools Embrace Makerspace*

Presenters: Dr. Randee Bonagura, Anthony Ciuffo, Marie Pisicchio, and Jessica Zimmer

Location: Salon III

Wantagh School District's elementary administrators will share their experience creating Makerspaces that come alive for students in grades K-5. Learn how to carve out space, stock it with supplies, add technology and get it up and running with any size school, staff or budget.

Session Topic: *Bridging Literacy Divides: Teaching Middle School Students to Think, Read, and Write Like Historians*

Presenters: Carmela Gustafson and Mary McGonnell

Location: Salon IV

Two basic approaches to literacy in the content-areas – one based in generic strategies, and the other in disciplinary practices – have been advocated by literacy scholars who often present them as diametrically opposed and mutually exclusive (Brozo, Moorman & Meyer, et al., 2013). For two Social Studies teachers, grades six

and seven, with over 35 years of combined experience, neither approach on its own is sufficient. Rather, they see teaching literacy in Social Studies as a balancing act. Their three-fold approach includes, using a flexible, mixed-bag of both generic literacy strategies and disciplinary literacy routines; collaborating across grade levels to scaffold and reinforce skills; and collaborating across subject areas with English teachers both to establish consistent expectations for students about reading and writing, and to highlight the distinctive literacy practices of history as a discipline. The practices and approaches they describe are not meant to be taken as prescriptive, however, but rather suggestive of ways teachers might choose to enrich their pedagogy and improve student learning.

Session Topic: *Supporting Teachers of ELLs Through Unforeseeable Change: The Power Of Coaching*

Presenters: Maria G. Dove and Andrea Honigsfeld

Location: Salon V-VI

This interactive workshop will explore the power of coaching to support all teachers of English learners. The presenters will examine how coaches help teachers overcome their own challenges to support the learning of ELLs. Participants will analyze coaching techniques and tools using authentic video clips of instructional practices.

Session Topic: *Why PEAS Are the Key to a Successful Education*

Presenter: Dr. Michael Hynes

Location: Salon VII-VIII

Our children are our future and there is a need to establish a more holistic education system for everyone involved. On most international comparisons of educational achievement, the United States' schools fare poorly. A closer look at how successful education systems educate their students suggests a multitude of initiatives that could be appropriately adapted to our American educational system. By transforming American education through the use of the formula P.E.A.S, we will be able to ensure that our students are receiving physical, emotional, academic and social opportunities during the school day. These core values will offer students opportunities to achieve their full potential as empowered individuals, constructive members of their communities, productive participants in the economy, and engaged global citizens.

Session Topic: *Positive Behavioral Interventions and Systems: Using Google Platform to Boost School-wide Performance*

Presenters: Dr. Scott Silverman, Tarek Alamarie, John-Thomas Mazzocchi, and Daniel Scanlon

Location: Salon IX

By using Google as a school-wide communication platform (The JAHS Staff Hub), John Adams High School has developed the ability for all staff members to communicate student concerns and intervention efforts. Subsequently we track corresponding data to facilitate the ongoing evaluation of intervention effectiveness and inform all future program decisions. Staff communicators and decision makers using the system daily include teachers, administrators, social workers, behavior specialists, interventionists, guidance counselors, psychologists, medical professionals, special educators, and parent coordinators.

Data will be shared to demonstrate decreases in areas such as student referrals as well as other targeted unwanted behavioral and academic outcomes. Simultaneously, data will be shared that will demonstrate an increase in positive academic outcomes such as credit accumulation, attendance rate, and graduation rate in relation to the PBS implementation timeline.

Session Topic: *Addressing Data Privacy and Security Through RIC One*

Presenters: Dr. Valerie D'Aguanno and Darlene Roces

Location: Salon X

Asking questions is a part of our daily lives. Designing assessment questions requires a different set of skills. Participants in this workshop will learn how to create questions that evaluate student performance. Teachers will review how to structure a question, explore how to assess students' responses, build students' conceptual development and use video to improve their questioning practice.

Session Topic: *New Trends in Drug Use*

Presenters: Lisa Ganz

Location: XI-XII

This training introduces participants to substance use disorders and provides an overview of new trends in substance use, what's changed and what hasn't. Training also discusses techniques for engaging young people today and how culture influences adolescent perceptions and behaviors. Intervention and prevention strategies are also discussed. Participants will increase their general knowledge regarding substance abuse, current trends, engaging young people around substance use and the influence of today's culture on current trends and bio-psycho-social development.

Session Topic: *Learning in the Wild: Embracing Voice and Choice*

Presenter: Anthony Davidson

Location: Roosevelt

Have you ever watched a child "learn in the wild," maybe seeing her teach herself to make SLIME, film, edit and post a video about it OR observing her playing for hours with a box, then wonder why such passion and focus dwindle when she sits in a classroom? Join us to learn more about motivation and how to connect students' natural drive to learn to the classroom. Let's go beyond theory and philosophy and explore an inclusive, enrichment program that provides meaningful real-life experiences and encourages student voice and choice.

Session Topic: *A Universal Design for Learning (UDL) Blueprint for Evolving Leadership*

Presenter: Elizabeth Stein

Location: Vanderbilt

Let's take the mystery out of what UDL looks like in any classroom! Explore how UDL can pave the way for improving teacher practice and learner outcomes in every classroom. Consider how administrators can support and empower teachers when designing instruction for diverse learners. Using a variety of tools and resources, participants will refine their focus for making UDL visible, manageable, and empowering for every learner in the room (including the teachers and

administrators!). Following this workshop, participants will: Identify 5 UDL truths that can guide one's understanding and application of UDL in any classroom. Describe how to make the most of any lesson and classroom walkthrough by observing or participating through a UDL lens. Consider next steps for accessing, applying, and utilizing tools related to effective leadership with UDL in mind.



About our Presenters

Keynote Speaker: Dr. Tony Sinanis

Dr. Tony Sinanis is currently the Superintendent of Schools in the Hastings-on-Hudson school district in Westchester. Prior to his current position in Hastings, Tony was the Assistant Superintendent for Curriculum and Instruction in the Plainedge Schools and the Lead Learner (Principal) at the 2012 National Blue Ribbon School and the 2015 Model School, Cantiague Elementary in Jericho, New York. Tony was also named the 2014 NYS Elementary Principal of the Year. He is co-author of *Hacking Leadership, The Power of Branding and Principal Professional Development*. You can find Tony at @TonySinanis on Twitter.

Keynote Speaker: Dr. Don Gately

Donald Gately Ed.D. is the principal at Jericho Middle School. Don was named New York State Secondary Principal of the Year in 2016 by the State Association Administrators of New York. He was recognized by the BAM Education Radio Award - *Top 5 to Watch in 2014*. He is the former president of the Nassau County Middle-Level Principals Association and active in a number of organizations that leverage support for innovative middle school practice. Don cofounded EdCamp Long Island (@EdCampLI) in 2014 and is an active member of the team that organizes this dynamic un-conference. He is a middle level leader with a singular passion and commitment to the intellectual and social/emotional development of adolescent learners and committed to leveraging 21st century tools in order to connect and to learn.

Keynote Speaker: Mr. Dan McCabe

Dan McCabe is the principal at Nesaquake Middle School in Smithtown. Nesaquake Middle School is a progressive space where students, teachers, parents, and administrators have a mission that promotes an EPIC education. That is, focusing on empathy, productivity, integrity and curiosity. Dan received his Master's Degree from Stony Brook University in Special Education. He is the Political Action Chair of the Smithtown Schools Administrators Association and an officer on the LIASCD executive board. He was a BAMMY Award finalist for Middle School Principal of the Year in 2015. He is a co-founder of EdCamp Long Island and a moderator for #NYEDchat. Dan has blogged for BAM Radio and has appeared on iTunes Top 10 K-12 podcast Talks with Teachers. Dan is also a contributor to the recently published book *The Power of Questioning: Opening up the World of Student Inquiry*. You can follow Dan on Twitter at @danielmccabe.

BREAK-OUT SESSION PRESENTERS

Introduction to John Hattie, the World's Most Influential Educator, and What He Has to Say About Highly Effective Teaching

Dr. Joan Daly-Lewis
jdalylew@optonline.net

Dr. Joan Daly-Lewis works with districts to strengthen teaching and learning, especially through enhancement of instructional and supervisory practices. As an experienced teacher, principal, assistant superintendent, staff developer, university professor and regional school improvement specialist, districts seek Joan's assistance in administrator professional development, collaborative professional development planning, teacher coaching, and meeting facilitating. Recent work has focused on instructional rounds, learning walks, learning conversations, reflective performance appraisal, analysis of supervisory work products, and sane and productive implementation of the APPR. Joan has a doctorate in Curriculum and Teaching from Columbia University's Teachers College and a boundless commitment to supporting individual and collective professional growth. She has assisted over 80 districts in articulating and pursuing their goals and enhancing professional skill sets.

Thinking About Equity in Education? Think Again

Dr. Veronica McDermott
vmcdermott17@gmail.com

Veronica McDermott, Ph.D., is a retired school superintendent who continues to focus her efforts on leadership, school transformation, and reversing underachievement. Her legacy project is to eliminate the crime of squandered potential.

Dr. McDermott is a frequent workshop leader at national and international conferences devoted to issues of equity and social justice. She is the author of many articles, chapters and opinion pieces. Her most recent book is *We Must Say No to the Status Quo: Educators as Allies in the Battle for Social Justice* (Corwin Press, 2017). In addition she is coauthor, with Yvette Jackson, of two books published by ASCD: *Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership* (2012) and *Unlocking Student Strengths: How Do I Identify and Activate Student Strengths?* (2015).

Dr. McDermott received her Ph.D. from New York University, a professional diploma from Long Island University, and her Masters and Bachelor degrees from the State University of New York at Stony Brook.

Creating a Path for Social Growth in an Integrated ENL Classroom

Jami Catapano
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Shannon Engley
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Jenn Nesfield
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Ms. Jami Catapano is an ENL teacher in the Northport-East Northport UFSD. Prior to coming to Northport, she taught ENL in Queens, NY. Ms. Catapano holds both a B.S. in education and an M.A. in TESOL from Molloy College. Over the last nine years she has presented several local professional development workshops that focus on differentiating instruction and creating vocabulary rich environments for English Language Learners in integrated settings.

Ms. Shannon Engley is an ENL teacher in the Northport-East Northport UFSD. Prior to coming to Northport, she taught ENL and Special Education in District 75, New York City. Ms. Engley holds a B.S. in education from St. Joseph's College and an M.A. in TESOL from LIU - CW Post. Over the past seven years, she has taught students ranging from pre-k to high school. She has presented several local professional development workshops that focus on creating an enriched learning environment for English Language Learners in integrated settings.

Ms. Jenn Nesfield is the Northport-East Northport District Chairperson for World Languages and ENL. She holds a B.A. in French from Bethany College and an M.A. in French Language from Middlebury College. Ms. Nesfield is a member of numerous professional organizations, including ASCD, FLACS, New York State Association

of Foreign Language Teachers, LILT, and the American Council on Teaching Foreign Languages. Over the last 20 years, she has presented on a variety of topics at professional conferences and workshops and has served as a member of both the LILT (Secretary) and FLACS (1st Vice-President) Executive Boards.

Legal Update for Administrators

Kathy A. Ahearn, Esq.
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Kathy A. Ahearn is a 1983 graduate of New York University School of Law, where she was elected to the Moot Court Board based upon proficiency in written and oral advocacy. Ms. Ahearn earned her B.A. in Political Science from SUNY Stony Brook, graduating Magna Cum Laude and Phi Beta Kappa in 1980. Stony Brook awarded her the "Outstanding Student Service" award for her leadership of Pi Sigma Alpha, the Political Science Honor Society. Ms. Ahearn is a partner in the firm, Guercio and Guercio, and focuses her practice on the representation of school districts and BOCES before the Commissioner of Education, in State and federal courts, in administrative proceedings (PERB, employee discipline under Education Law §3020-a and Civil Service Law §75, impartial hearings under the IDEA, grievance arbitrations), and in collective bargaining negotiations. She also provides districts with advice and counsel on all aspects of education and employment law. She is a frequent speaker at school law seminars. In 2012, Commissioner of Education John King appointed her to the NYS Task Force on the Dignity for All Students Act, and in 2013 Dr. King appointed her to the NYS Taskforce on School Safety.

Erin M. O'Grady-Parent, Esq. is a 1989 cum laude graduate of Albany Law School and a 1986 graduate of Cornell University, where she earned a B.S. in Industrial and Labor Relations. She is the recipient of undergraduate and graduate awards for her outstanding academic achievement and high standing in the field of labor law. Ms. O'Grady-Parent is a partner in the firm, Guercio and Guercio and provides general, labor and litigation counsel to school districts and BOCES in all aspects of education and employment law. She is experienced in handling teacher disciplinary proceedings under Education Law §3020-a, employee disciplinary proceedings under Civil Service Law §75, student disciplinary hearings under Education Law §3214, appeals to the Commissioner under Education Law §310, due process complaints under the IDEA, and proceedings before the Division of Human Rights, the Office for Civil Rights, and PERB. She provides advice and counsel on all types of employment matters, and represents clients in grievance arbitrations, collective bargaining and contract negotiations. She has conducted trainings for school board members, administrators and staff on many topics, including ethics, sexual harassment, discipline, evaluation and APPR compliance, and has been a frequent speaker at statewide education law conferences and events.

Educational Leaders Go From Visible To Present

Dr. Tony Sinanis
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Dr. Tony Sinanis is currently the Superintendent of Schools in the Hastings-on-Hudson school district in Westchester. Prior to his current position in Hastings, Tony was the Assistant Superintendent for Curriculum and Instruction in the Plainedge Schools and the Lead Learner (Principal) at the 2012 National Blue Ribbon School and the 2015 Model School, Cantiague Elementary in Jericho, New York. Tony was also named the 2014 NYS Elementary Principal of the Year. He is co-author of *Hacking Leadership, The Power of Branding and Principal Professional Development*. You can find Tony at @TonySinanis on Twitter.

NYSSED Update on Science Education

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Ann Crotty holds the title of Associate in Instructional Services - Science Education

Amanda Zullo holds the title of Associate in Instructional Services – Chemistry

The Overlooked Theme of the Social Studies: Growing Growth Mindsets In All Learners

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Dr. Kevin Sheehan is a tenured associate professor at Molloy College, where he has served on the faculty for over a decade. In 2013, Molloy College recognized Kevin with its Faculty Leadership Award for his work with children of poverty. In 2009, the New York State Council for Social Studies awarded Kevin the Distinguished Social Studies Educator Award for his efforts in preparing social studies teachers. Prior to his work at Molloy College, Kevin was the K-12 Social Studies Director for the Oceanside School District and was recognized as the outstanding supervisor for social studies by the New York State Council for Social Studies in 2002. In another arena, influenced by positive psychology research that now defines his life's mission, Kevin is an internationally recognized lacrosse coach and has had a distinguished career in coaching. Kevin was inducted into the Long Island Metropolitan Branch of the US Lacrosse Hall of Fame in 2006 and the Oceanside Circle of Pride Hall of Fame in 2009.

Debra Emmerich has been an educator for 32 years, beginning her teaching career in New York City as a teacher of the gifted and talented. After serving as an assistant principal in Queens and Seaford, Debra was honored to become the principal at Seaford Manor School seven years ago. In her role as principal, Debra seeks to facilitate professional learning communities that promote character education through literacy. This research project has enabled Carol's teachers and students to meet her goal, as well as to create a vehicle for her teachers to unleash their own creativity in applying theory to practice.

Jillian Egan is a Keene State College and Hofstra University graduate. Jillian began her teaching career in Canarsie, Brooklyn before excitedly accepting a fourth grade teaching position in Seaford.

Amy Hechler has been an educator for 20 years. She attended college in Arizona then obtained her Master's Degree from Hofstra University. Her first teaching experience was in Brooklyn Since 1997 Amy has been teaching in Seaford, grades 3-5.

Jacklyn Hoffman has been an educator for 15 years. She began her career in Ozone Park and has been teaching special education in Seaford for 11 years.

Carol Riedener is a Dowling graduate who began her teaching career at Saint Rose in Massapequa in 1985. After two years at Saint Rose, Carol obtained a teaching position in Seaford and has joyfully taught every level there for the last thirty years. She has enjoyed helping children discover the meaning of hope, grit, and growth mindset that are embedded in children's literature. This research has been truly rewarding, and speaking for her entire grade level, she shares that it has been extremely gratifying to see the students reap the benefits from this project.

Musings on Administrators' Impact on Successful Co-Teaching

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Denise L. Ferrara
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Beth is the founder and president of Lakretz Creative Support Services. As a teacher, consultant, facilitator and coach, she engages students, families, teachers and administrators in the process and practice of inclusion. With her team of creative consultants, Beth has been developing and implementing dynamic workshops and coaching since 1992. LCSS specializes in co-teaching, differentiated instruction, modifying curriculum, community building, and person-centered planning and systems change. Beth is a trained facilitator and person-

centered planner who received her BS in Social Work from Cornell University, and MS in Special Education from Syracuse University.

Denise L. Ferrara is an educational consultant and lecturer in the Graduate Programs in Special Education at Queens College of the City University of New York. Her focus is on collaborating with people labeled with a disability, families, schools and communities to dismantle the social constructs of disability and create meaningful social and academic access. Denise enjoys the interplay between her work supporting teachers in real classrooms and her work in preparing future special educators to examine the realities of students receiving special education supports in our classrooms. Specifically, Denise explores how students receiving special education supports may be positioned in schools and communities as “other” which precludes real opportunities for community membership. As a result of this exploration, Denise works with school communities to reflect on their own ideology and practices and to shift those practices in curriculum, instruction and classroom participation to reposition students with exceptionalities as fellow learners and community members. This requires a deep exploration of standards, content, instructional strategy and community building to create classrooms in which all belong and benefit.

Mathematics Acceleration - A Secondary Pathway

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Diana's passion for teaching began in high school when she experienced firsthand the contrast between a traditional lecture format, and the inquiry based teaching strategies endorsed by NCTM and the Standards for Mathematical Practice. After several years as a classroom teacher, Diana shifted her focus from students to teachers to increase her positive impact on mathematics education. Currently, Diana travels throughout the country, helping teachers implement Common Core Shifts, Learning Standards, Mathematical Practices and research based instructional best practices.

Mindfulness/Stress Reduction

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Steve Chassman currently serves as the Executive Director of the Long Island Council on Alcoholism and Drug Dependence, Inc. Mr. Chassman has served as a clinician and health care advocate for individuals and families with mental health and substance use issues since completing his master of social work at the University of Pennsylvania in 1995. Mr. Chassman began his career as a health care advocate while receiving his undergraduate degree in sociology from New York University in 1992. As a Licensed Clinical Social Worker, Mr. Chassman is well-versed in treatment modalities for mental health conditions and substance related disorders. Mr. Chassman is skilled as an individual therapist and facilitator of therapeutic and psycho-educational groups for clients and families. Mr. Chassman is a dynamic speaker of professional seminars geared towards promoting professional growth and skill bases for students and professionals in the arena of substance use and mental health service provision. Mr. Chassman emphasizes the need for psychological education as a means of empowering individuals towards self-efficacy and community education and prevention to combat substance-related disorders.

No-Excuse Words A K-12 Tale of Tier II Vocabulary

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Ted Cannone is the Assistant Superintendent of Curriculum & Instruction for Garden City Public Schools. He was worked in New York City and on Long Island for over 20 years. He earned his doctorate from Hofstra University in 2014.

Lauren Maguire is the Technology Staff Developer for the Garden City Public Schools. She has worked in the Garden City Schools as both an elementary teacher and special education teacher, computer specialist and staff developer for over 20 years. She earned her Master's Degree in Elementary Education with specialization in Math, Science and Technology from Hofstra University in 2001.

Engaging Creativity With STEAM Learning

Tim Needles

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Tim Needles is an artist and educator from Smithtown, NY. He has been teaching art and media at Smithtown School District in NY for 19 years as well as working as an Adobe Education Leader, a Morphi educator, a PBS Digital Innovator, an educational consultant for The Japan Society, and as an adjunct college professor. He is also the recipient of the National Art Educators Association 2016 AET Outstanding Teaching Award and The Lab School's Robert Rauschenberg Power of Art Award at The National Gallery of Art. His work has been featured on NPR as well as in The New York Times, The Columbus Museum of Art, SVA Gallery, The Talks With Teachers podcast, Art Ed Radio, Edspiration, and on The Zen Teacher Blog. He is also a regular blogger and art journalist writing for blogs and publications such as Education Closet, Warholian, and Short and Sweet NYC including articles and interviews with artists such as James Franco, Susan Sarandon, Elvis Costello, and Carrie Fisher. He is active on social media guest hosting education chats and sharing his thoughts on arts and education. You can find Tim on Twitter and Instagram @timneedles or on Facebook at TimNeedlesArt.

Standard Based Grading: Ideas for Consideration

Andrew Greene

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Andrew Greene is the retired principal from Candlewood Middle School in the Half Hollow Hills School District in Dix Hills N.Y. He is past president of the Long Island Association of Supervision and Curriculum Development and was also the past president of the Suffolk County Middle Level Principals Association. Currently, he continues to act as a middle level liaison with the New York State Education Department, and is an adjunct professor at Stony Brook University. Additionally, he is a consultant with McTighe and Associates. Andrew has presented at numerous local and national conferences, and has mentored many newly appointed administrators and teachers.

Blogging to Build Voice, Authentic Audience, Learning Networks, & Community

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Ed Kemnitzer is the proud Director of Technology, Innovation, and Information Services for the East Williston School District. Ed was named the winner of the 2017 Fred Podolski Award for Leadership and Innovation in technology. He is also the 2017 Nassau BOCES School Library Services Administrator of the Year. Ed is passionate about learning, school branding, and developing professional learning networks. He is co-founder of EdCamp Long Island. Ed has served as the Executive Assistant for Technology Integration for Curriculum Support & Development for the Massapequa Public Schools, an English teacher, an ELA curriculum associate, and an assistant principal.

Dennis Schug proudly serves the students of the Hampton Bays Schools community for two decades, as a teacher, assistant principal, and middle school principal. He values using communication, collaboration, and professional learning as a means of building capacity and engaging all members of a learning organization. He is one of the founding members of Edcamp Long Island and Edcamp Leadership New York. He is one of the moderators of #NYEDchat, a bi-weekly Twitter chat on current topics that influence high-impact teaching and learning. He is New York State Middle School Association Region 8 Alternate to the Director, and he is a facilitator for the AMLE Leadership Institute.

Hillary Bromberg is currently the principal of Ruth C. Kinney Elementary School in the East Islip School District. She is a former elementary school teacher and assistant principal. She is an active participant of Edcamp Long Island and has a real passion for learning and finding innovative ways to engage students in their learning. She received her doctorate with St. John's University and completed her dissertation on how social media changes professional development in education.

ESSA: What Educators Need to Know about NY's Plan

Ira Schwartz

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Ira Schwartz has served since January 2010 as Assistant Commissioner for Accountability with the New York State Education Department (NYSED). The office has responsibility for School and District Accountability and Metrics, School and District Review, and programs funded under Title I of the Elementary and Secondary Education Act. Since joining NYSED in 1981, Mr. Schwartz has been an Assistant to the Deputy Commissioner; Project Director of the Regents New York City Project; and the Coordinator for Accountability, Policy and Administration at the Office of New York City School Improvement and Community Services. Mr. Schwartz was a lead designer of New York's framework for meeting the school and district accountability requirements of No Child Left Behind and for securing New York's Differentiated Accountability Pilot variance in 2009 and NY's ESEA Flexibility Waivers in 2012, 2014, and 2015. During 2009 and 2010, Mr. Schwartz was a lead developer of New York's successful \$700 million Race to the Top Application. Mr. Schwartz is currently coordinating the development of NY's Every Student Succeeds Act application. Prior to joining the Department, Mr. Schwartz taught English as a second language in New York City and English as a foreign language in Japan.

Effective Practices- "Mindfulness" and Strategies from Finland

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Dr. Kimberly Licato began her administrative career as a LOTE/ESL K-12 Chairperson in the Connetquot Central School District in 2004, where she served in this role for ten years. Dr. Licato then became an Assistant Principal in the Westhampton School District and worked with students in grades K-8. Dr. Licato is currently an Assistant Principal in the Port Washington School District where she works in both John Phillip Sousa Elementary School as well as Guggenheim Elementary School, working with students in grades K-5. Dr. Licato had the unique opportunity to study the Finnish Educational System in the fall of 2015, where she examined their school systems, educational programs and teacher preparation programs. She had the opportunity to observe classes, speak with students, parents and school administrators and spend some time at the University of Helsinki, examining their teacher preparation program. Her dissertation titled "Factors that Contribute to Effective Teacher Preparation Programs and Public Educational Systems, A Comparison of Two Cultural Perspectives" has enabled her to share with her school staff her findings in regards to this Finnish educational system. She graduated with her doctoral degree from St. John's University in May of 2016.

Dr. Jacqueline Rodgers-Ammirato is a LOTE Chairperson in the Longwood School District. She had the unique opportunity to study the Finnish school systems as part of her doctoral thesis at St. John's University.

Kathryn Swezey, LMSW began her career as a social worker in education in Brooklyn in an early intervention special education preschool program upon graduating with her Masters from Adelphi University in 1994. She has worked for 23 years in education working with children from birth to 21 years old and their families. She has worked as a therapist for Camp Good Grief over the years focusing on bereavement with children. In the past six years, she has worked at Westhampton Beach Middle School focusing on preventative work as well as running groups, individual counseling, crisis intervention, and family counseling. She facilitates a group of students who teach their peers about the dangers of drugs and alcohol. In addition, she has added self-esteem programs in order to help students make healthy choices. Her focus over the last two years has been to bring kindness, heartfulness, and mindfulness back into the classroom. She believes that children need to learn coping strategies, self-emotional regulation, and to learn resilience in order to survive our changing society.

Techniques to implement the Social Studies Framework and Inquiry Design Model

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Mitch Bickman received his undergraduate degree in History and Education from the University of Michigan, and his Masters degree from Hofstra University. Currently in his 14th year at Oceanside, Mr. Bickman has served as the K-12 Director of Social Studies for the past six years. He has led the successful implementation of Big History at Oceanside, and has helped this program win the NYSEC Program of Excellence, and Collaborators of Excellence Awards in recent years. Mr. Bickman is also the recipient of the 2016 New York State Social Studies Supervisory Association's (NYSCSS & NYS4A) Supervisor of the Year Award. This award is given to professionals who have demonstrated the highest commitment to social studies education in New York State and have established innovative and effective supervisory techniques.

Bryan Frank is the District Director of Social Studies for the Smithtown School District. Prior to joining Smithtown, he was the Director of Social Studies for the Connetquot School District. Mr. Frank entered the education field as a social studies teacher working in the Port Washington School District for fifteen years, with seven of those years as chairperson of the department. In addition, Mr. Frank is a former Vice President of the Long Island Council for the Social Studies and continues to create professional development programs for social studies educators.

Thinking about Pre-K? The Long Island Pre-K Initiative is Here for You!

Dr. Carl Bonuso

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Dr. Adrienne Robb-Fund

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Lucinda Hurley is the Executive Director of the Department of Strategic Initiatives for Nassau BOCES. In her more than 30 years in public education she has been responsible for the numerous alternative education programs serving students ranging from pregnant and parenting teens to disaffected middle and high school students and students new to the country. Throughout her career, she has recognized that investing in the education of young children and their families provides a foundation for long-term success. The Long Island Pre-K Initiative is an outgrowth of that awareness.

Carl Bonuso, is the retired Superintendent of Wantagh Schools. An award-winning veteran administrator and educator, he has been a guiding force in educational excellence and collaborative leadership. Dr. Bonuso served as the Interim Superintendent of Schools in Sag Harbor, and more recently, Hicksville during the 2014-2015 school year. In 2015, he was appointed officially as the Hicksville Superintendent of Schools where he has led the instructional and operational transformation of its schools. Dr. Bonuso has written numerous articles on topics ranging from "School/Business Partnerships," to the "Image of a Leader," appearing in such journals as Kappan, Psychology Today, and Today's Education and has led training and made presentations both locally and nationally.

Adrienne Robb-Fund is a retired superintendent who serves as a consultant for the Long Island Pre-K Initiative. She is an adjunct professor at LIU Post. Adrienne served as the Assistant Superintendent for Elementary Education in Commack School District and as the Director of Reading in Wantagh

ELL Frontiers: Using Technology to Enhance Instruction for English Learners

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Lisa Estrada is the Supervisor of English as a New Language (ENL) and World Languages at Hicksville Public Schools, in Hicksville, NY. Her educational experience and training includes over 25 years of ESL and Bilingual Education in K-12 and Higher Education settings. She is the co-author of *ELL Frontiers: Using Technology to Enhance Instruction for English Learners* published by Corwin Press in 2017.

Heather Parris is a Resource Specialist for the NYSED Regional Bilingual/ENL Resource Network at Eastern Suffolk BOCES, NY. She has over 20 years of educational experience and training in both K-12 and Higher Education settings. She is the co-author of *ELL Frontiers: Using Technology to Enhance Instruction for English Learners* published by Corwin Press in 2017.

Empathetic Leadership: From Compliance to Consciousness

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Mr. Ravi Seeram currently serves as the Assistant Director of Special Education for the William Floyd School District in Suffolk County, New York. He has served in many roles in his over seventeen years in education; from teaching assistant to building administrator. Ravi immigrated to the United States at the age of thirteen as an unaccompanied youth and used his experiences to motivate him to be the leader he is today. He attributes much of his success to the many students that have taught him along the way. Ravi is an active member of his community and conducts cultural competency trainings for schools and other organizations. He is a proud father, considers himself a pupil of life and is looking to publish his first children's book in the near future.

The Google Savvy Administrator

Matthew DiMenna

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Ben D. Wiley, Ed.D.

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Matthew DiMenna began his career in elementary education, spending 11 years as a classroom teacher. During his time as a classroom teacher, Mr. DiMenna enrolled at St. John's University where he received his Advanced Certificate in School Building Leadership and School District Leadership. Mr. DiMenna's career in administration began as the Director of Technology at a small parochial school and continued the Assistant Principal at a different Pre-K through Grade 8 parochial school. Currently Matthew DiMenna is the Program Coordinator for Digital Age Teaching and Education (Model Schools) at Nassau BOCES. In this position Mr. DiMenna works with district administrators from 47 of the 56 school districts in Nassau County to coordinate, develop and implement professional development for teachers and administrators in the area of instructional technologies. Matthew DiMenna is excited to be presenting and able to share his knowledge at the Fall 2017 LIASCD conference.

Dr. Wiley is currently serving as the K-12 Director of Fine Arts and Digital Instruction for the Plainview-Old Bethpage School District, located on Long Island, NY. Before arriving at Plainview-Old Bethpage, Dr. Wiley was a High School Assistant Principal for the Half Hollow Hills School District, as well as a Visual Arts teacher in the district for many years. While at Plainview-Old Bethpage, Dr. Wiley has led a district-wide 1:1 Google Chromebook initiative, provided teachers with new and innovative instructional technology practices using G-Suite for Education, as well as utilized new technologies such as zSpace and 3D printing throughout various departments. Dr. Wiley is a passionate 21st century educational leader who values a well-rounded education for all students.

Schools Embrace Makerspace

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Randee Bonagura began her career teaching second and third grade in the Massapequa School District, where she also provided professional development to colleagues. She received her administrative degree through the College of New Rochelle, and her doctorate in Literacy Studies from Hofstra University, where Randee served as an adjunct professor. Upon obtaining certification as a reading teacher, Randee became the K-12 Reading Department Supervisor for Wantagh Public Schools, then went on to serve as an elementary assistant principal in Copiague and principal in Babylon. In her first book, *Embrace Makerspace: A Pocket Guide for Elementary School Administrators*, she shares her passion for creativity, tinkering and enrichment for all. Randee is currently the principal of Wantagh Elementary School.

Anthony Ciuffo began his career teaching Elementary Physical Education in the Wantagh School District. During this time, he coached multiple sports from the middle school up to the varsity level. Anthony was very active in his professional organization, NYSAHPERD, presenting workshops at multiple conferences to inspire others to incorporate literacy, fitness-based video games, character education, and grade-level content

into the PE curriculum. Anthony received his bachelor's in business administration, his master's in Physical Education, and his administrative degree through Hofstra University, where he played baseball while studying as an undergrad. Anthony later became the Elementary Supervisor at Wantagh Elementary School and went on to serve as the Assistant Principal at Wantagh Middle School. He is currently the principal at Forest Lake Elementary School in Wantagh and has served in this role since the 2013-14 school year. His Maker Space opened in January 2016 and has been evolving ever since.

Marie Pisicchio has been in the educational field for the last 19 years. With a major in mathematics and a minor in education from St. John's University, she embarked upon her journey as a high school mathematics teacher at St. John's Prep in Astoria followed by South Side High School in Rockville Centre. After obtaining her School District Administrator Certification from C.W. Post Marie became the K-12 Supervisor of Mathematics for Wantagh School District. She immersed herself not only at the secondary level but also at the elementary level. Currently, Marie is the principal of Mandalay Elementary School in Wantagh School District.

Jessica Zimmer began her career in education as a fourth grade teacher in the Copiague school district where she taught for 19 years. During that time, she taught first, third, and fourth grades and served in a variety of roles such as mentor, literacy coach, and lead elementary math coach which fueled her desire to provide teachers with high quality professional development. In 2014, Jessica joined the Wantagh School District as the Elementary Supervisor at Wantagh Elementary School. In this role, she assisted in the creation of a Makerspace/STEAM lab. A member of Long Island LEADS, Jessica is passionate about helping other teachers and schools to do the same.

**Bridging Literacy Divides: Teaching Middle School Students to
Think, Read, and Write Like Historians**

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Carmela Gustafson is a 6th grade Social Studies teacher at Oakdale-Bohemia Middle School on Long Island. Most of her 19-year career has been at this grade level in both elementary and middle school contexts, but she has also taught 4th and 5th grades, as well as high school English. Carmela is a doctoral candidate in the department of Curriculum and Teaching at Teachers College. Her dissertation is on literacy in the Social Studies classroom.

Mary McGonnell is a 7th grade Social Studies teacher at Oakdale-Bohemia Middle School on Long Island. In addition to her 15 years of experience at OBMS, she spent four years as an 8th grade Cultural History teacher at the Ross School in East Hampton, NY. There, she was responsible for coordinating collaborative interdisciplinary units of study, as well as collaboration between grade levels. In 2012, Mary received Harvard University's Long Island Distinguished Teacher Award.

Supporting Teachers of ELLs Through Unforeseeable Change: The Power Of Coaching

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Maria G. Dove, Ed.D. is an Associate Professor in the Division of Education at Molloy College, Rockville Centre, New York, where she teaches preservice and inservice teachers about the research and best practices for developing effective programs and school policies for English learners. Before entering the field of higher education, she worked for over thirty years as an English-as-a-second-language teacher in public school settings (Grades K-12) and in adult English language programs in Nassau County, New York.

In 2010, she received the Outstanding ESOL Educator Award from NYS TESOL. She frequently provides professional development for educators throughout the United States on the teaching of diverse students. She also serves as a mentor for new ESOL teachers as well as an instructional coach for general-education teachers and literacy specialists. With Andrea Honigsfeld, she coauthored three best-selling Corwin books, *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K-5: English Language Arts Strategies* (2013), and *Common Core for the Not-So-Common Learner, Grades 6-12: English Language Arts Strategies* (2013). Their latest book, *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment and Reflection* will be available from Corwin in fall 2017.

Andrea Honigsfeld, Ed.D., is Associate Dean and Professor in the Division of Education at Molloy College, Rockville Centre, New York. She directs a doctoral program in Educational leadership for Diverse Learning Communities. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary (Grades 5–8 and adult) and an English-as-a-second-language teacher in New York City (Grades K–3 and adult). She has published extensively on working with English language learners. She received a Fulbright Award to lecture in Iceland in fall of 2002. In the past twelve years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines, and the United Arab Emirates. She frequently offers staff development, primarily focusing on effective differentiated strategies and collaborative practices for English-as-a-second-language and general-education teachers. She coauthored *Differentiated Instruction for At-Risk Students* (2009) and co-edited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the co-author of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014), published by Heinemann. With Maria Dove, she co-edited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012).

Why PEAS Are the Key to a Successful Education

Dr. Michael Hynes
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Dr. Michael Hynes works as a public school superintendent of schools on Long Island. His mission is to spread the message of the importance of a holistic approach to educating children. He emphasizes the importance of play and recess in schools and yoga and mindfulness in the classroom. An educator, scholar and thought leader, Michael Hynes works as a public school superintendent of schools on Long Island. His mission is to spread the message of the importance of a holistic approach to educating children. He emphasizes the importance of play and recess in schools and yoga and mindfulness in the classroom. He's also a public school advocate and university lecturer and has published numerous articles and been featured on several podcasts on school leadership. Hynes has focused his work on transforming schools by tapping into Potential Based Education, which focuses on the significance of social, emotional, physical and cognitive development for students. Hynes received his undergraduate degree in psychology from Bethany College and his doctorate in educational administration from Dowling College. He has undergone professional training to integrate organization learning and school leadership into programs at New York University, Stony Brook University and Harvard University. He has been awarded the "Friend of Education Award" and the "Distinguished Leadership Award" by Phi Delta Kappa.

Positive Behavioral Interventions and System: Using Google Platform to Boost School-wide Performance

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Dr. Scott Silverman is an Assistant Principal at John Adams High School. Additionally he is a licensed therapist and has an extensive background in social and emotional health supports. This has helped enable John Adams to become a leader in Positive Behavioral Interventions. Dr. Silverman has lectured and conducted many workshops nationally on adolescent behavior and interventions to help students improve their mental health, thus leading to improved academic outcomes. Most recently, Dr. Silverman was featured on Eyewitness news showcasing the state of the art meditation room recently built at John Adams. To contact him email ssilver13@schools.nyc.gov for additional program information or questions.

Tarek Alamarie is the Assistant Principal of Strategic Data and Student Achievement. Tarek has worked closely in identifying gaps in data and developing systems and protocols to close the gaps. He has worked at John Adams for 10 years as a teacher, Director and assistant principal. He has a background in social studies education and school building leadership.

John-Thomas Mazzocchi is a teacher of English language arts and has been coordinating PBIS in John Adams HS since its implementation began five years ago. He has certifications from the New York City Commission on

Human Rights in peer mediation, Crisis Prevention Institute in crisis de-escalation, and from New York City Department of Education as a Respect for All Liaison.

Daniel Scanlon is the Principal of John Adams High School. He has completely transformed the instructional practices at John Adams and spearheaded the focus on strategic inquiry to improve the outcomes of multiple accountability areas. In the 5 years he has been at John Adams, Principal Scanlon has achieved the highest graduation rate, attendance rate, reduced suspension rate, and increase college acceptance rates.

Addressing Data Privacy and Security Through RIC One

Dr. Valerie C. D'Aguanno
vdaguanno@nasboces.org
Darlene Roces
droces@esboces.org

Valerie D'Aguanno holds a Doctorate in Educational Leadership and Policy Studies from Hofstra University. She is the Assistant Director of Curriculum, Instruction and Technology as well as the RIC Director at the Nassau BOCES/RIC. In her role, she is responsible for assisting administrators and teachers in 56 Nassau districts with Financial Services, Negotiation Information Services, Curriculum and Instruction, Model Schools, Student Support Services, and Library Services.

Darlene Roces is the Director of the Suffolk Regional Information Center at Eastern Suffolk BOCES. She has worked in the field of educational technology for over 20 years and previously led Student Data Services, Model Schools, Software Training, and Distance Learning programs. Currently the scope of her work involves providing leadership and technology support to 69 regional districts.

New Trends in Drug Use

Lisa Ganz
lganz@licadd.org

Lisa Ganz graduated from LIU Post with her Masters in Social Work where she concentrated in Alcohol and Substance Abuse and held the position of President of the MSW Graduate Student Association. She also recently received the honor of the 2012 Social Work Student of the Year Award in Nassau County. She previously graduated in 2010 from Empire State College with a BA in Human Development with a concentration in Psychology. Lisa also holds an AAS in Marketing and Communications from the Fashion Institute of Technology. Prior to her appointment as LICADD's Student Assistance Program Coordinator, Lisa interned at the Huntington Youth Bureau where she ran a life skills and creative arts groups within schools and at local community centers throughout the Town of Huntington. Lisa also interned at Central Nassau Guidance and Counseling where she worked with adults with co-occurring mental illness and substance abuse disorders. She is incredibly passionate about prevention education and is thrilled to be a part of LICADD's team.

Learning in the Wild: Embracing Voice and Choice

Anthony Davidson
adavidson@commack.k12.ny.us

Anthony Davidson is an award-winning principal, literacy expert, national presenter and staff developer, as well as a Google-Certified Educator and Trainer. Recognized throughout Long Island, New York for his passionate and innovative leadership, Anthony was recently recognized by the Long Island Technology and Education Summit with its "Leadership and Innovation in Technology Award." Known for his broad knowledge of curriculum and instruction, Anthony and Commack Middle School are visited frequently by other districts so they may learn more about CMS's enrichment-by-choice program, which now includes the courses ranging from Robotics, Digital Media, Gaming & Coding, and Science, Technology, Engineering and Math (S.T.E.M.) to Global citizens, Creative Connections and Writers' Studio. Additionally, Anthony helped lead Commack Middle School's launch of Chromebook and G.A.F.E. pilots, then its transition to Office 365 platform, as well as the restructuring of the school's 8th grade technology program to VEX Robotics.

A Universal Design for Learning (UDL) Blueprint for Evolving Leadership

Elizabeth Stein

elizabethlstein@gmail.com

Elizabeth Stein's career spans early intervention, grades K-12, and undergraduate and graduate level courses. Elizabeth has been a special education teacher for more than 25 years, and is currently a special education and Universal Design for Learning Instructional Coach in the Smithtown Central School District. She is a CAST cadre member and a contributing writer to Education Week and other publications—including the popular blog "Two Teachers in the Room (MiddleWeb, LLC). She is the author of the books: *Comprehension Lessons for RTI: Grades 3-5: Assessments, Intervention Lessons, and Management Tips to Help You Reach and Teach Tier 2 Students* (Scholastic, 2013), *Elevating Co-Teaching Through UDL* (CAST Professional Publishing, 2016), and *Two Teachers in the Room: Strategies for Co-Teaching Success* (Routledge, 2017). Elizabeth earned National Board Certification in Literacy and is a doctoral student at Molloy College's Educational Leadership for Diverse Learning Communities Program. Follow her on Twitter @ElizabethLStein.

**Please complete the Conference Evaluation Form
before you leave today!**

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visible
learning^{plus}

Visible Learning^{plus} Foundation Day



Featuring John Hattie

LIASCD, Nassau BOCES, and Hofstra University have partnered with Corwin to provide our region with the New York Visible Learning^{plus} Foundation Day. It is a one-day institute with **John Hattie** and **Peter DeWitt** designed to provide you with practical activities and take-away tools. Part of the Visible Learning^{plus} Foundation Series, this institute is the first step that will help you create Visible Learning Schools that systematically examine effective instructional practice in order to determine the “impact” on student achievement and learning.

Visible Learning^{plus} Foundation Day

October 10, 2017

Hofstra University, NY

Registration: \$299 per person

(\$349 after July 15)

bit.ly/HattieonLI

Institute Outcomes

- Learn the key philosophy behind the Visible Learning research and the major factors that influence student learning and achievement
- Understand the importance of effect sizes as a useful way to measure progress
- Learn the key characteristics of assessment-capable learners (students who can answer: Where am I going? How am I going? Where to next?)
- Understand the mind frames educational leaders need to adopt in order to impact student achievement and instruction
- Understand the role of feedback
- Learn the importance of learning intentions and success criteria

Included in your registration:

- Visible Learning^{plus} Foundation Day Workbook
- Visible Learning for Teachers: Maximizing Impact on Learning by John Hattie

Register today at bit.ly/HattieonLI





FREE Fall Networking Social

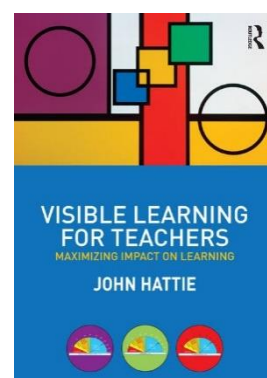
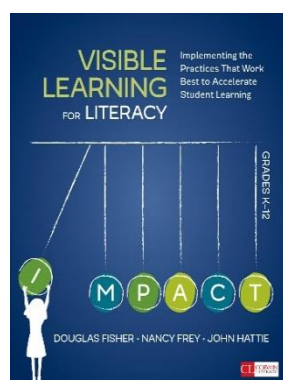
Thursday, November 16, 2017

4:30 PM – 6:30 PM

Taste 99 @ Bethpage Golf Course
Farmingdale, NY

Please Join Us

**For a Collegial Discussion with
Networking Opportunities**



On the topic:

***"Now What? A Collegial Dialogue around
Next Steps for Building Expertise Influenced
by John Hattie's Research"***

Facilitated by Dr. Esther Fusco, Mr. Andrew Greene, Dr. Joan Daly-Lewis, and Dr. Laura Seinfeld.

John Hattie, world-renowned education researcher, has identified and ranked 195 different influences on-student learning. Additionally he has developed 10 powerful mindsets, and provides concrete and specific ideas as to how to strengthen student learning and school success. At this session, panelists will share and elicit ideas as to how to build and develop personal and collegial awareness of this important body of work, while introducing resources and structures that can be employed in incorporating Hattie's work into the process of continuous improvement of our schools.

Please **REGISTER** for this **FREE** event by **November 7, 2017** by sending an email to liascd2013@gmail.com. Please put "Fall Networking Event" in the subject line and include your name and district in the body of the email. Please visit our website for more information: www.liascd.com.

**LIASCD
P.O. Box 198
Carle Place, New York 11514**

Certificate of Attendance

This is to certify that

**attended the LIASCD Fall Conference
September 29, 2017**

Evolving Leadership

**Held at the
Marriott Hotel, Melville, New York
Friday, September 29, 2017**

**Dr. LaQuita Outlaw
Treasurer**

Questions? E-mail us at liascd2013@gmail.com

SAVE THE DATE!

LIASCD Spring Conference
will feature:

Doug Fisher
Visible Learning

Monday, March 12, 2018
Melville Marriott, New York

As we get closer to the conference date, please visit our website for
more information: www.liascd.com

LIASCD Fall 2017 Conference Evaluation Form

Evolving Leadership

Please rate the following statements by circling the number on a scale of 1 (poor) to 5 (excellent)

Presentations:

Breakout Session I

Keynote Address by Dr. Tony Sinanis, Dr. Don Gately, and Mr. Dan McCabe	1	2	3	4	5
Session Attended:	1	2	3	4	5

Breakout Session III

Session Attended:	1	2	3	4	5
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Breakout Session III

Session Attended:	1	2	3	4	5
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Comments and suggestions on specific breakout sessions you attended:

Overall Conference Evaluation

The Fall Conference provided useful information	1	2	3	4	5
Rate the overall conference	1	2	3	4	5

Suggestions or comments for future LIASCD conferences/events:

Name/District (optional) _____

Please complete the evaluation form and return it to the registration area. Thank You!

Please note: If you need CTLE credit, you must complete the online evaluation at

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