



NATIONAL TEACHER LEADERSHIP CONFERENCE

JULY 8-11 | LAS VEGAS | HOSTED BY NNSTOY & VOYA
TEACHING TOMORROW'S LEADERS



Conference Program



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Join the conversation!
#TEACHERSLEADING

WELCOME



Dear Colleagues,

Welcome to the 2018 National Teacher Leadership Conference hosted by NNSTOY and Voya, Teaching Tomorrow's Leaders!

This unique gathering is intentionally designed to challenge your thinking, provide a forum for thoughtful engagement, fuel your passions, and erect scaffolding on which to build impactful, on-going discussion and action throughout the coming year. With that in mind, during the next few days you and other outstanding educators will join together to listen, share, and act around four critical strands of practice:

TEACHER LEADERSHIP—How can we build our leadership skills and create and support teacher leadership structures that benefit all students?

STUDENT ENGAGEMENT—How can we create more engaging learning environments so that all students are motivated to grow?

EDUCATIONAL EQUITY—How can we examine our own biases and provide equitable learning environments for all students?

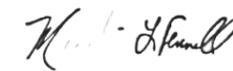
SOCIAL & EMOTIONAL LEARNING—How can we equip all educators to teach fundamental social and emotional competencies as part of their regular instruction?



As you participate in sessions and reflect on what you impart and learn about those strands during the next few days, please remember that this is one time in which what happens in Vegas definitely does NOT stay in Vegas. Those strands of practice represent opportunities in which your expertise and vision may help create a fire of sustainable pedagogical excellence across the country, seeding solutions that extend far beyond this conference.

Thank you for joining us in this important work! We are excited and grateful that you are adding your bright light to the flame we ignite here.

Sincerely,



Maddie Fennell
Chair, Board of Directors



Eric Isselhardt, PhD
President and Acting CEO



WiFi Password:
ThankYouPearson

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Katherine Bassett

2000 NJ Teacher of the Year
 NNSTOY Founding Executive Director, CEO



You are a "human library." Thank you for your vast knowledge, voluminous resources, and impressive networks, as you respectfully embraced and brought new life to the original NSTOY.

You are the quintessential executive. Thank you for significantly enhancing NNSTOY's funding, membership, publications, conferences, national/international presence...



You are a most gracious, devoted, caring, fun loving friend. Thank you for personally engaging us, encouraging our interests, showering us with opportunities, and advocating for every teacher.

Endless Love, Gratitude, and Best Wishes
 from your
 Forever NNSTOY Family



Teaching Tomorrow's Leaders

NATIONAL CONFERENCE 2018

Note: Bios of speakers can be found on our conference website: nnstoy.org/nc2018

SUNDAY, JULY 8 - DAY OF SERVICE

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---------------------------------------|--|--|
| 7:30A - 8:30A VALENCIA BALLROOM | Networking Breakfast | |
| 8:45A - 9:00A | Meet in Lobby for Day of Service Transportation | |
| 9:00A - 12:00P | Day of Service <i>Sponsored by University of Phoenix</i> | Service Project, Offsite Project 150 |
| 12:00P - 1:00P | Lunch To-Go <i>Sponsored by American Federation of Teachers</i> | |
| 1:00P - 2:00P CATALUNIA A | Teacher Leadership Panel <i>Sponsored by Walden University</i> | Teacher Leadership: A Principal's Perspective <i>Please join Dr. Brian Muller, a Principal at Southern Guilford High School in North Carolina and Contributing Faculty member for Walden University for this informative discussion. Dr. Muller will share his thoughts from 10 years of experience as an administrative leader on the importance of teacher leadership and what are the keys to success.</i> |



BRIAN MULLER, PhD
Principal, 2016 Principal of the Year Nominee

The Changing Face of Teacher Leadership for Educators

Dr. Alice Duhon-Ross will lead a discussion on what it means to be an effective teacher leader, how to enhance your leadership capabilities, improve parent involvement as well as encourage and mentor your colleagues. She will draw from many published books as well as her years of experience as an Academic Coordinator for Walden's College of Education and Leadership.



ALICE DUHON-ROSS, PhD
Academic Coordinator for the School of Education, Walden University

SUNDAY, JULY 8 - DAY OF SERVICE

(CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--------------------------------|---|---|
| 2:00P - 3:00P MEETING ROOMS | Focus Groups Session One | |
| 3:00P - 3:30P GALICIA | The Empatico Empathy Challenge Fellowship Panel | The Empathy Challenge Explained <i>Three Empatico Fellows share their perspectives, lessons learned, and big takeaways from The Empathy Challenge. Learn how this fellowship connected their classrooms with others across the country and inspired their students and fellow teachers to spread kindness and empathy.</i> |
| | |  <p>MICHAEL DUNLEA New Jersey 2012 Finalist</p>  <p>MELISSA COLLINS Tennessee 2014 Finalist</p>  <p>ASHLEE UPP Third Grade, Allen Frear Elementary School</p> |
| 3:15P - 4:15P MEETING ROOMS | Focus Groups Session Two | |
| 4:15P - 5:15P CATALUNIA A | Student Engagement and Educational Equity Panel | Engaged Students Learn More <i>Dr. Tina Marshall-Bradley speaks to the importance of student engagement to both the learning needs of your K-12 students. In this informative session, you will learn how to overcome obstacles and learn best practices to improve attendance, reduce class disruptions and keep students locked in to improve learning and the outcomes of your classroom.</i> |
| | |  <p>TINA MARSHALL-BRADLEY, PhD Academic Coordinator for the School of Education and Professional Licensure, Walden University</p> |

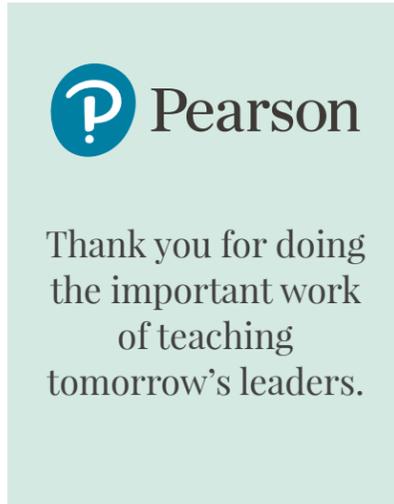
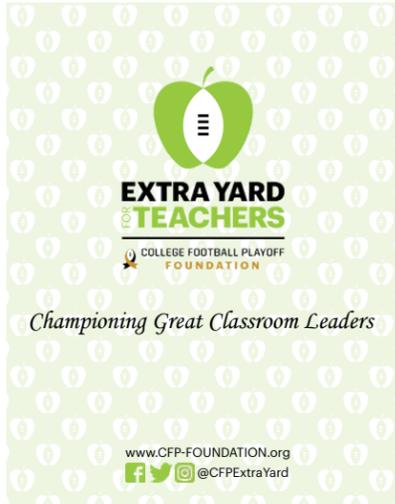
Creating Educational Equity in the Classroom

Every student should have equal access to opportunities, support and the tools they need to succeed in school. In reality, personal and social circumstances can create obstacles to a student's educational potential. Dr. Tina Marshall-Bradley will lead a discussion on creating educational equity. Learn best practices on how to balance standardization as well as recognizing the needs and individuality of your students.

ALSO PRESENTED BY TINA MARSHALL-BRADLEY, PhD

SUNDAY, JULY 8 - DAY OF SERVICE

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---------------------------------------|---|-----------------|
| 6:30P - 9:00P VALENCIA BALLROOM | Welcome Reception <i>Sponsored by Voya</i> | |



MONDAY, JULY 9

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---------------------------------------|---|---------------------------|
| 6:00A - 6:45A OUTSIDE (LAWN) | Yoga with the Rooted Teacher <i>Sponsored by The Rooted Teacher</i> | GENESSA ZICKEFOOSE |
| 7:00 A GRAND BALLROOM FOYER | Registration Opens | |
| 7:30A - 8:15A VALENCIA BALLROOM | Breakfast <i>Sponsored by National Center for Learning Disabilities</i> | |
| 8:05A - 8:30A VALENCIA BALLROOM | Welcome <i>Sponsored by Education Post (Day of Motivation and Inspiration)</i> | Opening Remarks |

MONDAY, JULY 9

(CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|----------------------------------|---|---|
| 8:50A - 10:50A GRAND BALLROOM | Day of Motivation and Inspiration Keynote | Igniting a Radical Imagination in Educators <i>James will bring a message focused on developing radical imagination within educators. A concept that acknowledges the challenges of our social context, but utilizes education to disrupt and reach for new possibilities.</i> |



JAMES E. FORD
North Carolina 2015, Educational Consultant

Student Engagement

Backtracking Apathy: Why Students Check Out and How We Can Check Them Back In
What can schools do to minimize academic disengagement and maximize student motivation and well-being? The answers reveal themselves every day; we need to ask, listen, and respond.



CHRIS HOLMES
Teacher/Researcher

Student Engagement

The Difficult and Satisfying Run of Teaching Defiant Students
Working with defiant students can feel like a difficult run. Teachers can be the adults in students' lives who will help them make it to the next mile marker.



ALLISON RIDDLE
Utah 2014

Student Engagement

Failure is the Key to Success
All of us are bass players.



JOHN TIERNEY
Nevada 2016

| | |
|--|---|
| 10:50A - 11:10A GRAND BALLROOM FOYER | Break <i>Sponsored by The NEA Foundation</i> |
|--|---|

MONDAY, JULY 9 (CONTINUED)

TIME/LOCATION EVENT/SPONSOR TITLE/PRESENTER

11:10A - 12:10P
GRAND BALLROOM Teacher Leadership **Using the Ordinary Moments to Inspire and Motivate**
As a teacher leader, do you ever question your impact and your ability to motivate and inspire? Shelly Vroegh, the 2017 Iowa Teacher of the Year, has those thoughts all the time. In this talk, she'll share how a stranger reminded her that ordinary words and actions have the power to make a profound difference.



SHELLY VROEGH
Iowa 2017

Teacher Leadership **Social Emotional Learning: Not Just For Kids**
Did you ever attend a staff meeting that immediately changed your thinking about one of your passions? Wendy Turner, the 2017 Delaware Teacher of the year, did just that. Come hear how some of her everyday experiences transformed her thinking around social-emotional learning.



WENDY TURNER
Delaware 2017

12:15P - 1:15P
VALENCIA BALLROOM Learning Team Lunch

MONDAY, JULY 9 (CONTINUED)

TIME/LOCATION EVENT/SPONSOR TITLE/PRESENTER

1:30P - 2:25P
GRAND BALLROOM Social Emotional Learning **Teaching Through Our Humanity**
Tapping in our experiences, acknowledging our vulnerabilities and teaching with our hearts. At the end of the day kids are kids. They need the same things, love to nurture their spirits and souls, and kindness and compassion to feel safe, respected and appreciated. They also need to feel challenged. Pushed. Celebrated. And finally, they need to know that they are heard. "We give them the attention they need. And we do it with our hearts." Through the Arts, we tap into our humanity.



ATHANASIA KYRIAKAKOS
Maryland 2017

Social Emotional Learning **Breaking the Stigma of Mental Illness in Teaching, How EQ over IQ will Save our Profession**
As the demands of teachers increase, it is imperative we bring to the forefront what has been swept under the rug for too long.



DORINA SACKMAN-EBUWA
Florida 2014

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SALUTE
Mandy Manning
the 2018 National Teacher of the Year.

We proudly join her in working to create a more hopeful, safe, and kind society where we all can be productive, global citizens.

MONDAY, JULY 9 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|------------------------------------|---|--|
| 2:25P - 3:00P VALENCIA BALLROOM | Teacher Recess Break <i>Sponsored by Playworks</i> | |
| 3:20P - 4:45P GRAND BALLROOM | Equity | <p>Putting Community Back in Schools: We'll Rise Together or Fall Apart</p> <p><i>What would happen if faith based organizations and businesses came together in a purposeful way to support early childhood literacy in our school communities? Learn how ARISE2Read is doing just that to save a child, save a family, save a city.</i></p>  <p>KAREN VOGELSANG Tennessee 2015</p> |
| | Equity | <p>Metal Detectors and Clear Book Bags</p> <p><i>The issue of the Belief Gap is very real in our schools across our nation. This talk will encourage educators to ensure that they are not exercising cultural deficit thinking and choose to believe in ALL students!</i></p>  <p>KELISA WING DoDea 2017</p> |
| | Closing Keynote | <p>The Coming of a New Age of Reason</p> <p><i>Despite the current political and social divisiveness that characterizes our society, our communities have the power to change this self-destructive cycle. The good news is that there is an available remedy as it relates to our needs to rethink public schooling for our modern era. The social movements that we idealize - the civil rights movement, women's suffrage, gay marriage - were driven by people who live these issues everyday. Who better than our professional educators to step forward and re-emerge as the valued partners and leaders we need for our society to move forward to a stronger, more compassionate, more productive and more just future?!</i></p>  <p>NICK DONOHUE President & CEO, Nellie Mae Education Foundation</p> |
| 6:30P - 9:00P VALENCIA BALLROOM | Evening Reception <i>Sponsored by ETS</i> | |

TUESDAY, JULY 10

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|------------------------------------|--|--|
| 6:00A - 6:45A OUTSIDE (LAWN) | Yoga with the Rooted Teacher <i>Sponsored by The Rooted Teacher</i> | GENESSA ZICKEFOOSE |
| 7:00 A GRAND BALLROOM FOYER | Registration Opens | |
| 7:00A - 7:30A GRAND BALLROOM | Sunrise Sessions | |
| 7:30A - 8:15A VALENCIA BALLROOM | Networking Breakfast <i>Sponsored by Digital Promise Global</i> | |
| 8:15A - 9:05A VALENCIA BALLROOM | Student Engagement Problem of Practice <i>Sponsored by Lead2Feed Student Leadership Program</i> | |
| | Keynote | <p>Creating Magic for Students is Just a Dream Away</p> <p><i>Every student has talents, passions, and curiosities that are often waiting to be shared, but how do we tap into those for epic engagement? We do so through the elevation of student voice and choice partnered with a bit of dreaming. In this keynote, Dyane will share how inventing, innovating, seeking global connections, and making a creating mess can influence learning and our hearts. We'll tackle the essential question, "What do we want students to remember when they are 40, not just for the test on Friday?"</i></p>  <p>DYANE SMOKOROWSKI Kansas 2013</p> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|-------------------------------|---------------|--|
| 9:30A - 10:15P BALLROOM AB | Concurrent 1 | <p>"Action!" Using Theatre Techniques to Engage Students</p> <p><i>Onstage, success isn't measured by test scores. It's about stirring the audience's hearts, transforming into someone new, collaborating behind the scenes to make the whole show possible. When we introduce theater techniques into our classrooms, we can help students challenge their notions of what they are capable of achieving. At the same time, we can help them strengthen their literacy skills and develop social and emotional competencies. In this session, get hands-on experience with a variety of theater activities while thinking through how you might use these strategies to engage your students.</i></p>  <p>SYDNEY CHAFFEE National Teacher of the Year 2017</p> |
| BALLROOM C | Concurrent 2 | <p>The iGen Goes to School</p> <p><i>This session, The iGen Goes to School, will introduce the main characteristics of students born between 1996 and 2012, currently known as Generation Z. Unlike any generation before them, Generation Z was born into a fully digital world and are considered to be our first true Digital Natives. Technology growth and diversity have caused our current students to think, react, and develop in ways older generations struggle to understand and adapt to.</i></p> <p><i>After a brief overview of the 4 previous generations, we will discuss the ways in which Generation Z is distinctly different, how they perceive the world around and within them, and how they are transforming education, communication, and society. Participants will be asked to take a "PopQuiz" in which a variety of images, words, and questions will be presented on the screen. Attendees will use their responses to inform how they view their current practices and the manner in which student learning has shifted in the last decade.</i></p> <p><i>The workshop will conclude with an introduction to current best practices in reaching this new and innovative cohort of learners.</i></p>  <p>DR. DREW DOOLEY Generations Specialist</p> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--|---------------|--|
| 9:30A - 10:15P (CONTINUED) BALLROOM DE | Concurrent 3 | <p>Hacking STEM: Modernizing and Democratizing STEM Education, Part 1</p> <p><i>Around the world, schools are modernizing curriculum by embedding creativity, computational and design thinking into project-based classroom activities. The Hacking STEM program provides inquiry-based science, technology, engineering and math lesson plans written by teachers for teachers. These free, interdisciplinary lesson plans support students building projects that range from anemometers, to tuned mass dampers, to robotic hands. Grounded in solving real-world problems, the activities also tuck 21st century technical skills like mechanical and electrical engineering into each project while bringing to life the world of data science. In this talk, Karon will share how Hacking STEM is modernizing and democratizing STEM education.</i></p>  <p>KARON WEBER Partner Director of the Education Workshop at Microsoft</p> |
| 10:15A - 10:30A | Break | |
| 10:35A - 11:20P BALLROOM AB | Concurrent 4 | <p>Getting Smart with Habits of Mind</p> <p><i>Anyone ever teach you how to be smart? Yeah, me neither. I discovered and integrated the 16 Habits of Mind into my 7-12 science classes and then taught a HOM class for 6th graders for a year. The HOM are like a toolbox for learners to use, helping them to be "smart" when the answer to a problem is not readily available. We will do a lesson on persistence and one on striving for accuracy to demonstrate the efficacy of the HOM in school and in life. These skills are "lifeworthy", that is, they will extend into the learners' lives far after their time in the classroom.</i></p>  <p>BOB FEURER Nebraska 2011</p> |



University of Phoenix College of Education is a proud sponsor of NNSTOY's National Teacher Leadership Annual Conference 2018. We thank NNSTOY for the opportunity to help elevate the education profession and learning environments of our nation's children.

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---|---|
| 10:35A - 11:20P (CONTINUED) BALLROOM C BALLROOM DE | Concurrent 5 | <p>Don't Shoot Someone and Go To Jail, Pretend to Shoot Someone and Go To Hollywood</p> <p><i>This is the real world and we must be brave enough to discuss it with our students and "LISTEN" to their answers. That is the only way to tackle extremism leading to terrorism. We must not be frightened to confront and discuss this. This is the world we live in, if you are angry, write it, let people hear what you have to say, but you then must be prepared for their replies even if they are the antithesis of yours. That is dialogue, that is talking. When we keep talking we get peace, when we stop talking we get war.</i></p>  <p>PETER FERRIS Varkey Teachers Ambassador, Top 50 Teacher, Global Teachers Prize 2017, Speaker for the inaugural Aga Kahn Foundation (OXSCIE) at Oxford University (Teaching in a time of Uncertainty), Co-Founder of The Ring of Peace</p> |
| | Concurrent 6 | <p>Hacking STEM: Modernizing and Democratizing STEM Education, Part 2, A Hands-On Activity</p> <p><i>A hands-on activity that brings the philosophy and concepts from the previous session to life.</i></p>  <p>KARON WEBER Partner Director of the Education Workshop at Microsoft</p> |
| 11:30A - 12:20P VALENCIA BALLROOM | Learning Team Lunch | |
| 12:20P - 1:25P VALENCIA BALLROOM | Student Engagement Problem of Practice <i>Sponsored by Nellie Mae</i> | |
| | Keynote Student Engagement | <p>Having Hard Conversations: Finding Your Voice Around What Matters</p> <p><i>As educators, we often come up against situations in which difficult topics must be addressed. What do we know about the best strategies for those moments? Based on Jennifer's work on conflict and her books on having hard conversations, this keynote will provide participants with support, a laugh, and resources to help them communicate in even more humane and growth producing ways.</i></p>  <p>JENNIFER ABRAMS Communications Consultant and Author</p> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|----------------------------------|---------------|--|
| 1:45P - 2:30P BALLROOM AB | Concurrent 1 | <p>Teacher Leadership: The Courage to Lead in Uncomfortable Times</p> <p><i>Teacher strikes. Immigration reform. Student walkouts. Racial inequalities. LGBTQ issues. In this session, panelists will facilitate a whole group launch discussion and small group breakouts about ways for teachers to lead on the important issues of our time.</i></p>  <p>RICHARD OGNIBENE, MODERATOR National Teachers Hall of Fame, New York 2008</p>  <p>JOSE VILSON, NBCT</p>  <p>ANGELA JERABEK Executive Director, BARR</p>  <p>STACEY DALLAS JOHNSTON Nevada Department of Education, Teacher Leader in Residence</p>  <p>MATTHEW FRIEDMAN 7th Grade Accelerated LEA, Brown Academy of International Studies</p>  <p>L. JULIANA URTUBEY Special Education Intermediate Resource Teacher and Garden Team Lead</p> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--|---------------|---|
| 1:45P - 2:30P (CONTINUED) BALLROOM C | Concurrent 2 | <p>How We Should Prepare Teachers and Classrooms for STEM: Lessons Learned from the Voya STEM Fellowship</p> <p><i>How can professional learning opportunities be transformed to empower STEM teachers with the skills they need to create robust learning environments? What changes could be made to teacher training and professional learning that would directly lead to increased interest of STEM careers among students? What are some activities or learning programs that would lead to those outcomes? This past year 15 Master STEM educators partnered with 15 Early Career STEM educators in an exploration of these questions and much more! Join us to engage in conversations about what we learned and next steps all K-12 educators can take to improve STEM teaching and learning.</i></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>DYANE SMOKOROWSKI Kansas 2013</p> </div> <div style="text-align: center;">  <p>KRISTEN RECORD Connecticut 2011, Physics Teacher; Bunnell High School, Stratford, CT</p> </div> </div> <p style="text-align: center;">VOYA STEM FELLOWS</p> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---|---|
| 1:45P - 2:30P (CONTINUED) BALLROOM DE | Concurrent 3 | <p>Improvement Science, Teacher Leadership and Student Engagement: Empowering Teachers to Bring Empathy Into the Classroom as a Mechanism to Inform Change</p> <p><i>Improvement Science is a scientific methodology that values the expertise of practitioners and the research community equally. It is embodied six core principles to guide the work of improving outcomes within systems. Through this approach, practitioners are empowered to disrupt the status quo by understanding their user, accessing the expertise of those closest to the problem and utilizing disciplined inquiry and data in a manner that is practical and job-embedded to facilitate change and improvement. The purpose of this session is to empower participants to see themselves as improvers by being exposed to an overview of Improvement Science. Additionally, a tool of improvement science will be introduced to strengthen the ability to understand a problem from other perspectives and use that data as a catalyst for fostering improvement. Participants will be challenged to take a critical look at how they can apply these tools to their local context and brainstorm possible next steps. The desire is for every participant to leave knowing that they have the power to be the change their classrooms, schools and communities.</i></p> <ul style="list-style-type: none"> • Participants will learn about the six core principles of improvement to facilitate them seeing themselves as improvers. • Participants will learn why and how to conduct empathy interviews as a mechanism to understand diverse perspectives. <div style="text-align: right;">  <p>PATRICE DAWKINS-JACKSON Carnegie Foundation for the Advancement of Education</p> </div> |
| 2:30A - 2:45P GRAND BALLROOM FOYER | Break Sponsored by Educators for Excellence | |



EDUCATORS FOR EXCELLENCE

Teacher-led Change

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| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|-------------------------------------|---------------|--|
| 2:45P - 3:30P BALLROOM AB | Concurrent 4 | <p>Elevating the Profession through Board Certification</p> <p><i>This interactive session will highlight the voices of STOI NBCTs who have served in teacher leadership roles. First, Ellen Sherratt will provide an overview of the National Board's mission and the new certification process that is intended to be more flexible and more affordable. Second, STOI NBCTs will share their stories and how they drew on their combined recognitions to advance the profession. A Q&A period will be offered to engage with these STOI NBCTs. Finally, the National Board will provide an overview of an Advocacy Toolkit to provide an opportunity for participants to identify practical approaches to advocate for advancing the profession.</i></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>ELLEN SHERRATT Vice-President for Policy and Research, National Board of Professional Teaching Standards</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>SYDNEY CHAFFEE, NBCT National Teacher of the Year 2017</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>STACEY DONALDSON, NBCT Mississippi 2009, Project Director, National Board for Professional Teaching Standards</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>KELLY ELDER, NBCT Montana 2017</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>DR. TONIA HOLMES-SUTTON, NBCT Nevada National Board Network to Transform Teaching, Director National Board Professional Learning Institute, Founder and Program Director</p> </div> </div> </div> |

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---------------|---|
| 2:45P - 3:30P (CONTINUED) BALLROOM C | Concurrent 5 | <p>Advancing Teacher Leadership by Collaboratively Engaging with your State Education Agency</p> <p><i>Rarely are teacher leaders invited to the decision-making table to contribute to discussion related to statewide education initiatives and reform efforts. Even more rare is for teacher leaders to be well-connected to their State Education Agency. At the Oregon Department of Education (ODE) teacher leaders have successfully partnered with the state to establish a coalition of educators (known as the Deputy Superintendent's Advisory Council) who routinely engage with state education leaders to inform policy. In year three of its work, the Council is vested in effectively supporting and sustaining systems that strengthen and amplify teacher voice in order to improve outcomes for all students. This session aims to create a community of learning by posing critical questions, facilitating discussion, sharing resources, and empowering participants to consider their State Education Agency as a key lever for advancing teacher leadership. Through a series of hands-on activities, participants can expect to gain exposure to effective practices. They will engage in small group work to reflect on challenges and opportunities for elevating teacher voice in their state. Participants will come away with promising practices, new knowledge, and strategies for expanding teacher leadership in their state.</i></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>NANETTE LEHMAN Oregon 2013</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>MICHAEL LINDBLAD Oregon 2015</p> </div> </div> </div> |

TUESDAY, JULY 10 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|--|---|
| 2:45P - 3:30P (CONTINUED) BALLROOM DE | Concurrent 6 | <p>Teachers as Powerful Changemakers <i>Through interactive games, self-reflection exercises and group conversations, the session will cover the following themes:</i></p> <ol style="list-style-type: none"> 1) Self reflection and story telling exercises to identify moments in life that created change 2) Identifying both internal and external resistance to being a changemaker 3) The inspirational stories of teachers who have led change within the district system 4) The connection between teachers being a changemaker and how that support enables their students to become powerful changemakers.  <p>VIPIN THEKK Senior Director, Ashoka Innovators for the Public</p> |
| 3:45P - 5:00P VALENCIA BALLROOM | NNSTOY Membership Meeting | |
| 4:30P - 6:00P GRAND BALLROOM FOYER | Happy Hour (optional) <i>Sponsored by College Football Playoff Foundation</i> | |
| NIGHT ON YOUR OWN | | |



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WEDNESDAY, JULY 11

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|------------------------------------|---|---------------------------|
| 6:00A - 6:45A OUTSIDE (LAWN) | Yoga with the Rooted Teacher <i>Sponsored by The Rooted Teacher</i> | GENESSA ZICKEFOOSE |
| 7:00 A GRAND BALLROOM FOYER | Registration Opens | |
| 7:00A - 7:30A GRAND BALLROOM | Sunrise Sessions | |
| 7:30A - 8:15A VALENCIA BALLROOM | Networking Breakfast <i>Sponsored by Facebook, inspirED</i> | |
| 8:15A - 9:05A VALENCIA BALLROOM | Social Emotional Learning Problem of Practice <i>Sponsored by Empatico</i> | |

Keynote
Social Emotional Learning

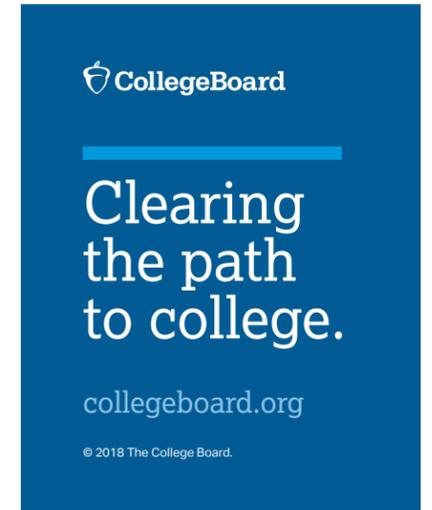
Social and Emotional Learning Skills: Can they be Measured? Can they be Modified?

Over the past two decades, considerable time and resources has been spent developing social and emotional learning (SEL) programs. Such programs are variously touted as a panacea for school bullying; a means to prepare students for the coming workforce; and/or to instill individuals with the right mindsets to become responsible global citizens. Advocates of these programs often claim success absent of data, while critics of these programs often dismiss them purely on the grounds they take students away from the 3R's. Whichever perspective one adopts, it seems these programs are here to stay, and the sheer number of programs and constructs supposedly targeted is mind-bogglingly large.

In this presentation I will argue that there are only five core constructs that these programs should target, and that they should not be measured as they are now. I also provide scientific evidence that they can be modified, though many programs fail to instill the importance of teachers as models for SEL skills or to provide students with declarative knowledge as to what these skills actually mean (and the benefits they would have in acquiring them). I conclude with a brief demonstration of a social and emotional learning system that bundles all of these features into a coherent whole.



RICHARD ROBERTS, PhD
Co-Founder and Chief Science Officer, Research and Assessment: Design Science Solution

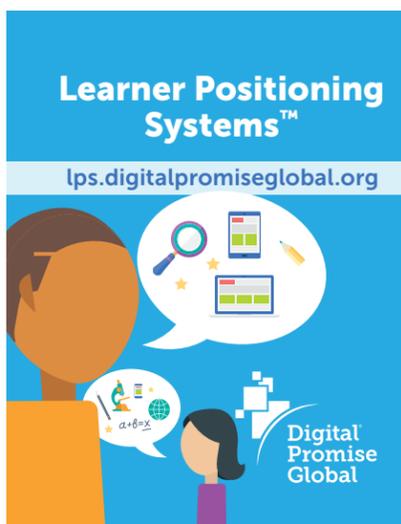


WEDNESDAY, JULY 11

(CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|-------------------------------|---------------|--|
| 9:30A - 10:15A BALLROOM AB | Concurrent 1 | <p>How Learning Happens: Policy and Practice for Social, Emotional & Academic Development</p> <p><i>Today's youth must navigate a complex, economically competitive, and globally connected world. Yet the nation's predominant approach to PreK-12 education fails to fully prepare students for this future. From the schoolhouse to the state house, we have emphasized the academic skills our students need. But overwhelming evidence demands that we complement the focus on academics with the development of the social and emotional skills and competencies that are equally essential for students to thrive in school, career, and life. The Aspen Institute's National Commission on Social, Emotional, and Academic Development is uniting leaders to re-envision what constitutes success in our schools.</i></p> <p><i>As the Commission approaches the release of its Report from the Nation at the end of 2018, members of the Commission are sharing draft recommendations with key partners to solicit their input and feedback. This session will provide an opportunity for attendees to hear and provide feedback on the draft practice change recommendations.</i></p> <div style="display: flex; flex-direction: column; align-items: flex-end;"> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>LETICIA GUZMAN INGRAM Colorado 2017</p> </div> </div> <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="margin-left: 10px;"> <p>CHRISTOPHER POULOS Connecticut 2007</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>LYON TERRY Aspen Institute</p> </div> </div> </div> |

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---------------|--|
| 9:30A - 10:15A (CONTINUED) BALLROOM C | Concurrent 2 | <p>Love Knows No Color: Using Technology to Desegregate Your Classroom</p> <p><i>Have you noticed that classrooms are segregated? Do your students appear to interact with students that only resemble themselves? Do you want them to engage with students from a diverse population using technology? Have you ever wanted to take your students on a class trip that would help them build relationships with diverse students in order to help them combat prejudices and biases? Mark Twain said, "Travel is fatal to prejudice." As teachers, we know that students bring unique qualities to the classroom due to their backgrounds. Therefore, it is imperative that we celebrate their differences and give students the opportunity to foster relationships with others. Two educators came together, one from the south and one from the north, to bring their all white and all black classrooms together using innovative methods that allowed their students to interact with each other. This session will offer some lessons learned from the project, the technology and strategies that were used in the classroom primary student perspectives regarding race and biases. The session will also provide interactive strategies (problem-solving map, brainstorm carousel, and gallery walk, to name a few) to interact with other participants, and to create an action plan for the upcoming school year. After this session, the conversation will continue with a follow-up webinar from these two educators.</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>MICHAEL DUNLEA New Jersey 2012 Finalist</p> </div> <div style="text-align: center;">  <p>MELISSA COLLINS Tennessee 2014 Finalist</p> </div> </div> |



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| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--|---------------|---|
| 9:30A - 10:15A (CONTINUED) BALLROOM DE | Concurrent 3 | <p>Integrating Safe and Healthy Play Strategies to Support Teaching and Social Emotional Learning</p> <p><i>At Playworks, we believe in the power of play to bring out the best in every child and we support kids to feel included, be active, and build valuable social-emotional skills. In this session, we would share strategies we have used on the playground with teachers and administrators given the benefits this can yield in the classroom. We would first ask participants to share common classroom management challenges along with approaches they currently use to address these. We would then explore how a play-based approach might be helpful in these instances by introducing games that could diffuse a situation or decrease the chances of encountering that situation. In addition to demonstrating how play could be effectively used in the classroom at appropriate times, we would also discuss the specific social emotional skills that students (and teachers) could practice through these games. The goal would be for participants to move around and play together which would allow them to experience some of the group management / SEL skill building approaches we use with kids on the playground firsthand and leave with strategies and tactics that they can easily integrate and immediately apply in their classrooms.</i></p> <div style="text-align: right; margin-right: 50px;">  <p>HEATHER CHECKY Pro Trainer, Playworks</p> </div> |
| 10:35A - 11:20A BALLROOM AB | Concurrent 4 | <p>Social and Emotional Learning Skills: Can they be Measured? Can they be Modified?</p> <p><i>inspirED is a program designed to engage and empower students to work together to create more inclusive, safe and connected schools and communities. This session will highlight the ways in which educators can support their students to elevate their voices to measure and build positive school climate, while developing core social and emotional learning skills. Participants will hear directly from a panel of inspirED student leaders about how to dream up and create a vision through the 4-step inspirED process for a kinder, more inclusive and empathetic school community. Through students sharing stories, examples, and experiences, we can unite our work and empower students and school professionals to advocate and develop data driven solutions for their needs.</i></p> <div style="text-align: right; margin-right: 50px;">  <p>NICOLE STAUBLI Strategic Partner Manager, inspireED</p> </div> <p style="text-align: center;">STUDENT PANEL</p> |

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--|---------------|--|
| 10:35A - 11:20A (CONTINUED) BALLROOM C | Concurrent 5 | <p>CALM - Cultivating Awareness, Longevity, and Mindfulness in Education</p> <p><i>Teaching is one of the most stressful occupations in the country so introducing organizational and individual interventions such as mindfulness practices can help minimize the negative effects of teacher stress. In this session, participants learn how mindfulness techniques can improve one's health, concentration, focus, and ultimately improve teacher well-being for fostering strong student connections and engagement. Participants will identify their stress level, participate in a mindfulness practice, explore the CALM Toolbox website where users will find a plethora of resources available at their fingertips for creating a Teacher Health and Wellness Community at their schools, and a "takeaway" to practice on their own.</i></p>  <p>KERRY TREICHEL M.A.E.d., NBCT Early/Mid Childhood ELA</p> |

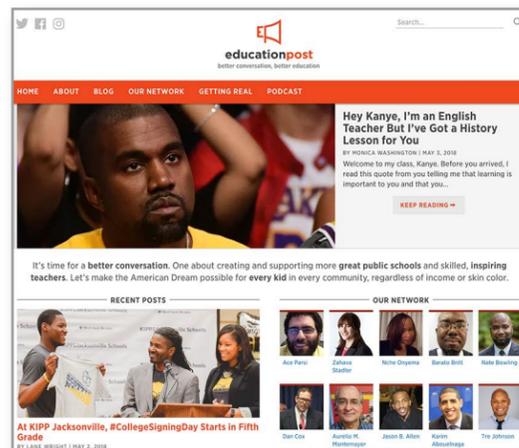
| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---------------|--|
| 10:35A - 11:20A (CONTINUED) BALLROOM DE | Concurrent 6 | <p>Getting to the Heart of Literacy: Integrating Social Emotional Learning into Literacy Instruction</p> <p><i>Social Emotional Learning has become the latest educational "buzz word." It is important to understand that the set of core principles on which Social Emotional Learning (SEL) is based is essential for our students, but is not an "add on" to an already overflowing agenda for our students and teachers. We posit that SEL is best integrated into literacy instruction and woven into the very fabric of how our students learn to read and write as well as how they respond to literature and each other. Literacy is, at its heart, both a social and an emotional transaction. The very success of our literacy instruction hinges on students' ability to work together, push each other's thinking, respond in thoughtful ways to literature and expository text, and write with passion and voice. Research tells us that social and emotional competencies not only prepare students to be productive contributors to a literacy community, but also increase students' capacity to learn (Dulak et al., 2011). Yoder (2014) suggests that teachers should help students understand the ways in which their emotions influence their classroom interactions. This session builds on the SEL core competencies from the Collaborative for Academic, Social and Emotional Learning (CASEL) and links those competencies directly to specific best practices in literacy, including but not limited to student choice, classroom discussion, self-reflection and self-assessment, and competency building (Yoder, 2014). Through the use of these teaching practices, specifically in literacy, teachers can intentionally focus on SEL while simultaneously providing rich literacy instruction.</i></p>  <p>CLAIRE RIDDELL Manager of School Districts and Partnerships</p>  <p>MARISA RAMIREZ STUKEY, PhD Regional Director</p> |

| | | |
|---|---------------------|--|
| 11:30A - 12:20P VALENCIA BALLROOM | Learning Team Lunch | |
|---|---------------------|--|



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WEDNESDAY, JULY 11 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|-------------------------------------|--|--|
| 12:20P - 1:10P VALENCIA BALLROOM | Problem of Practice Introduction - Equity <i>Sponsored by No Kid Hungry, Share Our Strength</i> | |
| | Keynote Equity | Equity-Focused Education: A Conversation with John King Jr. <i>A fireside question and answer session facilitated by Kelisa Wing, DoDEA 2017 and Dr. Toney McNair, Virginia 2017.</i> |
| | |  JOHN KING Education Trust President and CEO |

WEDNESDAY, JULY 11 (CONTINUED)

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|------------------------------|---------------|---|
| 1:45P - 2:30P BALLROOM AB | Concurrent 1 | <p>The Breakfast Club, Starring No Kid Hungry and NNSTOY Fellows</p> <p><i>You've heard breakfast is the most important part of the day. Why do some students skip breakfast? Breakfast After the Bell brings equity to school breakfast programs. Just as each school is different, each fellowship journey is different. Come learn about our successes, roadblocks, and lessons learned. You'll leave with information on how to start a Breakfast After the Bell program.</i></p> |
| | |  ANGELA HOMAN Pennsylvania 2011, Finalist |
| | |  MICHELLE PEARSON Colorado 2007 |
| | |  LISA HALLORAN Fund for Teachers 2016 Fellow |
| | |  WENDY TURNER Delaware 2011 |
| | |  ABDUL WRIGHT Minnesota 2016 |
| | |  BRIE DOYLE, PhD Senior Manager, National Partnerships, No Kid Hungry |
| | |  MICHAEL DUNLEA, NBCT New Jersey 2012 Finalist |
| | |  DEREK VOILES Tennessee 2017 |

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|--|---------------|---|
| 1:45P - 2:30P (CONTINUED) BALLROOM C | Concurrent 2 | <p>Speak Truth to Power: Arts Integration and Student Social Action</p> <p>Learners will be introduced to "Speak Truth to Power", a human rights based curriculum provided by Robert F. Kennedy Human Rights (RFK), free of charge. This particular session will explore an arts-based modification not currently available online or via RFK. Teachers, as if they are student learners, will engage in the process of creating a verbatim performance piece. RFK has a play by the same title which will serve as an exemplar of verbatim theatre. This session will also share award-winning student examples of verbatim theatre. The process includes exploring bias, compiling data on chosen/relevant issues, conducting/transcribing interviews, and composing a performance piece. The session will also include theatre games that facilitate the project as well as improve classroom culture; these games engage students and improve listening and speaking skills. One game is called "Other People Stories". During this game, learners will swap stories following verbal prompts from a facilitator. At some point, the facilitator will ask learners to recount the story they heard. As a whole group, learners will debrief the activity. Students will have gained a sense of a few concepts: what verbatim is, the difference between emulate and imitate/mockery, bias, and honoring another person's voice/story. The session will end with small groups composing and performing short verbatim plays.</p> <div style="text-align: right;">  <p>ESTELLA OWOIMAHA-CHURCH 2017 Global Teacher Prize Finalist</p> </div> |



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| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|---------------|--|
| 1:45P - 2:30P (CONTINUED) BALLROOM DE | Concurrent 3 | <p>Girls, Ladies, and Strong Women</p> <p><i>In an open cafe style, all participants will guide conversations based on women, the marches, social media, our students and gender equity. The current political climate for women is ablaze with possibility. What does that mean for us? This session will offer a venue to discuss current issues surrounding women, not exclusive to gender or feminism but inclusive for men to hear our concerns and address the current waves of awareness surrounding women.</i></p> <p><i>Given that the education profession is female predominate, how are educators processing the recent waves of gender driven dialogues? In a safe place, although not a therapy session, presenters will share how to provide safe classes for students to express their concerns and share resources available in schools. Are those conversations guided by women in the workplace? Are ALL aspects of feminine and gender preference included, for teachers and for our students?</i></p> <p><i>The session will share how contemporary artists are expressing through the visual arts, music, social media, and print.</i></p> <p><i>Bring an image, poster or story to share about a personal experience at a Women's March 2017 or 2018 and create a pink hat or scarf for each participant, as evidence of traditional arts in peaceful resistance.</i></p> <div style="text-align: right;">  <p>LISA HIRKALER New Jersey 2015</p>  <p>CATHERINE DAVIS-HAYES Rhode Island 2007</p> </div> |
| 2:30P - 2:45P | Break | |



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| 2:45P - 3:30P BALLROOM AB | Concurrent 4 | <p>Required Reading Reconsidered <i>Educators who attend this session will examine the voids that may exist in their schools' required literary canons. Session facilitators will engage participants in activities and discussion while also providing resources and practical solutions for creating more inclusive and richer literary experiences for students. Attendees will have an opportunity during the session to work with other educators applying the strategies that the presenters model.</i></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>MONICA WASHINGTON Texas 2014</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>AFRIKA AFENI MILLS BetterLesson</p> </div> </div> </div> |
| | | <p>Cutting the School-to-Prison Pipeline through Restorative Justice and Positive Behavioral Supports <i>Suspension rates have dramatically increased, pushing students down the prison pipeline, greatly affecting students of color and students with disabilities. Research has proven that harsh disciplinary procedures around zero-tolerance policies are ineffective and increase the likelihood that suspended students disengage, drop-out, and/or enter the prison system. The Restorative Justice model shifts from a punitive system to one that is restorative. Positive Behavioral Intervention and Supports, or PBIS, is a positive and proactive measure to discipline. Session attendees will learn about fundamental changes to cut the school-to-prison pipeline and support equity and justice for all students. They will be encouraged and challenged to discuss national trends and systemic barriers to students of color while also constructing ways of engaging with this problem within their local context. Session attendees will practice crafting messages for advocacy around Restorative Justice models and the need for urgent attention to the school-to-prison pipeline.</i></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>BRIANNA CROWLEY, NBCT Education and Training Manager at Pennsylvania School Boards Association</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>HEATHER BENNETT, J.D., PhD Director of Equity Services for Pennsylvania School Boards Association</p> </div> </div> </div> |
| BALLROOM C | Concurrent 5 | |

| TIME/LOCATION | EVENT/SPONSOR | TITLE/PRESENTER |
|---|--------------------|---|
| 2:45P - 3:30P (CONTINUED) BALLROOM DE | Concurrent 6 | <p>Moving from "No" to "Go" <i>The culture has changed over the last three years for a more open education system</i></p> <ul style="list-style-type: none"> • Low socio-economic disparity • Lack of parental support • Implementation without fidelity • Teacher recommendation <p><i>Equity within our culture can change by educating students/parents/and teachers. Through small group discussion we wish to create a vision and a process for schools that addresses major hurdles (master scheduling, funding, teacher workload, district approval, progress monitoring/data).</i></p> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>SCOTT SCHNEIDER Principal</p> </div> </div> <div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>L. JANINE CROWDEN-RICHARDSON Graduation Coach/Dean of Student Services 12th Grade</p> </div> </div> </div> |
| | | 3:30 - 3:45P |
| 3:50 - 4:45P GRAND BALLROOM | Conference Wrap-Up | |



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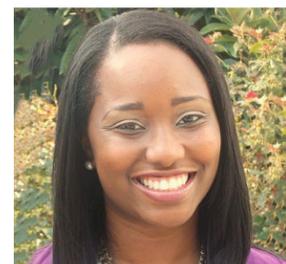
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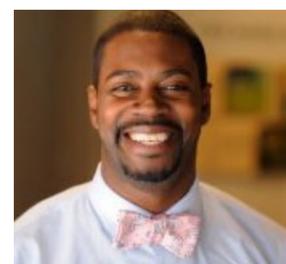
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EDWEEK

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