NH Educators’ Statewide Summer Summit 2016
Transformation through Personalization
August 3-5, 2016

Cosponsors:
NH State Department of Education
UNH College of Liberal Arts, Department of Education

In collaboration with
UNH Cooperative Extension
UNH Professional Development & Training

Location: UNH Durham Campus
Conference Check-in: Memorial Union Building

Agenda, Sessions, General Information
http://www.learn.unh.edu/edsummit2016/register

Wednesday, August 3
7-8 a.m. Continental Breakfast
7-8 a.m. Early Registrations (for Foundation Session attendees)
8:30-11:30 a.m. Foundation Sessions
10:30-11:30 a.m. NH Problems of Practice Facilitators’ Sessions
10:30 am.-1 p.m. General Registration
11:45-12:45 p.m. Lunch in Holloway Commons
1-2:30 p.m. Team Planning Time
2:45-3:15 p.m. Opening Remarks, Dr. Virginia Barry, NH Commissioner of Education
3:15-4:15 p.m. Keynote: Dr. Linda Darling-Hammond
4:15-5:15 p.m. Reception
5:30 p.m. Free Evening
Note
5:30 p.m. Free Evening
Note Last Bus Shuttle to Lot A is at 7:30 p.m.

Thursday, August 4
7-8 a.m. Continental Breakfast
7:15-8 a.m. NH Problems of Practice Facilitators’ Sessions
8-9 a.m. Strand Keynote Presentations
9:15-10:15 a.m. Concurrent Sessions A
10:30-11:30 a.m. Team Planning Time
11:45 a.m.-12:45 p.m. Lunch in Holloway Commons
1-2 p.m. Keynote
Dr. Sonia Nieto
2:15-3:15 p.m. Concurrent Sessions B
3:15-5:15 p.m. Team Planning Time
5:30-7 p.m. Movie: Most Likely to Succeed
5:30 p.m. Dine Around Town
Note
5:30 p.m. Dine Around Town
Note Last Bus Shuttle to Lot A is at 7:30 p.m.

Friday, August 5
7-8 a.m. Continental Breakfast
8-9 a.m. Keynote: Paul Leather, Deputy Commissioner; Mary Earick, Administrator, Bureau of Integrated Programs & State Director, Title 1, NH Department of Education; and Ted Dintersmith
9:15-10:15 a.m. Concurrent Sessions C
10:30-11:30 a.m. Concurrent Sessions D
11:45 a.m.-12:45 p.m. Lunch Panel
1-2 p.m. Team Time
2:15-3:15 p.m. Closing Keynote: Elena Bodrova, Ph.D.
Keynote Speaker: Sonia Nieto, Ed.D.

Sonia Nieto, Ed.D., has devoted her professional life to questions of diversity, equity, and social justice in education. With research focusing on multicultural education, teacher education, and the education of students of culturally and linguistically diverse backgrounds, she has written or edited eleven books and dozens of book chapters and journal articles, as well as a memoir, Brooklyn Dreams: My Life in Public Education. Her classic text, Affirming Diversity: The Sociopolitical Context of Multicultural Education is now in its 6th edition (the 2008 and 2012 editions were co-authored by her friend and colleague Patty Bode). The first edition (1992) was selected for the Museum of Education Readers’ Guide as one of the 100 books that helped define the field of education in the 20th century.

Dr. Nieto has received numerous awards for her scholarly work, activism, and advocacy, including six honorary doctorates. Elected as a Laureate of Kappa Delta Pi (2011), and a Fellow of AERA (2011), in 2015 she was elected a member of the National Academy of Education. She is married to Angel Nieto, a children’s book author and former teacher, and they have raised two daughters, Alicia and Marisa, and a granddaughter, Jazmyne. They are the proud grandparents of twelve grandchildren.

New Hampshire Problems of Practice    Facilitator Training

Offered twice:
Wednesday, August 3, 10:30-11:30 a.m.
MUB 156

Thursday, August 4, 7:15-8:00 a.m.
Lamprey Room (HoCo)

Note: If you are a Facilitator you are required to attend this session.

Join this second session of a two-part series geared for the school-level facilitators for the NH Problems of Practice Model for the 2016 Summer Summit. During this informational session participants will receive updated communication and facilitation documents needed to fulfill your role as facilitator; all facilitators should participate.

Training Leader: Mary Earick, Ph.D.

Foundation Sessions (optional pre-conference sessions)

8:30-11:30 a.m. The Buzz around Implementation Science! MURK 202

This exciting and interactive morning session will focus on the Stages and Drivers of Implementation Science and the ways in which State, District and School teams can use the tools and practices to implement sustainable evidence based practices. During this session Cynthia Proulx, M.S. and Maura Hart, Ph.D., will be joined by Michelle Duda, Ph.D., to work with the NH SWIFT Partner and Development Sites to bring to life an in depth perspective of the Implementation of the SWIFT Framework.

Presenters: Michelle Duda, Ph.D., Cynthia Proulx, M.S., Maura Hart, Ph.D. Michelle Duda, PhD, BCBA-D is a senior level Board Certified Behavior Analyst (BCBA-D). Dr. Duda’s professional roles include: Scientist at the...
University of North Carolina at Chapel Hill and the Founder and President of the coaching and research firm, Implementation Scientists, LLC.

8:30-11:30 a.m.  Learning to Choose, Choosing to Learn  MUB Theater II

"When work is a pleasure, life is a joy! When work is a duty, life is slavery." This Maxim Gorky quote reveals an uncomfortable truth about many students' school experiences: with little voice or autonomy, students struggle to find interest in work. Come explore how offering students choices about learning can boost engagement, teach differentiation, and foster a zest for taking on challenges. In addition to learning about some of the key benefits of choice, you will also explore how to create good choices for students, discover how to help students choose well, and learn a step-by-step process for implementing choice effectively. You will walk away with many practical ideas and strategies as well as a Live Binder packed with additional resources! This workshop is appropriate for K-12 educators.

**Presenter:** Mike Anderson is a fulltime education consultant. He was a classroom teacher for fifteen years, including nine in Portsmouth where he was a NH Teacher of the Year finalist and national Milken Educator award winner. He also worked for many years as a Responsive Classroom consultant, leading PD around the US and Canada and authoring several books, including the second edition of The First Six Weeks of School. His newest book Learning to Choose, Choosing to Learn was the April 2016 ASCD member book and distributed to 60,000+ educators in over 100 countries. He currently lives in Durham, NH.

8:30-11:30 a.m.  Leaping Over Barriers of Poverty  MUB Theater I

Join the participants in this session as we unravel the truth behind the cycle of poverty that is pervasive in our schools. Information will be revealed about how to break the generation cycle of poverty. Also, this session will explore the differences that separate student opportunities for success. During this interactive workshop a panel of field experts will be available to share their first-hand experiences with you.

**Presenters:** Pat Snow, Sharon DeVincent, Joey Nichol

8:30-11:30 a.m.  Instructional Rounds  MURK 104

Instructional Rounds in Education is intended to help education leaders and practitioners develop a shared understanding of what high-quality instruction looks like and what schools and districts need to do to support it. Inspired by the medical-rounds model used by physicians, this session will introduce a new form of professional learning known as instructional rounds network. Through this process, educators develop a shared practice of observing, discussing, and analyzing learning and teaching.

**Presenter:** MaryClare Heffernan, SERESC

8:00 a.m.-Noon  NG2 (This is a Closed Session)  PCBE 135

This workshop is designed for NG2 schools.

**Presenters:** Tracy Fischer-Tubbs, principal of Walker School in Wisconsin, and Stacey Lange, dean of curriculum of Walker School

8:30-10:30 a.m.  How Does Data Change the Game? The Power of Adaptive Learning with iReady  MURK G17

The ever-elusive dream of serving the Zone of Proximal Development every day for every student is finally attainable with the help of adoptive technology. Participants will explore the innovative tool iReady, which ties data to instruction in a comprehensive profile for each student and like-needs small groups in Reading and Math. Discover how a strong data culture establishes a healthy growth mindset and elevates the conversation between student and teacher toward the common goal of growth. iReady's cutting-edge tech-enhanced assessment and instruction create a blended learning environment widely proven to produce significant growth for all students from striving to gifted.

**Presenter:** Brian O'Mara

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**Strand Keynote Sessions**

(**Note:** For a complete list of the books associated with the Strand Sessions, see page 15.)

**Thursday, August 4, 8:00-9:00 a.m.**

**Inclusive Education Strand: UDL & More!**  PCBE 185

(Book: **Now!**)

Session Narrative: Proactively planning according to the principles of Universal Design for Learning builds a firm foundation for the education ALL student—easy to SAY, but harder to do, especially in New Hampshire where there is LOTs going on - ESSA, the UDL Academy, SWIFT Schools, NH AEM, Accessible Technologies and more! Such rich opportunities to improve the participation and achievement of all students! Ah, the ecstasy and the agony of making that happen in schools and classrooms every day! Are you feeling a bit overwhelmed? Thinking "If I do this, then what about that?" Wondering how everything fits together? Questioning whether all REALLY means all? Join Joy Zabala for a lively look at 5 myths and realities, and some quick tips that can help you build upon the firm foundation of UDL and have the supports you need so that ALL students can participate and achieve in New Hampshire classrooms.

**Presenter:** Joy Smiley Zabala is a leading expert on the use of assistive technology (AT) to improve education for people with disabilities. As a technologist, special educator, teacher trainer, and conference speaker, Dr. Zabala has earned international recognition for her work on AT and Universal Design for Learning (UDL). Dr. Zabala is Co-Director of the National Center on Accessible Educational Materials (AEM Center) and Director of Technical Assistance at CAST. She was previously the Director of Technical Assistance for the AIM Consortium (2007-2009) and the National Center on Accessible Instructional Materials (2009-2014). Dr. Zabala developed the SETT Framework, a model that is widely-used by families and educators for collaborative decision-making in all phases of assistive technology service design and delivery. She is also a founding member of the QIAT Community, a co-author of the Quality Indicators for Assistive Technology, and Education Program Chair for the international conference of the Assistive Technology Industry Association. She serves on the faculty of the Center on Technology and Disability, the editorial board of the Assistive Technology Outcomes and Benefits (ATOB) Journal, and the advisory board of the National Accessible Materials Access Center (NIMAC).

**Data Literacy Strand**  MUB 156

(Book: **Data Wise In Action**)

In her keynote presentation Sarah Fiarman, Ed.D., will begin the strand with an overview of using data at a classroom and district level to personalize instruction. The presentation will draw on the content of two books: Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning, of Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning; and Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning. Participants will build on their knowledge of using data at a classroom and district level to improve instruction and create personalized environments in which
students can learn and grow. Educators and administrators who work with student assessment data, whole school or district data, or who work in collaborative learning communities will find the data literacy keynote presentation inspirational as well as practical.

**Presenter:** Sarah Fiarman received her Ed.D. from HGSE in Administration, Planning and Social Policy in 2009. She is a public school principal and former National Board Certified Teacher. In all her work, she is committed to building powerful learning communities through developing teacher leadership, examining data in a collaborative context, and focusing relentlessly on closing achievement gaps. In 2012, she was awarded a Lynch Leadership Academy Fellowship and in 2013, the Boston Globe rated her school the “#1 Dream School in Massachusetts.” Through work with the Northeast Foundation for Children and The Leadership Collaborative, Sarah has consulted on improving instruction at the classroom, school, and district level. She is a co-author of Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning with Elizabeth A. City, Richard F. Elmore, and Lee Teitell. Sarah is also contributing author to Data Wise in Action: Stories of Schools Using Data to Improve Teaching and Learning, edited by Kathryn Parker Boudett and Jennifer Steele (Harvard Education Press, 2007); and Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning, edited by Kathryn Parker Boudett, Elizabeth A. City, and Richard J. Murnane (Harvard Education Press, 2005).

**Early Childhood Strand—**  
**Becoming Brilliant: Re-Imagining Education for the 21st Century**  
PCBE 175  
(Book: *Becoming Brilliant: What Science Tells Us About Raising Successful Children*)

What if the ways in which we teach and raise our young children today will render their skills obsolete in a future economy driven by learning machines? What if we could turn that around by grooming entrepreneurs and flexible critical thinkers primed to be the next generation of leaders? In their new book, Becoming Brilliant, Golinkoff and Hirsh-Pasek use the latest evidence from the science of learning to transform the way we think about education.

In 2016, many of our early childhood programs and schools, our toys and our homes are locked into teaching facts. Our measure of success is often driven by narrowly defined test outcomes in reading and math. In the Wiki and Google world, however, these facts are at our fingertips, and while our children must learn to read and to count, they must also learn to sort, prioritize, synthesize and create. Success is better measured by happy, healthy, caring, social and thinking children who will become the compassionate, creative and responsible citizens of our future.

Becoming Brilliant provides educators, policy makers and parents a new framework for achieving this breadth of skills—a framework that embraces a view of education that exists in and out of school and a framework that can take children from the sandbox to the boardroom. This talk not only presents the framework and the science that supports it, but offers real examples of how the ideas can be put into practice in homes, early childhood programs, schools and communities today.

**Presenter:** Kathryn Hirsh-Pasek, Ph.D. is the Stanley and Debra Lefkowitz Faculty Fellow in the Department of Psychology at Temple University where she serves as Director of the Infant Language Laboratory. She is the recipient of the American Psychological Association’s Bronfenbrenner Award for Lifetime Contribution to Developmental Psychology in the Service of Science and Society, the American Psychological Association’s Award for Distinguished Service to Psychological Science, the Association for Psychological Science James McKeen Cattell Award for a lifetime of outstanding contributions to applied psychological research and the APA Distinguished Lecturer Award as well as the Temple University Great Teacher and the University Eberman Research Award. She was also a finalist for 2013 Best Professor of the year for the American Academy of Education Arts and Sciences Bammy Awards. Kathy received her bachelor’s degree from the University of Pittsburgh and her Ph.D. from the University of Pennsylvania. Her research in the areas of early language development and infant cognition has been funded by the National Science Foundation, the National Institutes of Health and Human Development, and the Institute of Education Sciences resulting in 12 books and over 200 publications. She is a Fellow of the American Psychological Association and the American Psychological Society and served as the Associate Editor of Child Development. She also served as treasurer, is on the governing board and is the President Elect of the International Society for Infant Studies. Her book, *Einstein Never Used Flashcards: How children really learn and why they need to play more and memorize less* (Rodale Books) won the prestigious Books for Better Life Award as the best psychology book in 2003.

**Family & Community Engagement Strand: Understanding & Working with Vulnerable Families**  
PCBE G75

*(Book: $2.00 a Day: Living on Almost Nothing in America)*

This session, based on Kathryn Edin and Luke Shaefer’s award-winning book $2 a Day: Living on Almost Nothing in America (2015), will describe the sharp rise of extreme poverty in the United States over the last 20 years, an unintended consequence of the Clinton-era welfare reform. Today, roughly 3 million children at any given time live in households with less than $2 per person per day in cash incomes; over a course of a year, 3.3 million children experience a spell of at least three months in $2 a day poverty, up from just a few hundred thousand in the mid 1990s. This presentation will cover the following questions: how do families with children fall into $2 a day poverty; what do they do to survive; what are the implications for the wellbeing and healthy development of children, and; what role can schools play in identifying and shielding children and families from some of the strains of extreme poverty. Audience members will gain an awareness of how policy changes, taken together with changes in the labor market and the affordable housing crisis may be affecting children in their classrooms. The presentation will included suggestions for specific tools for screening for extreme poverty. Audience members will be given information about how teachers and administrators may be able to shield children and families from some of the strains of extreme poverty.

**Presenter:** Kathryn Edin has a strong interest in bridging the gap between research and application. To that end, she served as an investigator on the NICHD Study of Early Child Care, is on the Advisory Board of the Fred Rogers Center, Jumpstart and Disney Junior and is an invited blogger for the Huffington Post. She worked on the language and literacy team for the development of the California Preschool Curriculum, was one of the organizers of the Ultimate Block Party (www.ultimategilkparty.com) and developers of the Learning Resource Network (www.learnnow.org). Kathy served on the Advisory Board for CIVITAS and their Born Learning Series, is on the Research Council for America’s Promise, an organization started by Colin Powell. She has been a spokesperson on early development for national magazines and newspapers (The NY Times, People, US News & World Report, Newsweek, Parent’s Magazine, Parenting etc.) radio and television (The View, The Today Show, Good Morning America, 20/20, NPR, ABC News, CBS Morning Show, CNN), and has been an advisor for Sesame Workshop, Fisher Price Toys, Highlights, K’NEX, The Cartoon Network, and a host of Children’s Museums across North America. She is also the co-founder of An Ethical Start, a curricular program in moral development for children ages 3 through 5. This program, created for the Jewish Community Centers of North America was funded by Stephen Spielberg’s Righteous Persons Foundation. Her latest book, Becoming Brilliant: What Science Tells Us About Raising Successful Children (co-authored with Roberta Michnick Golinkoff, Ph.D.) was published in May 2016.
Strand Sessions

Competency-based Education Strand:
Got Competencies. Now What?
MURK 115

(Book: Tapping the Power of Personalized Learning: A Roadmap for School Leaders)

What can the journey from standards to competencies to a competency-based system supporting college and career readiness look like? Competencies, in their most useful form, establish a transparent and shared understanding of learning goals, create coherence and focus on common expectations, and guide meaningful instruction, assessment planning, and data use. Karin will attempt to connect the dots - sharing research, strategies, and tools for use of competencies to develop coherence across common assessments and a system self-assessment tool to analyze your curricular program in preparing students for life after high school.

Presenter: Karin Hess, Ed.D., has distinguished herself, for over a decade at the Center for Assessment, as a content specialist for development of the NECAP ELA, Math, & Science assessments; and as the developer and editor of Science Exemplars (www.exemplars.com). She has authored and co-authored books, book chapters, articles, and white papers related to instructional practices, alignment, cognitive rigor, test complexity, and assessment. With Dr. Linda Darling Hammond, she co-led development of the SBAC content specifications for assessment of the Common Core in ELA and mathematics.

Extended Learning Strand:
Resiliency & Protective Factors for Student Well-being
PCBE 165

(Book: Building Emotional Intelligence: Techniques to Cultivate Inner Strength in Children)

For the last half-century, the phenomenon of human resiliency—the innate capacity to bounce back from adversity and creatively adapt to stress—has been systematically studied, its underpinnings revealed through research in the behavioral- and neuro-sciences. The result of this protective factor research has been to provide policy-makers, educators and preventionists with clearer guidelines on how best to affect positive youth development. When applied consistently and mindfully in the school-community setting these strategies can positively affect school climate, student wellbeing and academic success. This informative and engaging presentation offers a summary view of the findings and focuses on three critical protective factors affecting student wellbeing and success.

Presenter: Tim Burns, Educare, is an educator and author whose background includes over thirty years of experience as high school teacher, counselor, First Offender Program facilitator, adolescent and family drug-treatment program director, university instructor, and professional development specialist. He taught for four years as a member of the Alcohol and Drug Abuse Studies Institute faculty at the University of New Mexico, while serving as program director at St. Vincent Hospital Family Recovery Center in Santa Fe, New Mexico. Since 1986, he has taught graduate and undergraduate courses for the Division of Extended Studies, Adams State College, Alamosa, Colorado, on topics ranging from stress management and wellbeing, and resiliency in children, to the amazing brain, and facilitation skills for group counseling. Over the years, Tim has provided confer-

cence keynote addresses and professional development workshops to over three thousand schools, businesses, agencies, and organizations throughout North and South America, and in numerous other countries throughout Africa, Asia, Europe and the Middle East. Tim is the author of three books: Anatomy of a Crisis: The Effects of Alcohol and Other Drugs on the Brain; Our Children, Our Future; and From Risk to Resiliency, as well as several popular resource manuals and curricula. He is an award-winning artist and provided the illustrations for the book, WorldWords, by Victor La Cerva, M.D. He holds a black-belt in Aikido, a modern Japanese martial art devoted to neutralizing aggression and redirecting conflict. He is the father of three talented, creative daughters, and the proud grandfather of four. He and his wife, Linda, make their home in beautiful Santa Fe, New Mexico USA.

Teaching & Learning in a Diverse Society Strand

Teaching & Learning in a Diverse Society Strand:
Culturally Responsive and Socially Justice Practices in U.S. Schools

Deo Mwano will introduce how the “Learning and Teaching in a Diverse Society” strand will explore best practices surrounding digital literacy and citizenship, the inclusion of culturally and linguistically responsive standards and practices, infusing visual arts in the curriculum, and strategies for civic engagement. Deo will specifically address the diversification of curriculums with cultural relevance by helping teachers explore ways to Design the Alliance and Integrate Movements and Dance in the classroom. Deo will introduce different methodologies teachers can use to Design the Alliance with students to encourage positive learning engagement.
Concurrent Sessions A
Thursday, 9:15-10:15 a.m.

Inclusive Education:
Universal Design for Learning & Engagement
PCBE 165

Neuroscience confirms what educators have known: emotions are essential for learning. However, how do you design lessons that engage students so they achieve high level of comprehension of content and persist through tasks? In this session, we will explore how the central roles of emotion for learning. We will then explore how the UDL framework helps teachers to design learning experiences that support students to self-regulate towards learning goals.

Presenter: Alison Posey

Inclusive Education:
Accommodations & Modifications—
Access to All (repeated on Thursday at 2:15 pm)
PCBE 135

Participants will learn the difference between accommodations and modifications; how accommodations help students with disabilities; gain access to the general education curriculum and assessments; what the responsibilities of the IEP team are for making accommodations/modifications for students with disabilities; what accommodations are commonly used for students with disabilities; why it is important for there to be a common understanding of accommodations and modifications; and what the classroom teacher’s responsibilities are for students with disabilities who use accommodations and what do teachers need to know about them.

Presenters: Helene Anzalone and Lori Noordergraaf

Data Literacy:
Deep Dive, Part 1—RTI & Student Learning Objectives
PCBE 125

Deep-Dive session on Student Learning Objectives and the RTI process.

Presenters: Jaimy Whistler and Erica Almeida

Data Literacy:
Deep Dive, Part 1—Data Teams
Lamprey Room (HoCo)

Deep-Dives session on building and sustaining data teams.

Presenter: Rob Hanson

Data Literacy:
Deep Dive, Part 1—Cultivating Teacher Leaders
MUB 156

Learn about creating a culture that uses data and cultivates teacher leadership.

Presenter: Sarah Fiarman

Early Childhood:
If Only We’d Known Sooner—Early Identification of Young Children with Social/Emotional Challenges
PCBE 175

Challenging behavior is on the rise in NH’s young children, as well as nationally. Research shows that early identification and intervention for children with social/emotional (SE) issues increases the likelihood of their success in school and later life. In this session, presenters will share one approach to ensuring that young children with SE challenges are identified early and receive the supports and services they need: developmental screening in public schools. Participants will learn how the Concord and Rochester School Districts partnered with Watch Me Grow (NH’s developmental screening system) to incorporate SE developmental screening into their systems as part of their Safe Schools/Healthy Students project. and 2) hear the exciting results to date!

Presenters: Laurie Hart and Charlene Shields

Early Childhood:
How Schools Can Bring Vroom into Their Communities
MUB 18

Vroom was born out of a need for creative tools and materials that inspire families to turn everyday moments into brain building moments. Whether it’s mealtime, bath time or anytime in between, there are always ways to nurture children’s growing minds. Vroom was developed by scientists, community organizations and families to provide fun and easy ways to boost early learning and build executive function. Schools are essential partners in bringing Vroom into their communities so that more children arrive at school ready to succeed. All of the creative tools and activities are strength-based and free.

Presenter: Jackie Cowell

Family & Community Engagement:
Designing Concise, Effective Evaluations for Family-based Programs
MURK 118

This session will walk attendees through the fundamental decisions that must be made when designing an effective program evaluation. Specifically, we will discuss creating measurable program outcomes, selecting performance indicators, identifying methods for collecting data, and describing program impacts. Particular attention will be paid to additional consideration and challenges that can be experienced when evaluating a family-based program. Overall, participants will gain practical skills they can use to effectively determine if their programs are achieving their outcomes.

Presenter: Jonathan Beckmeyer

Family & Community Engagement:
Understanding & Working with Post-Divorced Families
MURK 104

In this session we will be discussing the unique needs of post-divorce families as they navigate social institutions like schools. Communication, decision-making, and custody will be discussed and attendees will have opportunities to create plans for working to better accommodate post-divorce families in their schools.

Presenter: Tyler Jamison, Ph.D.

Family & Community Engagement:
Intro to Drivers’ Ed—How to be More Systematic & Intentional
MURK 102

This interactive session is a continuation of the keynote “What Does it REALLY Take to Sustain and Scale What Works?” Using the Implementation Driver framework, this session is designed to help participants learn more about key activities that Leadership and Implementation Teams need to engage in if improving and sustaining student outcomes is a goal. Dr. Duda will lead participants through highly interactive exercises focused on selected Drivers. Participants will leave with new ideas for assessing their
Concurrent Sessions A

STEM: An Instructional Choice to Engage Learners Across Content Areas
PCBE 115

There are two distinct branches when one considers what STEM means for teaching and learning. STEM is the interdisciplinary content of Science, Technology, Engineering, and Mathematics. However, it is also an instructional choice that incorporates science and engineering practices in all content areas. STEM as an instructional choice can be used to engage all learners in authentic problem solving, questioning, and the curation of knowledge in a personalized way. This workshop is targeted towards teachers outside the STEM content areas however, the approach is relevant for all learners. The presenter will share strategies and resources throughout the session as well as model activities with participants.

Presenter: Bethany Bernasconi, Assistant Principal for Curriculum Instruction & Assessment, Amherst Middle School

STEM: The Baker River vs. Go-Kart Track—Linking Science & Literacy
MURK 201

Russell Elementary School and Squam Lakes Natural Science Center worked together to develop a project-based unit for fifth grade students designed to connect science and literacy in an engaging way. The students were presented with a scenario of a proposed go-kart track development along the river that runs through their town and tasked with preparing a presentation to the Select Board about the potential impacts of this development on the river ecosystem and possible solutions to lessen these impacts. To gain the understanding needed to determine the potential impacts, we explored the river ecosystem over several months. During this session we will share the details of this project, the results of the student presentations, the Next Generation Science Standards and Common Core connections, lessons learned from our experience, and have you participate in a hands-on lesson that was part of our unit.

Presenters: Audrey Eisenhauer, Education Director, Squam Lakes Natural Science Center, Mary Jo Gessner, 5th Grade Teacher, Russell Elementary School, and Jonann Torsey, Principal, Russell Elementary School.

STEM: Integrating Computer Science into Your Curriculum
MURK 204

Did you know that over 70% of all new STEM careers created in the next decade will be in computing? In this hands-on workshop, participants will learn more about Computer Science, a unique discipline which intersects with the traditional sciences, arts, engineering, and other areas. Activities will be differentiated to accommodate all participants, teachers or otherwise, pre-K to 12 and beyond.

Presenter: David Benedetto, STEM Coordinator, NH Dept. of Education

(FULL) Competency-based Education: The What, How, and Why of Performance Assessment for Competency Education
MUB 154

This session will provide an overview of the NH PACE (Performance Assessment of Competency Education) pilot program. Participants will learn about the specifics of the NH PACE pilot and how this program works.

Presenters: Christine Landwehrle and Kathy White from SAU 39

Competency-based Education: Deep Dive, Part 1--Student Work to D-I-E For MURK G17

For years, Karin Hess has used the acronym D-I-E to make the student work analysis process more meaningful: First Describe what you actually see/hear; next Interpret what the student does/does not understand as revealed in the evidence; and finally, Evaluate next steps based on your intended purpose (e.g., examining task quality, refining the rubric, next steps for instruction, etc.). Part 1 of this workshop, Karin provides an overview of 6 specific purposes for Student Work Analysis (SWA) and walks you through how to use her SWA PLC protocols to support high-quality assessment development and individual Student Learning Objective work. In part 2, we’ll expand our search for rigor and deeper thinking with 5 key behaviors of teachers and students that promote deeper understanding. We’ll practice student work analysis using student work samples collected from schools Karin has been working with and use video clips to observe some key behaviors in action.

Presenter: Karin Hess

Extended Learning: Stress-hardiness, Resilience & Well-being
PCBE G59

Are you finding it harder to keep up with the increasing challenges of being part of this high-speed world? Feeling more stressed out and not quite sure how to keep or get things back into balance? In truth, most of us—and our students—are these days. And while there are no simplistic answers, there are important adjustments that can be made to enhance one’s overall “stress-hardiness.” The workshop provides a framework that includes theory, research and—most importantly—practical and effective tools with which to make it applicable and effective for you and your students.

Presenter: Tim Burns, Educare

(CANCELLED) Extended Learning: Using the Dual-capacity Framework for Family Engagement
(repeated on Thursday at 2:15 p.m.)

Come prepared to share your goals and hopes for developing partnerships with families. We will use the Framework’s opportunity conditions to explore what practices you already exercise and where your program can grow its partnerships and engagement with families. We will consider the Framework’s 4Cs of Capacity and identify strategies for building capacity of staff and families to be effectively engaged in home-school/program partnerships linked to learning and development.

Presenter: Dawn Shearer-Coren
Extended Learning: Building Resiliency through Positive Connections to School, Community, and Self
PCBE 185
(repeated on Thursday at 2:15 p.m.)

“When students have high aspirations, they have the ability to dream about the future while being inspired in the present to reach those dreams. Too often students don’t reach their goals and fullest potential because the conditions that inspire and support them are not in place,” Quaglia Institute for Student Aspirations.

_Presenters:_ Maureen Jackman and Emily Hayden

Teaching & Learning in a Diverse Society: School Policies on Digital Teaching & Learning
MURK 203

In recent years, there has been growing concern nationally about data privacy, internet safety, and cybersecurity in the Digital Age. Recently the NH Legislature has passed a number of laws that impact the use of technology in schools. There have been varied interpretations of these laws and districts are faced with writing policies that both support these laws and at the same time provide a digital educational environment that fosters open communication and collaboration. This session features a panel discussion around policy development strategies from a variety of stakeholder perspectives. The panel includes perspectives from the district superintendent, technology coordinator, school board member, and principal. The panel will provide an open forum for the discussion of questions and concerns from those in attendance.

_Panelists:_ David Backler, Gorham Middle High School Principal; Michael Blair, Monadnock Regional School Board Chair; Deb Boisvert, Deerfield Community School Technology Coordinator; Laura Nelson, SAU 10 (Derry) Superintendent

Teaching & Learning in a Diverse Society: Picturing Writing—Fostering Critical Literacy Skills
PCBE 235

In “Picturing Writing: Engaging All Learners While Fostering Critical Literacy Skills,” pictures offer a universal language for thinking and expressing ideas. Participants will witness impressive art and writing via lively video when students become engaged in a dynamic visual approach to writing. They will experience how a “pictures first” approach can increase engagement and strengthen language skills, and they will observe the quality picture books students create tied to the content areas. Furthermore participants will review promising research findings on ELs and other at-risk populations.

_Presenters:_ Susan O’Byrne and Ann Gordon

Teaching & Learning in a Diverse Society: Deep Dive, Part 1—Ignite Your Students & Yourself
MURK 202

(Part 2 and 3 on Friday)

These workshops will provide teachers with tangible tools and techniques to design better relationships with their students and stimulate a better learning experience by integrating Movement and Dance in the daily curriculums. Deo Mwano will focus on addressing diversification of curriculums with cultural relevance by helping teachers explore ways to Design the Alliance and Integrate Movements and Dance in the classroom inclusively. Deo will introduce different methodologies teachers can use to Design the Alliance with students to encourage positive learning engagement.

_Presenter:_ Deo Mwano

Concurrent Sessions B

**Thursday, 2:15-3:15 p.m.**

Inclusive Education: UDL & Curriculum
PCBE 165

How can we design our curriculum to reach the variability of our students? Universal Design for Learning offers a framework that can be used to proactively remove barriers from lessons so that high level learning goals can be achieved. In this session, we will explore the UDL lesson design process that can be applied across content and levels. Templates and resources will be shared so educators can get started!

_Presenter:_ Alison Posey

Inclusive Education: Accommodations & Modifications—Access to All
PCBE 135

(repeated at 9:15 am, Thursday)

Participants will learn the difference between accommodations and modifications; how accommodations help students with disabilities; gain access to the general education curriculum and assessments; what the responsibilities of the IEP team are for making accommodations/modifications for students with disabilities; what accommodations are commonly used for students with disabilities; why it is important for there to be a common understanding of accommodations and modifications; and what the classroom teacher’s responsibilities are for students with disabilities who use accommodations and what do teachers need to know about them.

_Presenters:_ Helene Anzalone and Lori Noordergraaf

Data Literacy: Deep Dive, Part 2—RTI & Student Learning Objectives
PCBE 125

Deep-Dive session on Student Learning Objectives and the RTI process.

_Presenters:_ Jaimy Whistler and Erica Almeida

Data Literacy: Deep Dive, Part 2—Data Teams
MUB 18

Deep-Dives session on building and sustaining data teams.

_Presenter:_ Rob Hanson

Data Literacy: Deep Dive, Part 2—Cultivating Teacher Leaders
MUB 156

Learn about creating a culture that uses data and cultivates teacher leadership.

_Presenter:_ Sarah Fiarman

Early Childhood: Establishing a Title 1 Preschool
MURK 203

Helping a child be successful in school starts in the early years! Please join me in a discussion of how to use your Title 1 funding to start a preschool program in your district. I will share how to write funding into your grant, budget for staff and supplies, plan curriculum with the guidance of the Kindergarten Readiness Indicators, and encourage parent participation. There

Concurrent Sessions A

Concurrent Sessions B
will be a discussion about the summer program we offer our 4-year-olds before the Kindergarten year begins. I will also share how we have involved our community in the education of our preschoolers. Please bring your questions and ideas to share with the group!

**Presenter:** Cherrie Fulton is currently the Director of Title 1 for the Nashua School District. She has been a professional educator for more than 20 years in New Hampshire, Connecticut, and Kansas. Her educational experience includes: Preschool and Elementary teacher, GED Instructor, Mentor Facilitator, Math Consultant, Curriculum Writer and Administrator. She has facilitated Nashua’s national participation in Vermont's Ongoing Assessment Project (OGAP) in multiplexing K-5. While serving as an assistant principal and curriculum specialist, she has also facilitated teams of teachers building UbD units of study in Science, Mathematics, Social Studies and English Language Arts. She currently resides in Merrimack, NH with her husband and cat, Chester.

**Early Childhood:**
**The Critical Features of Program-wide Positive Behavior Support in Elementary School**
MURK 102

This session will describe the critical prevention and response features of the Pyramid Model of PW-PBIS in the early grades being implemented in public elementary schools across NH over the past 13 years. Examples of practice features and activities designed to learn those features will be included. Data on effectiveness will be shared.

**Presenter:** Howard Muscott, Ed.D., is the director of the New Hampshire Center for Effective Behavioral Interventions and Support at SERESC (NH-CEBIS at SERESC), a statewide technical assistance and training network aimed at promoting positive and preventive school discipline systems and improving the emotional well-being of all children, including those with emotional/behavioral disorders. He has more than 35 years of experience in education ranging from preschool through high school and higher education. He has been a special education teacher and principal of three different schools for students with disabilities. He is a retired professor of education from Rivier College where he directed the Undergraduate Special Education program and the graduate program in Emotional and Behavioral Disorders for 15 years.

**Family & Community Engagement:**
**Using Genograms to Understand Family Structure & Relationships**
MURK 201

This session will provide an overview of techniques for creating genograms and how they may be used to better understand a student’s family structure and relationships. Specifically, genograms provide information about the relationship between parents, the presence of additional parental figures (e.g., stepparents, grandparents), living arrangements, and sibling relationships. This information may help to identify the source of problems and/or potential supports in students’ lives. The majority of the presentation will be spent teaching attendees how to construct a genogram. Working in pairs, attendees will draw each others’ genograms and brainstorm questions might be useful and appropriate to ask a student about their families.

**Presenter:** Tyler Jamison, Ph.D.

**Family & Community Engagement:**
**Substance Use & Sexuality during the Teen Years**
MURK 118

Although substance use and sexual behavior are common during the teen years, they can convey significant costs to teens and their communities. This session will first review recent trends in teen substance use and sexual behavior. Attendees will then learn how to use the ecological systems model and health surveillance data to better understand teen substance use and sexual behavior in their own communities. The ecological systems model will help attendees understand the variety of factors that play a role in promoting or undermining these behaviors. Health surveillance systems can help them understand the trends that are happening in their own state and regions.

**Presenter:** Jonathon Beckmeyer, Ph.D., Indiana University

**Family & Community Engagement:**
**Everything You Needed to Know about MTSS**
MURK G01

Dawn Miller, Ph.D., from the SWIFT Center will provide an overview of the components that will ensure successful implementation of Inclusive Academic and Behavior Multi-Tiered System of Support to enable all students to succeed in the general education classroom. This session will address how an effective Multi-Tiered System of Support integrates all personnel, tools, schedules and space in a building to ensure that all student needs are being met.

**Presenter:** Mary Laturnau, NH Director of School Engagement, Project Lead The Way, plus other presenters to be determined

**STEM:**
**Integrating the Components of Engineering & Technology into a STEM Program**
MURK 202

Through examples from the Project Lead The Way Launch program, learn how teachers have incorporated the Engineering Design Process into their classrooms. PLTW Launch (K-5) taps into students’ exploratory nature, engages them in learning that feels like play, and encourages them to keep discovering – now and for years to come. Whether designing a car safety belt or building digital animations, students engage in critical and creative thinking, build teamwork skills, and learn to try and try again when faced with challenges. PLTW programs are designed to inspire students to believe in their abilities, test their limits, and question what’s possible. The Activity-, Project-, Problem-Based (APB) instructional model is a cornerstone of the PLTW learning experience. Using this approach, we scaffold knowledge – helping students build on their understanding and gain independence in the learning process, providing opportunities for students to transfer knowledge, and engaging students as they apply their new learning to a relevant problem.

**Presenters:** Erica Wood, 8th Grade Science/Social Studies Teacher, Charleston Middle School; Shawn Brodeur-Stevens, 7th Grade Science/Math Teacher, Charleston Middle School; Caitlin Wright, 6th Grade Science and ELA Teacher, Charleston Middle School; and Charleston Middle School Students

**STEM:**
**Approaching STEM through a Community Research Project**
MURK G04

We will present a on-going place-based education community initiative that inspires students through community service embedded research. We will outline the process, data collection to date, and student impressions of the work that has been designed to engage students around the current environmental issues of climate change and local aquatic species migration.

**Presenters:** Erica Wood, 8th Grade Science/Social Studies Teacher, Charleston Middle School; Shawn Brodeur-Stevens, 7th Grade Science/Math Teacher, Charleston Middle School; Caitlin Wright, 6th Grade Science and ELA Teacher, Charleston Middle School; and Charleston Middle School Students

**STEM:**
**Makerspaces in a School Library**
MURK 204

In the Goffstown School District, five schools with students in grades 1-12 have instituted diverse Makerspaces to provide authentic learning experi-
Social and Emotional Learning (CASEL) and other mindfulness education materials will be shared. Together, we will participate in a few activities and discuss strategies for promoting SEML learning for children and youth.

**Presenter:** Rick Alleva, Ed.D.

**Extended Learning:**
Using the Dual-capacity Framework for Family Engagement
**MURK G02**
(repeated on Thursday at 9:15 a.m.)

Come prepared to share your goals and hopes for developing partnerships with families. We will use the Framework’s opportunity conditions to explore what practices you already exercise and where your program can grow its partnerships and engagement with families. We will consider the Framework’s 4Cs of Capacity and identify strategies for building capacity of staff and families to be effectively engaged in home-school/program partnerships linked to learning and development.

**Presenter:** Dawn Shearer-Coren

**Extended Learning:**
Building Resiliency through Positive Connections to School, Community, and Self
**MURK 104**
(also repeated on Thursday at 9:15 a.m.)

“When students have high aspirations, they have the ability to dream about the future while being inspired in the present to reach those dreams. Too often students don’t reach their goals and fullest potential because the conditions that inspire and support them are not in place,” Quaglia Institute for Student Aspirations.

**Presenters:** Maureen Jackman and Emily Hayden

**Teaching & Learning in a Diverse Society:**
Professional Development is the Key to Effective Digital Learning & Teaching
**Lamprey Room (HoCo)**

**Presenters:** Caitlin Ahearn, Library Media Specialist, Londonderry Middle School, and Kristin Whitworth, Library Media Specialist, Barnstead Elementary School

**Teaching & Learning in a Diverse Society:**
Finding Common Ground—Telling Our Stories & Pictures in Words
**PCBE 235**

In “Finding Common Ground: Telling Our Stories in Pictures and Words”, participants will witness powerful collage images and poignant writing by immigrant and refugee students as they reconstruct and share their family immigration stories. Participants will watch what happens (via video) when English Language Learners and native English speakers share family immigration stories. Both groups make important discoveries. Moreover, participants will observe how creating images first before writing supports thinking and language acquisition, and they will experience for themselves how words can make a picture come alive!

**Presenters:** Susan O’Byrne and Ann Gordon

**Teaching & Learning in a Diverse Society:**
Exploring Culturally and Linguistically Appropriate Practices
**MUB 154**
(repeated Friday at 2:15 p.m.)

These sessions will highlight Culturally and Linguistically Appropriate Practices.
Services Standards, how implementing respectful and responsive practices meets the needs of our diverse populations and makes our education systems stronger by helping to close equity and achievement gaps and how tailoring services to an individual’s culture and language preference by inclusive-minded leaders and education professionals can bring about positive changes in school culture for everyone. Pursuing change and equity must remain at the forefront of our efforts.

**Presenters:** Representatives of the Office of Student Wellness (NH DOE)

### Concurrent Sessions C

**Friday, 9:15-10:15 am**

**Inclusive Education:**

**UDL Design Lab**

**PCBE 165**  
(repeated Friday, 10:30-11:30 a.m.)

UDL Design Lab is the next evolution in your UDL journey! It is a place to think through UDL principles and how to put them into practice in your unique setting. UDL lab is the place to build your UDL toolbox to enhance practice and implementation in your classroom, building and district. The lab is an open “unconference” space where the goals are set by participants and there is time and space to think. Whether you are in a group or by yourself, a veteran “UDL-er” or just exploring, The Lab is the place for practitioners to meet-up, design, and grow their UDL Community of Practice statewide. UDL Practitioners will be on site to participate, consult and help build with you. So bring a lesson, a dilemma, an idea for action research to the Lab and we’ll explore solutions together.

**Presenter:** Bryan Dean

**Inclusive Education:**

**AEM High! Tips, Tricks & Tools to Provide Access for ALL**

**PCBE 115**

Digital tools have become omnipresent in our 21st century classrooms. While some may feel more technology equals a more accessible classroom, that is not always the case. Teams must provide Accessible Educational Materials (AEM) to ensure equal access to the curriculum for students with all abilities. This session will provide educators with tips and tricks for classroom implementation of accessible materials. Want to make your own accessible materials? We will explore a range of apps, web based tools and software that can help you become your own digital publisher!

**Presenter:** Mike Marotta

(CANCELLED) **Data Literacy:**

**High School Science SLOs**

Learn how a science teacher used Student Learning Objectives to guide her instruction and Professional Learning.

**Presenter:** Erin Williams

**Data Literacy:**

**Using Data to Personalize**

**MUB 156**

Learn how to look at data to modify instruction to meet the needs of your students.

**Presenter:** Donna Beauregard

**Data Literacy:**

**Accountability & ESSA**

**MURK 104**  
(repeated Friday at 10:30 a.m.)

Learn about the Accountability provisions under the new Every Student Succeeds Act.

**Presenter:** Scott Mantie

**Early Childhood:**

**Making the Connection—Identifying Strategies to Engage Families for School Success**

**PCBE 175**

This session will explore the connection between family engagement in early childhood education and strong child outcomes and school readiness. Barriers to family engagement will be discussed along with principles for partnering with families. Participants will also have the opportunity to begin planning family engagement strategies to meet their school’s individual needs.

**Presenters:** Pam Lane and Heidi Tournise

Pam Lane received a BA in Psychology from Springfield College and has been working with children and families for over 35 years. She began her career in Massachusetts working with families receiving public assistance and continued her work into child protective services, child care licensing and the public school settings. Since 2002 she has worked with the SNHS Head Start and Early Head Start programs overseeing the program’s Family and Community Partnership services. Heidi Tournise has a degree in Early Childhood Education. She is a recent graduate of the NH Leadership Series through the Institute on Disability at UNH. She has been working with children and families since 2003 with a focus on literacy, family engagement and parent leadership. Since 2005, she has worked with the SNHS Head Start and Early Head Start programs as the Family Engagement Specialist.

**Early Childhood:**

**Pyramid Model—Foundation for Early Learning**

**PCBE 235**

This session will introduce the Pyramid Model, which describes an approach to promoting social emotional competence in early childhood. Participants will learn about the four levels of practice of the Pyramid Model and be introduced to strategies to providing support for children’s appropriate behavior and preventing challenging behavior.

**Presenter:** Maureen Hickey, M.S. ECE, is an Early Childhood (EC) Manager, and an EC/Infant Toddler Specialist for the University of Massachusetts Donahue Institute Head Start Training and Technical Assistance Center. She also serves as the New Hampshire Center Liaison. Ms. Hickey has over 25 years of experience with Head Start programs. Ms. Hickey has extensive experience in training and technical assistance, and has also worked as a Health and Disabilities Coordinator, a Parent Child Care Center Coordinator, an Early Head Start Manager, Director of Program Operations, and an Associate Director for a large Head Start and child care program. She received a B.S. in Early Childhood Education from the University of Maine and an M.S. in Early Childhood Education from Wheelock College.

**Family & Community Engagement:**

**Deep Dive, Part I—Obtaining & Assessing Data from Families**

**PCBE 135**

This session will begin by focusing on how to establish rapport with vulnerable families, so as to maximize the chances that data gathered will be both accurate and nuanced. Second, specific techniques for asking questions in an open-ended manner will be described. In addition, strategies for
assessing the validity of information gleaned will be shared. Finally, the importance of conferring a sense of social incorporate in our encounters with families will be emphasized.

**Presenter:** Kathryn Edin, Ph.D.

**Family & Community Engagement:**

**Deep Dive Part 1 — Beyond Dads & Donuts**

Research shows that when fathers, resident and non-resident alike, are more involved in the school community—volunteering, attending class, grade and whole school events, showing up for conferences and getting involved in parent organizations—children have been shown to get better grades, go further with their education and actually enjoy school more. Yet, most schools and parent organizations today do little to engage and educate fathers beyond sporadically hosting events like the annual “dads and donuts day.” This session will present a comprehensive framework for building a sustainable father-involve program in school and educational settings, by outlining four key phases: Assessing the current state of father-involvement in the organization, Recruiting dads to the program, Operating a program, and sustaining the program through collaboration and support.

**Presenters:** John Badalament, Ed.M., Director of Programs, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston, and Dr. Ray Levy, Psy.D., Executive Director, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston.

**Family & Community Engagement:**

**Developing Effective Conversational Practices with Students**

Classrooms that encourage curiosity lead to academic progress and contribute to students’ dispositions to become steadfast learners. Based on the belief that all students can learn, teachers can hone their multifaceted repertoires that encourage potential in all students. This workshop will explore Carol Dweck’s seminal work on mindsets.

**Presenter:** Donna Cavalieri, M.Ed., C.A.G.S.

**STEM:**

**Deep Dive, Part 1 — Embedding STEM into Elem. Math/Science Classes using TI-15 Explorer Calculators**

This hands-on session will share practical activities that embed STEM activities into “Math Class” and “Science Class” using Texas Instruments Elementary Calculators. We will look at concrete ways to use this technology to integrate science, math, and engineering learning in the elementary setting. Don’t have TI-15s in your school? We can help with TI’s Workshop Loan Program. Attend and learn how as well as receive a TI branded gift for your participation.

**Presenter:** James Donatelli, Education Technology Consultant, Texas Instruments, plus a Classroom Teacher TBD

**Deep Dive, Part 1 — The Science of Art**

The purpose of The Science of Art is to provide students with an interdisciplinary experience in science and art. It is a chance for students to take two very different fields, and not only to see the connections between the two, but to develop a deeper understanding and appreciation for each subject by linking it with the other. This will be a 2 hour back to back workshop. The first hour will be dedicated to an overview lecture about the course offered at Merrimack High School. With a question and answer period to follow. During the second half of the workshop we will walk participants through a series of inquiry based activities that begin the classroom dialog of why artists and scientists are more alike than different. In our discussion and through our process we will cover we will hit on the reasons neurologists agree that including the “A” (arts) in STEM subjects gets involves all students in science; and how these brain expanding techniques can help all students understand concepts they previously had trouble grasping. Participants will come away from this workshop with activities they can begin doing right away in the classroom and a new understanding of how art and science work together. Handouts will be available for participants of the second hour of the workshop.

**Presenters:** Carolyn Rordam, Artist educator, Merrimack High School, and Sara Campbell, Ph.D., Chemistry educator, Merrimack High School

**Deep Dive, Part 1 — The Design Thinking Approach to Problem-solving**

Become part of a learning experience that allows learners to apply the science, math and design concepts in an environment driven by problem-solving, discovery, exploratory learning, and active, hands on engagement. In this 2-hour hands-on workshop, participants will learn about the design thinking approach to solving problems. They will solve an engineering problem using the design cycle of research, prototyping, data collection, evaluation, product refinement, and marketing/preparation. Participants will depart the workshop with a better understanding of the design thinking approach and materials they can use/adopt for their own teaching.

**Presenter:** Kevin Lavigne, Engineering and Problem-solving Instructor, Hanover High School

**Deep Dive Part 1 — Beyond Dads & Donuts**

Research shows that when fathers, resident and non-resident alike, are more involved in the school community—volunteering, attending class, grade and whole school events, showing up for conferences and getting involved in parent organizations—children have been shown to get better grades, go further with their education and actually enjoy school more. Yet, most schools and parent organizations today do little to engage and educate fathers beyond sporadically hosting events like the annual “dads and donuts day.” This session will present a comprehensive framework for building a sustainable father-involve program in school and educational settings, by outlining four key phases: Assessing the current state of father-involvement in the organization, Recruiting dads to the program, Operating a program, and sustaining the program through collaboration and support.

**Presenters:** John Badalament, Ed.M., Director of Programs, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston, and Dr. Ray Levy, Psy.D., Executive Director, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston.

**Competency-based Education:**

**Centers-based Instruction for K-12**

Does differentiating instruction seem overwhelming? Discover how competency-based learning centers allow for student choice, natural differentiation, and quality instruction for all learners. A fourth-grade teacher and a high school English teacher present an overview on the ways they use learning centers in their classrooms. Come learn how to create an environment where all students, regardless of ability, are provided with a learning pathway that fits their needs and brings them to competency.

**Presenters:** Crystal Bonin and Amanda Tozier

**Deep Dive, Part 1 — Leaders of Their Own Learning**

We will trace the highly instructive story of how one fifth-grade teacher has used and adapted Responsive Classroom’s CARES competencies (Cooperation, Assertion, Responsibility, Empathy, and Self-Regulation/Control) to engage students more and more deeply in developing and reflecting on these competencies, cultivating a growth mindset, and owning their learning across the curriculum. Her work, and that of her fellow teachers, is part of her district’s strategy to advance New Hampshire’s Work Study Practices initiative.

**Presenters:** Teresa Bolduc, Grace Belfiore, and Dave Lash

**Competency-based Education:**

**Development & Use of Rubrics for Performance-based Assessments**

Workshop participants will develop an understanding of the role rubrics play in producing meaningful scores for both evaluating what students know
as well as informing classroom instruction. Participants will learn about designing general and task-specific rubrics and analyzing student work to evaluate the quality of rubrics.

**Presenters:** Scott Marion and Susan Lyons

**Extended Learning:**

**Extended Learning: Social, Emotional & Mindful Learning**  
MUB Theater I  
(repeated on Thursday at 2:15 p.m.)

This workshop will explore the critical need to focus on Social and Emotional Mindful Learning (SEML) for all children in school and afterschool settings, including recent research and some available curricula. A summary of SEML, including the importance of self-regulation, social knowledge and relational skills for both academic and social success will be discussed. Resources available through the Coalition for Academic, Social and Emotional Learning (CASEL) and other mindfulness education materials will be shared. Together, we will participate in a few activities and discuss strategies for promoting SEML learning for children and youth.

**Presenter:** Rick Alleva, Ed.D.

**Extended Learning:**

**Assessing & Improving Family Engagement Strategies during Out-of-School**  
MURK 118  
(repeated on Friday at 10:30 a.m.)

Family engagement is often a key for youth to be fully involved in out-of-school time programs. However, many programs struggle with initiating and sustaining family engagement. This session will help attendees understand the variety of ways families can become engaged with a program, common barriers to family engagement, develop family engagement goals for their programs, and implement straightforward processes to measure family engagement.

**Presenter:** Jonathon Beckmeyer, Ph.D.

**Extended Learning:**

**The Out-of-School Advantage**  
MURK 204

Absolutely wonderful things happen in classrooms. However, out-of-school time is often overlooked or underutilized by learners as well as educators. Did you know NH law no longer mandates 180 days of school? Did you know that NH requires school districts to have a policy on Extended Learning? Join us for a facilitated discussion about Extended Learning in NH--how to begin, improve or change your school’s approach.

**Presenter:** Amy Yeake

**Teaching & Learning in a Diverse Society:**

**Implementing Student Digital Portfolios**  
MURK 102

The New Hampshire Minimum Standards for School Approval has required the development and assessment of student digital portfolios for over 10 years. Student portfolio development can be a powerful tool to support personalized, performance-based learning, student voice, world class knowledge and skills, anytime/anywhere learning, and a system of support for students having difficulties. Yet, districts still struggle with how to implement this requirement in a meaningful and non-intrusive way. With so many initiatives taking time and energy away from teaching, demonstration of ICT Literacy through digital portfolios has often been left behind, due to lack of time and proper funding. Portfolio development engages students in new and innovative ways that deepen the learning experience by adding metacognitive practices into the learning and assessment system. This workshop is designed to be an open forum for conversation and discussion around the development and assessment of K-8 student portfolios, and how the media arts can be used to engage and empower student achievement.

**Presenters:** Laurie Prewandowski, District Technology Integrator, Kearsarge Regional School District

**Teaching & Learning in a Diverse Society:**

**Empowering Students to Engage in our National Conversations**  
MURK 201

This session will discuss the importance of building academic language proficiency, critical thinking processes and social dialogue for students in middle and high school who struggle with academic language, including English Language Learners. Denis will model strategies and techniques for developing and implementing this cross-curricular approach by sharing a specific case study, as well as share ideas on differentiating instruction for English Language Learners at various proficiencies and across other subject areas.

**Presenter:** Denis Jobin

**Teaching & Learning in a Diverse Society:**

**Deep Dive, Part 2—Ignite Your Students & Yourself**  
MURK G04  
(Part 1 on Thursday and Part 3 on Friday)

These workshops will provide teachers with tangible tools and techniques to design better relationships with their students and stimulate a better learning experience by integrating Movements and Dance in the daily curriculum. Deo Mwano will focus on addressing diversification of curriculums with cultural relevance by helping teachers explore ways to Design the Alliance and Integrate Movements and Dance in the classroom inclusively. Deo will introduce different methodologies teachers can use to Design the Alliance with students to encourage positive learning engagement. (session 1 of 3)

**Presenters:** Deo Mwano and Team

**Concurrent Sessions D**

**Friday, Aug. 5, 10:30-11:30 a.m.**

**Inclusive Education: UDL Design Lab**  
PCBE 165  
(repeated Friday, 9:15-10:15 a.m.)

UDL Design Lab is the next evolution in your UDL journey! It is a place to think through UDL principles and how to put them into practice in your unique setting. UDL lab is the place to build your UDL toolbox to enhance practice and implementation in your classroom, building and district. The lab is an open “unconference” space where the goals are set by participants and there is time and space to think. Whether you are in a group or by yourself, a veteran “UDL-er” or just exploring, The Lab is the place for practitioners to meet-up, design, and grow their UDL Community of Practice statewide. UDL Practitioners will be on site to participate, consult and help build with you. So bring a lesson, a dilemma, an idea for action research to the Lab and we’ll explore solutions together.

**Presenter:** Bryan Dean

**Inclusive Education:**

**AEM High! Tips, Tricks & Tools to Provide Access for ALL**  
PCBE 115  
(repeated Friday at 9:15 am)

Digital tools have become omnipresent in our 21st century classrooms. While some may feel more technology equals a more accessible classroom,
that is not always the case. Teams must provide Accessible Educational Materials (AEM) to ensure equal access to the curriculum for students with all abilities. This session will provide educators with tips and tricks for classroom implementation of accessible materials. Want to make your own accessible materials? We will explore a range of apps, web based tools and software that can help you become your own digital publisher!

**Presenter:** Mike Marotta

**Data Literacy:**
**Understanding 504 Plans IDEA & RTI**
**PCBE 125**

**Presenter:** Ellen Riiska

**Data Literacy:**
**Swift Data Collection Session**
**MURK 118**

This session will focus on the types of data to use to guide decision making regarding school improvement. Maura Hart will review three areas of data-student, the Domains and Features of the SWIFT Framework, and the Drivers of Implementation Science to ensure sustainability of the implementation of Evidence Based strategies. This session will also highlight tools and processes to help teams in making decision with the use of data.

**Presenter:** Maura Hart

**Data Literacy:**
**Accountability & ESSA**
**MURK 104**

(Repeated Friday, 9:15-10:15 a.m.)

Learn about the Accountability provisions under the new Every Student Succeeds Act

**Presenter:** Scott Mantie

**Early Childhood:**
**Full-Day Kindergarten—Making it Happen in NH**
**PCBE 235**

Research shows that students enrolled in high quality, full-day kindergarten enjoy sizable learning advantages and social/emotional benefits. Yet, many NH schools are challenged to provide this opportunity. In 2015, just 55% of kindergarten age students were in full-day programs, compared to 75% nationwide. As a result, many of our young learners begin first grade several steps behind their peers. What’s a district to do?

In this panel presentation, speakers will describe kindergarten structures statewide, management of a full-day option plan and how to determine enrollment projections; share their journey in bringing full-day kindergarten to their districts and offer insights on establishing a high quality program.

**Presenter:** Dan Molinari, Peter Sweet, and a teacher to be determined

**Early Childhood:**
**Tools of the Mind—Bringing Together Playful Learning, Self-Regulation & Academic Achievement**
**MUB Theater II**

Recent research shows that children's level of self-regulation in preschool predicts later school success and achievement better than their IQ, socio-economic status of their parents, and better than these children’s school readiness tests. The presenter will share how teachers in Tools of the Mind classrooms support self-regulation in their students by using play and by helping children take control of their own learning. Participants will learn how they can use some of Tools’ strategies in their own classrooms.

**Presenter:** Elena Bodrova, Ph.D., is currently the Director for Research and Development at Tools of the Mind and a Research Fellow at the National Institute for Early Education Research at Rutgers University. In collaboration with Dr. Deborah Leong, she developed Tools of the Mind program based on Vygotskian and post-Vygotskian theories of learning and Luria’s theories of brain development. Dr. Bodrova's work on applying Lev Vygotsky’s theory to education started in Russia where she worked in the Institute for Preschool Education and continued in the US where she worked as a visiting professor at Metropolitan State University of Denver and later as a Principal Researcher at Mid-continent Research for Education and Learning. Dr. Bodrova is the coauthor with Dr. Leong of multiple articles and book chapters on early literacy, assessment, play, and self-regulation. Dr. Bodrova holds a Ph.D. in Child Development and Educational Psychology from Russian Academy of Pedagogical Sciences and M.A. in Child Development and Educational psychology from Moscow State University, Russia.

**Family & Community Engagement:**
**Deep Dive, Part 2—Obtaining & Assessing Data from Families**
**PCBE 135**

This session will begin by focusing on how to establish rapport with vulnerable families, so as to maximize the chances that data gathered will be both accurate and nuanced. Second, specific techniques for asking questions in an open-ended manner will be described. In addition, strategies for assessing the validity of information gleaned will be shared. Finally, the importance of conferring a sense of social incorporate in our encounters with families will be emphasized.

**Presenter:** Kathryn Edin, Ph.D.

**Family & Community Engagement:**
**Deep Dive Part 2—Beyond Dads & Donuts**
**MURK 202**

Research shows that when fathers, resident and non-resident alike, are more involved in the school community—volunteering, attending class, grade and whole school events, showing up for conferences and getting involved in parent organizations – children have been shown to get better grades, go further with their education and actually enjoy school more. Yet, most schools and parent organizations today do little to engage and educate fathers beyond sporadically hosting events like the annual “dads and donuts day.” This session will present a comprehensive framework for building a sustainable father-involvement program in school and educational settings, by outlining four key phases: Assessing the current state of father-involvement in the organization, Recruiting dads to the program, Operating a program, and Sustaining the program through collaboration and support.

**Presenters:** John Badalament, Ed.M., Director of Programs, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston, and Dr. Ray Levy, Psy.D., Executive Director, The Fatherhood Project at Massachusetts General Hospital Department of Psychiatry, Boston.

**Family & Community Engagement:**
**Understanding How Incarceration Affects Children & Families**
**MURK 102**

During this session the participants will discuss the stressors that accompany students and their families when a mother, father, brother, sister or other close relatives are incarcerated. There is a 1 in 14 change that a family has a parent who is incarcerated while the percentage of a family with extended members such as an aunt, grandma, grandpa, older brother or sister is much higher. Participants will also learn ways to deal with these stressors.

**Presenter:** Tiffani A. Arsenault
STEM:
Deep Dive, Part 2—Embedding STEM into Elem. Math/Science Classes using TI-15 Explorer Calculators
MUB 158

This hands-on session will share practical activities that embed STEM activities into “Math Class” and “Science Class” using Texas Instruments Elementary Calculators. We will look at concrete ways to use this technology to integrate science, math, and engineering learning in the elementary setting. Don’t have TI-15s in your school? We can help with TI’s Workshop Loan Program. Attend and learn how as well as receive a TI branded gift for your participation.

Presenter: James Donatelli, Education Technology Consultant, Texas Instruments, and a classroom teacher to be determined

STEM:
Deep Dive, Part 2—The Science of Art
MURK G02

The purpose of The Science of Art is to provide students with an interdisciplinary experience in science and art. It is a chance for students to take two very different fields, and not only to see the connections between the two, but to develop a deeper understanding and appreciation for each subject by linking it with the other. This will be a 2 hour back to back workshop. The first hour will be dedicated to an overview lecture about the course offered at Merrimack High School. With a question and answer period to follow. During the second half of the workshop we will walk participants through a series of inquiry based activities that begin the classroom dialog of why artists and scientists are more alike than different. In our discussion and through our process we will cover we will hit on the reasons neurologists agree that including the “A” (arts) in STEM subjects gets involves all students in science; and how these brain expanding techniques can help all students understand concepts they previously had trouble grasping. Participants will come away from this workshop with activities they can begin doing right away in the classroom and a new understanding of how art and science work together. Handouts will be available for participants of the second hour of the workshop.

Presenters: Carolyn Rordam, Artist educator, Merrimack High School, and Sara Campbell, Ph.D., Chemistry educator, Merrimack High School

STEM:
Deep Dive, Part 2—The Design Thinking Approach to Problem-solving
MUB 154

Become part of a learning experience that allows learners to apply the science, math and design concepts in an environment driven by problem-solving, discovery, exploratory learning, and active, hands on engagement. In this 2 hour hands-on workshop, participants will learn about the design thinking approach to solving problems. They will solve an engineering problem using the design cycle of research, prototyping, data collection, evaluation, product refinement, and marketing/presentation. Participants will depart the workshop with a better understanding of the design thinking approach and materials they can use/adapt for their own teaching.

Presenter: Kevin Lavigne, Engineering and Problem-solving Instructor, Hanover High School

Competency-based Education:
Personalized Learning Progressions Model for Instruction
PCBE 175

To effectively guide students in competency-based learning, educators need clear descriptions of how students’ learning progresses in sophistication of understanding and skills. Participants in this session will explore a model for using learning progressions to personalize competency-based instruc-

Concurrent Sessions D

Concurrent Sessions D
school activities are thought to facilitate adolescent identity discovery and a focus on the future more so than other contexts of adolescents’ daily lives; introduce participants to the concept of personal expressiveness and flow and discuss contemporary research on the importance of person-activity “fit” for the realization of positive outcomes during out-of-school activities; engage participants in a small group hands-on activity using the Person-ally Expressive Activities Questionnaire; facilitate small group discussion implementing this tool in specific program settings; introduce specific intervention recommendations for promoting identities and futures within out-of-school activities.

**Presenter:** Erin Hiley Sharp, Ph.D.

### Teaching & Learning in a Diverse Society: Statewide Initiatives that Promote Digital Learning & Collaboration  
**MURK 201**

In this session, several statewide initiatives that deal with digital learning will be reviewed. Participating educators will engage in active discussion of how participation in these initiatives supports digital teaching and learning in schools as well as collaboration among schools. National programs, such as Future Ready, #GoOpen, and ConnectED; along with statewide initiatives, such as NH Digital Resources Consortium, New Hampshire Educators Online, and the NH School Connectivity Initiative will be discussed. Participants will explore how their current school collaborative efforts might be enhanced through participation in one or more of these initiatives and how these kinds of initiatives connect to the overall move to competency based education in New Hampshire.

**Presenter:** Stan Freeda, State Educational Technology Director, NH Department of Education

### Teaching & Learning in a Diverse Society: Deep Dive, Part 3—Ignite Your Students & Yourself  
**MURK G04**

(Part 1 was at 9:15 a.m. on Thursday and Part 2 was at 9:15 a.m. on Friday)

These workshops will provide teachers with tangible tools and techniques to design better relationships with their students and stimulate a better learning experience by integrating Movements and Dance in the daily curriculums. Deo Mwano will focus on addressing diversification of curriculums with cultural relevance by helping teachers explore ways to Design the Alliance and Integrate Movements and Dance in the classroom inclusively. Deo will introduce different methodologies teachers can use to Design the Alliance with students to encourage positive learning engagement. (session 1 of 3)

**Presenters:** Deo Mwano and Team

### Teaching & Learning in a Diverse Society: Exploring Culturally & Linguistically Appropriate Practices  
**MURK G17**

(repeated Thursday, 2:15-3:15 p.m.)

These sessions will highlight Culturally and Linguistically Appropriate Services Standards, how implementing respectful and responsive practices meets the needs of our diverse populations and makes our education systems stronger by helping to close equity and achievement gaps and how tailoring services to an individual’s culture and language preference by inclusive-minded leaders and education professionals can bring about positive changes in school culture for everyone. Pursuing change and equity must remain at the forefront of our efforts.

**Presenters:** Office of Student Wellness (NH DOE)

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**Closing Keynote**

**Friday, August 5, 2:15-3:15 p.m.**

**Building Children’s Brains, Building Children’s Futures**  
**MUB-Granite State Room**

Elena Bodrova, Ph.D., is currently the Director for Research and Development at Tools of the Mind and a Research Fellow at the National Institute for Early Education Research at Rutgers University. In collaboration with Dr. Deborah Leong, she developed Tools of the Mind program based on Vygotskian and post-Vygotskian theories of learning and Luria’s theories of brain development. Dr. Bodrova’s work on applying Lev Vygotskij’s theory to education started in Russia where she worked in the Institute for Preschool Education and continued in the US where she worked as a visiting professor at Metropolitan State University of Denver and later as a Principal Researcher at Mid-continent Research for Education and Learning. Dr. Bodrova is the coauthor with Dr. Leong of multiple articles and book chapters on early literacy, assessment, play, and self-regulation. Dr. Bodrova holds a Ph.D. in Child Development and Educational Psychology from Russian Academy of Pedagogical Sciences and M.A. in Child Development and Educational psychology from Moscow State University, Russia.
Co-Teaching Train-the-Trainer Workshop

Wednesday, August 3, 8:00-11:45 a.m. and 1:00-2:00 p.m. and Thursday, August 4 8:00-11:45 a.m. and 2:15-3:15 p.m. MUB 158

Participants in this two-day workshop gain knowledge of the data gathered on co-teaching from the St. Cloud State University model, The Academy for Co-teaching and Collaboration. Participants will identify key personnel needed for successful implementation, learn ways to district buy-in, discover the essentials of a co-teaching workshop, gain knowledge of co-teaching and co-planning strategies, and identify ways to support co-teaching pairs.

This two day train the trainer workshop provides a foundation in co-teaching. We encourage participants to enroll as a team – preferably with 3-5 colleagues so that they can discuss adaptations, modifications, changes, and implications in their own program. A team also provides support as participants return to their school district and begin to implement co-teaching in their own program. Co-Teaching should be a programmatic shift – not an individual initiative.

9.5 hour training

To become certified, participants must attend the Quarterly Innovation Meetings in November 4, 2016 at UNH-Manchester; January 19 at PSU, Plymouth; and May 25, 2017 PSU, Plymouth.