

Sixteenth Annual



*Policy &  
Practice  
Institute*

Delaware's Conference on Public Education

*Every Student, Every Educator, Every Day*

**Wednesday, June 20, 2018**

**Dover High School  
Dover, Delaware**

*Hosted by*

Delaware Academy for School Leadership  
Delaware Association of School Administrators

## AGENDA

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8:00 – 8:30 a.m.	<b>Registration and Breakfast</b> <i>Main Street</i>
8:30 – 9:15 a.m.	<b>General Session I</b> <i>Theater, First Floor</i>
9:15 – 9:30 a.m.	<b>Transition Time</b>
9:30 – 10:30 a.m.	<b>Breakout Session Strand 1</b>
10:30 – 11 a.m.	<b>Transition Time</b>
11 a.m. – Noon	<b>Breakout Session Strand 2</b>
Noon – 1 p.m.	<b>Lunch</b> <i>Main Dining Room, First Floor</i>
1 – 1:15 p.m.	<b>Transition Time</b>
1:15 – 1:50 p.m.	<b>General Session II</b> <i>Theater, First Floor</i>  Featuring Keynote Speaker Jeff Zoul
2 – 3 p.m.	<b>Breakout Session Strand 3</b>
3 – 3:30 p.m.	<b>Certificates Distributed</b> <i>Information Table by South Entrance</i>  <b>Treats from UDairy Ice Cream Truck</b> <i>Sponsored by Horace Mann</i> <i>South Entrance</i>

*\*Attendees should park in the back parking lot at Dover High School and enter through the South Entrance.\**

## ABOUT THE KEYNOTE SPEAKER

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### Dr. Jeffrey Zoul

Dr. Jeffrey Zoul is a lifelong teacher, learner, and leader. During Jeff's distinguished career in education he has served in a variety of roles, most recently as Assistant Superintendent for Teaching and Learning with Deerfield Public Schools District 109 in Deerfield, Illinois. Jeff also served as a teacher and coach for 18 years before moving into school administration. He is the author/co-author of many books, including *What Connected Educators Do Differently* and *Start. Right. Now. Teach and Lead for Excellence*. Jeff has earned several degrees, including his undergraduate degree from the University of Massachusetts and his doctoral degree from the University of Alabama.



In his spare time, Jeff enjoys running and has completed over a dozen marathons. Jeff is President and Co-Founder of ConnectEDD, which provides coaching and professional learning services and hosts What Great Educators Do Differently conferences throughout the United States and Canada.

You can follow Jeff's blog at [jeffreyzoul@blogspot.com](mailto:jeffreyzoul@blogspot.com) or connect with him on Twitter @jeff\_zoul.

## BREAKOUT SESSION SCHEDULE

Morning	Breakout Strand 1 9:30 – 10:30 a.m.	Session L 9:30 a.m. – Noon
	Breakout Strand 2 11:00 a.m. – Noon	
Afternoon	Breakout Strand 3 2 – 3 p.m.	

BREAKOUT STRAND 1 9:30 – 10:30 a.m.

### SESSION A

C201

#### Mindful Schools: Practices for Healthy Brains & Bodies

*Presenter: Ashlee Upp, Teacher, Allen Frear Elementary School, Caesar Rodney School District*

The connection between your mind, body, and breath is a powerful thing. In this session you will explore the concept of mindfulness, the need for mindfulness in our schools, and practical ways to use mindfulness with the students you serve. Leave with a new mindset and resources for you to utilize in planning a mindfulness program that will help your students develop physically, emotionally, academically, and socially.

### SESSION B

LECTURE HALL (THIRD FLOOR)

#### Digital Leadership

*Presenter: Douglas Timm, Principal, Carrie Downie Elementary School, Colonial School District*

In this session, participants will gain ideas, learn tricks, and share experiences of being a digital leader. This will include ideas from social media, mindset, coaching, monitoring, and pushing the idea of effective instructional educational technology.

### SESSION C

C202

#### Ensuring Technology Is Meeting Student Need

*Presenters: Dr. James Comegys and Karen Ammann, Red Clay Consolidated School District*

As more and more technology finds its way into our schools, how can we ensure that the technology is not the modern version of the Crayola Curriculum—keeping kids busy, but not learning? During this session we will discuss how schools can use technology to differentiate, consider when to put technology away, address SAMR/DOK levels, consider the balance between digital and personal experiences, and examine screen time questions. Participants will collaborate around the practices and policies that classrooms, schools, and districts should consider to ensure technology is used as an asset in a student learning, not as an entertainer.

### SESSION D

A208

#### Stepping Up to the Principalship

*Presenters: Dr. Sharon Brittingham and Dr. Michael Ryan, Delaware Academy for School Leadership, University of Delaware*

Districts need high quality educators to assume leadership roles to address the needs of students and the teachers with whom they work. Participants will use an online survey and learn about resources, standards, and tools to facilitate curriculum development for the program and how to maximize district resources to broaden the assistant principals' skills and knowledge. They will learn how to create their own programs at all levels of their organization from teacher to teacher leader, from AP to Principal and from Principal to Central Office in order to grow professionals across the educational system.

## SESSION E

A213

### **How to Make It Work: An RTI Process at the Secondary Level That Works**

*Presenters: Rhiannon O'Neal and Kelli Duncan, Content Specialists, Woodbridge School District*

Presenters will share process and procedures, including data tables, questions, etc., that are used to make informed decisions on student placements as well as how materials are developed for RTI classes at the secondary level. Lessons learned will be shared.

## SESSION F

C203

### **Equity-Oriented Professional Learning**

*Presenters: Erin Baugher, Partnership for Public Education, University of Delaware; Michele Savage, Principal, and Casey Montigney, Teacher, Shue-Medill Middle School, Christina School District*

This year Shue-Medill Middle School chose to focus their professional learning on equity. In this session, the principal, teacher leader, and collaborative facilitator of the professional development program share their motivations, the successes, and challenges, and then posit ways in which collaboration can be utilized for program development and implementation. Audience-participants are encouraged to reflect on their own equity oriented professional learning and possibilities for program development in their schools.

## SESSION G

LIBRARY (SECOND FLOOR)

### **Classroom Management Revisited: Creating a Trauma Responsive Culture Within Your Classroom**

*Presenter: Deborah Stevens, Delaware State Education Association*

This interactive session focuses on creating a safe and supportive learning environment, developing a positive relationship with your students, and establishing rules and routines that promote student learning and help your students succeed. Participants will learn strategies to build a sense of community within their classroom, engage and connect with students impacted by trauma and toxic stress, help students self-regulate, and strengthen relationships between students and the teacher.

## SESSION H

C204

### **Innovative Ways to Meet the Needs of a District's Growing English Learner Population**

*Presenters: Darren Guido, Caesar Rodney School District; and Dr. Marisa Hockman, Indian River School District*

Delaware's oldest school district is developing innovative ways to meet the needs of their ELs. By engaging in a variety of activities, session participants will learn about the district's programs developed, funding sources utilized and university partnerships created to increase our ELs' academic achievement and English Language Proficiency by implementing a comprehensive English Learner Professional Learning Plan (ELPL) to utilize the WIDA Can Do Descriptors and to implement the WIDA ELD standards across all of our classrooms. Participants will also learn about the pioneering structures that Caesar Rodney High School has implemented to meet their ELs' needs.

## SESSION I

SENTRUM (SECOND FLOOR)

### **Instructional Rounds: Focusing on Teaching and Learning in Yonkers, New York—A Conversation with Teacher Leaders, District Leaders, and DASL**

*Presenters: Dr. Christopher Macaluso, Odelia Madmoni, and Karina Reggina, Yonkers Public Schools; and Emily Poag and Dr. Dave Santore, Delaware Academy for School Leadership, University of Delaware*

Learn how Yonkers Public School District uses Instructional Rounds to strategically design professional development for their principals and teachers. In this session, you'll get the perspective of one school's deep dive into using Instructional Rounds, as well as the broader district approach using the Rounds process across a dozen schools. Hear directly from teacher leaders from Roosevelt High School and from district leaders about how this replicable process is becoming a valued part of district culture.

## SESSION J

A210

### Supporting New School Leaders

*Presenters: Shannon Holston and Michael Saylor, Delaware Department of Education*

This session will share data related to the current administrator landscape in Delaware and the research on how best to support new school leaders. There will be group discussions and sharing on how districts currently support new school leaders and feedback gathered to inform the state new school leader mentoring and induction program to launch in 2018–2019.

## SESSION K

A209

### Capital School District Strategic Planning Process and Implementation Progress

*Presenters: Dr. Dan Shelton, Dr. Sylvia Henderson, and Dr. Andrew Hegdus, Capital School District*

If you want an innovative, working strategic plan that will ensure stakeholder voice and continuous results, please attend the overview of Capital School District's strategic planning process. The Demosophia methodology was never used with a Delaware school district before. We created a plan that moves us forward by focusing solely on the highest leverage work of the district, and adapting as we make progress. Both Capital School District and Demosophia will be presenting to ensure you hear from the experts about both the process and the results.

## SESSION L

A207

### Special Education Due Process Training for School Board Members\*\*

*Presenters: Maria Locuniak and Mary Ann Mieczkowski, Delaware Department of Education*

Delaware Code requires special education due process training for all board members—both charter and traditional districts. This training is the responsibility of DOE, but the DSBA assists with the scheduling and administration.

*\*\*Note: This session will be delivered from 9:30 a.m. to noon to fulfill Delaware required special education due process training requirements.*

## BREAKOUT STRAND 2

11:00 A.M. – NOON

## SESSION M

C208

### Authentic Leader or Hustler? Creating a Strengths-Based, Thriving Well-Being District

*Presenter: Kelly Peaks Horner, Founder and Thought Leader, ACOFEE and Kelly Peaks Horner Consulting Group, LLC*

School leaders will realize the data and importance of self-efficacy through strengths understanding and wellbeing. They will learn how to intentionally lead through a strengths based lens and wellbeing to create greater performance, engagement, retention, and outcomes from staff and students.

## SESSION N

SENTRUM (SECOND FLOOR)

### Principal as Leader

*Presenters: Dr. Amy Grundy and Dr. Harold Shaw, Red Clay Consolidated School District*

This session is designed to share and unpack Five Key Practices supported by the Wallace Foundation that shape an effective principal and provide a framework for Learning Centered Leadership. Two principal supervisors will share how these practices have provided focus for growing and developing principals in their district. Participants will discuss the key practices and identify how this framework could strengthen their work as a leader.

## SESSION O

A214

### Stop the Pop!

*Presenters: Pamela Nolte and Rachel Autman, ELA Instructional Coaches, Colonial School District*

In this session, participants will learn strategies that engage all readers in independent reading. Attendees will participate in unique instructional strategies that will allow students to do the work of the reading in order to maximize time on text. Resources and activities will be presented in Schoology.

**SESSION P****C209****Understanding and Supporting Delaware’s English Learners***Presenters: Jacqueline Wager and Jennifer Bishop, Delaware English Language Learners Teachers and Advocates*

During this interactive presentation, participants will examine data to understand who Delaware’s English Learners are, discover the varied backgrounds they come from, and clarify the academic support that they need. Participants will also build empathy as they complete a second language reading and writing task. Then, they will learn about DELLTA and the goals that our organization has, supporting ELs in Delaware.

**SESSION Q****C210****Self-Care: Bringing Balance to Your Life and the Classroom***Presenters: Deborah Stevens and Marsha Evans, Delaware State Education Association*

This interactive workshop will help educators understand the professional and personal toll working with challenging and complex students can have on educators. Participants will learn strategies to practice self-care so that they can maintain professional excellence and better connect with their students.

**SESSION R****LECTURE HALL (THIRD FLOOR)****Problem Parents: Our Untapped Asset***Presenter: Dr. Amy Pleet-Odle, Inclusion Focused Coaching*

This interactive session will stimulate participants to consider the parents typically considered “problems” (demanding, unreasonable, or uninvolved). The presenter will share her research for her upcoming book and her new Family Partnership Matrix, based on the U.S. Department of Education’s Dual Capacity Building Framework. After hearing about national initiatives that increase partnerships with families, participants will propose creative approaches to expand their own family engagement practices.

**SESSION S****A216****From Weak to PEAK: A Common-Sense System for Rapid School Turnaround***Presenters: Dr. Shawn Larrimore, Ashley Q. Giska, and Dr. Rick Evans, Laurel School District*

Struggling schools have at least one thing in common: they lack the sound systems necessary for success. Devoid of sensible practices that streamline academic focus and foster a culture of educational problem solvers, underperforming schools only get worse. PEAK Performance is a continuous improvement system that connects robust data with district-wide stakeholders to make powerful change happen swiftly. The Plan, Execute, Analyze, and Keep what works philosophy (PEAK) is a hallmark of Laurel School District’s rapid turnaround, culminating in Laurel Middle School being widely recognized as Delaware’s lone successful Priority School. In this session, participants will work collaboratively using the Weak to PEAK Performance model to analyze achievement data of struggling schools. Through joint analysis of the data and guided discussions on establishing Data Teams, PEAK Plans, and Performance Monitoring, session attendees will leave understanding the powerful impact PEAK Performance can have on school turnaround and how to apply it.

**SESSION T****LIBRARY (SECOND FLOOR)****Disrupting Professional Development Structures: Creating Opportunity for Authentic Professional Inquiry***Presenters: Dr. Michael Ryan, Delaware Academy for School Leadership, University of Delaware; and Kyle Arlington, Millburn Public School District, New Jersey*

While much has been written and suggested about the changes that should take place in schools, the professional culture of schools has remained static. Join us as we engage in a dialogue about ways we made changes that engaged teachers in authentic professional inquiry experiences and disrupted typical professional development structures in our settings. These initiatives helped teachers enhance their understanding of students, learning, and teaching practices.

## SESSION U

## THEATER (FIRST FLOOR)

**The Principled Principal**

*Presenter: Dr. Jeff Zoul*

In this session, participants will interact with keynote speaker Jeff Zoul. He will share findings and advice from his 2018 publication, *The Principled Principal*.

## SESSION V

## C201

**Promoting Geographic Literacy**

*Presenters: Dr. Mary Schorse and Anne Dinert*

Geographic literacy is much more than an ability to recall states and capitals. Being geographically literate means having an understanding of the interactions and interconnections of earth systems and the implications of those connections for human society. While geographic literacy across the state (and the country) is at record lows, resources are available to help students develop their knowledge of the world around them and to understand their roles as planetary citizens. This workshop examines some of those resources and how they fit into K–12 classrooms. Participants are encouraged to bring a laptop to the session for hands-on practice with GIS activities for the classroom.

## SESSION W

## SENTRUM (SECOND FLOOR)

**Ready or Not: Here They Come: Millennial Teachers**

*Presenters: Dr. Sharon Brittingham and Emily Poag, University of Delaware*

As members of the Baby Boomer generation begin to retire, the next largest generation group to emerge in the workforce will be the Millennial generation. Research finds that Millennial beginning teachers have strong beliefs and opinions when it comes to teaching and leadership. During this interactive session find out what motivates them, how to encourage them, and how to address their professional development needs. Gain a deeper understanding of Millennials and how to leverage this understanding to recruit, hire, train and retain teachers from this generation.

## SESSION X

## LIBRARY (SECOND FLOOR)

**Coordinated Effective Multi-Tiered Systems of Support for Behavior: Strategies and Experiences from Schools, Districts, and the Research**

*Presenters: Debby Boyer, Delaware PBS Project; and Megan Pell, Center for Disability Studies, University of Delaware*

Through facilitated discussion and a multimedia presentation, attendees will learn about recommended best practices for district-level coordination of Multi-tiered Systems of Support for behavior. Methods for helping districts and schools to integrate existing and new interventions and initiatives around behavior and positive school climate will be shared as well as examples of integration and coordination efforts found in Delaware districts and schools will be shared.

## SESSION Y

## A215

**Design Thinking, Distributed Leadership, and Professional Development**

*Presenters: Dr. Laura Leach, Kelley Thompson, and Dane Sears, Assistant Principals; and Dr. Donna Hall, Director of Instruction, Woodbridge School District*

WSD Assistant Principals completed a year-long effort to provide a district-wide professional development event that brought together teacher leaders in K–12 instructional teams on various topics of educational best practices. The strategies of Design Thinking and Distributed Leadership were utilized to produce this event. Assistant Principals will share their story from beginning to end and how these strategies helped to build capacity and cultural mindsets that “Everyone Leads.”

**SESSION AA****A216****Show Me the Evidence! How Structures, Processes, and Incentives Influence Research Use in Schools**

*Presenters: Horatio Blackman, Ph.D. and Sara Grajeda, Ph.D., Center for Research in Education and Social Policy, University of Delaware*

Our center is currently investigating potential gaps between research and practice, one of those being around structures, process, and incentives in schools. We have conducted two pilot studies and will present data from our work. The purpose of our session is to engage practitioners in a conversation around research use and practices in their schools that serve as barriers to or facilitate research use.

**SESSION BB****C202****Peer-led PD: Tapping into Faculty Talent and Technical Expertise?**

*Presenter: Dr. Clifton Hayes and School Leadership Team, Delcastle Technical High School, New Castle County Vocational-Technical District*

This session will examine how to leverage the knowledge and skills of a school's staff to promote professional learning within the building. Building a professional development team comprised of diverse staff creates more authentic professional learning that best supports student-focused initiatives.

**SESSION CC****A214****Using Smarter Interim Assessments for Mathematics**

*Presenters: Renee Parsley, Secondary Math Specialist, and Annette Roskam and Tiffany Oman, Capital School District*

This session will highlight the benefits of using the Math Smarter Balanced Interim Assessments to support both teacher and student growth. Use of these assessments through a systems approach can help teachers develop a deeper understanding of the math standards, better skills at analyzing student data, and improved approaches to supporting student learning. Participants will experience portions of the assessments and data platforms and learn from our first hand experiences in using the assessments across grades 5–8 for the past three years.

**SESSION DD****C203****Linguistic Supports and ELL Access to Complex Texts**

*Presenters: Emily Edmonds-Eveland, Director of Instruction; and Kristina Giordano, Amber Metz, and Dr. Catherine Rodriguez, Instructional Coaches, Las Américas ASPIRA Academy*

The Instructional Team will lead an overview of the design and implementation of an ELL program funded by the 2017–2018 DDOE Opportunity Grant. They will review samples of professional development created in partnership with University of Delaware's literacy department. In addition, they will provide Schoology access to 300 lessons with embedded language and literacy acquisition scaffolds to accompany authentic texts in English and Spanish. They will also share how these lessons and scaffolds can be integrated into any balanced literacy approach so that every student, English Learners included, can improve their literacy achievement and ultimately close the reading achievement gap.

**SESSION EE****C204****Dance Steps: Shifting Roles Between Supervisor and Evaluator**

*Presenters: Dr. Pete Leida and Nneka Jones, Colonial School District; and Dr. Dave Santore, Delaware Academy for School Leadership, University of Delaware*

The role of the principal supervisor is complex. The individuals serving in this role must be able to provide support and encouragement in the role of mentor while also providing formative and summative feedback for professional growth. This requires a highly skilled individual who is able to balance the role of colleague and professional advocate and supervisor and evaluator. In this session, participants will learn how the Delaware Academy for School leadership prepares principal supervisors for this "dance." Participants will engage in several activities that provide them strategies and tools for planning formative and summative meetings with principals. Participants will also observe and analyze a role play that demonstrates the supportive mentoring and coaching of a principal by the principal supervisor based on the formative and summative feedback provided during the performance evaluation of the principal.





## THANK YOU

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This event is hosted by the Delaware Academy for School Leadership and the Delaware Association of School Administrators.

Thank you to the Capital School District and Dover High School for access to your facilities.

DASL would also like to thank Sarah Pragg, from the Institute for Public Administration at the University of Delaware, for designing the program booklet.

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