



## Fall 2018 Conference

# Nurturing Learning Environments: Connections, Engagement, Student Voice



Friday, October 5, 2018  
Melville Marriott  
Melville, New York

Please visit our website: [www.liascd.com](http://www.liascd.com)





## CONFERENCE AGENDA

7:45 AM - 8:30 AM	REGISTRATION & BREAKFAST
8:30 AM - 8:45 AM	WELCOME & INTRODUCTIONS
8:45 AM - 9:15 AM	KEYNOTE SPEAKERS
9:15 AM - 10:00 AM	EDUCATIONAL RESEARCH ROUNDTABLES, VENDOR SESSION, & NETWORKING COFFEE BREAK
10:00 AM - 11:00 AM	BREAK-OUT SESSION I
11:00 AM - 11:30 AM	VENDOR SESSION
11:30 AM - 12:30 PM	BREAK-OUT SESSION II
12:30 PM - 1:30 PM	LUNCH
1:30 PM - 2:30 PM	BREAK-OUT SESSION III

**Please complete the Conference Evaluation Form before you leave today! If you need CTLE credits please complete the online evaluation form at the link below, credits will be awarded after filling out the survey. The deadline to complete the online survey is October 19, 2018.**

<https://goo.gl/7dgJSx>

**The evaluation form can also be found at the end of this program.**

**Please see back page for details.**

# Welcome and Keynote

## INTRODUCTIONS

**BEGINNING PROMPTLY AT 8:30 AM**

DR. DEBORAH SMITH, PRESIDENT, LIASCD

## KEYNOTE PRESENTATION

**BEGINNING PROMPTLY AT 8:45 AM**



**DR. LORNA LEWIS**

**SUPERINTENDENT, PLAINVIEW-OLD BETHPAGE CSD  
PRESIDENT, NEW YORK STATE COUNCIL OF SCHOOL  
SUPERINTENDENTS**

Dr. Lewis received her B.S in Physics from Fordham University and went on to earn three masters degrees before completing her Doctorate in Science Education (Ed.D.) from Teachers College, Columbia University.

She began her teaching career at The Collegiate School where she taught Mathematics and Advanced Placement Physics. She has served in various administrative capacities including being a science chair in Rockville Centre UFSD, science director in Uniondale UFSD, and Deputy Superintendent in the Three Village Central School District.

Dr. Lewis currently serves as the Superintendent of Schools in the Plainview Old-Bethpage CSD. Prior to this she was the Superintendent of the East Williston UFSD. She proudly serves as the president of the New York State Council of School Superintendents (NYSCOSS) and also co-chairs their curriculum committee. She is a past-president of LIASCD as well as the Nassau County Council of School Superintendents, a member of the LI Stem Hub Board of Champions and serves on the board of ERASE RACISM and The American Heart Association.

The Freeport-Roosevelt branch of the NAACP named Dr. Lewis the recipient of the 2004 Education Award. She also received Educator of the Year awards from The Korean Parents Association of Long Island, St John's University Chapter of Phi Delta Kappa and The Long Island Black Educators Association. In 2014 she received the Martin Luther King Jr. Community Award from the Suffolk County Commission and in 2015 she received a Nassau BOCES Education Partner Award.

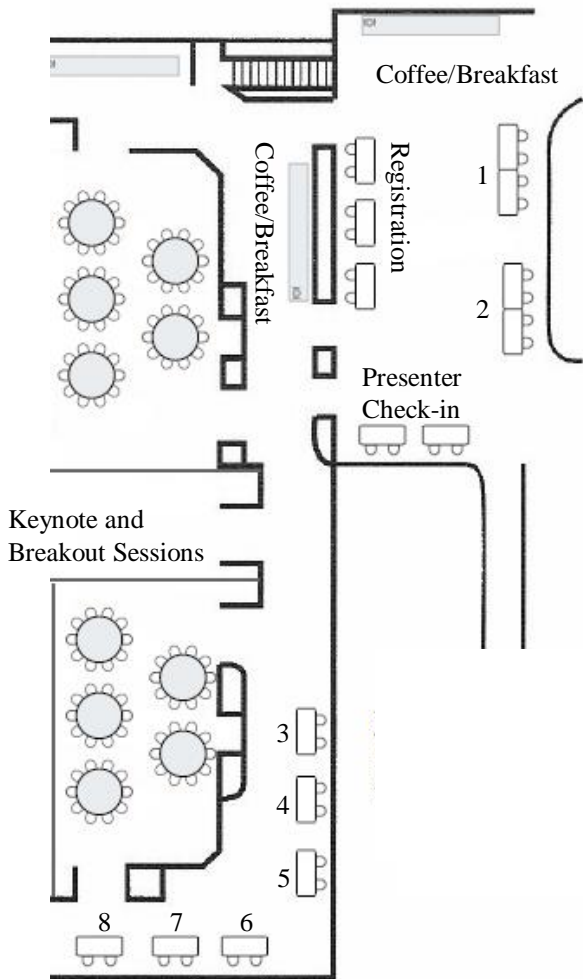
**5<sup>th</sup> Annual LIASCD Educational Research Roundtables: 9:25 AM- 9:55 AM**

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

<b>Topic</b>	<b>Researcher</b>	<b>Table</b>
Professional Standards for Educational Leaders and a First-Year Principal's Experiences, Understanding of Role and Responsibilities	Jonathan Klomp, Ed.D.	1
Creating Positive Teacher-Student Relationships	MaryAnn Seelke, Ed.D.	2
Teacher Experts' Personal Constructs on Effective Parental Involvement for Adolescent Students	Patricia Kolodnicki, Ed.D.	3
Aligning Teacher Assessment with Best Practice: A Social Studies Case Study	Jessica Cartusciello	4
Does Your School Have a "Fake Reading" Problem? Why Use of the Reader/Writer Workshop Model in Secondary English Classrooms is a Smart Pedagogical Shift for Today's Learners	Mary Donnelly	5
Charting Progress Toward Outcomes: Analyzing the Role of Professional Development in Early Implementation of Mathematics Standards	Carolyn Probst	6
Teacher's Beliefs Surrounding Collaborative Team Teaching: A Mixed Method Study Examining Teacher Perceptions	Salvatore Dossena	7
An action research study on the impact of mindfulness based stress reduction on school leadership	Peter Rufa, Ed.D.	8
An Alternative To High School Tracking With An Opportunity For Student Personal Growth: The Independent English Honors Project at Cooper High School	Ira Pernick, Ed.D.	9
An Exploration of Secondary Principals' Leadership Practices and Impact on Student Achievement in English Language Arts	Mary O'Meara, Ed.D.	10
The Effect of Frequency of Parent-Student Contact on Autonomy and Academic Achievement Among Undergraduates	Stephanie Piscitelli, Ed.D.	11
The Literature-Literacy Distinction in English Teachers' Epistemological Orientation	John Bruzzo, Ed.D.	12

<b>Session</b>	<b>Salon</b>	<b>Presentation – Quick Look-Up</b>
1	I & II	Stress Management and Mindfulness
1	III	The School Climate Survey - How to use survey response data
1	IV	Achieving Next Generation Literacy in the Content Areas
1	V	IN-Sight: How the Power of Self-Awareness Can Help Leaders Lead Better, Teachers Teach Better, and Students Learn Better
1	VI	Supporting the Whole Child: A Unique and Holistic Approach
1	VII & VIII	Legal Update for Administrators
1	IX	Connecting with Students, Families and Staff through a Community Book Club
1	X	Using PBL to Enhance Equality and Excellence for all Learners
1	XI & XII	RTI: Are you on the freeway or taking the scenic route?
1	Roosevelt	Rethinking Social Studies to Foster Thoughtful Civic Discourse in an Age of Fake News
1	Vanderbilt	Helping African American and Latinx Students Reach Their Highest Potential
1	Whitman	Dialogue Journals: Creating a Space for Students and Teachers to Connect
2	I & II	Having the Tough Conversations: Introducing a Structured Protocol for Facilitating Growth-Oriented Teacher Conferences
2	III	Diagnosing Learning Strengths and Challenges through Socratic Teaching
2	IV	The Little School That Did: Practical Strategies From A Turnaround School
2	V	The Forces of Influence: Leveraging Relationships to Support the Growth of ALL!
2	VI	Inquiry in Social Studies: Meeting The New Expectations
2	VII & VIII	School and District Accountability Under ESSA
2	IX	Moving Towards Cultural Proficiency: Practical Steps for Administrators
2	X	Can Students Own Curriculum?
2	XI & XII	Reimagining Writing Instruction in the 21st Century Classroom: Dialogue that Promotes Equity Literacy for All Learners
2	Roosevelt	NYSSLS in Action: “Look fors” in a Three Dimensional Classroom
2	Vanderbilt	Building Community Connections to Empower Students
2	Whitman	Grading for Learning: Revamping the Elementary Report Card to Align with Next Generation Learning Standards
3	I & II	Video Creation Technology for Blended Learning Across Content Areas
3	III	Strategic Planning: Fulfilling your school's mission, vision and goals
3	IV	The Transformative Power of Restorative Practice - Reflections on a first year journey
3	V	Rethinking Grading Practices to Provide Meaningful Feedback
3	VI	New Science Standards New Assessments
3	VII & VIII	School and District Accountability Under ESSA
3	IX	Mission Explore. Work Hard, Play Hard: Rethinking the Elementary School Day
3	X	Mental Health: It's Everyone's Job. How to create a socially & emotionally safe school
3	XI & XII	Writing = Creating Meaning: How Talk Supports Our Emerging Writers
3	Roosevelt	Effective Questioning Strategies Across Content Instruction
3	Vanderbilt	Ten Critical Requisites For Successful ENL Programs: What Every Administrator Should Know
3	Whitman	“South Woods As One” Interactive Living Museum

# Conference Map



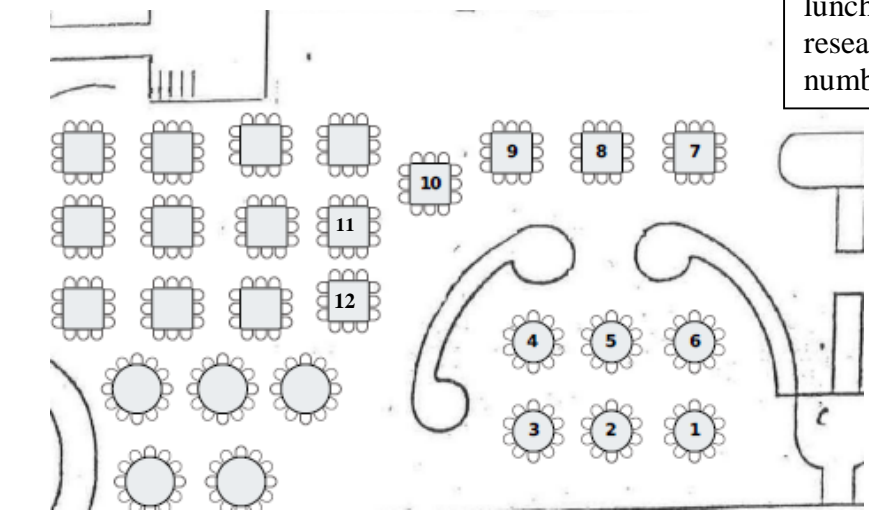
Second Floor- Registration, sponsors, keynote, and breakout sessions

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First Floor- Research roundtables and lunch tables. See page 4 for the research roundtable titles by table number.



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## **Thank You**

*LIASCD Fall Conference Planning Committee Members:*

**Dr. Regina Cohn, Dr. Tania Davenport-Dalley, Mr. Matt DiMenna, Dr. Ted Fulton, Mr. Bill Galati, Dr. Cindy Lee, Dr. Mary Loesing, Dr. Richard Mangeri, Mr. Dan McCabe, Ms. Beth McCoy, Ms. Emily O'Brien, Dr. Tim Piciullo, Mr. David Seinfeld, Dr. Deborah Smith**

# **BREAK-OUT SESSION I: 10:00 – 11:00 AM**

## **Salon I & II**

### **Stress Management and Mindfulness**

Training provides a hands-on approach to understanding mindfulness-based stress reduction techniques and its relevance to the field of substance abuse counseling and education. Training provides insight into the origin, use and advancement of meditation as an evidence based means for self-regulation and the improvement of both physical and mental health.

**Adam Birkenstock** is a Licensed Clinical Social Worker who oversees the clinical operations at the heart of LICADD's mission, providing support, guidance, and oversight to each member of the clinical team. Adam also coordinates with treatment agencies across Long Island to ensure all individuals contacting LICADD are accessing quality care at facilities that can help them on the path to recovery, and maintains contact with communities across the island combatting the epidemic of drug use. [acioffi@licadd.org](mailto:acioffi@licadd.org)

## **Salon III**

### **The School Climate Survey - How to use survey response data.**

What is School Climate? Research suggests that the quality of the climate may be the single most predictive factor in any school's capacity to promote student achievement. And, if we want achievement gains, we need to begin by improving the climate. In 2017-2018 four Nassau County school districts partnered with Nassau BOCES to pilot the USDOE EDSCLS school climate surveys. By using both response and student data, Nassau BOCES created reports for districts to measure and analyze their school climate.

**Audre Midura** currently works for Nassau BOCES in the Student Support Services Department in the area of State Reporting. She has over 18 years of administrative experience developing programs and initiatives to engage students in a school environment. For the past three years she has been part of the NYSED work group focused on the implementation of school climate surveys. [amidura@nasbooces.org](mailto:amidura@nasbooces.org)

**Phillip DeGrazia** is the Technical Manager of State Reporting here at the Nassau BOCES RIC (Regional Information Center). He has worked for Nassau BOCES in the State Reporting Data Warehouse Division. for 18 years. He oversees the ETL (Extract, Transform and Load) of Nassau school district's data to the State. He also advises district personnel on best practices to ensure data integrity and accuracy in accordance with SED rules and regulations. [PDeGrazia@nasbooces.org](mailto:PDeGrazia@nasbooces.org)

**Ted DeRidder** is a Nassau BOCES software developer who uses programming and data analyst expertise to automate systems, create custom data analysis reports, and design in-house applications. Before joining the Nassau BOCES State Reporting team, Ted developed a data warehouse management web portal for Nassau BOCES while studying computer science at the University at Buffalo.

He now works to ensure county data quality and support special technical projects such as the Climate Survey. [tderidder@nasbooces.org](mailto:tderidder@nasbooces.org)

## **Salon IV**

### **Achieving Next Generation Literacy in the Content Areas**

Every teacher is a teacher of literacy. How might math, social studies, science, and English teachers incorporate literacy into their curriculum in order to help diverse adolescent students achieve next generation literacy? How can they use the Backward Design model to create curriculum that links standards-assessment-instruction while also making interdisciplinary connections? During this workshop, Molloy College professors and teacher candidates will share literacy-based unit plans designed to help students become successful literate individuals.

**Patricia N. Eckardt, Ph.D.**, is an Assistant Professor in the Division of Education at Molloy College and has taught learners from Early Childhood through graduate school. In 2012, Patricia co-founded Peconic Community School (PCS) and served in the capacity of learning specialist; foundations of PCS are grounded in project-based learning, place-based learning, and interdisciplinary studies. Patricia facilitates professional development workshops for teachers focused on productive academic discourse, literacy, and cognition. [teckardt@molloy.edu](mailto:teckardt@molloy.edu)

**Ronald "Max" Fehr** received his bachelor's degrees in Cinema and Screen Studies and English. He is currently working towards his Master's degree in Adolescent Education with an annotation in Special Education and English at Molloy College and utilizes his skills at Eastern Suffolk BOCES' Westhampton Beach Learning Center. As an avid children's theatre actor and self-proclaimed improv artist, Max also volunteers for *All the World's a Stage* at Gateway Playhouse in Bellport, NY. The program is designed to teach theatre to those with disabilities. Embrace creativity through identity. [rfehr@lions.molloy.edu](mailto:rfehr@lions.molloy.edu)

**Matthew Joseph** is a student at Molloy College who studies adolescent education in biology and special education for his future career as an educator. Matthew has experience working with students ranging in age from kindergarten through ninth grade. He holds a strong belief that every child can learn biology and reach his/her full potential through doing so, if delivered current and effective instruction. It is for this reason that Matthew finds himself actively working to develop and integrate new and immersive practices for biology instruction that push students to actively construct their content understanding. [mjoseph@lions.molloy.edu](mailto:mjoseph@lions.molloy.edu)

**Eve Kaczmarczyk** is a graduate student at Molloy College. She is currently enrolled in the English Adolescent Education program and is student teaching this fall. She holds a bachelor's degree in Psychology, also from Molloy College. Last Spring, Eve, along with classmates, created a unit plan encompassing both ELA and Biology. They put a genetic focus on Shakespeare's *Romeo and Juliet*, so students might create connections between disciplines. Eve is

excited to continue developing unit plans and be a facilitator of learning for high school students. [ekaczmarczyk@lions.molloy.edu](mailto:ekaczmarczyk@lions.molloy.edu)

## Salon V

### **IN-Sight: How the Power of Self-Awareness Can Help Leaders Lead Better, Teachers Teach Better, and Students Learn Better**

No matter our age, every one of us suffers from an eye problem: our eyes only work in one direction. We can't see ourselves the way others see us and we often don't see ourselves accurately. However, new research shows that not only is it possible to build these critical "in"-sights, it can be transformational for leading and learning. In this session, we'll debunk myths about self-awareness, identify and overcome blind spots, and explore how self-awareness can transform our work.

**Bryan Miltenberg** is the assistant principal of Islip Middle School. He was a Humanities teacher and middle school dean in New York City and has presented locally and nationally on topics including educational technology, reading comprehension, teacher leadership, and alternatives to traditional grading. [bmiltenberg@islipufsd.org](mailto:bmiltenberg@islipufsd.org)

**Timothy Martin, Ed.D.** is a passionate educator who lives by the ideology, "Would I want my child in my class today?" thus, empowering self-reflection to pursue positive change. An educator for 20+ years at the middle and high school levels who has led his school to the prestigious recognition of NYS Schools to Watch. [tmartin@islipufsd.org](mailto:tmartin@islipufsd.org)

## Salon VI

### **Supporting the Whole Child: A Unique and Holistic Approach**

Strategies for educating the whole student requires bringing together an understanding of the unique physical, sociocultural, emotional, intellectual and spiritual factors influencing learning and development. Insights from culturally responsive teaching and neuropsychology helps participants to "connect the dots" in support of their students. A perspective is offered on curriculum, teaching and educational programming that include academic and non-academic indicators of success in the areas of language and cognition, social-emotional learning, and health and wellness.

**Devin Thornburg, Ph.D.**, is a Professor of Education at Adelphi University. He has been involved in school reform and teacher education writing about teacher-student relationships and roles in diverse settings. His latest works are on immigrant students, trauma and resilience as portrayed in an international project on trust in learning. He has been a leader in addressing equity and achievement in high-needs communities, and has been deeply involved in collaborations with non-profits. Devin is the father of two daughters who have taught him how much there is to learn in this world. [thornburg@adelphi.edu](mailto:thornburg@adelphi.edu)

**Patricia Gremillion-Burdge, MA, MCHES** is a Master Certified Health Education Specialist who has been a public school and

community based health educator for 23 years. She is the Coordinator for the Health and Physical Education Consortium at WSBOCES and a School Coordinator for the NYSDOH Creating Healthy Schools and Communities program. Patricia assists Districts in making systematic and environmental changes that promote the health and wellness of staff, students & their families. She is also a Senior Adjunct Faculty Member at Adelphi University. Patricia's greatest credential is her 13-year-old son. [pgremill@wsboces.org](mailto:pgremill@wsboces.org)

## Salon VII & VIII

### **Legal Update for Administrators**

What's new in School Law? Learn about new decisions of the Commissioner and the Courts, changes in law and regulation, and guidance from the State and federal authorities.

**Erin M. O'Grady-Parent**, is a partner in the law firm of Guercio and Guercio, LLP where she provides general, labor and litigation counsel to school districts and BOCES throughout New York State. Prior to joining Guercio & Guercio, Ms. O'Grady-Parent served as Counsel and Deputy Commissioner for Legal Affairs at the New York State Education Department (2009-2011), where she was the chief legal counsel to the Board of Regents and Commissioner of Education. Ms. O'Grady-Parent, is a 1989 *cum laude* graduate of Albany Law School and a 1986 graduate of Cornell University, where she earned a B.S. in Industrial and Labor Relations. [eogrady@guerciolaw.com](mailto:eogrady@guerciolaw.com)

**Lisa Hutchinson** is a partner with Guercio and Guercio, LLP, and advises school districts in general counsel, special education and labor matters. Ms. Hutchinson received her B.A. degree from the State University of New York at Albany in 1992 and her J.D. in 1995 from the University of Pennsylvania Law School. She is admitted to practice in all New York State Courts and the United States District Court for the Eastern District of New York. Prior to joining the firm, Ms. Hutchinson was a prosecutor with the Brooklyn District Attorney's Office and worked as an attorney for the New York City Board of Education. She currently defends school districts in Special Education Impartial Hearings, in matters before the Commissioner of Education and the Office of State Review. She also represents school districts in labor negotiations and in various administrative tribunals including the U.S. Department of Education's Office for Civil Rights, the EEOC and New York State Division of Human Rights. Ms. Hutchinson regularly prosecutes Civil Service Law §75 and Education Law §3020-a employee disciplinary matters on behalf of school districts. She frequently lectures on special education and student discipline issues. Ms. Hutchinson is a member of the New York State Bar Association, the Amistad Long Island Bar Association, and the Suffolk County Bar Association, where she is a member of the Education Law and Employment and Labor Law Committees. Ms. Hutchinson was recently appointed by the New York State Court of Appeals as a trustee to the Lawyer's Fund for Client Protection. [LHutchinson@guerciolaw.com](mailto:LHutchinson@guerciolaw.com)

## Salon IX

### **Connecting with Students, Families and Staff through a Community Book Club**

Each fall and spring, the Oyster Bay-East Norwich learning community comes together for the gift of a shared reading experience. The Community Book Club is co-facilitated by the

Superintendent of Schools and the President of the High School Student Council. The presenter will share highlights of book clubs, suggested titles, and the format utilized at these events.

**Dr. Laura Seinfeld** is an educational leader with a great deal of experience as a teacher, administrator, and researcher. She started her career as a high school English teacher before becoming the dean of students and then assistant principal in the New York City Department of Education. Next she served as a chairperson in the Hewlett-Woodmere Public Schools and then as the Director of Curriculum in the Smithtown Central School District. Dr. Seinfeld then held two positions as Assistant Superintendent for Curriculum and Instruction, first in the Oyster Bay-East Norwich Central School District and then back in Hewlett-Woodmere. She then returned to Oyster Bay-East Norwich where she has served as the proud Superintendent of Schools since 2013. Dr. Seinfeld recognizes the importance of professional learning, including her own, and she holds a number of professional leadership positions in organizations including the Tri-State Consortium, the Nassau Council of School Superintendents, and the New York State Council of School Superintendents. She is also Past-President of both LIASCD and the Nassau Association of District Curriculum Officials. [lseinfeld@obenschools.org](mailto:lseinfeld@obenschools.org)

## Salon X

### Using PBL to Enhance Equality and Excellence for all Learners

This workshop is designed to introduce Project Based Learning through the lenses of Gold Standard Design Elements. This workshop will offer a framework creating a culture of PBL and a framework for getting started. Participants will be actively engaged in discussion, previewing videos and sharing of best practices around PBL.

**Dr. Danielle DeLorenzo** is the Principal of Lynwood Avenue School in the Sachem School District. Prior to becoming a principal she was a Literacy Coach, Principal's Aide for English Language Arts and Teacher in the Sachem CSD and the New York City Public Schools. Dr. DeLorenzo and her staff transformed Lynwood Avenue into a Leadership School by becoming a Leader in Me, Lighthouse School. In addition to integrating The 7 Habits of Highly Effective People into the school culture and community, they are also embracing Project Based Learning to create excellence and equity for all students. [ddelorenzo2@sachem.edu](mailto:ddelorenzo2@sachem.edu)

**Erin Hynes** is the Assistant Superintendent for Curriculum and Instruction in the Sachem School District. Prior to becoming an Assistant Superintendent, she was a District Administrator for Curriculum K-12 in the Comsewogue School District, Coordinator for Curriculum and Instruction Pre-K-12 and Literacy Coach in the Center Moriches School District and Literacy Coach, Testing Coordinator and Principal's Aide in the New York City Public Schools. Ms. Hynes received training for Reader's and Writer's Workshop and AUSSIE Balanced Literacy Instructional Theories and Practices. [ehynes@sachem.edu](mailto:ehynes@sachem.edu)

**Mrs. Catherine Dulovic** is a third grade teacher at Lynwood Avenue School in the Sachem School District. Mrs. Dulovic has been teaching for 14 year and always strives to stay abreast of the latest

instructional approaches in order to effectively engage her students. Mrs. Dulovic has embraced the principles of Project Based Learning in her classroom and has shared this journey of PBL with her colleagues in Sachem as well as at LICEE. Mrs. Dulovic's dedication to education earned her the 2018 Teacher of Excellence Award as well as recognition from the Lynwood Avenue PTA. [cdulovic@sachem.edu](mailto:cdulovic@sachem.edu)

**Sheryl Amallobieta** is a 4th grade teacher at Lynwood Avenue Elementary School in the Sachem School District for 18 years. Ms. Amallobieta has also worked as a Tech Integration Specialist for Model Schools. She worked with teachers K-12 to help integrate technology into their curriculum. Ms. Amallobieta is helping to prepare her students for the 21st century by welcoming the PBL process into her classroom. Ms. Amallobieta shared her PBL experience with Sachem's Curriculum Council and at LICEE. Ms. Amallobieta's dedication to education was recognized twice by the Lynwood Avenue PTA. [samallobieta@sachem.edu](mailto:samallobieta@sachem.edu)

## Salon XI & XII

### RTI: Are you on the freeway or taking the scenic route?

Join us for a discussion of strategic ways that your school can embrace the RTI process and move forward collaboratively in your approach. Valuing the whole child and problem solving together revs up the engine and gets you driving the intervention process. Formal and informal data is the GPS that leads the way. Follow the "Waze" by building knowledge, collaboration, communication and support for stakeholders. We will share our journey and provide insight on how to handle speed bumps along the way. Participants will be able to reflect upon their current RTI route and choose their next turns.

**Mrs. Michelle Walsh** is the Director of Intervention for the West Islip Schools and supports the RTI process. She is currently a student in the Learning and Teaching Doctoral Program at Hofstra University. Mrs. Walsh holds Master's degrees in special education and reading, as well as an advanced degree in school administration from Queens College. As a learning specialist, Mrs. Walsh strives to support others in understanding and responding to the needs of the whole child. [m.walsh@wi.k12.ny.us](mailto:m.walsh@wi.k12.ny.us)

**Mrs. Kristina Moon** has been a literacy coach at Oquenock Elementary School in West Islip, NY for the last 10 years. Mrs. Moon holds a Master's degree in literacy from Dowling College, and another in curriculum development and instructional technology from Albany University. Mrs. Moon embraces the student centered coaching model. She values the importance of building a trusting and collaborative relationship with colleagues and administrators. Mrs. Moon has been an integral part of the RTI process at Oquenock Elementary School and she is excited to share her experiences and learn from others. [K.Moon@wi.k12.ny.us](mailto:K.Moon@wi.k12.ny.us)

## Roosevelt

### Rethinking Social Studies to Foster Thoughtful Civic Discourse in an Age of Fake News

This workshop will inspire you to rethink social studies



education as it shares the historical thinking strategies needed to develop positions based on sound evidence in an age when civic discourse seems to have moved away from truth. A unique collaboration between Molloy College and the De La Salle School in Freeport, N. Y., exploring the compelling question of whether Americans are happier than Mexicans, resulted in powerful and passionate writing in fifth grade students from some of Long Island's most underserved communities.

**Dr. Kevin Sheehan** is a tenured associate professor at Molloy College, where he has served on the faculty for over a decade. Molloy College has recognized Kevin with its Faculty Leadership Award for his work with children of poverty and the New York State Council for Social Studies has awarded Kevin the Distinguished Social Studies Educator Award for his efforts in preparing social studies teachers. Prior to his work at Molloy College, Kevin was the K-12 Social Studies Director for the Oceanside School District and played a pivotal role in developing the NY State assessments. [ksheehan1@molloy.edu](mailto:ksheehan1@molloy.edu)

**Jeanmarie Becker** is the proud principal of the De La Salle School in Freeport, N. Y. This school serves children from underserved communities in our area and has an extraordinary record of success with children of poverty. The De La Salle School is a non-tuition driven Catholic middle school in the Lasallian tradition for young men in grades 5 through 8. [jbecker@delasalleschool.org](mailto:jbecker@delasalleschool.org)

## Vanderbilt

### Helping African American and Latinx Students Reach Their Highest Potential

Vanessa Siddle Walker's research demonstrated how successful schools in the segregated south (1934-1969) had teachers and administrators that created nurturing learning environments by putting in extra time for professional development, specialized student assistance, and home visits. With a goal of Educational Excellence through Culturally Responsive Pedagogy, Northern Parkway educators will share how they will use Siddle Walker's research model of community and accountability to embark on a four-year journey with their students.

**Dr. Sheilah Jefferson-Isaac** is currently serving as an Assistant Principal at Northern Parkway Elementary School in Uniondale, New York. Her guiding educational philosophy is to empower students to become independent, creative, and critical thinkers. Her doctoral work focused on increasing the mathematical potential of African American girls – a traditionally underrepresented population in mathematically related fields. Dr. Jefferson-Isaac's favorite motto and Twitter hashtag, #learningisjoyful, reminds us that school should be filled with joyful learning experiences. Follow her on Twitter @DocSheilah. [sjefferson-isaac@uniondaleschools.org](mailto:sjefferson-isaac@uniondaleschools.org)

**Janel Benny, Khadija Esannason, Xiomara Flowers, Monica Preister, Chanda Smart-Smith and Yvonne Vidal, Northern Parkway School Teachers** will also co-present in this session.

## Whitman

### Dialogue Journals: Creating a Space for Students and Teachers to Connect

We know how important it is to connect with our students, but struggle to find the time. Dialogue journals could be the solution! This session will explore what dialogue journals are, how to get started with them, and the many benefits that come from their use. Covered topics include how dialogue journals foster authentic teacher-student relationships, inform instruction, and improve writing. Reciprocal learning and power-sharing will also be discussed.

**Dr. Elizabeth Galarza** is a retired middle grade English teacher from Bay Shore, who specialized in writing instruction. She earned her EdD in the Literacy Studies program at Hofstra University in spring 2018. Her research focused on teacher-student dialogic exchange, teacher-student relationships, and the language of power and equality. She currently is an adjunct professor, supervising preservice teachers at Queens College. [liz.galarza12@gmail.com](mailto:liz.galarza12@gmail.com)



LEARN. TEACH. LEAD.

### FREE Fall Networking Social

Thursday, November 15, 2018

4:30 PM – 6:30 PM

The Heritage Club @ Bethpage Golf Course  
Farmingdale, NY

Please Join Us

For a Collegial Discussion with Networking  
Opportunities

On the topic of:  
Mental Health

Participants will learn about the new Mental Health Regulations and the ways in which districts are implementing these regulations. The Overview and Panel Discussion will be facilitated by members of the Bethpage, Huntington, Patchogue-Medford, Plainedge, Rockville Centre, North Babylon and Smithtown School Districts.

Please **REGISTER** for this **FREE** event by **November 8, 2018** by sending an email to [liascd2013@gmail.com](mailto:liascd2013@gmail.com). Please put "Fall Networking Event" in the subject line and include your name and district in the body of the email. Please visit our website for more information:



# **BREAK-OUT SESSION II: 11:30 – 12:30 PM**

## **Salon I & II**

### **Having the Tough Conversations: Introducing a Structured Protocol for Facilitating Growth-Oriented Teacher Conferences**

Sitting down with a teacher to discuss an area where growth or remediation is needed can be difficult for both the teacher and the administrator. This session will introduce a five-step protocol for raising and discussing areas of needed improvement with individual teachers, and will include ways of enlisting teacher participation in addressing the concern, leading to a specific action plan. The protocol can be used in conjunction with lesson observations as well as in any instance where a growth-oriented conversation needs to take place.

**Dr. Joan Daly-Lewis** works with districts to strengthen teaching and learning by fostering a mindful focus on instructional and supervisory practices. Her recent work has emphasized transforming pre- and post-observation conferences into learning conversations. She is delighted to have had frequent opportunities to share with over 80 districts, protocols for instructional rounds, learning walks, reflective performance appraisal, analysis of supervisory work products, and sane and productive implementation of the state's APPR. [jdalylew@optonline.net](mailto:jdalylew@optonline.net)

## **Salon III**

### **Diagnosing Learning Strengths and Challenges through Socratic Teaching**

Attendees will engage in discipline-specific practice regarding the effective use of Socratic questioning. The focus is the teacher's ability to diagnose students' learning strengths and challenges, then design questions to probe for and ensure deep understanding of content and ideas. Instructional technology and research-based diagnostic methodology will help design content-specific questions and approaches to any discipline. Research and materials will be provided and shared to promote professional growth and reflection.

**Dr. Thomas Fasano** has served as Assistant Superintendent for Curriculum and Instruction in the Massapequa Public Schools for the past eight years. He had been principal of Kings Park High School for ten years, and began his career as a social studies teacher. He is also currently an adjunct associate professor at St. John's University and Molloy College in their Doctoral Programs. [tfasano@msd.k12.ny.us](mailto:tfasano@msd.k12.ny.us)

## **Salon IV**

### **The Little School That Did: Practical Strategies From A Turnaround School**

This presentation covers the strategies and initiatives that

were implemented during the last eight years to eventually qualify Malverne High School for National and State recognition. Educators will learn practical strategies on how to support student achievement and create a culture where students strive to succeed. Presenters will share the Continuum of Academic Improvement a step-by-step plan that begins long before the start of each year and tracks low performing/at-risk students. Presenters will also share the numerous support programs that any school can utilize.

**Dr. Vincent Romano** is the principal of Malverne High School, N.Y since 2013. Romano was a teacher, coach, chairperson and an assistant principal. He has been a presenter at many national, state, and local conferences and was the recipient of several awards including the SCOPE Education Award for Exemplary Leadership and Phi Delta Kappa "Friends of Education". Under his leadership, Malverne has been recognized as a Turnaround School by numerous organizations. Dr. Romano stated, "The schools owe its success to a well-coordinated effort among teachers, staff, administrators, and counselors." [vromano@malverne.k12.ny.us](mailto:vromano@malverne.k12.ny.us)

**Dr. James H. Hunderfund's** career as a distinguished administrator spans 50 years. For the last 28, he has served as the Superintendent of Schools for 3 Long Island Public School Districts. Prior experience includes 10 years as a high school principal. For the Malverne School District, major improvements include exceptional academic achievement, two major bond issues; financial management with the state's highest rating and school district restructuring to provide an equitable, unified educational system. [jhunderfund@malverne.k12.ny.us](mailto:jhunderfund@malverne.k12.ny.us)

**Kesha Bascombe** received her Bachelors, Administration in Educational Leadership and her Master's Degree in Secondary Education specializing in English and Creative Writing from Brooklyn College. She is the Assistant Principal at Malverne High School. She is an innovative professional with a diverse background in education. Mrs. Bascombe has a strong background in leadership, assessment accountability and curriculum development. In addition, she is the founder of the MHS GIRLS Club (Growing into Responsible Leaders) and has presented as a panelist at the Network for Education Conference. [kbascombe@malverne.k12.ny.us](mailto:kbascombe@malverne.k12.ny.us)

**Danish Nadeem** teaches AP World History and College Psychology at Malverne High School. He joined the team in 2013 and implemented the AP World History program which has seen tremendous growth and success over the past five years. He is currently working on developing the AP Psychology program. In addition, Danish is the Coach of the Varsity Volleyball team, Model UN and Senior class advisor. Danish was the first to implement a paperless classroom at the high school and has been facilitating professional development in the district related to technology. [dnadeem@malverne.k12.ny.us](mailto:dnadeem@malverne.k12.ny.us)

## **Salon V**

### **The Forces of Influence: Leveraging Relationships to Support the Growth of ALL!**

Relationships are all about wants and needs. In some

situations we are the givers, and in others the takers; the transactional nature of relationships is a necessary positive for growth! In this interactive learning session, participants will have the opportunity to learn about the four Forces of Influence (pushes, pulls, nudges, and shoves) that we can implement to leverage relationships and help foster continuous improvement.

**Fred Ende** is the Assistant Director of Curriculum and Instructional Services for Putnam | Northern Westchester BOCES. Prior to this, Mr. Ende served as the Regional Science Coordinator at PNW BOCES, and worked for ten years as a middle school science teacher and department chair. He is an avid writer, and blogs for SmartBrief and Edutopia. Fred's book, *Professional Development That Sticks*, explores strategies that can be used to help design professional learning that makes the most difference for educators. Fred is the coauthor on an upcoming book from ASCD about the Forces of Influence. [fende@pnwboces.org](mailto:fende@pnwboces.org)

## Salon VI

### **Inquiry in Social Studies: Meeting The New Expectations**

Workshop participants will explore the recent changes in Social Studies curriculum and assessment reflected in the New York State Framework and Regents examinations. The session will engage educators in hands-on activities and provide resources that can be shared with colleagues. The national and state emphasis on inquiry in Social Studies will be highlighted throughout the workshop. This breakout will be facilitated by members of the LICSS Executive Board.

**Dr. Joseph Lemke** is the Co-Vice President of the Long Island Council for Social Studies and Director of Social Studies for the Bay Shore School District. He is also an adjunct instructor in both the History Department at St. Joseph's College and the Education Doctoral Program at Long Island University. [jlemke@bayshoreschools.org](mailto:jlemke@bayshoreschools.org)

**Gloria Sesso** is currently the Director of Humanities for Patchogue-Medford School District. She has also served as a teacher and supervisor for Half Hollow Hills School District. She is the co-president of LICSS and has served on the National Standards for Social Studies Board. She has co-authored three books: "The Long Island Story," "The New York State Story," and "The New York City Story." [gsesso@pmschools.org](mailto:gsesso@pmschools.org)

**Doreen Gordon** has been the K-12 Director of Social Studies and Business at Hauppauge Public Schools since 2008. She is the Co-Vice President of the Long Island Council for Social Studies (LICSS) and serves on the New York State Social Studies Supervisory Association's Executive Board since 2014. She was awarded the Harry C. Charles Award for Outstanding Social Studies Chair/Supervisor in 2015 sponsored by LICSS and the New York State Social Studies Supervisory Association Outstanding Social Studies Supervisor Award for the 2016-2017 school year. [dgordon@hauppauge.k12.ny.us](mailto:dgordon@hauppauge.k12.ny.us)

## Salon VII & VIII

### **School and District Accountability Under ESSA**

This presentation is designed to provide participants with an overview of the new school and district accountability system that is being implemented to meet the requirements of New York's approved Every Student Succeeds Act (ESSA) Plan, including supports for and interventions in identified schools and districts.

**Ira Schwartz** is Associate Commissioner for Accountability for the New York State Education Department. [ira.schwartz@nysed.gov](mailto:ira.schwartz@nysed.gov)

## Salon IX

### **Moving Towards Cultural Proficiency: Practical Steps for Administrators**

This session will explore a principal's journey to move their building towards cultural proficiency. An overview of culture and cultural responsiveness, along with practical steps that can be used with faculty, staff, and students will be addressed. Additionally, surveys for assessing cultural competence, relevant articles and books, and classroom library inventories as a way to introduce faculty to cultural responsiveness will be presented. Principal goal setting protocols will be shown to demonstrate how central office administrators can support the important work of the principal.

**Judith A. LaRocca** is the assistant superintendent for curriculum and instruction in the Valley Stream Thirteen UFSD. Prior to working for VS13, she was the director of curriculum, instruction and technology in the New Hyde Park-Garden City Park UFSD, and worked as a shared data expert for Eastern Suffolk BOCES. She has worked in education on Long Island for over 20 years and started her career as a secondary mathematics teacher. She earned a Master's Degree in Liberal Studies and a Graduate Certificate in School District Administration from Stony Brook University. [jlarrocca@valleystream13.com](mailto:jlarrocca@valleystream13.com)

**Frank Huplosky** is the principal of the Howell Road School in the Valley Stream Thirteen UFSD. He started as an elementary school teacher at Howell Road, then became the district MSTe staff developer for all buildings in district and later moving into the principal position. He holds a Bachelor's Degree in Elementary Education with a specialization in Social Science from Adelphi University and a Master's Degree in Administration and Supervision from C.W. Post. [fhuplosky@valleystream13.com](mailto:fhuplosky@valleystream13.com)

## Salon X

### **Can Students Own Curriculum?**

In this session, participants learn what structures and supports need to be in place in order for a district to develop a curriculum that places an emphasis on student learning. Presenters will share the vision, plan, professional development and the role of teacher leaders that guided the

process in the Southampton school district.

**Julio Delgado** is the Assistant Superintendent for Instruction for the Southampton School District. He is a graduate of St. John's University and holds a BA in History and a Masters in School Psychology and Administration. Mr. Delgado is fluent in the creation of Professional Learning Communities (PLCs) and is published on the topics of Change and Teaming. [jdelgado@southamptonschools.org](mailto:jdelgado@southamptonschools.org)

**Angela Di Michel Lalor** is a senior consultant at Learner-Centered Initiatives. Her work includes facilitating school-wide initiatives in the areas of curriculum, instruction and assessment. Angela is the author of the ASCD book, *Ensuring High-Quality Curriculum: How to Design, Revise, or Adopt Curriculum Aligned to Student Success*. [angelal@lciitd.org](mailto:angelal@lciitd.org)

**Virginia McGovern** is a Social Studies teacher at Southampton High School. She graduated from Long Island University at Southampton with a BA in History and Political Science in 2003 and an MS in Literacy in 2005. She is one of four teacher Curriculum Liaisons who are leading the efforts in Curriculum Development. Virginia is the Curriculum Liaison for Social Studies and has worked with the Social Studies Curriculum Design Team throughout 2017-2018. [vmcgovern@southamptonschools.org](mailto:vmcgovern@southamptonschools.org)

**Larrilee Jemiola** is the Director of the Peconic Teacher Center since its inception in 1984. She has been actively involved on the state level with Teacher Centers and participated in the first iteration of the Network Teams in Albany. Three years ago, Southampton asked her to assist in developing a plan and process for creating standards-based curriculum. Mrs. Jemiola knew that to take on this ambitious project, the District needed expertise to support the work. She contacted Angela Lalor and the collaboration between LCI, Southampton Schools and Peconic Teacher Center was launched. [ljemiola@southamptonschools.org](mailto:ljemiola@southamptonschools.org)

## Salon XI & XII

### Reimagining Writing Instruction in the 21st Century Classroom: Dialogue that Promotes Equity Literacy for All Learners

This interactive workshop will provide participants with an overview of a comprehensive writing program that views literacy as a socially-constructed activity in which classroom dialogue plays a key role. Emphasis will be placed on instructional strategies that engage all learners in academic conversations about language and writing to promote self-reflection, fluency, and deep revision. Special attention will be given to creating a culturally sustaining workshop environment that is socially and academically empowering for all learners.

**Karen Buechner, M.Ed., M.A.**, has been teaching English Language Arts for 23 years at all levels from grades 7 – 12. She has taught writing in the Program of Writing and Rhetoric at SUNY Stony Brook and is a fellow of the Long Island Writing Project. Ms. Buechner's areas of expertise include literacy education, student-centered learning, and classroom discourse. She has presented workshops on secondary literacy throughout Long Island and most recently at the Applied Linguistics Winter Conference at Teachers College. Ms. Buechner has also been the recipient of a Fulbright Scholarship to India where she studied language and culture. She is currently a

doctoral student at Molloy College on Long Island. [kbuechner@lions.molloy.edu](mailto:kbuechner@lions.molloy.edu)

**Nicolette James, M.Ed., M.A.**, is a classroom instructor and Department Chairperson. She has taught English, grades 7-12, for 15 years and has taught students on all levels of ELA ranging from Special Education, English Language Learners, at-risk learners to Advanced Placement. She has also taught reading, writing and English Education courses at local colleges such as Nassau Community and York College of the City University of New York. She has been a teacher consultant and workshop facilitator for the Long Island Writing Project for many years. Ms. James is the founder of Educating with Intention, a product, and service-based passion project designed to support educators and students in learning and applying best practices in mindset, mindfulness, and reflection. Ms. James's areas of expertise include secondary literacy education, project-based learning, and using technology intentionally and effectively for teaching, learning and leading. Ms. James is currently a doctoral student at St. John's University in Garden City. [nicolette.james@gmail.com](mailto:nicolette.james@gmail.com)

## Roosevelt

### NYSSLS in Action: "Look fors" in a Three Dimensional Classroom

As we face a paradigm shift in STEM education, instructional leaders often face challenges in knowing what to "look for" in a lesson. The new Science classroom should shift from a teacher-driven approach to a student-focused learning environment. Come experience a lesson that uses a phenomenon to drive instruction and find out how this approach can help engage all students while problem solving real community issues. You will walk away with tools that you can put into practice right away.

**Kristen Cummings** has been an educator for 20 years and is currently the Director of Science and Health K-12 for the Farmingdale School District in New York. Prior to joining the administrative team, she taught students at both the middle and high school levels. Kristen is the President of the Long Island STEM Educators Leadership Association (LISTEMELA) where she has been an active member for four years. Kristen has presented workshops at local conferences as well as within her own district. [kcummings@farmingdaleschools.org](mailto:kcummings@farmingdaleschools.org)

**Alison Offerman-Celentano, Ed.D.** has been an educator for over 20 years, starting her career teaching school groups in the parks of New York City. She has taught science in all secondary grade levels 6-12 and is currently the Director of Science, K-12 in the Commack School District. Alison has facilitated professional development workshops in her district, BOCES and technology conferences. Her dissertation was completed at St. John's University in December 2016 and focused on flipped instruction at the secondary level. [acelentano@commack.k12.ny.us](mailto:acelentano@commack.k12.ny.us)



## Vanderbilt

### Building Community Connections to Empower Students

Our Integrated program links AP World History and English 10 Honors curriculum through a three period block. To create global citizens, we must start by creating empowered local citizens first. When students can see the impact that they can have in their own communities, they are more likely to have the desire and confidence to be a force of change in the world. In this presentation, we will share several community based projects that our students have completed during the last school year.

**Laura Trongard** is a National Board Certified teacher who has been teaching Social Studies at Oceanside High School for fifteen years. In addition to teaching, she facilitates a K-12 teacher to student mentoring program and student to student mentoring program in which seniors mentor freshmen in high school on a regular basis. Mrs. Trongard has been recognized as a Collaborator of Excellence by the NYSEC for her work on a Philosophy Program. Under Mrs. Trongard's leadership, both the Philosophy Program and the Integrated Program have been recognized as Programs of Excellence by the NYSEC. [ltrongard@oceansideschools.org](mailto:ltrongard@oceansideschools.org)

**Jennifer Frasca** is a National Board Certified teacher who has been teaching English at Oceanside High School for eighteen years. Mrs. Frasca has been recognized as a Collaborator of Excellence by the NYSEC for her work on a Philosophy Program. Under Mrs. Frasca's leadership, both the Philosophy Program and the Integrated Program have been recognized as Programs of Excellence by the NYSEC. Mrs. Frasca has mentored teacher candidates for National Board Certification for the past eleven years in addition to acting as a teacher mentor in her district. [jfrasca@oceansideschools.org](mailto:jfrasca@oceansideschools.org)

## Whitman

### Grading for Learning: Revamping the Elementary Report Card to Align with Next Generation Learning Standards

A great report card has to measure learning, communicate achievement to students and families, and provide valid data to shape instructional practice. This past spring the Syosset school district recreated their elementary report card to align with the NYS Next Gen Learning Standards. This workshop builds upon last fall's presentation here at LIASCD by Andy Green on standards-based grading. Participants will learn protocols that truly engage teachers in the work of examining standards and building a report card collaboratively.

**Adele Bovard**, has served in education for over thirty-five years as a classroom teacher, principal of elementary and secondary buildings, Superintendent of Dansville and Webster Schools, and Deputy Superintendent of Rochester City Schools. Adele is a product of Long Island public schools and is delighted to return "home" to work as Deputy Superintendent of Syosset Central Schools. Having worked on several report card committees over the years, the work in Syosset incorporating the Next Generation Standards, teacher voice,

and parent feedback has been the strongest approach to this work. [abovard@syossetschools.org](mailto:abovard@syossetschools.org)

**Amanda Barney**, an educator with nearly twenty years' experience as a public school educator is the K-12 Coordinator of English at the Syosset Central School District. She is the 2016 U.S. Department of Education Washington Teaching Ambassador Fellow where she supported teachers and educational leaders across the country. Amanda serves as coordinator of ELA in Syosset and lent her expertise in standards and engagement protocols to the report card work. [abarney@syossetschools.org](mailto:abarney@syossetschools.org)

**John Genova**, is the current K-12 Coordinator of Mathematics for the Syosset Central School District. He previously taught mathematics in middle, high school, and college settings. He earned a doctorate from St. John's University. John led the professional learning of new mathematics standards and contributed to the formation of Syosset's mathematics report card indicators. [jgenova@syossetschools.org](mailto:jgenova@syossetschools.org)

**Chad Snyder**, began his teaching career as an educator in the Commack Union Free School District serving as a fourth grade teacher, an intermediate enrichment teacher and was the district lead teacher for Math, Science and Technology for grades K-5. Among his professional distinctions, he was named Teacher of the Year at Commack Schools. He began his administrative career in the Half Hollow Hills district as an assistant principal and Elementary Principal. In 2013, he continued his career as the principal of Walt Whitman Elementary School in the Syosset Central School District and has been an integral part of the report card work. [Csnyder@syossetschools.org](mailto:Csnyder@syossetschools.org)



### Did you know?

On our website we have conference resources and materials available to download from our previous conferences.

Visit [www.LIASCD.com](http://www.LIASCD.com) and navigate to the resources tab to view our past conference materials.

# **BREAK-OUT SESSION III: 1:30 – 2:30 PM**

## **Salon I & II**

### **Video Creation Technology for Blended Learning Across Content Areas**

In this session, administrators will learn how their teachers can utilize multiple video creation platforms to motivate and educate their students. Examples of teacher created videos to support curriculum, as well as, student centered lessons used in a blended learning environment will be presented. Teachers will walk away with resources on how to implement these lessons and technological websites across a variety of content areas including: mathematics, social studies, science, reading and physical education.

**Lynn Hefe** is the SHAPE America Eastern District 2017 Elementary Teacher of the Year and NYS AHPERD 2015 Elementary Physical Education Teacher of the Year. Lynn teaches in the Huntington School District. She is the VP for elementary/middle school of the AHPERD Suffolk Zone. A graduate of Springfield College in Springfield, Massachusetts. Lynn is the founder and president of Literature Enhanced Physical Education (LEPE, Inc.). She is a member of the US Games Presenters Network, an OPENphysed trainer, manages the The Physically Educated Family of Facebook and writes for PHE America.org. [lhefe@hufsd.edu](mailto:lhefe@hufsd.edu)

**Valerie Murray** is a second grade elementary school teacher in Huntington Union Free School District. A graduate of St. Joseph's College. She has a bachelors degree in general and special education. Valerie incorporates technology across all content areas in her classroom. [vmurray@hufsd.edu](mailto:vmurray@hufsd.edu)

## **Salon III**

### **Strategic Planning: Fulfilling your school's mission, vision and goals**

Strategic planning is the decision making process of aligning and fulfilling your organization's mission, vision and goals through tactical action. This workshop will examine one school's strategic planning process for continuous improvement.

**Dr. Jonathan Klomp** is in his fifth year as Principal of North Babylon High School. He has degrees from both SUNY Geneseo and Stony Brook University, and he was a Social Studies teacher, basketball coach, technology mentor, and student government adviser. He has served as a school administrator at the department, building, and district-wide levels. He received his Ed.D. from Hofstra University and Dr. Klomp is a Past-President of LIASCD. [jklomp@northbabylonschools.net](mailto:jklomp@northbabylonschools.net)

**Colleen Ligonde** is an Assistant Principal at North Babylon High School. She began her career in education as a Living Environment teacher at Christopher Columbus High School in the Bronx shortly after graduating with a Bachelor of Science Degree from Providence

College, Rhode Island. While teaching, she pursued her Masters in Secondary Science Education at Lehman College. In 2004, Colleen began her career in North Babylon, first serving the community as a Living Environment teacher for 10 years, a dean, and now, assistant principal. Colleen earned her Advanced Certificate in School Building and District Leadership from Stony Brook University. [cligonde@northbabylonschools.net](mailto:cligonde@northbabylonschools.net)

**Jeff Raymond** has been an educator for 20 years. His education has taken him from James Madison University (BA) to Stony Brook University (MA) and Dowling College (SBL/SDL). After graduating from JMU in 1998, he began his career as a high school English teacher in the Newport News City (VA) Public Schools. In 2001, Jeff moved back to New York and was hired as an English teacher for Western Suffolk BOCES at the Alternative High School on the L.A. Wilson Tech campus. In 2002, Jeff was hired as an English teacher at North Babylon High School and has been with the NB UFSD ever since. In 2007, he earned the position as English Department Chairperson; in 2010, he became the Assistant Principal of Robert Moses Middle School; and in 2017 returned to North Babylon High School to assume his current position as Assistant Principal. He resides in Blue Point, NY with his wife and three children. [jraymond@northbabylonschools.net](mailto:jraymond@northbabylonschools.net)

## **Salon IV**

### **The Transformative Power of Restorative Practice - Reflections on a first year journey**

This is an overview of the process we followed in adopting and implementing Restorative Practices as part of our disciplinary protocols. In this session we will address the steps taken, along with the benefits and challenges experienced in our first year of implementation.

**Brenden Cusack** has been Huntington High School's Principal since July 1, 2015. Prior to being named Principal, Mr. Cusack has served as a teacher of English, Dean of Students and Assistant Principal. He is entering his 23rd year in education. [bcusack@hufsd.edu](mailto:bcusack@hufsd.edu)

**Gamal Smith** has been an Assistant Principal at Huntington High School since July, 2015. Prior to joining Huntington's administrative ranks, Mr. Smith served as a Science Teacher and Department Chair, Dean of Students and Assistant Principal. He is entering his 19th year in education. [gsmith@hufsd.edu](mailto:gsmith@hufsd.edu)

## **Salon V**

### **Rethinking Grading Practices to Provide Meaningful Feedback**

Why do we assign the grades we do? What is your philosophy around why we grade? What meaningful feedback do grades provide to students, parents, and other school stakeholders. Join us for an in depth discussion on the pitfalls of using a 100-point grading scale and discuss other grading alternatives that



provide students meaningful feedback. We will discuss innovative ways to implement technology into grading practices that provide students with timely feedback and multiple opportunities to revise work.

**Peter Russo** works for the Long Beach School District as the Coordinator of Special Education. In 2011, he was selected to join the Leadership in Education Apprentice Program and in 2012 participated in the Cahn Fellows Program at Teachers College. In 2015, Peter was one of eight assistant principals in New York City to be recognized as a Master Assistant Principal where he led adult learning for teachers and administrators. Peter has presented at numerous conferences on effective pedagogy including ASCD, International Conference on Education, Chicago's Summer Institute, and LIASCD. [prusso@lbeach.org](mailto:prusso@lbeach.org)

**Serena Whitfield** is starting her 11th year as a special education teacher. She started her career in the New York City Department of Education and spent 7 years teaching middle school science inclusion and self-contained before making her way to Long Beach High School. For the past three years, Serena has been a lead teacher and collaborates with teachers across all departments to share best practices that lead to student success. Serena has taken a lead role in integrating technology into the classroom and regularly leads departmental professional development sessions in this area. Serena is the co-supervisor of the Long Beach High School Anti-bully club, also known as Long Beach United, and one of four core members of the high school discipline committee. [swhitfield@lbeach.org](mailto:swhitfield@lbeach.org)

## Salon VI

### New Science Standards New Assessments

Implementing the new science standards will necessitate developing new formative and summative assessments. Join us as we offer ideas for creating assessments aligned to the new standards and share information on the standards development process from NYSED.

**Mary Loesing, Ed.D.** is the STEM Chairperson in the Connetquot Central School District. She is also a member of the NYSED Science Steering Committee, the NYS Science Education Consortium, a Past President of the Long Island STEM Education Leadership Association, and the Immediate Past President of LIASCD. [mloesing@ccsdl.org](mailto:mloesing@ccsdl.org)

**Joyce Barry** is the Chair of Science, Technology and Research in the Plainview-Old Bethpage School District. She is a member of the NYS Science Education Consortium and an Executive Board Member of the Long Island STEM Education Leadership Association. [jbarry@pobschools.org](mailto:jbarry@pobschools.org)

## Salon VII & VIII

### School and District Accountability Under ESSA

This presentation is designed to provide participants with an overview of the new school and district accountability system that is being implemented to meet the requirements of New

York's approved Every Student Succeeds Act (ESSA) Plan, including supports for and interventions in identified schools and districts.

**Ira Schwartz** is Associate Commissioner for Accountability for the New York State Education Department. [ira.schwartz@nysed.gov](mailto:ira.schwartz@nysed.gov)

## Salon IX

### Mission Explore. Work Hard, Play Hard: Rethinking the Elementary School Day

Learn how the Malverne School District revolutionized the elementary school day in order to introduce innovative and cutting edge courses while providing more time and space for play, creativity, student leadership, and exploration. The trending topic of increased recess and play will take center stage as the workshop reviews how increasing supervised play through Mission Explore has decreased disciplinary issues while simultaneously boosting student achievement.

**Steven Gilhuley** is the Assistant Superintendent for Curriculum & Instruction in Malverne, NY. In 2006, he was named the 2006 Phi Delta Kappa, Hofstra University Chapter, Educator of the Year, and was named Educator of the Week by WLNY-TV in 2007. In 2011, Steven received the School Administrator Leadership Award by the Academy for Character Education at The Sage Colleges. In fall of 2016, he was awarded the Collaborator of Excellence Award from the NYS English Council. Mr. Gilhuley received his Bachelor's Degree in Industrial Relations from the University of North Carolina, his Master's Degree in Special Education from LIU Post, and his Administrative Degree at the College of New Rochelle. [sgilhuley@malverne.k12.ny.us](mailto:sgilhuley@malverne.k12.ny.us)

**Rachel Gross** is the principal of Davison Avenue Intermediate School in Malverne, NY. During her 8 years as a special education teacher at Howard. T. Herber Middle school, she served as a teacher leader for curriculum as well as a part time dean. Rachel became a full time educational administrator in 2014 when she took on the role as Common Core Chairperson K-6. She was promoted to principal of the Intermediate school in the summer of 2017. [rgross@malverne.k12.ny.us](mailto:rgross@malverne.k12.ny.us)

**Meredyth Martini** is the Special Education Director in Malverne, NY. Meredyth oversees the special education department K-12 in the district. In 2007, she was recognized by the NAACP Lakeview Branch for "Changing the Lives of Children" and was also honored by the branch for her outstanding and dedicated service. In 2014, Meredyth received the PDK Friends of Education award from Stony Brook University, and she was a NYCASE Special Education Administrator of the Year finalist in 2017. [mmartini@malverne.k12.ny.us](mailto:mmartini@malverne.k12.ny.us)

## Salon X

### Mental Health: It's Everyone's Job. How to create a socially & emotionally safe school

Insuring your school is truly safe requires putting mental health at the forefront of school reform efforts and involving everyone in the process. Topics include how and why to establish a

shared mindset and positive communication, engage families and students in supporting mental health and well-being, identify students needing support, develop partnerships with community agencies, and go beyond talking about positive behaviors to proactively teaching SEL skills to students, parents, and staff.

**Ronald Smith, Ph.D.** is a Psychologist and a member of the State Mental Health Advisory Council that developed recommendations for the new State Mental Health Regulations. He is a Co-Founder of the LI SEL Forum, member of the Executive Board of the Nassau County Psychological Association, and a consultant to administrators and Boards of Education. Ron is a former Special Education Director, Assistant Superintendent and served 14 years as a Superintendent of Schools. [docron@optonline.net](mailto:docron@optonline.net)

**Joan Fretz** is a school climate consultant, 40yr. teacher & administrator, past ED of the Int'l. Alliance for Invitational Education, Co-Founder of the LI SEL Forum. SEL Program Trainer, and co-author of Socially & Emotionally Safe Schools: The Promise of Invitational Education, soon to be released. Recognizing that our words and actions shape a student's self-concept and in turn, their choices of behavior, Joan helps schools create positive messages and mindsets, beginning with the entire staff. [joan@messagesandmindsets.com](mailto:joan@messagesandmindsets.com)

## Salon XI & XII

### Writing = Creating Meaning: How Talk Supports Our Emerging Writers

Writing instruction begins long before students can write letters or spell words. Participants will learn how to develop a data-driven writing culture beginning with a focus on student talk and picture stories. By eliminating the focus on encoding, students can focus their mental energy and ideas to create meaning through composing with pictures. Participants will learn to systematically identify strengths, set targeted "writing" goals, and develop students' writing identities.

**Sean Murray** is the Principal at West Hempstead Middle School. He previously oversaw curricular development and PD for a system of four elementary schools, PreK to grade 5 in Long Beach. He has served as an elem. principal, AP, and a classroom teacher in grades from K-5. He has presented at the #LBLit Summer Literacy Day, Nassau County Elementary School Principals Association, and DEI conference. Among his professional passions are effective feedback and early literacy development. [smurray@whufsd.com](mailto:smurray@whufsd.com)

**Lauren Kaufman** is an Elementary Instructional Coach for the Long Beach Public Schools. She has led teams developing 73 Units of Study in Reading and Writing K-5, provides staff with job-embedded professional learning, and supports educators using Balanced Literacy. Lauren also taught grades 2 and 5 in NYC and was a Reading Specialist in Long Beach. She has presented at the #LBLit Summer Literacy Day and DEI conference. Lauren's professional passion is to develop life-long literacy practices in learners. [lkaufman@lbeach.org](mailto:lkaufman@lbeach.org)

## Roosevelt

### Effective Questioning Strategies Across Content Instruction

This workshop explores the questioning cycle and how teachers can enhance their instruction through effective questions. Participants will review how to structure a question to build discussion techniques, design high-level questions, and engage participation by all students. Participants will explore how to assess students' responses to determine how to continue to build the students conceptual development. This is a dynamic workshop and participants will engage in a complete process to build their daily instructional techniques.

**Dr. Esther Fusco** is a professor at Hofstra University and teaches courses related to literacy, mentoring and curriculum. She has authored such articles as Steps to Organizing Learning and Administrator's View of Highly Qualified Teachers. Her recent book is Effective Questioning Strategies in the Classroom. Dr. Fusco was an administrator before joining Hofstra. Her honors include NY State Principal of the Year, Nationally Distinguished Principal, US Department of Education and Hofstra Teacher of the Year. [Esther.Fusco@Hofstra.edu](mailto:Esther.Fusco@Hofstra.edu)

## Vanderbilt

### Ten Critical Requisites For Successful ENL Programs: What Every Administrator Should Know

School leaders play an essential role in whether or not integrated English-as-a new-language (ENL) programs yield successful outcomes for English learners. Yet, there is a growing need for guidance concerning how to best support such programs. In this session, the presenters will address 10 fundamental actions for administrators to proactively address the various components of ENL programs.

**Dr. Maria G. Dove** is Associate Professor in the Graduate Education TESOL Program at Molloy College, Rockville Centre, NY where she teaches courses to preservice and inservice teachers. Having worked as an ESOL teacher for over thirty years, she has provided instruction to English language learners in public school settings (Grades K-12) and in adult English Language programs. Dr. Dove has published a number of books, book chapters, and articles on the education of English learners. [mdove@molloy.edu](mailto:mdove@molloy.edu)

**Dr. Andrea Honigsfeld** is Professor and Associate Dean of the doctoral program in the Division of Education at Molloy College, Rockville Centre, NY. She teaches courses related to cultural and linguistic diversity, collaborative leadership, and action research. Before entering the field of teacher education, she was an EFL teacher in Hungary (Grades 5-8 and adult), an ESOL teacher in New York City (Grades K-3 and adult). She has published extensively on the teaching and learning of English learners. [ahonigsfeld@molloy.edu](mailto:ahonigsfeld@molloy.edu)

## Whitman

### “South Woods As One” Interactive Living Museum

South Woods Middle School students created an interactive museum that engaged their peers in discourse about issues such as acceptance, inclusion, diversity, and global universal human rights. The convergence of activities, ideas, and conversations generated by the museum facilitated students' emergence as civic-minded citizens.


**Michelle Burget** is the principal of South Woods Middle School. Committed to engaging students in dynamic, future-forward learning experiences, Michelle's work is focused on building the capacity of a faculty dedicated to the development of caring, informed citizens. [MBurget@syossetschools.org](mailto:MBurget@syossetschools.org)

**Stephanie Russell** teaches English at South Woods. As co- adviser of the Action, Awareness and Acceptance Club, Stephanie encourages students to promote awareness of issues in the school, community and world. [SRussell@syossetschools.org](mailto:SRussell@syossetschools.org)

**Susan Fisher** is a special educator committed to inclusion and diversity. As co-advisor to the Action, Awareness and Acceptance Club, Susan's primary mission has always been to empower children to advocate for themselves and others. [SFisher@syossetschools.org](mailto:SFisher@syossetschools.org)

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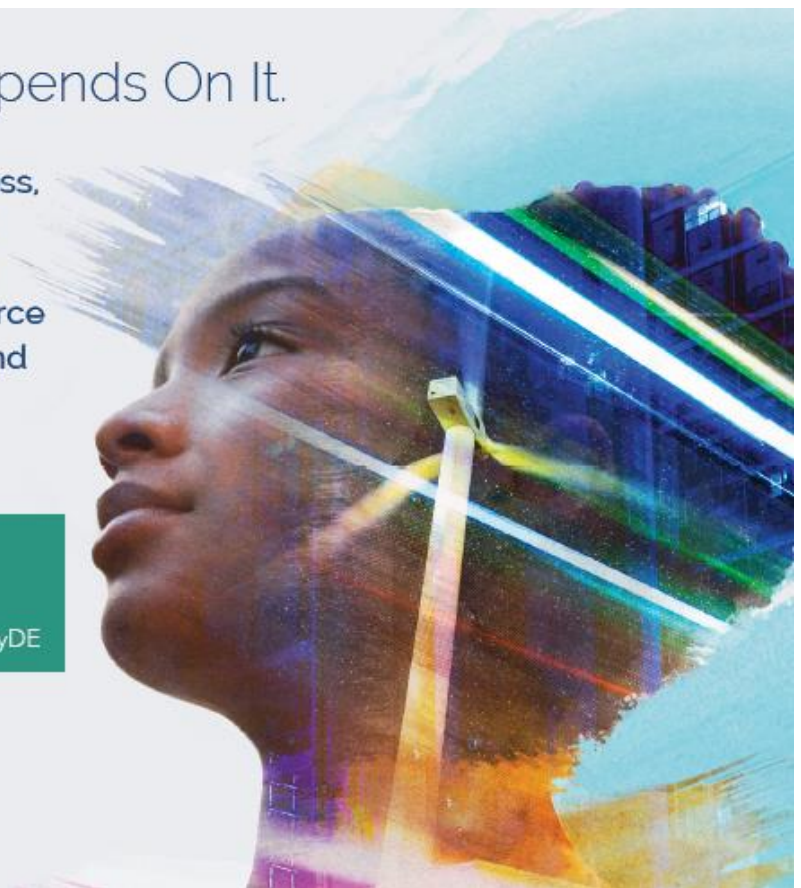
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***Nurturing Learning Environments:  
Connections, Engagement, Student Voice***

**Held at the  
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**Dr. LaQuita Outlaw  
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## LIASCD Fall 2018 Conference Evaluation Form

### *Nurturing Learning Environments: Connections, Engagement, Student Voice*

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

#### **Presentations:**

<b>Breakout Session I</b>	Keynote Address by Dr. Lorna Lewis	1	2	3	4	5
	Session Attended:	1	2	3	4	5
<b>Breakout Session III</b>	Session Attended:	1	2	3	4	5
<b>Breakout Session III</b>	Session Attended:	1	2	3	4	5

#### **Comments and suggestions on specific breakout sessions you attended:**

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#### Overall Conference Evaluation

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

#### **Suggestions or comments for future LIASCD conferences/events:**

Name/District (optional) \_\_\_\_\_

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

Please note: If you need CTLE credit, you must complete the online evaluation at <https://goo.gl/7dgJSx>