



Agenda

Bios of Presenters

Breakout Session Information

CONFERENCE AGENDA

Time	Session Title	Location(s)	Presenter(s)
8:00 – 9:00 a.m.	Arrival, Registration, Coffee/Tea Service	Lobby and Auditorium	
9:00 – 9:15 a.m.	Overview of Dissemination Grant and Conference	Auditorium	Jamie Truman
9:15 – 9:30 a.m.	Charting our Success	Auditorium	Otoniel Lopez
9:30 – 9:45 a.m.	Highlighting Our Literacy Work	Auditorium	Kanika Mobley
9:45 – 10:05 a.m.	STEP: A Framework of Assessment and Coaching	Auditorium	Nicole Temple Cara Farber
10:05 – 10:20 a.m.	SNACK BREAK		
10:20 – 11:00 a.m.	Panel Conversation and Questions: Lessons Learned	Auditorium	Jamie Truman (Moderator); Yolanda Clarke, Vanessa Cruz-Chica, Cara Farber, Otoniel Lopez, Kanika Mobley, Mahasin Mu'mim, Adjawah Scott, Nicole Temple, Sylvia Wallace-Anderson
11:00 – 12:00 p.m.	Breakout Session #1		
12:00 – 1:00 p.m.	Hot Lunch	Cafeteria	
1:00 – 2:00 p.m.	Breakout Session #2		

PRESENTER BIOS

Nisah Brinson has served as an Assistant Principal for the past two years. Nisah joined the La Cima in 2011 as a 2nd grade teacher, Grade Level Chair, and Mentor Teacher. She then moved into the role as Dean of Curriculum and Instruction for grades K-2. Prior to joining La Cima, Nisah taught 1st grade four years and 2nd grade for one year. She also taught high school English to students in Japan for 2 years. Nisah received her Bachelor's degree from Spelman College in Child Development and her Master's Degree from Columbia Teachers College in Curriculum and Teaching. Currently, she is a member of the Emerging Leadership Fellows in conjunction with the New York Charter Center. Nisah believes that a great leader leads by example and she models her leadership within the principles of adaptive and servant leadership.



Christiana Cavaliere has served as the Principal of La Cima Elementary Charter School for the past three years. She joined the La Cima team in 2010 as a New Leaders for New Schools resident and served as the Literacy Coach and then the Dean of Curriculum and Instruction. Prior to coming to La Cima, Christiana taught K, 1st, 2nd, and 5th grade in both New York City and Chicago district and charter schools. She was the two-time recipient of the MetLife Teacher's Network Leadership Institute Fellowship, where she used action research to influence city-wide educational policies in Chicago and New York. Christiana received her Bachelor's in History at the University of Rhode Island, and a Master's of Childhood Education at Brooklyn College through the NYC Teaching Fellows. Currently, she is completing a Master's in Administration and School District Leadership at Baruch College.

Yolanda Clarke has worked at Public School 270 in various roles for seventeen years. This year she was selected as a Teacher Leader to participate in a series of Professional Development opportunities through the Dissemination Grant. She received a Bachelor's of Arts degree from St. Joseph's College in Child Study and a Master's degree from Long Island University as a reading specialist. She has taught pre-kindergarten, kindergarten, second grade, and fifth grade. She has served as a mentor to new teachers by supporting them with curriculum planning, which enabled them to develop rigorous, instructional practices. Her goal is to continue to enhance every child's development by using enriching and instructionally appropriate strategies.

Vanessa Cruz-Chica attended undergraduate and graduate school at Long Island University; CW Post Campus. For her undergraduate degree she studied Childhood Education and for her master degree she studied Students with Disabilities. She has been a Special Education teacher for 9 years and has been at Community Partnership Charter for 3 years. Ms. Cruz-Chica has had experience in both traditional DOE schools as well as charter schools. This year she was selected as a Teacher Leader to participate in a series of Professional Development opportunities through the Dissemination Grant.

Cara Farber is a Manager of Professional Learning at UChicago Impact. She provides strategic leadership in the implementation of the STEP literacy assessment in schools across the country. Farber facilitates STEP trainers' professional development and works on the development of supplemental STEP supports. Prior to joining UEI, Farber worked at Excellence Girls (an Uncommon School) as a kindergarten and second grade teacher, as well as an instructional coach. Farber has experience using STEP in the classroom as well as coaching teachers in STEP administration, implementation and data analysis. She previously also worked as a legal assistant at Sanford, Wittels & Heisler, LLP in Washington D.C. Cara holds a B.A. in public policy and American institutions and education studies from Brown University and an M.S. in education from Hunter College.





Dr. Susanne Harnett is a Managing Senior Associate at Metis Associates. Dr. Harnett has more than 15 years of experience with program evaluation, research design, sampling methodology, field research, qualitative and quantitative methodology, data maintenance, and technical writing. She has served as the principal researcher on several large-scale evaluations of educational programs, with a particular focus on arts education programming. She has substantial experience in designing and implementing randomized and quasi-experimental designs. Current and recent projects include the i3-funded Arts Achieve project, which examines the use of formative and summative evaluations in arts classrooms in 78 NYC schools; the Arts Count initiative, which includes the development and administration of an annual arts-focused survey to all 1,700 of NYC's public schools; and evaluation of six AEMDD-funded and one PDAE-funded arts integrated programs, two of Carnegie Hall's Weill Music Academy's educational programs, and three of Lincoln Center Education's educational and community-based programs. She has taught college courses in Development, Educational Psychology, and Learning and Behavior. She holds a Ph.D. in Educational Psychology from UVA.

Otoniel Lopez is a Senior Research Associate at Metis Associates, with 14 years of experience managing and conducting evaluations of educational initiatives in public school systems and for non-profit organizations across the country. Mr. Lopez is highly skilled in carrying out and synthesizing qualitative and quantitative work, with years of experience conducting multi-year evaluations of school leadership initiatives, statewide Charter School Programs, school reform programs such as Smaller Learning Communities, bilingual education and family literacy programs, college-readiness, early-childhood school readiness, arts education, reading and math-science initiatives student mentoring, and anti-recidivism programs in New York, Illinois, Arkansas, North Carolina, Ohio, and Georgia. He has also worked closely with organizations to develop effective deliverables meant for wider audiences such as funders and other community stakeholders using data and product visualization techniques. Mr. Lopez holds a M.A in Developmental Psychology from Columbia University.



With over 15 years of experience in urban education, **Kanika Mobley** is a true advocate for teachers and leaders. Her commitment to student achievement and closing the achievement gap is what ultimately led her to create Education Is Power Consulting. In her former roles, Mrs. Mobley served as a teacher leader and/or instructional coach in Atlanta Public Schools, Excel Public Charter School in Washington, DC and Achievement First Charter School network. As a literacy coach consultant for the University of Chicago Impact, Kanika supports charter school teachers and leaders with the implementation of the STEP (Strategic Teaching and Evaluation of Progress) assessment geared towards students in PK-3, helping

teachers use data to create targeted instructional reading plans and helping schools develop curriculum based on a balanced literacy approach. She has also served as a Camp S.M.A.R.T facilitator with Columbia University's Center for Technology and School Change, assisting Yonkers Public School teachers, through coaching and professional development, with the integration of technology into units created using the Understanding by Design framework.

Mahasin Mu'min has taught as a kindergarten teacher for 8 years at Community Partnership Charter School. Ms. Mu'min first taught as an assistant for 3 years, after finishing her master's degree she began to teach as a lead teacher. Ms. Mu'min received her bachelor's degree from the University of Santa Cruz and she received her master's degree through the Teacher U program at Hunter College. This year she was selected as a Teacher Leader to participate in a series of Professional Development opportunities through the Dissemination Grant. Ms. Mu'min is a passionate teacher who is dedicated to providing developmentally appropriate and rigorous instruction that nurtures creativity within the children she teaches. She really values making learning fun and exciting while teaching children the merits of self-discipline and hard work when achieving their goals.

Educator's Conference: Sharing Resources to Support ALL Readers

Anna Sathe is the K-2 Academic Dean for Community Partnership Charter School. For the past 5 years Anna has been the Dean and was a classroom teacher for 7 years prior, at CPCS and P.S. 361. She mentors, coaches, and provides targeted feedback to a cohort of 12 teachers. As the site coordinator for the Strategic Teaching and Evaluation of Progress (STEP) Program Anna has trained staff members on the assessment tool and led them in their data analysis and planning. She has experience in curriculum design, assessment creation, professional development, leading hiring teams, and is proud to be considered the google guru on staff.



Nicole Temple is an Assistant Director of Strategy for UChicago Impact. She is responsible for strategic leadership in the administration, implementation, and coaching of teachers who are using the STEP literacy solution. She also manages STEP Trainers in the field, and is responsible for new and ongoing client sales and development. Temple maintains a training portfolio with client schools located in Newark and Minneapolis, and project manages large network implementations throughout the country. Prior to joining the STEP team, Temple worked as a classroom teacher for 15 years with varied grade level experience ranging from kindergarten to sixth grade. She received her M.A. of administration and leadership from Benedictine University, and her B.S. in elementary education from Eastern Illinois University.

Adjowah K. Scott is the Interim Principal at Community Partnership Charter School for the 2014-15 School Year. She has dedicated her life to educating children of all age groups around the world. Ms. Scott has a Master's of Science degree in Educational Administration and over 15 years of experience in the field. Her deep expertise around pedagogy, and her passion for working with students with significant learning needs, has led her to take on a variety of instructional, administrative, and educational leadership roles in schools and other academic settings. She has worked in both the public and private sectors as a teacher and an instructional leader. Whether teaching Special Education to K-2 students in Upstate New York or serving as the Head of the Lower School and Director of Academic Support Services at The Children's Storefront in Harlem, Ms. Scott has always remained committed to enhancing student success. In all of her roles as an educator she has worked directly with students and teachers to monitor achievement goals and build effective learning strategies. In 2011, Ms. Scott co-founded Tech International Charter School in the North Bronx. Tech International has created a learning environment that immerses children in experiential learning, introduced students to new and emerging technologies, and fostered connections with other schools around the world.



As a School Operations Consultant, **Jamie Truman** applies the lessons she has learned through her eleven years working in traditional public and charter schools. Her passions include creating experiences that enhance curriculum, hiring the best teachers and designing systems that allow educators to focus on student achievement while maintaining compliance. Through her four years as an English Language Arts teacher in Bedford-Stuyvesant (including two years at CPCS), Jamie saw that instilling a love of reading and achievement in her students was only one piece of a complex puzzle. She began to crowdsource funding for trips and resources for her students so that they could see opportunities outside of the pages they read. This led to a passion for operations and she worked her way from an Operations associate to the founding Director of Operations at an independent charter school. She has filled almost all roles (custodian, nurse, Handbook author, registrar, Title I administrator, etc.) and loves the opportunity to share lessons and apply/design systems with school leaders. When she isn't consulting, Jamie also tries to create systems for her husband and their infant and toddler sons, but has varying degrees of success with those projects.



Sylvia Wallace-Anderson is a first generation American raised in Brooklyn, NY. She was educated in NYC public schools from first grade through twelfth grade (skipping the 8th grade). Sylvia attended Hunter College for one semester before transferring to SUNY Buffalo State College. During her 5 years in Buffalo she earned a Bachelor's degree in Finance and a Master's degree in Higher Education Administration. Sylvia has worked for the Department of Education since 1998. Special Educator, Instructional Coach, Assistant Principal and Principal are some of the titles she has held. A lifelong learner, Mrs. Wallace-Anderson has earned an additional two Master's degrees and has completed all of the coursework for a Doctorate of Education. She currently serves the children of this community as the Principal of PS 270, The Johann DeKalb School.



Jaime White, founder of Capacity Education Consulting and former Senior Director of Curriculum and Instruction at Democracy Prep Public Schools comes with over twenty years' experience in urban education. She holds a bachelor's degree from the University of Massachusetts in Anthropology and African American Studies, a master's in education from the University of Pennsylvania and completed all but her dissertation for a doctoral degree in education at Columbia Teachers College. In addition, Ms. White is Nationally Board Certified in Literacy. One of Ms. White's most crowning achievements was her work as a founding staff member of Roxbury Prep Charter School, one of the highest performing schools in the country serving predominately low-income students of color. She has helped write numerous charters and worked with various start-up charter schools hoping to replicate the success of Roxbury Prep. She remains deeply committed to urban public education.

BREAKOUT SESSION #1

Session Title & Facilitator	Description	Location
<p>What Does the Data Say?</p> <p>Facilitator: Kanika Mobley</p>	<p>This session will help teachers and leaders think about how to use their assessment tool to identify trends within their data. Participants will work to build common language around data analysis, determine challenge areas based on a literacy assessment tool and reflect on the underlying causes for student reading challenges.</p>	205
<p>Setting Goals and Sharing Goals with Families</p> <p>Facilitator: Emily Baskin</p>	<p>How can we use running records to create specific goals for each reader? In this session teachers will think about ways to share reading goals with families, students and other staff. We will discuss how to set goals and strategies for communicating goals with students’ families. We will learn how to set S.M.A.R.T goals for our readers.</p> <p>*Participants should bring a laptop or materials to write with. Participants should bring a completed running record.</p>	305
<p>Enhancing Inference</p> <p>Facilitators: Cara Farber and Nicole Temple</p>	<p>Participants will...</p> <ul style="list-style-type: none"> • Refine the definition of inference • Observe how inference is taught in a shared reading lesson • Learn how to provide support to build students’ inferring abilities • Ensure instruction is student-driven: students are doing the heavy lifting in the lesson. 	Library (2 nd Floor)
<p>Getting The Most Out of Evaluation</p> <p>Facilitators: Susanne Harnett and Otoniel Lopez</p>	<p>In this hands-on, workshop-style session, participants will learn the basics of program evaluation and will engage in practical activities to apply this knowledge to their own evaluation needs. From choosing appropriate evaluation questions to interpreting and using evaluation results, participants will learn best practices and leave with helpful tools to use on their own.</p>	306
<p>The Dance of Co-Location</p> <p>Facilitators: Adjowah Scott and Sylvia Wallace-Anderson</p>	<p>The thought of co-location between community public and charter schools can be daunting for many leaders. This presentation will include a brief history of shared space and identify key strategies for harmonious collaboration. During this session, perspectives about the realities of co-location will be shared, analysis of scenarios and brainstorming approaches for successful communication. All of these elements are couched in creating a win-win situation for all parties while placing student achievement and safety at the forefront of all decision making.</p>	308

BREAKOUT SESSION #2

Session Title (Facilitator)	Description	Location
<p>Action Planning: Moving from Analysis to Action</p> <p>Facilitator: Kanika Mobley</p>	<p>Ever look at your data and think what do I do now? This session will help teachers think about how to strategically plan for instruction after the assessment data has been analyzed. Participants will work to build a common language around action planning and develop plans that include clear foci, prompts to support student learning, and texts that allow students to practice the determined skill and/or strategy.</p>	<p>205</p>
<p>Power of Questioning</p> <p>Facilitators: Yolanda Clarke, Vanessa Cruz-Chica, Mahasin Mu'mim</p>	<p>Our workshop will be centered around the complexities of targeted questioning and how it helps students to build comprehension. With their focus on Pre-K – 2 classrooms, we will discuss factual, inferential, and critical thinking questions. Participants will engage in a read aloud, define each type of question and highlight how students at different grade levels learn the same skills at different developmental levels.</p>	<p>305</p>
<p>How Do We Write to Learn: Improving Student Writing Through the Power of Revision</p> <p>Facilitator: Jaime White</p>	<p>The connection between better reading skills and better writing skills is indelible. One doesn't just benefit one another; they rely on one another. For maximum growth students must write as readers and read as writers. But the current student culture in most classrooms is centered around writing to finish, rather than writing to learn. In this session, participants will learn and practice a model for teaching revision that will both improve student writing overall and create a culture where addressing mistakes and revising work is normal and celebrated. Leaders will learn what to look for in a writing class and how to coach teachers to success.</p>	<p>306</p>
<p>Teaching Literacy Through Task-Based Math</p> <p>Facilitator: Anna Sathe</p>	<p>It is important for literacy to be woven into all disciplines. We also know that challenging students with difficult literacy and math tasks is a valuable way for them to grapple with learning something new. Through a close investigation of how problem-based tasks are written and why, we will look at ways literacy can be taught through math lessons.</p>	<p>308</p>
<p>Dependable Strategies for Planning Daily Text-Based Instruction</p> <p>Facilitators: Christiana Cavaliere and Nisah Brinson</p>	<p>Over the past few years we have seen teachers and leaders of various experience levels struggle to make text-dependent literacy instruction work effectively in their classrooms and grade-levels on a daily basis. Born out of years of working with literacy consultants from STEP and the Achievement Network, and rolling up our own sleeves and planning units and daily lessons with K-5 teachers, this session offers a concrete approach on how to write differentiated and fun text-dependent literacy lessons that are anchored in the rigor of the Common Core Standards and the new NYS ELA Assessments.</p>	<p>Library (2nd Floor)</p>