2018 PROGRAM BOOK

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

GlobalEdCon 2018

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MACFARLAND MIDDLE SCHOOL
WASHINGTON D.C.
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WELCOME

The DC Public Schools Global Education team is proud to welcome you to our first annual professional development conference, GlobalEdCon 2018.

With equity at the forefront of our mission, our office works to ensure that global education, defined as an interdisciplinary approach to learning the content, concepts and 21st century skills necessary to succeed in an increasingly interconnected and culturally diverse world, is accessible to ALL students, not just a privileged few. To that aim, we must also provide our teachers access to the development opportunities necessary to make this a reality.

This conference aims to bring our amazing partners and teachers under one roof for a day of shared learning. An event of this type would typically cost participants hundreds of dollars and time away from students. We wanted to ensure that a professional learning event of this quality would be accessible to all of our teachers, so we worked to eliminate those barriers by making it completely free of charge and as an optional use of teacher’s in-school PD morning and Records day afternoon. We hope you will enjoy this day of shared learning and we can’t wait to see how it will come alive in each of your classrooms.

DC Public Schools
Global Education
AGENDA

REGISTRATION/BREAKFAST

8:00-9:00 AM
MacFarland Middle School
Entrance Lobby and Cafeteria

PICK UP YOUR CONFERENCE REGISTRATION PACKET AND GRAB A LIGHT BREAKFAST COMPLIMENTS OF THE CORNER BAKERY CAFE. VISIT THE RESOURCE FAIR

WELCOME PLENARY

9:00-9:45 AM
MacFarland Middle School Auditorium

PLEASE BE SEATED IN THE AUDITORIUM BY 9:00 FOR A WELCOME PLENARY. MATTHEW E. CARNES: DIRECTOR OF THE CENTER FOR LATIN AMERICAN STUDIES, GEORGETOWN UNIVERSITY HOWARD BLUMENTHAL: CREATOR AND PRODUCER OF THE PEABODY AND EMMY AWARD-WINNING PBS SERIES, WHERE IN THE WORLD IS CARMEN SANDIEGO?

CHOICE SESSIONS

BLOCK 1
10:00-11:00 AM
Breakout Classrooms

PLEASE REPORT TO THE SESSIONS FOR WHICH YOU REGISTERED. PARTICIPANTS SHOULD HAVE SELECTED EITHER ONE FIRESIDE CHAT OR TWO SPARK SESSIONS FOR THIS BLOCK.

BLOCK 2
11:15-12:20 AM
Breakout Classrooms

PLEASE REPORT TO THE SESSIONS FOR WHICH YOU REGISTERED. PARTICIPANTS SHOULD HAVE SELECTED EITHER ONE FIRESIDE CHAT OR TWO SPARK SESSIONS FOR THIS BLOCK.

LUNCH
12:30-1:30 PM
Cafeteria/Outside Lawn

JOIN AN AFFINITY GROUP WITH YOUR PACKED LUNCH OR ENJOY A NEARBY FOOD VENDOR FROM THE RECOMMENDED NEARBY RESTAURANTS LIST. PLEASE RETURN PROMPTLY BEFORE 1:30 PM

BLOCK 3
1:30-3:00 PM
Breakout Classrooms

PLEASE REPORT TO THE SESSIONS FOR WHICH YOU REGISTERED. PARTICIPANTS SHOULD HAVE SELECTED ONE INFERNO SESSION FOR THIS BLOCK.
HOWARD BLUMENTHAL
Best known as the creator and producer of the Peabody and Emmy Award-winning PBS series, Where in the World Is Carmen Sandiego?, Howard Blumenthal is the author of 25 books about U.S. history, popular culture, marketing, creativity, business, and music. He has been a senior executive with several large media companies and a consultant in every area of the media business. Recently, he completed 12 years as CEO of an innovative public television company. Current/recent work includes a tech start-up in Austria, a media fellowship in Uganda, and a role as Visiting Scholar at the University of Pennsylvania. His new home base: a public media company located near Philadelphia and New York City.

Currently, Blumenthal is developing the Global Kids project, an initiative to use technology as a means to connect children from different countries and cultures. Its goal is to foster a connected society where children and teenagers can make friends, study, and communicate with peers around the globe.

FR. MATTHEW CARNES, S.J
Fr. Matthew Carnes, S.J., is an associate professor in the Department of Government and the Edmund A. Walsh School of Foreign Service, and he currently serves as the Director of the Center for Latin American Studies. His research examines the dynamics of labor and social welfare policy in developing and middle-income countries. A specialist on Latin America, he has conducted extensive field research in Argentina, Peru, Chile, and Bolivia, and he has worked on development projects in Honduras, Mexico, Uruguay, Paraguay, and Ecuador. He is the author of Continuity Despite Change: The Politics of Labor Regulation in Latin America (Stanford University Press, 2014), and numerous journal articles.

A distinguished educator, he has received three of Georgetown University’s highest teaching awards, including Georgetown College’s Edward B. Bunn, S.J. Award (2017 and 2011), given by graduating seniors of the College; the Edmund A. Walsh School of Foreign Service Faculty of the Year Award (2013), given by the SFS Academic Council; and the University-wide Dorothy Brown Award for Outstanding Teaching Achievement (2011). In 2012, he was featured as one of the country’s best professors in the Princeton Review’s publication, 300 Best Professors.

In recent years, he has been a Visiting Fellow at the Kellogg Institute for International Studies at the University of Notre Dame (Spring 2009) and a National Fellow at the Hoover Institution at Stanford University (Academic Year 2011-2012).
Amigos de las Américas (AMIGOS) inspires and builds young leaders through collaborative community development and immersion in cross-cultural experiences, providing the safest and most authentic service and immersion experiences for young people ages 13 to 22. This session will give an overview of AMIGOS and our unique approach to global service learning as well as highlight opportunities for educators. Specifically, it will address the AMIGOS program goals and how they align with the goals educators have for their students as they aim to become more globally competent.

Martin and Jach will introduce their research on the role of English teaching programs as tools of cultural and public diplomacy using Spain’s Cultural Ambassadors Program as a case study with investigation of the underlying goals and reasons for Spain’s English teaching program. Martin and Jach will also present their analysis on blogs written by and interviews with from former Cultural Ambassadors.

Virtual exchange, what is it good for? From one-off video conferences to sustained, semester-long connections, Reach the World is a global leader in connecting students and their teachers with a diverse network of global voices. In this interactive presentation, Director of Partnerships Christopher Ahearn will dive deep into what the concept of "virtual exchange" is (and isn't). In addition to sharing with attendees the mission, vision, and history of Reach the World, Christopher will also feature other organizations in the field to help participants understand how they can find the opportunities that are best for their school communities and formulate how virtual exchange opportunities can deepen their pedagogy and engage their students as global citizens.

This session will be devoted to an exploration of the values and interests influencing views on the relationship between religion and government in early 19th century America. Three policy options will be discussed and briefly debated.
In this Spark session, participants will gain an understanding of NSLI-Y, the impact of K12 study abroad, and low cost strategies to support K12 alumni in study abroad re-entry to the U.S. by providing venues for reflection, community with like-minded peers, and continued leadership and skills development. We will discuss effective methods for study abroad alumni to promote global engagement with their peers in the classroom and community. The presenters will seek to address: How can we mobilize study abroad returnees in the classroom to promote global learning/interest to peers? What leadership opportunities can be made available for study abroad returnees? How can study abroad returnees’ skills and interests be leveraged to impact the community?

Are you ready to bring meaningful global collaboration experiences to your classroom for free? Get on board the KIND Foundation’s mission to spark empathy in 1,000,000 elementary students by 2020. This session affords participants an opportunity to experience a global virtual exchange activity and take part in a meaningful interaction with others.

This session will give educators a more comfortable take on conducting a Socratic Seminar in a World Language classroom and in the target language. We will first go over the basic understanding of what a Socratic Seminar is to build background, then dive deep in mindset goals for both the student and educator. The session also lends itself to view videos of sessions that have happened in other states and see what other teachers have done in their world language classroom. Finally, the session will encourage teachers to plan, role-play and practice how to be a facilitator and how students may feel during a seminar. This is a planned time to field concerns teachers may have with taking on this kind of rigorous task in a WL classroom.
SUSTAINABILITY EDUCATION: LEARNING FROM GERMANY AND ISRAEL

ARLINGTON PUBLIC SCHOOLS/MICHAEL CRUSE
BLOCK 2- ROOM 2231

D.C. is the first Leadership in Energy and Environmental Design (LEED) Platinum city in the world. Your classroom is part of what makes this distinction possible! Come hear about one teacher’s green schools research as a Fulbright Distinguished Awards in Teaching (DAT) fellow in Israel. You will also learn about the Transatlantic Outreach Program’s (TOP) curriculum resources related to sustainability education in Germany. Everyone will receive copies of curricular resources for connecting Germany’s sustainability education to their classrooms.

THE POLITICS OF WATER AND CLIMATE JUSTICE IN THE MIDDLE EAST AND NORTH AFRICA

THE GEORGE WASHINGTON UNIVERSITY/NEJM BENESSAIAH
BLOCK 1- ROOM 2207

In this session, Dr. Benessaiah will discuss the scarcity of water in a hyper-arid region in the midst of climate change and the role of politics in determining when and where the water flows. Dr. Benessaiah will clarify the complex web of actors who affect water users, including farmers, pipeline technicians, private companies, government ministers, NGOs, and neighboring countries. Q&A will allow teachers to ask questions about climate justice movements in the Middle East and North Africa broadly.

TEACHING THE ISLAMIC SHARIA

THE GEORGE WASHINGTON UNIVERSITY/NATHAN J. BROWN
BLOCK 2- ROOM 2201

In this session, Dr. Brown will address the following questions: What is the Islamic sharia? How is it derived? Who speaks for it? What role does it play in various Muslim societies? While sharia is often framed as a static ideology in the media, Dr. Brown will outline some of the ways that Muslims debate Islamic law. Dr. Brown will field questions from the audience to address specific challenges teacher face in teaching about Islam.
**MAKING WORLD HISTORY GLOBAL & TRANSFORMATIVE FOR ALL STUDENTS**

CENTER FOR CONTEMPORARY ARAB STUDIES, GEORGETOWN UNIVERSITY/ SUSAN DOUGLASS

Block 1- ROOM 3107

The session will explore the major frameworks for teaching about the world that prevalent in standards and textbooks, and show why they are not capable of carrying the load of skills, new research and interdisciplinary content that reflects what we know about world history. The session will contrast them with a truly global structure for teaching world history built around global eras.

**BE THE HOST WITH THE MOST: WELCOMING INTERNATIONAL EXCHANGE TEACHERS TO YOUR SCHOOL COMMUNITY AS A GLOBAL LEARNING AMBASSADOR**

DCPS GLOBAL STUDIES/ FLORA LERENMANN

Block 1- ROOM 3205

Participants will learn valuable cross-cultural communication skills and how to mutually share pedagogical strategies and co-teach with a fellow educator who was trained very differently. Teachers will learn to help schools have meaningful hosting experiences that will be truly expansive for both the local community and the visiting educator. Participants who would like to host foreign language teachers or international exchange fellows will also get to contemplate the logistics from arrival to departure and anticipate and handle culture shock situations with sensitivity and a growth mindset. Prepare to think and act like an educational ambassador!

**GLOBAL ISSUES, LOCAL CONNECTIONS: INTEGRATING GLOBAL NEWS AND MEDIA LITERACY INTO DIVERSE CURRICULA**

PULITZER CENTER ON CRISIS REPORTING / HANNAH BERK

Block 1- ROOM 3209

In this session, educators will explore methods for integrating global issues and news literacy into their curricula by exploring resources from the Pulitzer Center on Crisis Reporting. Pulitzer Center is an award-winning non-profit journalism organization dedicated to supporting in-depth engagement with underreported global affairs through sponsorship of international journalism across all media platforms and a unique program of outreach and education to schools and universities. Education Coordinator Hannah Berk will lead a hands-on exploration of the Center’s resources, which include lesson plans, journalism workshop outlines, opportunities to Skype with journalists and thousands of articles, videos and photos from diverse media outlets. Participants will also evaluate methods for integrating journalism skills into their curricula to empower students as critical thinkers and storytellers.
Colonized Women Talk Back: This hands-on session shatters the myth of the submissive African woman by highlighting the voices of African women who fought for social justice during colonial rule. Participants will leave with strategies and resources to connect the lives of these women to women activists in other parts of the world and will explore how to embed them into their classrooms.

Join us for a discussion about how you can use global connections to spark curiosity, kindness, and empathy in your elementary classroom. You will share your experiences, resources, and burning questions for the topic. All levels of experience with global connections welcome.

Through history, as people moved around the world, they carried many things with them. And many of these items were living plants, animals, and microbes. The movement of these organisms impacted cultures as well as the ecosystems that people inhabited. In this session, we will discuss how the movement of organisms impacts ecosystems and what this means for us. Participants to develop examples and narratives of species movement that are relevant to the diversity of age groups and subject areas represented by the participants. Participants will share ways that they could discuss human-mediated species movement in their classrooms.

The facilitator will briefly outline key aspects of the Generation Global program and guide participants in an identity exploration activity with an emphasis on asking authentic questions and practicing active listening. Participants will explore example tools from the Generation Global curriculum and plan how they might use those tools in their classroom and participate in Generation Global’s free international dialogue activities.
SESSION DESCRIPTIONS

PROJEKT BASED LEARNING

DCPS GLOBAL STUDIES/ ISABELLA SANCHEZ:
BLOCK 1- ROOM 3207

In this session, participants will learn what project-based learning is and is not and how it can be used to make learning meaningful, authentic, and engaging for all students. Based on the Buck Institute of Education’s model for PBL, participants will learn the various components of a true PBL experience and what it looks like in practice. Participants will learn how ESL After the Bell’s PBL curriculum was planned and executed, particularly how it has benefitted students with various degrees of language development and academic needs, as well as how it has developed students’ global competence.

GLOBAL COMPETENCE AT MACFARLAND MIDDLE SCHOOL-
THIS SESSION IS ONLY FOR & MANDATORY FOR MMS STAFF

DCPS GLOBAL STUDIES/ KATHERINE FELTER:
BLOCK 1- ROOM 3211

In this session, participants will explore the broad topic of global competencies. Participants will experience two thinking routines to help them digest global competencies and how the thinking routines may be incorporated into their classroom. Participants will explore what it will mean to teach for global competence at MacFarland Middle School and set a vision for the global identity of the school.

AWARD-WINNING CHILDREN AND YOUTH LITERATURE ON THE MIDDLE EAST AND BEYOND

CENTER FOR CONTEMPORARY ARAB STUDIES, GEORGETOWN UNIVERSITY/ SUSAN DOUGLASS
BLOCK 2- ROOM 3107

Children and youth literature from a variety of world regions and cultures--fiction and non-fiction, poetry and prose--opens doorways into the lives of people with whom we share the planet. Using award-winning selections of books reviewed and chosen as authentic and appropriate for learning about the Middle East and surrounding regions, participants will view samples of recent winners, and we’ll demonstrate, brainstorm, and share the process of selecting and using books that offer a global view to our students.

CONGO, COLTAN, AND CELL PHONES: A PEOPLE’S HISTORY

TEACHING FOR CHANGE/ ALYSON KYSIA
BLOCK 2- ROOM 3102

In this session, we will introduce teachers to the salient features of Congo’s history through a meet-and-greet activity. Teachers will discuss how coltan, a mineral necessary for the production of cell phones, contributes to violence in Congo today, similar to the role rubber had in colonial Congolese history. We will review additional teaching materials to extend the lesson: a trial activity to debate responsibility in crimes against humanity; and an investigation on contemporary social justice projects related to Congo and the exploitation of natural resources.
BUILDING SCHOOL COMMUNITIES AROUND GLOBAL COMPETENCE

DCPS GLOBAL STUDIES/ JULIAN HIPKINS:
BLOCK 2 - ROOM 3105

In the session participants will learn how to begin the process of creating a disposition of thinking around global competence in their schools. By first sharing different ideas of the meaning of global competence, participants will get multiple perspectives on what it means to be a global citizen. Once a definition has been established, a global thinking routine will be introduced to the group that can be done in any classroom regardless of the content. Next, participants will see different partnership that have helped guide the working of building a globally competent school forward. Finally, resources will be shared that instructors use to teach with a global lens.

DISCOVER DIPLOMACY: USING SIMULATIONS TO TEACH ABOUT DIPLOMACY

U.S. DEPARTMENT OF STATE, U.S. DIPLOMACY CENTER/ LAUREN KRIZNER FISCHER:
BLOCK 2 - ROOM 3207

Have you ever wondered how treaties are negotiated or how foreign policy is created? Have you ever thought about what diplomats do? Through the Department of State, U.S. Diplomacy Center’s Diplomacy Simulation Program, students are exposed to the work of diplomats and the skills they use to engage global partners. A diplomacy simulation is a collaborative learning experience in which participants step into the role of a real-life diplomat. Together as a group, and in teams, participants use diplomacy skills (critical thinking, problem solving, collaborating and communicating) to seek a solution to a hypothetical global crisis. In this session, Lauren Krizner Fischer will introduce the Center’s Diplomacy Simulation Program, which is available on-line for free, and teach teachers how to implement it in their classrooms.
SESSION DESCRIPTIONS

READERS, WRITERS, AND MATHEMATICIANS: CREATING TRANSDISCIPLINARY UNITS FOR GLOBAL COMPETENCE

DCPS GLOBAL STUDIES/ KATIE BELL, AVALON MCOMBER AND MARISSA WERNER
BLOCK 2- ROOM 3104

During this fireside chat, we will show an example of how thinking routines and teaching for global competency can exist various grade levels and across content areas, including math. We will give teachers a space to look through curriculum and scope and sequence to think about which throughlines and big ideas are most important for students to understand. Teachers will explore the convergence of global competence and maker-centered learning in both math and ELA classrooms.

EXPLORING GLOBAL CONNECTIONS THROUGH ART

NATIONAL GALLERY OF ART/ HEIDI HINNISH AND ELIZABETH DIAMENT
BLOCK 2- ROOM 3106

What role can works of art play in encouraging perspective-taking and exploring issues of global significance? How can thinking routines, developed by Harvard Project Zero, support rich conversations around works of art and global topics? In this interactive session, participants will engage deeply with a work of art, using a combination of discussion and creative writing. They will deepen their understanding of art, history, and broader issues that affect them, their communities, and the world. Participants will practice using thinking routines to investigate the work of art and global themes.

EMPATHY, ENGAGEMENT, EMPOWERMENT: ENGINEERING SOLUTIONS TO GLOBAL CHALLENGES

PROJECTENGIN/ANN KAISER
BLOCK 2- ROOM 3101

Engineering provides an engaging and empowering platform to envision a better future. This workshop highlights the role Engineering can play in creating globally-oriented learning experiences in all courses. This is a transdisciplinary approach to the incorporation of Engineering in curriculum, enabling all teachers to incorporate global view in a hands-on manner. Simple, well-vetted techniques for moving towards an Engineering mindset will be highlighted. Situating Engineering Design Projects in the context of UN Sustainable Development Goals and focusing on appropriate, local technologies provides a unique approach to project design. Engineering can enable you to empower and engage your students. Learn about simple ways to use the Engineering Design Process to format hands-on, real-world projects and activities with global view. Empower your students to focus on solving global challenges, one village, one region, one simple technology, at a time.
SMITHSONIAN SCIENCE FOR GLOBAL GOALS

How can students use their community as their laboratory to study complex global socio-scientific issues that affect the nation and world? What does it look like to combine science education with civic engagement? Smithsonian Science for Global Goals is a new freely available curriculum developed by the Smithsonian Science Education Center (SSEC) in collaboration with the Inter Academy Partnership (IAP). It uses the United Nations Sustainable Development Goals (Global Goals) as a framework to focus on sustainable actions that are student-defined and implemented. The Global Goals curriculum provides a framework for catalyzing critical conversations in your classroom about complex socio-scientific issues, such as: clean water, climate change, healthy ecosystems, sustainable cities, extreme weather, nutrition, nanotechnology, biodiversity, food systems science, pandemics, consumption & production, human rights, technology access, clean oceans, infectious disease. In this session, participants will engage first-hand in activities for ages 8-17 that will empower youth to address environmental problems relevant to their communities and give students the tools to help solve these problems on a local scale. Participants will learn how to engage students in: developing an identity map, defining a problem through multiple perspectives, surveying their community, and developing an action plan that helps to solve a global problem on a local scale.

EDUCATING FOR GLOBAL COMPETENCE WITH THE ART OF ASIA

What role can works of art play in educating students for global competence? Through a variety of Project Zero Thinking Routines, participants will explore the theme of perspective taking across personal, local, global, and historic contexts by examining works of art via Smithsonian’s Learning Lab digital platform. Following guided exploration of art images, participants will debrief the experience and brainstorm how the teaching strategies may be applied to classroom practice. Participants are encouraged to bring a laptop/tablet to the session in order to fully engage with the content.
THE LIFE AND TIMES OF ART(IFACTS): INSPIRING INQUIRY INTO EARLY CIVILIZATIONS

SMITHSONIAN AMERICAN ART MUSEUM/
ELIZABETH DALE-DEINES
BLOCK 3- ROOM 1106

If you could ask an artifact about every person who touched it, every conversation it has overheard, the source of each of its materials, what would you learn? How could the answers to these questions shed light on that tricky term “civilization”? A contemporary work from the Renwick Gallery will serve as a provocation, inviting participants to craft powerful questions whose answers unlock layers of understanding about the artwork’s times, places, and people. This initial inquiry will scaffold later consideration of an Egyptian artifact. Taking metacognitive breaks along the way, participants will reflect upon the thinking moves that empowered them to develop incisive questions. Retaking the role of the educator, participants will reflect on the skills learned through investigation of the artwork and consider how these skills might enhance and deepen students’ understanding when applied to curricular material, particularly early civilizations.

USING THE DCPS CURRICULUM TO EMPOWER UNDERSTANDING AND GLOBAL COMPETENCE

PROJECT ZERO/ VAIJAYANTI WAGLE
BLOCK 3- ROOM 2201

Does the key to developing global competence in our school children lie within the curriculum we already teach? How can making a shift in the way we think about what we teach and how we teach it not only enhance student learning, but also pave the way to the much-needed global competence? The presenter, a veteran practitioner of Harvard University’s Project Zero ideas, will guide the participants to consider what global competence is and the value of developing it in our students. She will present a new approach to using existing curricular material to plan units of study that will ensure a deeper understanding of all that is learned, engage the students actively in the learning process, and facilitate their ability to use their learning to make sense of the world. The approach is designed to foster a greater appreciation for contemporary national and global issues in students, and inspire them towards civic engagement and action. Examples of DCPS teachers using this approach will be used as illustrations.

EXPLORING A CULTURE THROUGH ITS ART: A HANDS-ON APPROACH

EMBASSY OF AUSTRALIA/
MARGARET MCELVEIN
BLOCK 3- ROOM 2224

This 90-minute interactive “Inferno” workshop will introduce participants to Aboriginal Australians. The history and belief system of Australia’s First Nation people are evident in the designs, colors and symbols of their unique dot paintings. Using similar techniques, the group will paint their own mural to tell a story. This activity-based workshop will demonstrate hands-on visual story telling that participants can introduce to students for exploring and appreciating their own and other cultures.
Students starting first grade this year will graduate in 2030. How do we want them to think about the world? How do we want to prepare them to become global citizens? The United Nations’ Sustainable Development Goals were adopted in 2015 and provide specific indicators of how the world will work together to address the seventeen important objectives. These goals provide an authentic opportunity for students to learn about global issues and the work of global development professionals. This session is designed for teachers of ALL content areas who are interested in empowering their students to make the world a better place with an emphasis on global competency skills. Project Zero thinking routines will be used throughout the session.

In this session, we will explore the question: Why do people move from their homes? In this interactive workshop, we will consider the migration stories of ourselves and students in order to create more culturally relevant lessons and increase student engagement. We ask that all participants be prepared to download the Moving Stories App.

This session aims to show how making food and cooking together can be a great addition to every class, from World languages to Social Studies, English, Science and Math being such a versatile topic of interest. By sharing some of Chiara’s family recipes and cooking together, teachers will experience first-hand how such an activity can sparkle interest from every students and how it promotes a climate of cooperation, interest and care.

Through hands-on methods (simulation games, visual representations and concept mapping), participants can learn ways to go beyond the textbook to build students’ awareness of human geography concepts – population trends, resource use, and more. They can then extend that knowledge to conceptualizing a future that emphasizes sustainable practices in an interconnected world. Skill-building that cuts across the curriculum – critical thinking, problem solving, articulating ideas and using new technology for research and modeling – will be addressed in the presented activities. All participants will receive electronic lesson plans with activity matches to state and national standards, as well as to the Common Core State Standards.
CHRISTOPHER AHEARN
Director of Partnerships, Reach the World
Christopher has worked nationwide with educators, administrators, and state officials on social-emotional learning, school discipline reform, and global competence. He recently completed a two-year term on the Global Education Coalition Steering Committee, is a National Geographic Certified Educator, and was named as the New York City STEM Network Lead Fellow. Christopher holds a B.A. in International Relations from Saint Anselm College and a M.Ed from Franklin Pierce University.

KATHRINE AVILA
Teacher, DC Public Schools
Katherine is an experienced teacher, Travel Ambassador, and coach who has collaborated with Congresswoman Plaskett from the United States Virgin Islands to create unique experiences for students at Ron Brown College Preparatory. Katherine has also engaged in policy and advocacy work for English Language Learners (ELLs) as a Leadership for Educational Equity (LEE) fellow at UnidosU, and she continues her policy work as a member of the DC Education Coalition for Change. Kathrine Avila is a native of Trenton, New Jersey and a proud alumna of The College of New Jersey and Johns Hopkins University.

ERIN AUCAR
National Outreach Manager, AMIGOS
Erin Aucar manages outreach for the Regional Operations team at AMIGOS, as well as working to build partnerships for the Discover AMIGOS and AMIGOS Gap Year programs nationally. Prior to AMIGOS, Erin studied Political Science and Peace Studies at the University of Notre Dame. She has served in a variety of service-learning programs offered through Notre Dame’s Center for Social Concerns. She is passionate about youth leadership, global education, and service-learning.

LINDSEY BAILEY
Sr. Teaching Training Manager, Population Connection
Lindsey Bailey oversees the Population Education program's national Trainers Network. She also coordinates Population Education workshops, staff trips, and program outreach in the northern U.S. states and Canada. She has been with the program since 2011, presenting nearly 300 teacher workshops throughout the U.S. and Canada. She also develops new teacher resources for the K-12 classroom. Prior to joining the Population Education team, Lindsey was a teacher in the Albemarle (VA) Public Schools. She holds B.A. (Sociology) and M.A.T. degrees from the University of Virginia.
**NEJM BENESSAIAH**  
Adjunct Assistant Professor at The George Washington University  
As an environmental anthropologist, his research interests include the everyday politics of water, infrastructures, environmental justice, social movements, oases, the Sahara, the Middle East and North Africa, and Algeria. He is currently investigating the potential for upscaling ways to commonly govern important goods for humankind, such as water, the atmosphere, art, and digital knowledge. He has published in Ethnobiology Letters and Quaternary International, and has book chapters in Law and Property in Algeria: Anthropological Perspectives, and African Anthropologies in the Post-colony.

**TOM BRANNAN**  
Chair of DACOR’s Public Outreach Committee, DACOR  
Tom is a retired IB history teacher of 16 years and former school Teacher of the Year Award recipient who revived the Model United Nations Club at his school. He co-authored Coaching Winning Model United Nations Teams, A Teacher’s Guide. Prior to teaching, he served as Assistant City Manager of the City of Alexandria, VA and Regional Planner and Legislative Liaison for the Northern Virginia Planning District Commission. Tom received his Master’s degree in public administration from George Mason University and Bachelor’s degree in Political Science from Catholic University.

**HANNAH BERK**  
Education Coordinator, Pulitzer Center on Crisis Reporting  
Hannah Berk is education coordinator with the Pulitzer Center. Previously, she spent a year teaching English, international issues, and creative writing in a rural community through the Chilean Ministry of Education and served as Digital Editor for Asymptote, an online journal for world literature in translation. She holds a B.A. in Government from the College of William & Mary and an A.A. from Tidewater Community College.

**NATHAN BROWN**  
Director, Middle East Studies, The George Washington University  
Nathan J. Brown is Professor of Political Science and International Affairs, Director of the Middle East Studies Program at George Washington University, and Nonresident Senior Associate at the Carnegie Endowment for International Peace in Washington, DC. A graduate of the University of Chicago, he received his Ph.D. from Princeton University, where he specialized in Middle Eastern politics. Professor Brown is the author of seven books. He was named a Carnegie Scholar by the Carnegie Corporation of New York in 2009, a fellow at the Woodrow Wilson Center in 2009, and a Guggenheim Fellow in 2013.
ALISON CAWOOD
Citizen Science Coordinator, Smithsonian Environmental Research Center
Dr. Cawood oversees SERC’s Research Experience for Undergraduates internship program, which provides research opportunities for undergraduate students who are underrepresented in STEM fields. She was an adjunct professor at the University of San Diego and an instructor with Reality Changers, providing mentoring and tutoring for first-generation college students. Alison earned her Ph.D. in Oceanography from the University of California, San Diego and B.S. in Marine Biology and a B.A. in Hispanic Studies from the College of Charleston.

MICHAEL CRUSE
ESL Teacher, Arlington Career Center
Mike supports students’ inclusion in both academic and Career and Technical Education (CTE) classes. He spent the Spring 2018 semester as a Fulbright Distinguished Awards in Teaching fellow in Israel, studying green schools, and sustainability education.

GINA DEL TITO
Program Manager, Generation Global
Gina del Tito is a Program Manager of the Generation Global program at the Tony Blair Institute for Global Change. Gina manages and supports the North and South American network of schools and teachers which spans 40 states, from Alaska to Guam, Canada to Colombia. She has more than seven years of experience working in international education and cultural exchange, including with the British government, study abroad organizations and as an English teacher in France.

ELIZABETH DALE-DEINES
Teacher Programs Coordinator, Smithsonian American Art Museum and Renwick Gallery
Elizabeth Dale-Deines works with Washington, D.C.-area students and teachers to deepen their shared understanding of themselves, Humanities content and the world through art. Elizabeth has worked with Project Zero practitioners through her involvement in “Engaging the Arts & Museums with the World in Mind.” Elizabeth earned her BA in Psychology with a minor in German from the University of Virginia, served two terms of service with AmeriCorps, and earned an MAT in Museum Education from the George Washington University.

ELIZABETH DIAMENT
Senior Educator and Manager of School Tour and Docent Programs.
Liz Diament has been working at the National Gallery of Art for almost fifteen years. She is a senior educator developing and implementing education for docents and managing school and general public tours. She received a degree in Art History from Manchester University, England and a Masters in Museum Education from Bank Street College of Education, New York. Inspired by Project Zero, Liz has explored ways to integrate and implement its philosophy into her work as a museum educator and has developed a docent education curriculum around the idea of Cultures of Thinking and making thinking and learning visible on school tours.
SUSAN DOUGLASS
Education Outreach Coordinator, Georgetown’s Center for Contemporary Arab Studies
Dr. Douglass conducts education outreach for Georgetown’s Center for Muslim-Christian Understanding nationwide, and served as Senior Researcher on education for the United Nations Alliance of Civilizations. She contributed to public history projects for the National Endowment for the Humanities, and online projects such as World History for Us All, The Indian Ocean in World History, Our Shared Past in the Mediterranean, and wrote curriculum for numerous Unity Productions Foundation documentary films shown on PBS. She received a doctorate in history from George Mason University, and M.A. in Arab Studies from Georgetown.

KATHERINE FELTER
Global Studies Coordinator, DCPS
Ms. Felter has taught at dual language and monolingual schools in DCPS for the past 6 years. Prior to that she worked at American University in the Center for Community Service & Engagement and at The Community Foundation, a local philanthropy. She is devoted to her students and passionate about family engagement and educational equity. She has a Master’s degree in International Development and Education from American University. Her studies also include Spanish and International Studies at Virginia Commonwealth University.

H.D. COOKE TEAM
Avalon McOmber, Kathryn Bell, and Marissa Werner
Katie Bell, Avalon McOmber and Marissa Werner are teachers at HD Cooke Elementary School. From 2016-2018, these teachers had the opportunity to participate in a pilot program through DCPS Global Education entitled “World in DC” (WIN DC). As global studies fellows, they have re-envisioned existing DCPS curriculum to incorporate global competency, and maker-centered learning, through transdisciplinary units of study. They frequently used Project Zero thinking routines to deepen understanding and empower students to take action. This year they are excited to participate in the Making Across the Curriculum Fellowship.

TRAVIS HARDY
Program Manager, Empatico
Travis joined Empatico after 5 years in the NYC Mayor’s Office for International Affairs, where he most recently served as Acting Executive Director for NYC Global Partners, a City-affiliated non-profit. In this role he led program and curriculum development for Global Partners Junior, a virtual exchange program for 9-13 year-olds, and co-created the City’s NYC Junior Ambassadors program to better leverage the United Nations as a resource for NYC youth. He holds an M.A. in International Education from New York University and a B.A. in English Language & Literature from the University of South Carolina.
HEIDI HINISH
Head of Gallery and Studio Learning, National Gallery of Art
As a museum educator, Heidi develops, teaches, and assesses programs and resources for children and adults. These programs are designed to promote deep and meaningful engagement with art and the museum. Heidi is currently president of Art Education DC, the local affiliate of the National Art Education Association. She received her MA in Art History from the George Washington University, Washington, DC, and a BA in German Studies from Temple University, Philadelphia, PA.

JULIAN HIPKINS III
Global Studies Coordinator, DCPS
Julian Hipkins, III serves as the Global Studies Coordinator at Theodore Roosevelt High School in Washington, DC. Mr. Hipkins earned his BA in History from Morehouse College and his MA in Teaching from American University. He lived in Japan for eight years teaching English before returning to Washington, DC to teach at Capital City Public Charter School. While working at Capital City, Mr. Hipkins received the Agnes Myer Outstanding Teacher Award, George Washington University Jackie Robinson Project Outstanding Teacher Award, and the District of Columbia History Teacher of the Year Award. Mr. Hipkins serves on the National History Day Board of Trustees.

TAYLOR JACH
American University
Jach graduated from Xavier University in Cincinnati, OH, with a bachelor’s degree in Public Relations and minors in Writing, French, and Electronic Media. This summer she interned with the State Department and was the Public Affairs intern at the U.S. Mission to Luxembourg. In the spring, she was a Fellow for LEVICK Strategic Communications, a crisis communications and public relations firm, and will be returning to the position in the fall.

MARCI JONES
Global Studies Coordinator, DCPS
Marci Jones taught for nine years in the South Bronx before relocating to DC for the 2016-2017 school year. Marci had the opportunity to work with Veronica Boix Mansilla, a Project Zero senior researcher, in a pilot program involving three DCPS sites entitled “The World in DC.” Through her work with Veronica, she was exposed to Project Zero ideas. In her role as the Global Studies Coordinator, she facilitates monthly PLCs with a cohort of teachers, and works closely with teachers and the leadership team in order to ensure that the teachers grow their understanding of global competence.
ANN KAISER
Founder, ProjectEngin LLC
Ann Kaiser is a STEM Education Consultant and CEO of ProjectEngin LLC, a firm that provides professional and curriculum development services to support the inclusion of engineering in K-12 education. A graduate of Columbia University’s School of Engineering and Applied Science and the School of International and Public Affairs, Ann is a former metallurgical engineer with 16 years of experience in secondary education. Ann was named a Fulbright Distinguished Teacher.

LAUREN KRIZNER FISCHER
Education Program Specialist, U.S. Department of State, U.S. Diplomacy Center
Lauren Krizner Fischer serves as Education Program Specialist for the U.S. Diplomacy Center at the U.S. Department of State. She establishes education and outreach goals for the Department’s forthcoming museum and education center, and plans curriculum and education resources based on the Center’s exhibitions. She designs and implements the Center’s Diplomacy Simulation Program and has produced four education videos highlighting the work of U.S. diplomats under the themes of Peace, Prosperity, Democracy and Development. Through Lauren’s leadership, the Center reached over 7,000 participants in 2017. She works with collaborating partners, such as The White House Historical Association, the National Council for the Social Studies, the World Affairs Councils DC, and establishes relationships with educational organizations dedicated to the teaching of social studies, history and global education.

ALISON KYSIA
Project Director, Teaching for Change
Alison Kysia is the project director of “Islamophobia: a people’s history teaching guide” at Teaching for Change and the education outreach coordinator at the Institute for Middle East Studies at the George Washington University. She has 20 years of teaching experience and writes curricula on topics in U.S. history, world history, and Islamic studies. She facilitates learning events for educators and regularly presents at teacher conferences and workshops throughout the country. Kysia holds a BA in Race, Class, and Gender Studies and a MA in History. Previously, she taught history in an urban community college and English language to adult immigrants.
FLORA LERENMAN
Teacher, DCPS Global Studies
Ms. Lerenman taught Kindergarten and 1st grade ELLs and is teaching 5th grade this year. She likes to dance, play music, bike, cook, read, write, travel, and learn about space, robots, plants, mindfulness, languages, and cultures. She’s passionate about creating new opportunities to expand the worlds and minds of her students and helping them take charge of shaping their own in the process. You can find her at comedy shows because she loves to laugh. This is her 12th year as a teacher and her 6th at HD Cooke.

EMILY MATTS HARDY
Program Manager, NSLI for Youth Administration; American Councils for International Education
Since 2012, Emily Matts Henry has served as the program manager for the administration of the National Security Language Initiative for Youth (NSLI-Y) at American Councils for International Education. In this role, she is responsible for the program’s outreach efforts, selection activities, risk management efforts, monitoring and evaluation activities, alumni activities, and a consistent program identity with the Department of State and partner organizations. She previously worked on the administration of The Language Flagship and Boren Fellowships at the Institute of International Education and the Academy for Educational Development. She holds an MA in International Education from George Washington University and a BA in International Affairs from Xavier University (OH). She studied abroad in France, El Salvador, and Turkey.

HUNTER MARTIN
American University
Martin graduated from Iowa State University with B.S. degrees in Public Relations and Women’s Studies. She is currently the Fellow for the Public Diplomacy Council, working to promote advocacy and knowledge about global public diplomacy trends and initiatives.

MARGARET McELVEIN
Public Outreach Officer, Embassy of Australia
As a member of the Embassy’s ‘s Public Diplomacy team, she manages soft diplomacy programs including panel discussions and presentations to high school and university students on various topics. Maggie and her team enjoy visiting local schools to teach students of all ages about life Down Under. She has been active in the Embassy Adoption Program with D.C.P.S. for 10 years. Having worked as a graphic designer for many years, Maggie also designs, produces and distributes much of the educational and promotional material requested by students, teachers and the general public across the U.S.
CHIARA MONTICELLI DABNEY
Teacher, DCPS World Languages, Rose L Hardy
Chiara has been teaching in the DC area since 2007 when she moved to the US from Napoli, Italy. Her mother was a teacher and inspired her to follow the same path with passion and love for her subject and most of all for her students. Along with a love for learning, Chiara also loves to cook and bake, a passion she inherited from her grandmother who was a professional chef. Chiara loves to prepare food with her children, who are 6 and 2 years old, and with her students.

BRENDA RANDOLPH
Outreach Director, Center for African Studies, Howard University
Brenda Randolph holds a Master’s degree in African Studies from Howard University and a Master’s in Library and Information Services from the University of Maryland, College Park. She has worked as a library media specialist in Virginia, Massachusetts, and Maryland. She is the president of Africa Access, a nonprofit that Randolph founded in 1989 to combat stereotypes about Africa and help schools, public libraries, and parents improve the quality of their K-12 collections on Africa. She currently works as Outreach Coordinator at the Center for African Studies at Howard University.

CAROL O’DONNELL
Director, Smithsonian Science Education Center, Smithsonian Institution
Carol's work at the Smithsonian Science Education Center (SSEC) includes building awareness for K-12 science education reform, professional development for K-12 science teachers and research and curricular resource development. In this capacity, Carol also serves as the US representative on the Global Council of the InterAcademy Partnership (IAP) Science Education Programme (SEP). Dr. O'Donnell is on the part-time faculty of the Physics Department at The George Washington University.

JENNIFER REIFSTECK
Education Specialist, K-12 Learning, Freer Gallery of Art and the Arthur M. Sackler Gallery
Jenn develops professional development programs and resources for educators and assists with docent training. Jenn also served as Museum Educator representative on the board of Art Education DC, the National Art Education Association’s DC affiliate. Prior to her appointment at Freer|Sackler, Jenn worked at the University of Pennsylvania Museum of Archaeology and Anthropology where she spearheaded the Museum’s studio arts workshop program for K-9th grade students and directed the annual summer camp program. Jenn completed her MA in Museum Education and her BA in Studio Arts and Art Therapy.
ANDREA RELATOR  
Social Science Specialist, Loudoun County Public Schools (VA)  
Andrea has fourteen years of classroom experience teaching social studies in grades 7-12. She has a Masters in Curriculum & Development from George Mason University and is committed to making global education accessible for all students. Andrea has been teaching about the Sustainable Development Goals (SDGs) since 2015, when the UN invited the global community to get involved in making the world a better place. Andrea is passionate about promoting global education and teaching about the Sustainable Development Goals, she is a TeachSDG ambassador, has participated in the Think Tank on Global Education at Harvard Graduate School of Education, and recently returned from a Fulbright Seminar for Global Education in Ecuador. Andrea also works with Women on the Map to support leadership and networking opportunities for women and girls interested in global careers.

ERICK ROA  
Head of Partnerships, Empatico  
Before joining Empatico as the head of partnerships, Erick was a talent advising consultant working with leaders at education organizations and schools districts across the United States. In 2008, Erick began his career as a high school English teacher in his hometown, Brooklyn, NY, as a Teach for America corps member. He went on to spend six years in the classroom before taking on instructional coaching and academic program leadership roles at Blue Engine.

ISABELLA SANCHEZ  
Teacher, DC Public Schools, H.D. Cooke Global Studies Elementary School  
Isabella Sanchez is a fourth-grade math and ELL teacher at H.D. Cooke. She also runs the ESL After the Bell program at Cooke, an after school project-based learning and enrichment program designed at Center City Public Charter Schools for ELL students. Through running and teaching in this program, Isabella was introduced to project-based learning. Since then, she has attended PBL Ohio/the Buck Institute of Education conference and implemented project-based learning in her math and co-taught ELA classrooms. She is passionate about culturally responsive teaching, teaching for global competence, family engagement, and creating learning experiences that are relevant to students' lives.
JULIA SYLLA
Program Manager, American Councils
Julia Sylla implements American Councils’ overseas NSLI-Y program sites for approximately 200 U.S. high school students a year. She was formerly the Supervisor of Academic Programs at Georgetown University’s German and European Studies program in the School of Foreign Service, as well as the director of the Critical Language Scholarship Program for the Council of American Overseas Research Centers. She has an MA in International Education from George Washington University, and coursework from the Master of Arts in Teaching program at Tufts University. She has her BA in English and French from Bates College.

ASHLEE UPP
Teacher, Allen Frear Elementary School
Ashlee is a teacher at Allen Frear Elementary School, a National Blue Ribbon and Distinguished Title I award-winning school, where she also holds numerous school, district and state leadership roles including, Frear Leadership Committee; school leader on social emotional learning; Site-Based Lead Mentor; CR Curriculum Cabinet; member and assessment reviewer for the Department of Education’s Next Generation Science Standards Teacher Leader Program; and Delaware Math Coalition Elementary Math Teacher Leader.

VAIJAYANTI WAGLE
Independent Consultant
Vaijayanti Wagle has enjoyed a very productive career as an elementary school teacher at the Washington International School. She served as her school’s International Baccalaureate’s Primary Years Program (IBPYP) curriculum coordinator and she conducted workshops, consulted with schools, and served on teams to authorize and evaluate schools. She also served with the Council for International Schools to accredit schools in various countries. Project Zero ideas profoundly influenced her work as a teacher. She has been a study group leader and mini course presenter at the Project Zero Classroom for several years and has presented at various PZ Perspectives conferences. She has also run teacher-training workshops to promote PZ ideas in India. Currently, she is working on several projects with Veronica Boix Mansilla to bring global competencies to public schools in the Washington, D.C. area, with the Smithsonian American Art Museum as an education specialist, and as the Education Coordinator at the Washington International School Summer Institute for Teachers (WISSIT). She received her undergraduate degrees from Bombay University in India and an Ed.M. from Harvard University.
RESOURCE FAIR

You may visit the Resource Fair to learn about several global opportunities and resources from various organizations between 8:00-9:00 AM and 12:30-1:30 PM

AMIGOS
Educator Professional Development Trip, Educator mentor staff position on the Discover AMIGOS trips, Student programs

IREX
Fulbright Teacher Exchange Program opportunities

NATIONAL GEOGRAPHIC SOCIETY
GeoBee, GeoChallenge, Explorer magazine, and Educator Grants.

U.S. DIPLOMACY CENTER
The U.S. Diplomacy Center (USDC) Educational resources include copies of diplomacy simulations to use in the class

IEARN USA
iEARN-USA offers global network connections, professional development opportunities and resources for educators to participate in global projects with classes around the world.

NASA GODDARD SPACE FLIGHT CENTER
The Global Learning and Observations to Benefit the Environment (GLOBE) Program is an international science and education program that provides students and the public worldwide with the opportunity to participate in data collection and the scientific process.

TRANSATLANTIC OUTREACH PROGRAM
The Transatlantic Outreach Program (TOP) offers free instructional resources on today’s Germany and organizes fully funded group study tours to Germany for approximately 100 educators each summer.

ASCD
ASCD offers world class programs, products, and services that supports educators in preparing students to thrive in an interconnected, global society.

STA TRAVEL
Student travel company focused on affordable, accessible student travel.

UNITED NATIONS ASSOCIATION
Global Classrooms® DC (GCDC) offers global education curriculum and Model UN mini-simulations. GCDC also organizes professional development workshops and two Model UN Conferences.

REACH THE WORLD
Information related to Reach the World’s online journeys, free professional development opportunities, paid professional development opportunities, and additional resources from RTW partner organizations.

QATAR FOUNDATION INTERNATIONAL
QFI inspires meaningful connections to the Arab world by creating a global community of diverse learners and educators.

POPULATION CONNECTION
Population Connection interdisciplinary curricula address human geography and global studies topics including world population trends and their impacts.

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL (ACEI)
Global Schools First is ACEI’s newest initiative that guides elementary schools in evaluating their progress on integrating education for global citizenship throughout all aspects of the school.
SUSTAINABILITY CHALLENGE

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

- More than 1 billion people still do not have access to fresh water.
- Excessive use of water contributes to the global water stress

GOAL 12 TARGETS INCLUDE:

By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse

1. GO PAPERLESS

Get the app on your mobile device now, for free.

https://guidebook.com/g/dcpsglobaled/

PASSCODE: GLOBALEDCON18

1. Visit the above URL on your device

2. Tap the “download” button to get the free Guidebook app

3. Open Guidebook and look for the guide: DCPS GlobalEdCon 2018

2. USE YOUR TUMBLER

YOU CAN HELP

END OF DAY RAFFLE

Participants who download the app, create their agenda for the day, and check-in during each session will be entered to win an amazing global prize basket. Winner must be present at 2:30 PM to claim prize.

RAFFLE PRIZE INCLUDES: Theater and museum tickets, books, gift cards, special edition DCPS Global Ed SWAG, and more!

STAY CONNECTED
Nearby Food Options

Highlands Café
Cheerful, all-day eatery drawing locals for breakfast bites, sandwiches & American comfort fare.
Address: 4706 14th St NW, Washington, DC 20011

Wendy’s
Fast-food burger chain known for its shakes, as well as sides such as chili & baked potatoes.
Address: 3900 Georgia Ave NW, Washington, DC 20011

Subway
Casual counter-serve chain for build-your-own sandwiches & salads.
Address: 3732 Georgia Ave NW, Washington, DC 20010

Flip It Bakery
Simple counter-serve nook offering baked goods, plus straightforward sandwiches, salads & breakfast.
Address: 4532 Georgia Ave NW, Washington, DC 20011

Letena
Art-accented Ethiopian counter serve & coffeehouse with vegetarian classics, plus beer & wine.
Address: 3100 14th St NW #121, Washington, DC 20010

Stay Tuned for lunch affinity groups for those of you who bring a packed lunch! Affinity group sign up opportunities and locations will be posted throughout the conference.
ACKNOWLEDGEMENTS

GlobalEdCon’18 would not have been possible without the support of our local D.C. community. Thanks to our many supporters, we were able to put on this robust conference completely cost-free to our teachers! We thank MacFarland Middle school for hosting us in their space, Mom's Organic Market at Ivy City and The Corner Bakery Cafe for sponsoring breakfast, and the KIND Foundation and Empatico for providing snacks throughout the day. A special thanks also goes to Famous Dave's BBQ, Woolly Mammoth Theatre and the International Spy Museum for contributing raffle prizes. To all of our resource fair participants and session presenters, we owe the amazing content and resources that teachers will take back to their students. We sincerely thank all of our event DCPS volunteers without whom an event of this scale would not be possible. We thank our plenary speakers Matthew Carnes and Howard Blumenthal, who donated their time to get us inspired and energized for the day. Finally, we thank The Center for Contemporary Arab Studies for partnering with us at various stages to put on this event.

Thank You