



# Engaging Today's Student

The Second Annual Conference on Student-Centered Education



October 23, 2014  
Four Points by Sheraton,  
Norwood, MA

# Why Should Education Be One-Size-Fits All?

*Ten years ago, jobs like “iOS Developer” and “Social Media Manager” didn’t exist. Today’s students need much more than the basics—they need to be equipped with skills like communication, collaboration, and problem-solving to adapt to the changing marketplace and economy.*

*Learn more at [nmefoundation.org](http://nmefoundation.org)*



# Table of Contents

1	..... Conference Welcome Letter
2	..... Hotel Floor Plan
3	..... Schedule At-a-Glance
5	..... Continuing Education Credits and Certificate of Attendance
7	..... Keynote Presenters
8	..... Special Guests
9	..... Keynote Details
10	..... Sponsors, Exhibitors and Supporters
13	..... Morning Concurrent Sessions
16	..... Mid-Morning Concurrent Sessions
18	..... Afternoon Concurrent Sessions

## About NISCE

Founded in 2012 by the Massachusetts nonprofit Schools for Children, Inc., The National Institute for Student-Centered Education (NISCE) seeks to catalyze grassroots support for a vision of education where students—not politics, not tests, not expediency—are at the center of learning, and where all students have the opportunities and resources they need to succeed. For more information visit [www.nisce.org](http://www.nisce.org).

## About Schools For Children, Inc.

Schools for Children, Inc. is a Massachusetts nonprofit organization that creates and manages great schools and educational services. For more information, please visit [www.schoolsforchildreninc.org](http://www.schoolsforchildreninc.org).

# Greetings and Welcome



This is the second NISCE Conference on student-centered education, and we are delighted to again present a conference designed to inform, challenge and inspire those working across the PK-12 educational continuum. Our goal is to bring together people from a broad range of public and private schools for spirited discussion and new learning. You are among people who are seeking creative ways to engage children in their own learning. You are parents, teachers, administrators and researchers who share a commitment to creating schools that better fit all of our children. You have journeyed from around the region, around the country and, actually, from around our world to be with us today, and we are delighted you are here!

We believe that NISCE provides a powerful virtual meeting place for all education stakeholders who embrace the demands of today's learners, who recognize the huge impact of resources outside the traditional classroom, who encourage students to follow their passions and instincts and who support deep and impassioned learning for today's students

We believe that NISCE acts as catalyst for broad-based support of transformative visions of learning... ones not tied to historic, one-size-fits-all, teach-to-a-test methods so common in our schools. We want to embrace innovation, forward thinking and exploration as the keys to constructing meaningful educational experiences.

We know that there are challenges: teachers feeling a pressure to teach to statewide tests when already overwhelmed in our classrooms, parents working to find schools and programs that will best fit their student(s), school leaders dealing with ever increasing regulatory demands, reformers seeking dwindling financial resources to support initiatives that would create sustainable change in education, and, perhaps most importantly, students struggling to stay motivated and engaged in educational arenas they often find boring or irrelevant. The list goes on and on.

At INSPIRE 2014, we are bringing together people who are enthusiastic about finding ways to address such challenges on behalf of their students. Our keynote speaker Will Richardson is a gifted author, parent, educator, blogger and speaker. He will challenge us to imagine schools, classrooms and learning in a networked world. That will be followed by a strong line-up of presentations, workshops and discussions. Exhibitors will share their expertise with you. During lunch, panelists Amy Carrier, Maura Banta and Dr. Sheila Harrity will share thoughts on ways to create impactful learning by leveraging the critical linkages between businesses and our schools. Then, a second set of remarkable presentations and workshops will act as a prelude to a very special final treat: Diana Laufenberg's inspiring closing session encouraging us to find ways to create the classrooms our students deserve.

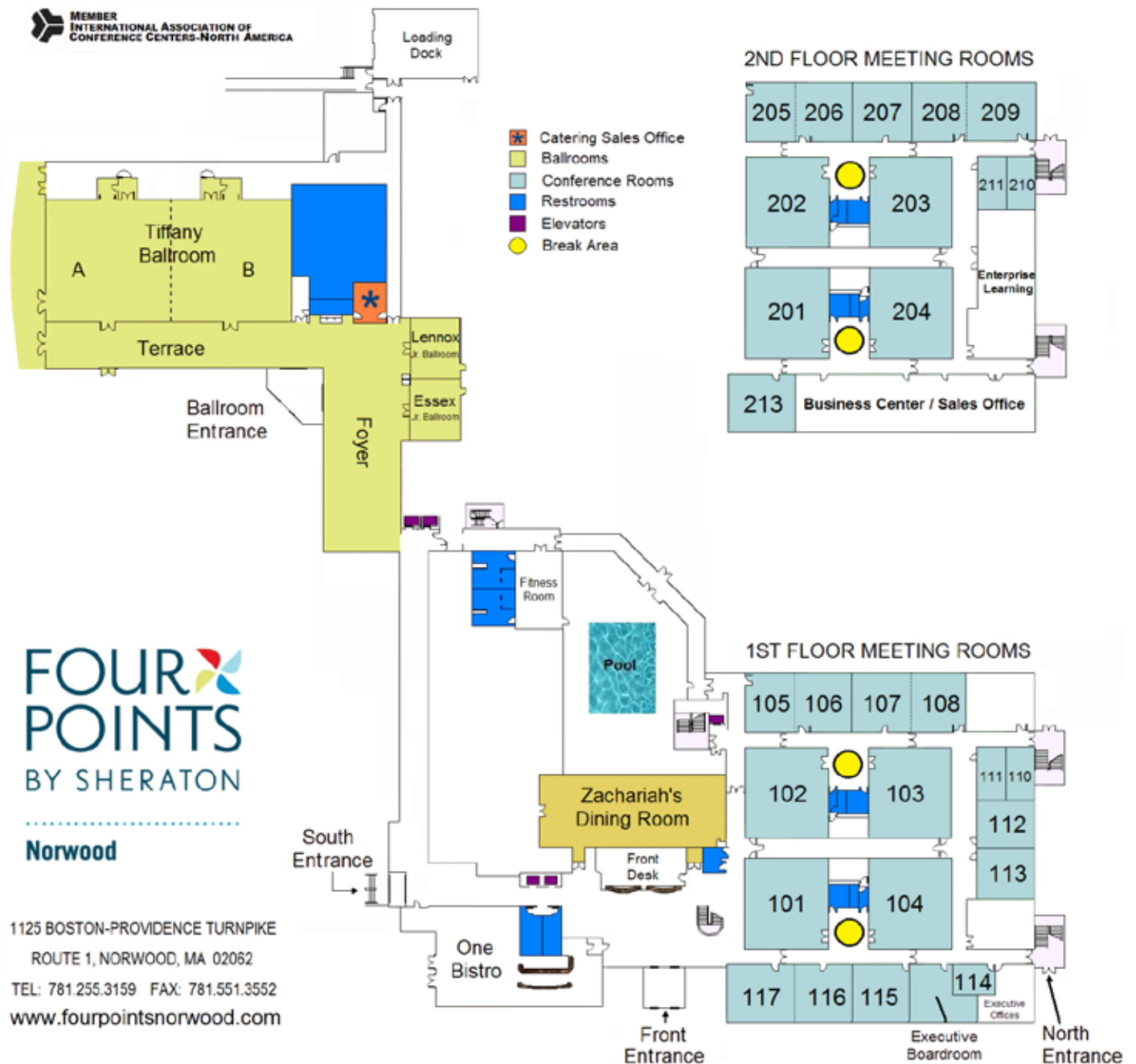
We are delighted you have chosen to join us. We look forward to being inspired with you! Have a "NISCE" day!

***Dr. Ted Wilson***

Executive Director, NISCE

President, Schools for Children, Inc.

# Hotel Floor Plan





Schedule-at-a-Glance

Thursday, October 23, 2014

Time					
7:15 AM - 8:30 AM	Registration				
8:00 AM - 8:45 AM	KEYNOTE - Tiffany Ballroom				
	Learning in a Networked World: For Ourselves and for Our Students Will Richardson, Parent, Educator, Speaker, Author and Consultant				
8:45 AM - 9:00 AM	Break and Exhibits - Tiffany Ballroom/Foyer				
9:00 AM - 10:30 AM	CONCURRENT SESSIONS				
	Leadership	Project-Based and Mastery-Based	Social and Emotional	Context	Brain-Based
	Lennox / Essex Rooms	Tiffany Ballroom	Room 102	Room 103	Rooms 107/108
	Transformation Only Happens with A New Lens on Leadership	Increasing K-12 STEAM Content Mastery	The Boy Education Crisis	Improving our Teaching by Looking at Ourselves	Mindfulness in the Elementary Classroom
	William Bryan, Co-Founder and Vice President for Leadership & Organization Development, Center for Secondary School Redesign	Roberto Gonzalez, Director, STEAM Box	Dr. Anthony Rao, Psychologist and Author, Behavioral Solutions	Penny Cuninggim, Co-Founder, NEARI	Kathryn Clark, Principal, Ivan G. Smith Elementary School Bailey Malone, 4th Grade Teacher, Ivan G. Smith Elementary School Michele Gross, School Social Worker, Ivan G. Smith Elem. School
		Meeting Students Where They Are: A Mastery-Based Approach	Supporting the Development of Girls		
		Mary Rose Grant, Highlander School, RI Patricia Houlik, 4th Grade Teacher, Highlander School, RI	Dr. Rachel Kramer, Psychologist, Private Practice		
		Engaging Challenging Students with Hands-On Learning			
		Alex Tsonas, Director, Seaport Academy Perri Wexler, Educational Coordinator, Seaport Academy			
		Shawn Brown, Transition Specialist, Seaport Academy			
10:30 AM - 10:45 AM	Break and Exhibits - Tiffany Ballroom/Foyer				

# EAM Box and Author, Behavioral Solutions

10:45 AM - 12:00 PM	CONCURRENT SESSIONS				
	Community Engagement	Project-Based and Mastery-Based	Brain-Based	Leadership	Balancing the Common Core
	Room 102	Lennox / Essex Rooms	Tiffany Ballroom	Rooms 107/108	Room 103
	Partnering to Support Powerful Teaching and Learning	Academic Integrity + Student Ownership + Apprenticeship = Service Learning	Keeping the Brain in Mind: The Impact of Trauma and Attachment Disruption on Learning and Behavior	Planning and Implementation of Successful Student Advisory Programs	Climate Change (Not the Kind You're Thinking)
	Nastasia Lawton-Sticklor, Research Scientist, Clark University Kate Beliaczyc, Director of Hiatt Center for Urban Education, Clark University Tom Del Prete, Director of Adams Institute for Urban Teaching, Clark University Jie Park, Assistant Professor of Education, Clark University Ricci Hall, Principal, Claremont Academy Bob Knittle, Instructional Coach, Claremont Academy	Tracy Harkins, Director, KIDS Consortium	Kevin Creeden, Director of Assessment and Research, Whitney Academy	Denise Wolk, Senior Program Associate, ESR	Scott Morrison, Director of Curriculum and Technology, Manchester Essex Regional School District
12:00 PM	Lunch				
12:30 PM - 1:15 PM	LUNCH KEYNOTE - Tiffany Ballroom				
	<b>Differentiation for Real Life</b> Facilitator: Amy Carrier, Founder and CEO, Empowerment Through Education Special Guest: Maura O. Banta, Director of Citizenship Initiatives in Education, IBM Special Guest: Dr. Sheila M. Harriy, Principal, Worcester Technical High School				
1:15 PM - 1:30 PM	Break and Exhibits - Tiffany Ballroom/Foyer				
1:30 PM - 3:00 PM	CONCURRENT SESSIONS				
	Community Engagement	Project-Based and Mastery-Based	Social and Emotional	Context	Technology
	Tiffany Ballroom	Room 107/108	Room 103	Room 102	Lennox / Essex Rooms
	Building and Sustaining Meaningful Learning Communities	Exploration of STEAM-based Activities	Theory into Practice: Preventive Real-World Strategies for Students with Anxiety	Developing a 21st Century Learning Environment through Blended Learning: A Planning Approach	Flipped Learning and Student-Centered Technology Integration
	Meg Robbins, Lead Coach and Consultant, OzmaHouse Educational Consulting, Inc  <b>Building Understanding, Support and Demand for Student-Centered Learning in Your Community</b> Gary Chapin, QPA Senior Associate, Center for Collaborative Education Michael Brownstein, QPA Senior Associate, Center for Collaborative Education	Sue Cusack, Assistant Professor and Co-Leader, Lesley University Ann Larkin, Co-Project Leader, Lesley University Jacy Edelman, Technology Specialist, Lesley University Kreg Hanning, Technology Specialist, Lesley University Kathy Walsh-Malone, Instructional Technology Specialist, Kennedy-Longfellow Elementary School Amanda Kilton, Art Teacher, Kennedy-Longfellow Elementary School Kate Murphy, Kindergarten Teacher, Kennedy-Longfellow Elementary School Karla Anderson, 4th Grade Teacher, Kennedy-Longfellow Elementary School	Jessica Minahan, Director of Behavioral Services, ESCA-Newton (Neuropsychology & Education Services for Children and Adolescents)	Michelle L. Puhlick, Executive Director of Curriculum & Instruction, Hartford Public Schools Deidre Tavera, Executive Director of Strategic Planning and Development, Hartford Public School David Stoloff, Ph.D., Project Consultant and Professor at Eastern Connecticut State University Sarah Horkel, Project Coordinator, Hartford Public School	Tom Driscoll, Teacher & Technology Integration Specialist, Putnam Public Schools, Connecticut  <b>It's Not What You Think: Enhancing Education by Leveraging Common Technologies Uncommonly</b> Greg Schwanbeck, Physics Teacher and Instructional Technology Coach, Westwood Public Schools
3:00 PM - 3:15 PM	Break and Exhibits - Tiffany Ballroom/Foyer				
3:15 PM - 4:00 PM	CLOSING KEYNOTE - Tiffany Ballroom				
	<b>Teaching Creatively: Building the Classrooms Our Students Deserve</b> Diana Laufenberg, TED Speaker, Lead Teacher and Managing Director, Inquiry Schools				



# Continuing Education Credits and Certificate of Attendance

Educators and clinicians may receive certificates of attendance from **INSPIRE 2014** in order to apply for professional development credits. Attendees can earn 6 contact hours of credit by attending this conference.

In order to receive any professional development credits, you must do four things at the conference:

- 1) sign-in on your first day of the conference when you check-in at registration
- 2) sign-out on the last day of the conference
- 3) fill out the evaluation/learning outcomes questionnaire in your program book
- 4) leave the evaluation form at the conference registration desk on your last day of the conference.

Certificates will be emailed to you within four weeks after the conference. Because each state has different rules for professional development requirements, each attendee should determine how to best leverage their involvement at this conference.

# Sponsors, Exhibitors and Supporters



Cardinal Cushing Centers  
*All ages. All abilities. All together.*



NORTHEAST COMPREHENSIVE CENTER

Cambridge Trust Company



Ellis & Rapacki



CLARK, HUNT, AHERN & EMBRY  
ATTORNEYS AT LAW

# Keynote Presenters



## ***Learning in a Networked World: For Ourselves and for Our Students***

### **Will Richardson, Parent, Educator, Speaker, Author and Consultant**

A former public school educator of 22 years, Will Richardson is an author of highly ranked and read edublog, an independent presenter, and an owner of Connective Learning, LLC, which promotes the implementation of reading and writing technologies in K-12 classrooms. Will has authored four books, most recently *Why School? How Education Must Change When Learning and Information are Everywhere*

(September, 2012) based on his TEDx talk in Melbourne, Australia. Will was just named to the National Advisory Board for the George Lucas Education Foundation. Along with Sheryl Nussbaum-Beach, he is the co-owner of Powerful Learning Practice, a company that delivers job-embedded, yearlong professional development to schools worldwide using the pedagogies of Web 2.0 tools.



## ***Differentiation for Real Life***

### **Amy Carrier, Founder and CEO of Empowerment Through Education**

Amy Carrier's mission is to create systematic change in public education to teach every child the skills needed to navigate adulthood and the new global economy. Since 2000, her message of bringing together schools with the resources in their communities has resonated throughout her work in the classroom and the world. Amy has developed programs, new initiatives, and collaborative partnerships in education that bring together businesses, parents, and students. She has started organizations,

missions, and programs focused on connecting the resources of the business community with schools in order to better prepare students for life post-high school. She has built these collaborations in a classroom, a school district, several states, a national organization, and East Africa. Amy speaks for the cause of access to resources and equity in education.



## ***Teaching Creatively: Building the Classrooms Our Students Deserve***

### **Diana Laufenberg, TED Speaker, Lead Teacher and Managing Director, Inquiry Schools**

Before landing at Inquiry Schools, Diana Laufenberg taught at the Science Leadership Academy in Philadelphia, an inquiry-driven, project-based high school. Prior to her work in Philadelphia, she was an active member of the teaching community in Flagstaff, AZ where she was named Technology Teacher of the Year for Arizona and a

member of the Governor's Master Teacher Corps. Diana was featured on TED.com for her talk, "How to Learn? From Mistakes" and has been recognized for earning National Board Certification. She blogs at Living the Dream. Her publications include the New York Times Learning blog, co-authoring a chapter in an educational leadership book, the *Journal of Adolescent and Adult Literacy* and regular contributions to teachinghistory.org.

Laufenberg earned a bachelor's degree in social studies from University of Wisconsin-Eau Claire, and received her masters degree at Northern Arizona University.

# Special Guests

The following guests will join Amy Carrier during her mid-day keynote in a fire-side chat on how to develop high-value partnerships that teach students real-world skills and prepare them for success in life after graduation.



**Maura O. Banta** is IBM's Director of Citizenship Initiatives in Education. She joined IBM in 1973 as a marketing representative and held positions in Sales, Insurance Industry Consulting and Marketing Management before joining the Corporate Citizenship Department. In 2006 Maura was named Eastern Regional Manager for IBM's corporate philanthropy, government relations and community relations. She assumed her current role in 2012.

Ms. Banta is a board member of the Massachusetts Taxpayers Foundation, the Boston Plan for Excellence, The Rennie Center for Education Research and Policy, and The Carroll School of Management at Boston College. Maura is a former chair of the board of the Mass Business Alliance for Education. She served for 6 years on The Massachusetts Educational Management and Audit Council under both Governor Swift and Governor Romney. Maura chaired the Massachusetts Board of Elementary and Secondary Education from 2008-2014 under an appointment by Governor Patrick.



**Dr. Sheila M. Harrity** is the Principal at Worcester Technical High School. In 2013, she was selected as the Massachusetts Principal of the Year and in 2014 she was selected as the National High School Principal of the Year. In October of 2013, the school received the National Blue Ribbon School distinction for outstanding student achievement by the U.S. Department of Education. Dr. Harrity was given the Terrel H. Bell Award for Outstanding School Leadership at the National Blue Ribbon Ceremony. On June 11, 2014, President Barack Obama was the commencement speaker for Worcester Technical High School. The President selected one high school from the entire country to address the Class of 2014 Graduates. President Obama selected WTHS for this incredible honor based on their achievements.

# Keynote Details

## Thursday, October 23, 2014

8:00 AM - 8:45 AM	<b>Learning in a Networked World: For Ourselves and for Our Students</b> Will Richardson: Parent, Educator, Speaker, Author and Consultant
12:30 PM - 1:15 PM	<b>Differentiation For Real Life</b> Amy Carrier, Founder, Empowerment Through Education
3:15 PM - 4:00 PM	<b>Teaching Creatively: Building the Classrooms Our Students Deserve</b> Diana Laufenberg, TED Speaker, Lead Teacher and Managing Director, Inquiry School

**8:00 AM - 8:45 AM**

### **Learning in a Networked World: For Ourselves and for Our Students**

Will Richardson: Parent, Educator, Speaker, Author and Consultant

If we have access and the skills to take advantage of it, the Web gives us an easy connection to the people and the resources that we need to learn whatever we want to learn, when we want to learn it. This fact challenges the fundamental beliefs that we've held about schools and teaching and learning for over 100 years. As our students graduate into a fast-changing, globally networked world, what assumptions do we need to reconsider about how to best prepare them for their futures? How can each one of us begin to change our own learning practice to better model these new opportunities for our students? And what new challenges do we have to overcome to make sure the idea of school remains relevant in the networked world in which our students will live?

**12:30 PM - 1:15 PM**

### **Differentiation for Real Life**

Amy Carrier, Founder, Empowerment Through Education

The future of education and our students' ability to thrive will be born from our understanding how to incorporate empowering curriculum, real-world experiential learning and community engagement—Differentiation for Real Life. It can and must be enabled and supported by strong, sustainable relationships with the business community, as well as with the engagement of key leaders, parents, students, and teachers. Together we have great potential for better supporting our students in getting them ready for the real world. So, how well prepared are you to support a student their readiness and success?

**3:15 PM - 4:00 PM**

### **Teaching Creatively: Building the Classrooms Our Students Deserve**

Diana Laufenberg, TED Speaker, Lead Teacher and Managing Director, Inquiry Schools

In the age of information surplus, our schools hold immense potential for authentic and student-centered learning. We are teaching and learning in an educational landscape where the students no longer have to come to school to 'get' the information. Never have educators had such opportunities to think creatively about their practice. Never has it been so incumbent upon us to provide students with innovative and dynamic learning. How do we push our thinking on what it means to teach and learn in modern schools that truly focus on student-centered education?

# Sponsors, Exhibitors and Supporters

## SPONSOR

**The Nellie Mae Education Foundation** is the largest philanthropy in New England dedicated exclusively to education. We're committed to reshaping the high school learning experience by working with schools and organizations to implement the principles of student-centered learning – learning that is personalized, engaging, competency-based, and happens anytime, anywhere. Since 1998, the Foundation has distributed over \$170 million in grants.

**Chiara Wegener, Communications Associate**  
cwegener@nmefoundation.org  
1250 Hancock St., Quincy, MA 02169  
781-348-4239 / [www.nmefoundation.org](http://www.nmefoundation.org)

.....  
**Schools for Children, Inc.** is a Massachusetts nonprofit organization creating and managing great schools and educational services. We currently operate three schools, **Lesley Ellis School**, **Dearborn Academy** and **Seaport Academy**, and two programs; the **STEP Program** (Short Term Educational Placement Program) and the **Winn Brook Child Care Center**. We also develop new education services and innovations, consult with other schools, districts and human service providers to enhance the quality and performance of their programs.

**Theodore Wilson, III, PhD**  
twilson@schoolsforchildreninc.org  
8 Winchester Place #202  
Winchester, MA 01890  
[www.schoolsforchildreninc.org](http://www.schoolsforchildreninc.org)

## EXHIBITORS

**Cardinal Cushing Centers** is a place of opportunity and hope, where individuals from school age through adult and elder years experience learning, work, social relationships, recreation, and enhanced independent living in a caring and engaging setting. All experience better lives together than they would alone. Families, as well as individuals through our communities, share in the journey, gaining strength and insight as a vital part of the mix.

**Jean Rogers, Vice President Community and Adult Services**  
jrogers@cushingcenters.org  
405 Washington St., Hanover, MA 02339  
781-829-1205 / [www.cushingcenters.com](http://www.cushingcenters.com)

.....  
**EdTechTeacher.org** has a mission to help teachers and schools leverage technology to improve student learning. We offer keynote presentations, hands-on workshops, online courses, and live webinars for teachers, schools, and school districts. Whether you are a teacher looking to enhance your instructional practices, or a school leader seeking to foster change, we have services to fit a variety of needs. We understand teachers and students because all of us have been in the classroom.

**Gail Ross-McBride, Chief Administrative Officer**  
gail@edtechteacher.org  
1245 Adams St., B604, Dorchester, MA 02124  
888-377-9518 X1 / [www.edtechteacher.org](http://www.edtechteacher.org)

.....  
**Engaging Schools** collaborates with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life. We provide professional development and resources for instructional practice, classroom management, discipline and student support, postsecondary readiness, and advisory programs.

**Denise Wolk, Senior Program Associate**  
dwolk@engagingschools.org  
23 Garden St., Cambridge, MA 02138  
617-492-1764 / [www.engagingschools.org](http://www.engagingschools.org)



**Jobs for the Future** has a mission to fulfill the promise of economic mobility for all those struggling to succeed in America. Jobs for the Future works with our partners to design and drive the adoption of innovative education and workforce models that lead from college readiness to college completion and career success for underprepared youth and adults.

**Sarah Hatton**  
shatton@jff.org  
88 Broad St., 8th Floor, Boston, MA 02110  
617-728-4446 / [www.jff.org](http://www.jff.org)

.....  
**Personalized Learning** was created after Kathleen and Barbara spent years working with learners and coaching teachers and administrators from coast to coast. We believe that personalizing learning is the key design element to transform education. For over two decades, we have worked toward empowering every learner to support and direct their own learning.

**Kathleen McClaskey, Co-Founder**  
personalizelearn@gmail.com  
4 Arrow Lane, Amherst, NH 03031  
617-444-9268 / [www.personalizelearning.com](http://www.personalizelearning.com)

.....  
**Special Needs Advocacy Network (SPaN)** is a network of Special Education Advocates and Consultants that work to enhance the professional growth and development of its members and to act as a primary resource for Advocates, Parents and Other Professionals. SPaN provides a variety of high quality professional development workshops on issues related to special education as well as the opportunity to network with other professionals. SPaN also provides a Professional Directory Listing of advocates across the state that are available to assist parents with navigating the special education process.

.....  
**Students at the Center** synthesizes and adapts for practice current research on key components of student-centered approaches to learning that lead to deeper learning outcomes. Our goal is to strengthen the ability of practitioners and policymakers to engage each student in acquiring the skills, knowledge, and expertise needed for success in college, career, and civic life. This Jobs for the Future project is supported generously by funds from the Nellie Mae Education Foundation and The William and Flora Hewlett Foundation.

**Sarah Hatton**  
shatton@jff.org  
88 Broad St., 8th Floor, Boston, MA 02110  
617-728-4446 / [www.studentsatthecenter.org](http://www.studentsatthecenter.org)

.....  
**The Northeast Comprehensive Center (NCC)** works to develop the capacity of the state education agencies in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont and their networks and agencies to assist districts and schools in improving achievement outcomes for all students. In doing so, they strive to engage with state education leaders in: thinking systemically about the relationships among all elements to create coherence and articulate a common purpose; using research-based findings and rigorous evidence to evaluate impact, refine practices, seek new solutions, and meet learners' needs; acting strategically to maximize opportunities and to make the best use of available resources; and working collaboratively across leadership levels and organizations to leverage resources and overcome barriers.

**Esther Lee, Title: Regional Innovations in Learning Team**  
elee@northeastcompcenter.org  
RMC Research | Northeast Comprehensive Center  
One Grand Central Place  
60 East 42nd St., Suite 1020  
New York, New York 10165-0006  
212-972-4762 / [www.northeastcompcenter.org](http://www.northeastcompcenter.org)

**WTW Architects** believes successful education is engaged assimilation of informed knowledge. At WTW we facilitate this knowledge transfer by providing environments that encourage interaction and exchange. For over 50 years we have provided students of all ages, across the country, with progressive learning environments. We understand how students live and work; we skillfully and creatively address both aesthetic and pragmatic issues with cost-effective design solutions via a proven inclusive and collaborative methodology. We create designs that enhance abilities, foster imagination, and nurture understanding with “of the moment” technology and learning pedagogy.

**Lawrence Payne, AIA, LEED AP BD+C, Principal**  
**lpayne@wtwarch.com**  
**127 Anderson St., Pittsburgh, PA 15212**  
**412-321-0550 / [www.wtwarchitects.com](http://www.wtwarchitects.com)**

.....

## SUPPORTERS

**Cambridge Trust Company** is a subsidiary of Cambridge Bancorp and based in Cambridge, Massachusetts, in the heart of Harvard Square. Cambridge Trust Company is a 123-year-old Massachusetts chartered commercial bank with \$1.4 billion in total assets and 12 Massachusetts locations in Belmont, Boston, Cambridge, Concord, Lexington, Lincoln, and Weston. Cambridge Trust Company is one of New England’s leaders in wealth management with \$1.8 billion in client assets under management. In addition, Cambridge Trust Company of New Hampshire offers wealth management services at two New Hampshire locations, Concord and Portsmouth.

.....

**Clark, Hunt, Ahern & Embry** has existed for over 25 years and despite minor changes in the name of the firm, our commitment to providing personal service and fighting for favorable outcomes on behalf of our clients has remained constant. As a full-service law firm, we represent clients’ interests in a variety of forums, including state and federal courts, governmental and regulatory agency hearings, zoning boards of appeal, probate courts, and at mediation and arbitration. Our clients have the assurance that an experienced and attentive attorney is working on their behalf to achieve the best possible outcome.

.....

**Ellis & Rapacki LLP** provides legal services for victims of serious accidents and their families, and for consumers injured by corporate wrongdoing. Because we handle only a small number of matters at a time, we are able to devote the resources necessary for successfully prosecuting complex litigation. The firm has obtained hundreds of millions of dollars in verdicts and settlements for its clients over the last ten years.

.....

**Healthcare Solutions** is an independent insurance agency specializing in employee benefits. With two offices located in Connecticut and Massachusetts, we easily service the entire Northeast. Our specialty is in employee benefits. We create and implement strategies, using a variety of methods, including but not limited to, defined contribution, Health Reimbursement Arrangements (HRA) and Health Savings Accounts (HSA) to improve the quality and cost of employers benefit packages, and advise on Health Care Reform, keeping our clients in compliance with this ever changing law. Our seasoned professionals have, on average, over 20 years, each, of benefit experience, and work with a vertically integrated team that includes; the Consultant, a dedicated Account Manager, and a Client Service Representative.

.....

**Racepoint Group** is a global communications firm at the intersection of influence and action. Our seasoned professionals harness the power of print, broadcast, social media and stakeholder management to influence consumer decision-making and behavior, build communities, drive brand awareness and establish our clients as leaders. Our clients range from the Fortune 5 to venture backed startups. Racepoint Group is headquartered in Boston with offices across the US, Europe and Asia.

.....

**S.B. Goddard Insurance** has been a vital part of the business community since 1884. For over 100 years we have provided insurance protection for families, hundreds of companies and professional organizations both large and small. We offer our clients a range of valuable services and first-rate protection plans at affordable prices. Whether your company is a small start-up or larger established business we can help you make informed insurance decisions. Our highly trained professionals take time to assess your personal and/or company’s requirements and will work hand in hand with you to design a solid, effective insurance program, one that takes into account your present situation and your plans for the future.

# Morning Concurrent Sessions

## 9:00 AM - 10:30 AM

Session A:	Leadership
Session B:	Project-Based/Mastery-Based Curriculum
Session C:	Social and Emotional Development
Session D:	Context
Session E:	Brain-Based Curriculum

Session A:	Leadership	Lennox and Essex
------------	------------	------------------

### Successful School Transformation Only Happens with a New Lens on Leadership

Bill Bryan, Co-Founder and Vice President for Leadership and Organization Development, Center for Secondary School Redesign

Most education gurus say that leadership contributes 10%-25% to student outcomes, when in reality it is more like 75%-100%. The reason is that leadership is the primary enabler of the core elements that contribute to positive student outcomes, to include standards, policy, student - centered learning / personalization, student voice and choice, parent engagement, community engagement, and management. The extremely high failure rate of education initiatives can be laid on the doorstep of insufficient leadership. Without new mental models of leadership, it is unlikely desired student outcomes will ever be attained on a large scale.

In this session, educators will:

- Recognize the leader mental models that lead to thinking and acting in a very influential manner, and success.
- Clarify methods to manage effectively (an educator strength) versus lead effectively (an educator limitation).
- Examine the difference between leadership training and management training.
- Acquire a new and cogent picture of what is required of a strong and effective leader in the pursuit of positive, significant, and sustainable student outcomes.

Session B:	Project/Mastery-Based Curriculum	Tiffany Ballroom
------------	----------------------------------	------------------

### PART 1

9:00 AM - 9:30 AM

### Project-Based Curriculum: Increasing K-12 STEAM Content Mastery

Roberto Gonzalez, Executive Director and Founder, STEAM Box

How do educators engage students and introduce valuable content? How do educators then create the opportunity for students to achieve content mastery? These questions, along with an exploration of three new modern interdisciplinary techniques that need to be integrated into curriculum and teaching, will be explored in an effort to help educators increase the engagement of K-12 learners.

In this session, you will:

- Explore how to create quality, youth driven programming.
- Evaluate the importance of partnerships.
- Analyze the importance of experiential learning.

## PART 2

9:30 AM - 10:00 AM

### Engaging Challenging Students with Hands-On Learning

Alex Tsonas, Director, Seaport Academy

Perri Wexler, M.Ed., Education Coordinator, Seaport Academy

Shawn Brown, M.Ed., Transition Specialist, Seaport Academy

You've know them: the students who melt into the back of the room, who put their heads down, who are forever getting up to go to the bathroom, get a drink of water, sharpen a pencil, the disruptive, the disinterested or both. How do you reach THESE students? In this session, we'll share strategies to engage your most challenging students with high interest hands-on activities.

In this session, you will:

- Identify at least three factors that affect student engagement.
- Plan engaging lessons for all students.
- Modify traditional PBL approaches for special populations.

## PART 3

10:00 AM - 10:30 AM

### Meeting Students Where They Are: A Mastery Based Approach

Rose Mary Grant, Principal, Highlander School

Patricia Houlik, 4th Grade Teacher, Highlander School

Current educational practices are centered on seat time and grade levels. All too often students are moved from grade to grade without having "mastered" the standards required. Whether a teacher runs out of time and doesn't complete the curriculum or a student is unable to fully grasp what has been taught, the result is the same: learning gaps that impact future attainment of skills and concepts. Using a mastery-based approach eliminates these gaps and creates opportunities for real mastery of learning goals.

In this session, participants will:

- Assess the rationale behind mastery-based/competency based instructional practices.
- Explore the foundation for creating a mastery-based program.
- Identify first steps in creating a mastery-based program.
- Identify resources for supporting mastery-based teaching and learning.

Session C:	Social and Emotional Development	Room 102
------------	----------------------------------	----------

## PART 1

9:00 AM - 9:45 AM

### The Boy Education Crisis

Anthony Rao, Psychologist and Author of The Way of Boys: Promoting the Social and Emotional Development of Young Boys, Behavioral Solutions

American boys continue to struggle. Boys are diagnosed in record numbers with behavior and learning problems. Educationally, they are falling behind, or worse. What approaches help them succeed? When we know how boys think, develop, and learn, school can be a place that bolsters rather than hinders self-confidence. Gender matters in education. Understanding social and emotional development of young boys is crucial in the classroom.

**Supporting Girls' Social and Emotional Development in the Classroom**

Rachel J. Kramer, Ph.D., Pediatric Psychologist

How can we encourage girls to develop self-advocacy skills in the classroom? What role do teachers have in supporting the development of self-efficacy and resilience in girls? This session will assist educators who are responsible for supporting the social and emotional development of girls.

Participants will:

- Explore specific strategies for teaching girls effective coping skills.
- Assess tools that increase resilience and help girls develop a positive outlook.
- Identify strategies for supporting the development of self-advocacy skills.

<b>Session D:</b>	<b>Context</b>	<b>Room 103</b>
-------------------	----------------	-----------------

**Improving Our Teaching by Looking at Ourselves**

Penny Cuninggim, Co-Founder, NEARI

Working effectively with students is important to all educators. Yet, many do not take the time to learn ways to improve their teaching and counseling skills by focusing on what they know about themselves and their learning and teaching styles. It is important that educators: know about the research that has been done over the past decades around educator role assessments, understand their own preferred ways of working with students, and become more aware of how useful this information about themselves can be for creating high-quality instructional practices.

In this session, participants will:

- Explore and assess themselves using the Dunn & Dunn and Kolb tools.
- Compare results to their current teaching and counseling approaches.
- Hone their teaching and counseling styles based on assessment results.

<b>Session E:</b>	<b>Brain-Based Learning</b>	<b>Room 107/108</b>
-------------------	-----------------------------	---------------------

**Mindfulness in the Elementary Classroom**

Kathryn Clark, Principal, Ivan G Smith Elementary School

Bailey Malone, 4th Grade Teacher, Ivan G Smith Elementary School

Michele Gross, School Social Worker, Ivan G Smith Elementary School

Research shows that providing students with mindfulness and brain-based instruction can help them regulate their emotions and maintain motivation. How can this be done? Students must be given the opportunity to learn about brain structures that impact learning - such as the amygdala and prefrontal cortex - and learn about the techniques they can use to activate or soothe different parts of their brain in order to optimize learning and create engagement.

In this session, participants will:

- Analyze the latest research on the effectiveness of teaching mindfulness practices in the classroom.
- Dissect teacher and student experiences as mindfulness practices were integrated.
- Explore techniques that reduce stress and enhance productivity and motivation in children.

# MID-MORNING CONCURRENT SESSIONS

10:45 AM - 12:00 PM

Session A:	Community Engagement and Development
Session B:	Project-Based and Mastery-Based Curriculum
Session C:	Brain-Based Curriculum
Session D:	Leadership
Session E:	Balancing the Common Core

Session A:	Community Engagement/Development	Room 102
------------	----------------------------------	----------

## **Partnering to Support Powerful Teaching and Learning**

Nastasia Lawton-Sticklor, Research Scientist, Clark University

Kate Beliaczyc, Director, Hiatt Center for Urban Education

Tom Del Prete, Director, Adams Institute for Urban Teaching and School Practice

Jie Park, Assistant Professor of Education, Clark University

Ricci Hall, Principal, Claremont Academy

Bob Knittle, Instructional Coach, Claremont Academy

For schools, building a community of practitioner inquiry that puts students at the center of instruction and school practice brings powerful benefits and also significant challenges. Through detailing the creation of a research partnership between a university and a public 7-12 school, participants will explore how including and involving students in this work can create a space for students to reflect on their learning, as well as help teachers reflect on their practices based on student narratives. Furthermore, this inquiry and research can support powerful teaching and learning environments that focus on the rich variability of student experiences that play a role in their learning.

In this session, participants will:

- Outline a process for designing inquiry that emphasizes qualitative methods to capture student diversity and experience.
- Discuss how data can be used by educators to reflect on individual and school-wide practice.
- Explore how educators can leverage partnerships to support research or design their own inquiry that puts students at the center of reflection on teaching and learning.

Session B:	Project/Mastery-Based Curriculum	Essex/Lennox
------------	----------------------------------	--------------

## **Academic Integrity + Student Ownership + Apprenticeship = Service Learning**

Tracy Harkins, Director, Kids Consortium

Service-Learning is a term that is commonly confused with community service or community based learning. This talk will discuss the key elements to a service-learning project - academic integrity, student ownership and apprentice citizenship - and will give examples of service-learning projects across disciplines and grade levels. Participants will have the opportunity to think about how to use this teaching strategy to meet numerous school and student outcomes.



### **Keeping the Brain in Mind: The Impact of Trauma and Attachment Disruptions on Learning and Behavior** Kevin Creeden, Director of Assessment and Research, Whitney Academy

Research has shown a connection between early trauma experiences, attachment difficulties and disrupted neurological development in children. The effect of these early developmental experiences can have a significant impact on specific brain functions such as emotional and behavioral regulation, language processing, and adaptive decision making. This workshop looks at the connections between dysfunctional histories, problematic behavior and learning difficulties by examining what we know about the neurological impact of early trauma and insecure attachment relationships on children and adolescents. Interventions that seek to integrate the brain based research on trauma, attachment, and learning difficulties will be discussed with an emphasis on interventions that focus on facilitating overall developmental progress.

In this session, participants will:

- Discuss the neurological, behavioral and learning difficulties that can present with students who have experienced trauma.
- Build a contextual understanding of affected students by identifying the various obstacles and triggers that they face in meeting daily demands.
- Explore methods for improving relationships, emotional and behavioral regulation, and learning for the most challenging student cases.

### **Planning and Implementation of Successful Student Advisory Programs**

Denise Wolk, Senior Program Associate, Educators for Social Responsibility (ESR)

Advisory programs hold the promise of creating personalized learning environments for students, but without careful planning and implementation the promise is often unfulfilled. This hands-on session is for schools that are either considering advisories or that are early in the planning stages for advisory program, as it is important design and implement programs that school leaders and staff can create, assess and sustain without getting overwhelmed.

In this session, participants will:

- Explore the essential leadership components of advisory design, and the role of advisor.
- Outline the steps one must take to build buy-in from staff and students.
- Identify the ongoing advisory professional development needs and other essentials for successful planning and implementation.

### **Climate Change (Not the Kind You're Thinking)**

Scott Morrison, Director of Curriculum and Technology, Manchester Essex Regional School District

Climate change has served as a polarizing theory in the natural world. On one side of the aisle are supporters who believe that the warming of the planet is caused by increased carbon dioxide emissions and on the other side are those who dismiss the notion as an alarmist theory. Similarly, there is a debate in public education as to whether the conditions needed to foster the academic, social, and emotional climate for students and staff are deteriorating. This presentation posits that public education is experiencing a rise in temperature as a result of too much educational carbon dioxide (E-CO<sub>2</sub>). This E-CO<sub>2</sub> has arrived en masse in the form of new student accountability systems, national standards and assessments, the development of a new teacher evaluation model and many other state and federal educational initiatives. Through an analysis of the potential effects of climate change in the natural world, this presentation establishes that those very same effects can be applied to the human systems of our public schools and demonstrates how increasing levels of E-CO<sub>2</sub> is having a negative effect on school climate.

# AFTERNOON CONCURRENT SESSIONS

1:30 PM - 3:00 PM

Session A:	Community Engagement/Development
Session B:	Project-Based/Mastery-Based Curriculum
Session C:	Social and Emotional Development
Session D:	Context
Session E:	Technology

Session A:	Community Engagement/Development	Tiffany Ballroom
------------	----------------------------------	------------------

## PART 2

1:30 PM - 2:15 PM

### Building and Sustaining Meaningful Learning Communities

Meg Robbins, Lead Coach, Ozma House Educational Consulting, Inc.

What does your school or district need to create a faculty climate of professional motivation, collaboration and optimism that leads to success for students? Professional Learning Community (PLC) should be just that. Too often the concept of PLC has been hijacked by a very short-sighted top-down emphasis on specific data. Teacher response: "Oh yeah, they make us do that," accompanied by groans about yet another protocol. Real PLCs are teacher-driven, student-focused and incorporate practitioners' real questions about real challenges and dilemmas in their own practice. Effective PLCs create their own culture of How did we ever live without this! They bridge the gap often driven between teachers by high stakes testing outcomes—who can and who can't. Real PLCs are about all of us learning together to benefit all of our children. This hands-on workshop is an opportunity to introduce or re-think, Why PLC?

Participants in this session will have an opportunity to:

- Participate in a small group text-based discussion protocol to explore honest questions and concerns about school culture.
- Explore and identify a larger view of what effective PLC might look like in their own settings.
- Create an action plan to bring those views back to implementation.

## PART 3

2:15 PM - 3:00 PM

### Building Understanding, Support and Demand for Student-Centered Learning in Your Community

Gary Chapin, QPA Senior Associate, Center for Collaborative Education

Michael Brownstein, QPA Senior Associate, Center for Collaborative Education

*What do you do when the parents bring pitchforks to a meeting?*

The shift towards student-centered learning is more than a change in the techniques of education; it is a change in the culture of education. As such it requires more than acceptance, agreement or even "buy in" from parents, school boards, teachers, students and community. This workshop will use stories from the field and provide tools to help districts build understanding and support for student-centered learning in all stakeholders; and will challenge participants to bring their districts to a point where stakeholders demand student-centered learning as the next necessary step for their kids.

In this session, participants will:

- Explore examples of how districts and schools have implemented cultural change to create student-centered systems.
- Identify school related models and ideas for change.
- Outline how stories, models and ideas could inform the direction of the change process in their respective districts and schools.

**Makerspace Mashup: Hands-on Exploration of STEAM-based Activities**

Sue Cusack, Assistant Professor and Co-Leader, Lesley University

Ann Larkin, Co-Project Leader, Lesley University

Jacy Edelman, Technology Specialist, Lesley University

Kreg Hanning, Technology Specialist, Lesley University

Kathy Walsh-Malone, Instructional Technology Specialist, Kennedy-Longfellow Elementary School

Amanda Kilton, Art Teacher, Kennedy-Longfellow Elementary School

Kate Murphy, Kindergarten Teacher, Kennedy-Longfellow Elementary School

Karla Anderson, 4th Grade Teacher, Kennedy-Longfellow Elementary School

Students need to be able to think critically, problem-solve and collaborate in order to succeed in the 21st Century. Makerspaces provide the opportunity, creative time and space for students to learn these skills by allowing them to navigate through various stages of design thinking. As educators, it is important to be able to support and examine the natural connections that can be made between maker activities and students navigating through critical thinking, negotiating ambiguity and fostering a deeper understanding perseverance.

In this session, participants will:

- Engage in a series of hands-on, project-based, STEAM-based challenges and activities that are aligned to Next Generation standards.
- Discuss the collaborative development process of a Makerspace Mashup with classroom educators, a technology integration specialist, arts teacher and consultant.
- Explore methods to support a student's desire to make meaningful contributions towards personally relevant issues, ideas, people and interests.

**Theory into Practice: Preventive Real-World Strategies for Students with Anxiety**

Jessica Minahan, Director of Behavioral Services, ESCA-Newton (Neuropsychology & Education Services for Children and Adolescents)

The National Institutes of Health (NIH) reports that one in four 13-18 year olds has had an anxiety disorder in their lifetime. Without intervention, these children are at risk for poor performance, diminished learning and social and behavior problems in school. Understanding the role anxiety plays in a student's behavior is crucial and using preventive strategies are key to successful intervention. Effective behavior plans for these students must avoid the reward and punishment-based consequences from traditional behavior plans and focus instead on the use of preventive strategies and on explicitly teaching coping skills, self-monitoring, and alternative responses. Participants, including teachers, mental health providers and special educators, will learn how to create a successful behavior plan for a student with anxiety, including how to identify and accommodate common anxiety provoking school activities and explicitly teach underdeveloped skills leading to anxiety-related behavior. Easy to implement preventive tools, strategies and interventions for reducing anxiety, increasing self-regulation, executive functioning and self-monitoring will be taught.

In this session, participants will:

- Learn effective preventative tools, strategies and interventions that will promote self-regulation, executive functioning, and anxiety management in students.
- Describe why traditional behavior plans of reward and consequences often do not work for students with challenges such as anxiety-related and oppositional behavior.
- Learn preventative behavior interventions as part of an overall effective behavior program for students with anxiety.

Session D:	Context	Room 103
------------	---------	----------

## Developing a 21st Century Learning Environment through Blended Learning: A Planning Approach

Michelle L. Puhlick, Executive Director of Curriculum & Instruction, Hartford Learning: A Planning Approach Public Schools

Deidre Tavera, Executive Director of Strategic Planning and Development, Hartford Public School

David Stoloff, Ph.D., Project Consultant and Professor, Eastern Connecticut State University

Sarah Horkel, Project Coordinator, Hartford Public School

Igniting student engagement, personalizing learning and increasing student achievement seem like lofty dreams to a lot of educators, but it is essential to increasing educational equity and achievement in the 21st Century. By better understanding and exploring an advanced blended learning and planning approach—research, implementation, recommendations, key learnings, challenges and emerging outcomes—educators will find that they can will be better able to support the needs of each student.

In this session, participants will:

- Explore a planning strategy—from the district level to the classroom level.
- Identify the key learning community professionals and roles that are essential in the planning process.
- Examine the development of classroom-based implementations plans.
- Discuss and receive models and resources\* to utilize in your own districts.

*\*Resources included: Establishing Current State (Internal: Pockets of Innovation, District Survey, Readiness, Interest); Conducting an Innovation Landscape (External: Literature and Research Review, Case Studies, Conferences, Site Visits, Interviews); Developing a Shared Desired State (Vision, Theory of Action, Logic Model, Outcomes); Engaging the Community; Planning and Implementing a Pilot (Action Research Plan, Implementation Plans, Refinement); and Developing Final Report and Recommendations (Key Findings, Outcome Data, Implications, Recommendations).*

Session E:	Technology	Essex/Lennox
------------	------------	--------------

## PART 1

1:30 PM - 2:15 PM

## It's Not What You Think: Enhancing Education by Leveraging Common Technologies Uncommonly

Greg Schwanbeck, Physics Teacher and Instructional Technology Coach, Westwood Public Schools

While good teachers never stereotype students, many teachers mistakenly stereotype technologies, dismissing their educational potential. This session will focus on using these often-dismissed technologies to make courses more engaging, efficient, and fun. YouTube videos, QR codes, and text messaging can extend learning beyond the classroom when used creatively. Educators will learn practical ideas ready for immediate use, along with an open mind to the power of leveraging common technologies in uncommon ways.

In this session, participants will:

- Identify a collection of practical, student-centered, and ready-to-use practices that technology can be leveraged to make learning more efficient, engaging, and fun.
- Examine the power of what educational technology can be when thoughtfully and creatively applied.
- Equip themselves with counterexamples to use when meeting resistance to technologically innovative efforts.

## Flipped Learning and Student-Centered Technology Integration

Tom Driscoll, Educator and Blended Learning Specialist, Putnam Public Schools and Consultant at the Highlander Institute

Flipped Learning proposes using technology to shift direct instruction out of the group learning space, therefore enabling educators to innovate and personalize instruction in increasingly student-centered learning environments. This interactive workshop introduces the basic principles of Flipped Learning and how educators have leveraged technology in these blended learning environments across the nation. Participants will then be guided through the process of creating instructional videos and collaboratively developing interactive lessons that incorporate Flipped Learning concepts.

In this session, participants will:

- Understand the basic principles of Flipped Learning and how educators have leveraged technology in blended learning environments across the nation.
- Create instructional videos according to Flipped Learning principles.
- Collaboratively develop interactive lessons that incorporate Flipped Learning concepts.

**BIG News!**

Educators for Social  
Responsibility  
is now:



We have a new name, a new look — and the same commitment to collaborate with educators to create school communities where each and every student develops the skills and mindsets needed to succeed and make positive contributions in school, work, and life.

Engaging Schools offers professional development and resources with practical strategies that are grounded in the values of equity, community, and democracy. The result: educators who are better prepared to engage their students and create schoolwide communities of learning that integrate academic, social, and emotional development.

### Our core services include:

- Engaged Classrooms
- Schoolwide Discipline and Student Support
- Advisory Plus

Using our research-based services and practical resources, schools strengthen teacher effectiveness; develop a systematic, positive approach to school discipline that is integrated with student support; and create and implement effective student advisory programs.

Visit us online at [www.engagingschools.org](http://www.engagingschools.org)



**Special Needs  
Advocacy Network, Inc.**

### Resources Include:

A Professional Directory Listing of Special Education Advocates and Consultants throughout Massachusetts

High-quality professional development workshops

Special education resources for Parents, Advocates and Other Professionals

Networking and Mentorship Opportunities

P.O. Box 509 North Attleboro, MA 02761  
[www.spanmass.org](http://www.spanmass.org) - [info@spanmass.org](mailto:info@spanmass.org)  
Ph. 508-655-7999





**edtechteacher**  
Leading Change in Changing Times

**We understand teachers because we have all been in the classroom. We design each hands-on workshop to meet the needs of our clients.**

Learn more at  
[edtechteacher.org](http://edtechteacher.org)

# Northeast Comprehensive Center

Providing technical assistance to education professionals in Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont to aid districts and schools in improving achievement outcomes for all students.

**College & Career Readiness • Early Learning  
Great Teachers & Leaders • Innovations in Learning**

@NECompCenter



Northeast Comprehensive Center



[www.northeastcompcenter.org](http://www.northeastcompcenter.org)



NORTHEAST COMPREHENSIVE CENTER

**BUILDING SPACES THAT  
INSPIRE MINDS TO GROW.**



127 ANDERSON STREET | PITTSBURGH, PA 15212 | 412-321-0550 | [WWW.WTWARCHITECTS.COM](http://WWW.WTWARCHITECTS.COM)



Students  
at the  
Center



**RESEARCH MEETS POLICY AND PRACTICE**

**VISIT [STUDENTSATTHECENTER.ORG](http://STUDENTSATTHECENTER.ORG)**

- > Access our favorite student-centered tools and resources.
- > Follow the Students at the Center Research Series.



[illegible]

INSIDE BACK COVER



National Institute for  
**Student-Centered Education**

.....  
*Engage. Inspire. Learn.*

NISCE  
8 Winchester Place, #202  
Winchester, MA 01890  
781.641.5986  
[info@nisce.org](mailto:info@nisce.org)  
[www.nisce.org](http://www.nisce.org)