



WHAT KIDS &
COMMUNITIES NEED

TEACH

Together Educating America's Children

2023 Conference

July 21–23, 2023
Washington Hilton
Washington, D.C.

#TEACH23





A Union of Professionals

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Our Mission

The **American Federation of Teachers** is a union of professionals that champions fairness; democracy; economic opportunity; and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism, and especially through the work our members do.

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COVID SAFETY

The AFT has a responsibility to provide a safe meeting environment free of known hazards. We believe our collective responsibility to each person's health and safety is best served by ensuring that everyone who attends AFT TEACH 2023 is fully vaccinated against COVID-19. This has been the AFT's practice throughout the pandemic.

The following protocols are required of all attendees at AFT TEACH 2023:

- 1. PROOF OF FULL VACCINATION:** Proof of vaccination was required when registering. Recommended boosters are encouraged but not required.
- 2. NEGATIVE ANTIGEN TEST:** When you arrive, allow 20 minutes to take a self-administered rapid antigen test (provided by the AFT) near TEACH registration on the Terrace level. Attendees must show a negative result in order to register.
- 3. MASKING:** Masks at AFT meetings and events are optional and voluntary. Please be respectful of those who may choose to wear a mask for any number of reasons.

CODE OF CONDUCT

Statement of Values (Updated November 2021)

The AFT executive council has adopted the AFT Code of Conduct (www.aft.org/CodeofConduct), which prohibits discriminatory, harassing or otherwise unacceptable behavior in the workplace and at any AFT activity, event or meeting, even if the conduct has not risen to a violation of law. There will be zero tolerance for harassment of any form, including but not limited to the use of racial epithets, slurs, negative stereotyping, jokes or threatening, intimidating or hostile acts that relate to sex, race, age, disability or other protected categories. This behavior will be called out. The AFT takes these complaints seriously and may, at its discretion, take action that it deems appropriate upon assessing the situation. Possible responses may include a warning to or expulsion of the alleged offender from the AFT activity, event or meeting.

The AFT is a democratic organization that values open and vigorous discussion of the issues facing the AFT, our members, working people and the labor movement.

Gria Hernandez-Curtis

Director of Human Resources

E: gghernandez@aft.org | T: 202-434-4699 | M: 667-229-7171

Tear Jones

Assistant to the President for Organizational Management

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Dan McNeil

AFT Legal Department

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The Code of Conduct is not intended to restrict free and open debate, but rather is intended to ensure a positive and respectful environment that is free of discrimination and harassment, regardless of an individual's race, ethnicity, religion, color, sex, age, national origin, sexual orientation, disability, gender identity or expression, ancestry, pregnancy or any other characteristic protected by law. We ask all meeting participants to conduct themselves consistent with the values of equity and equality.

The AFT encourages you to report any offending conduct as soon as possible; there will be no retaliation or adverse action taken against an individual who makes a complaint. Reports may be made to Gria Hernandez-Curtis, human resources director; Tear Jones, assistant to the president for organizational management; Dan McNeil, AFT Legal Department; the designated manager for the meeting; or any other supervisor or manager.

Code of Conduct manager:

Marla Ucelli-Kashyap

Senior Director, Education Issues

mucelli@aft.org | T: 202-393-8636

Meeting name: **TEACH 2023**

Meeting date: **July 21–23, 2023**

TEACH 2023 SCHEDULE

THURSDAY, JULY 20

8 a.m. – 5 p.m.	Registration open
10 a.m. – 1 p.m.	Pre-TEACH Literacy Mini-Institute: Expanding Literacy Instruction by Tutoring English Learners: Project ELITE
1:30 p.m. – 5 p.m.	Pre-TEACH Lobby Day
2 p.m. – 6 p.m.	Pre-TEACH Literacy Mini-Institute: Teaching Reading Today: Knowledge, Tools and Strategies to Navigate Fast-Moving Waters

FRIDAY, JULY 21

8 a.m. – 9 a.m.	Light Breakfast
8 a.m. – 5 p.m.	Registration open
9 a.m. – 12:15 p.m.	Workshops
12:15 p.m. – 2 p.m.	Break (AFT Initiatives Area open)
12:45 p.m. – 1:45 p.m.	Lunch & Learn
2 p.m. – 4 p.m.	Opening General Session — What Kids, Teachers and Communities Need <ul style="list-style-type: none">• Jacqueline Pogue Lyons, Washington Teachers' Union president• Miguel Cardona, U.S. secretary of education• Randi Weingarten, AFT president (Keynote) Panel: <ul style="list-style-type: none">• Alonso Jaque-Pino, ELL teacher and Education Minnesota-Roseville member• Tanji Reed Marshall, author, educator and educational equity consultant• Kareem Weaver, co-founder and executive director of FULCRUM
4:15 p.m. – 6:15 p.m.	Welcome Reception (AFT Initiatives Area open)



SATURDAY, JULY 22

8 a.m. – 9 a.m.	Light Breakfast
8 a.m. – noon	Registration open
9 a.m. – 12:15 p.m.	Workshops
12:15 p.m. – 2:00 p.m.	Break (AFT Initiatives Area open)
12:45 p.m. – 1:45 p.m.	Lunch & Learn
2:00 p.m. – 3:30 p.m.	General Session—Confronting Conflict: Building Common Ground in Our Schools and Communities <ul style="list-style-type: none">• Fedrick Ingram, AFT secretary-treasurer• Johanna Josaphat, founding teacher of Unison Middle School and United Federation of Teachers chapter leader• Amanda Ripley, bestselling author and investigative journalist (Keynote)
3:30 p.m. – 4:30 p.m.	AFT Initiatives Area open

SUNDAY, JULY 23

9 a.m. – 10:30 a.m.	Workshops
10:45 a.m. – 12:30 p.m.	Closing Brunch—Brain Science: The Power to Transform Learning <ul style="list-style-type: none">• Evelyn DeJesus, AFT executive vice president• Mary Helen Immordino-Yang, professor of education, psychology and neuroscience, University of Southern California (Keynote)





Looking for Swag? Join the

AFTvotes Scavenger Hunt

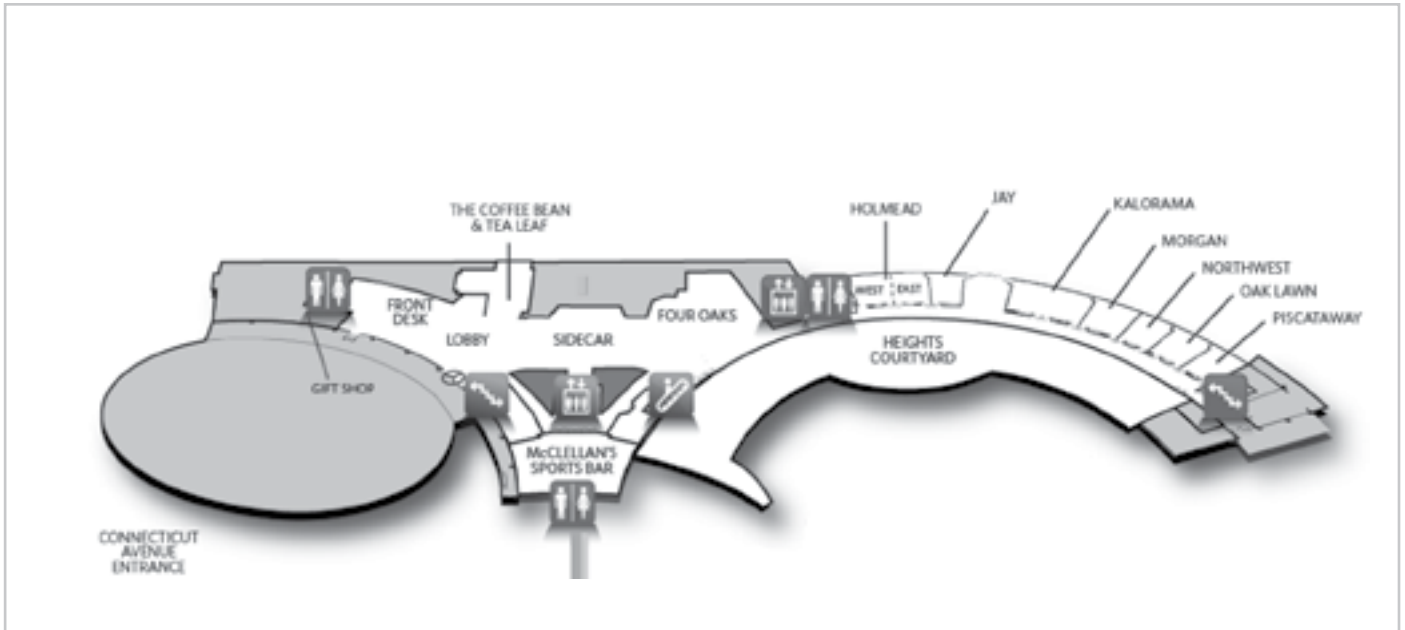
Visit the AFTvotes booth in the AFT Initiatives Area and complete the scavenger hunt to see where candidates stand on issues, discover ways to engage in elections and win some swag! Elections matter, and the participation of AFT members is more important than ever.



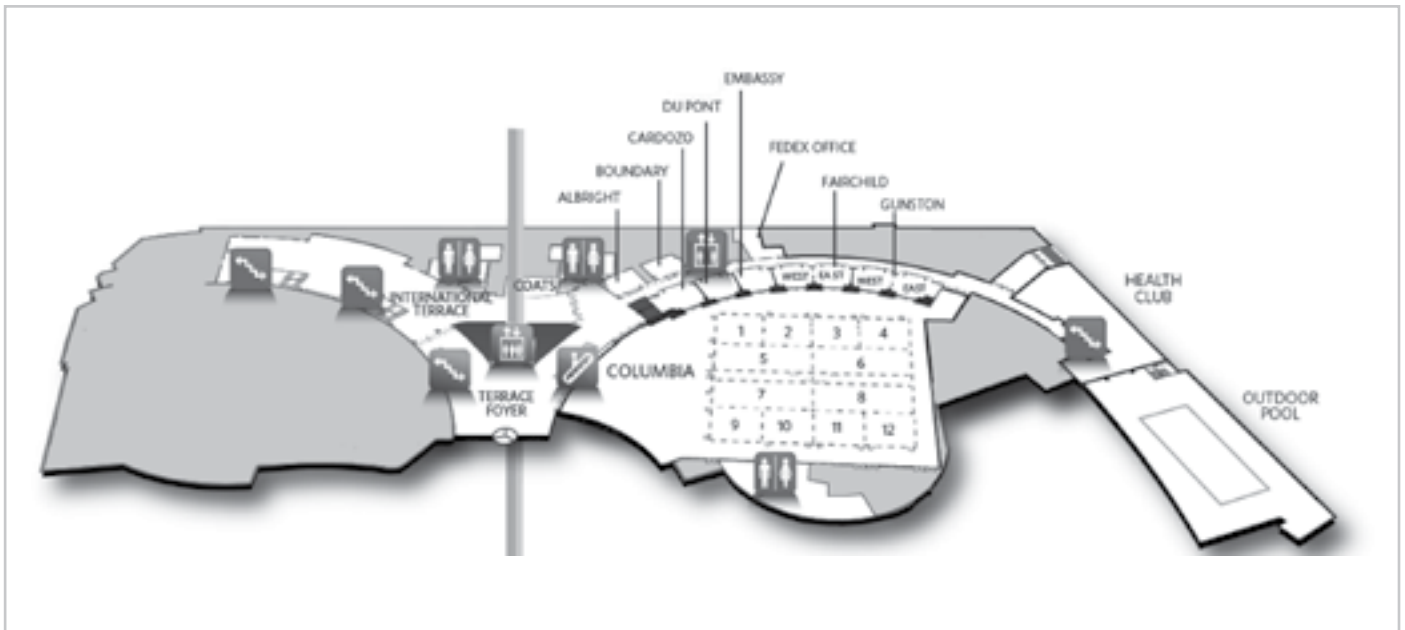
Let Your Voice Be Heard!

Fill out the survey and come to the AFT Initiatives area to start the scavenger hunt!

MAPS



LOBBY



TERRACE

GENERAL INFORMATION

Hotel Phone and Fax Numbers

The main phone number for the Washington Hilton is 202-483-3000; the hotel guest fax number is 202-939-3271. The Hilton offers complimentary wireless high-speed internet access in the lobby and in the Sidecar, the Coffee Bean and Tea Leaf restaurants. There also is a complimentary computer lounge and print station in the lobby. Wired and wireless internet access is available in guest rooms for \$12.95 per day (24 hours). Note: Hilton Honors members receive complimentary internet access in guest rooms. Inquire at check-in. Visit the hotel's Business Center for additional needs.

Conference Offices at the Washington Hilton

Office hours:

Wednesday, July 19..... 8 a.m. – 6 p.m.

Thursday, July 20 8 a.m. – 6 p.m.

Friday, July 21 8 a.m. – 6 p.m.

Saturday, July 22 8 a.m. – 11 a.m.

Other Offices

Meetings Office

(conference logistics/hotel)

Room: Convention office #6

TEACH Office

(Educational Issues Department/conference presenters and session coordinators)

Room: Shaw

AFT Communications Office

Room: Tenleytown

Accommodations for People with Disabilities

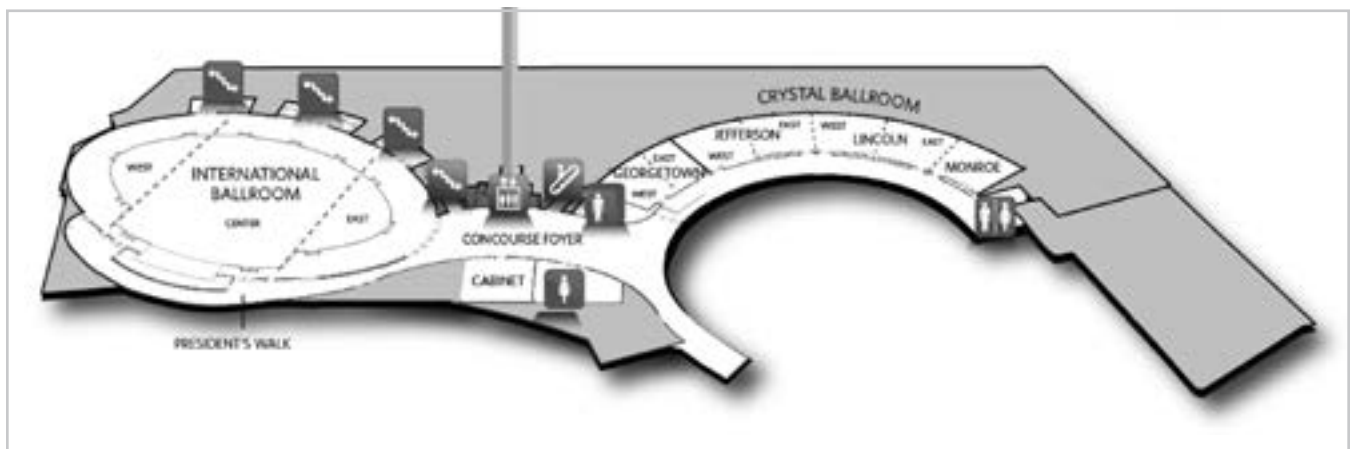
The AFT will make every effort to ensure that accommodations at the Hilton are in compliance with the Americans with Disabilities Act (ADA). If a TEACH 2023 participant anticipates a special need as a result of a disability, the participant should contact Kitty Owens in the AFT Convention, Meetings and Travel Department at 800-238-1133, ext. 4514, or email kowens@aft.org. If a need arises on site, please stop by the Meetings Office (U Street) and ask for Kitty Owens.

Certificates of Attendance

You can receive a certificate of completion indicating the sessions you attended, name(s) of presenter(s) and hours acquired, which you can use back in your district for continuing education units or professional development hours. Use mobile check-in at your sessions to automatically receive an emailed certificate. See session moderators for more information.



Badges will be required for all sessions, activities and events. Make sure to keep your badge with you at all times.



CONCOURSE

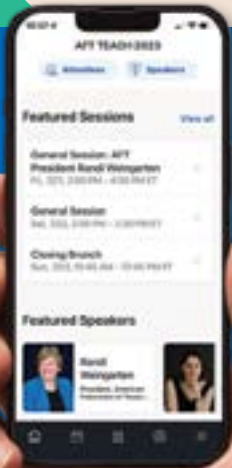


A Union of Professionals

AFT +
Member Benefits

Discover the benefits of AFT membership

Visit the AFT + Member Benefits table in the registration area.



Get the App

Access the AFT TEACH app for your conference schedule, breaking news and much more.

Visit your app store and search for the **CVENT Events app**. After you download, you can type "**AFT TEACH 2023**" in the search field.



AFT INITIATIVES

The AFT Initiatives Area, located on the Concourse level, features a variety of resources and tools to take back home to use in your classrooms and schools.

Friday, July 21 12:15 p.m. – 2 p.m.
 4:15 p.m. – 6:15 p.m.
Saturday, July 22 12:15 p.m. – 2 p.m.
 3:30 p.m. – 4:30 p.m.

AFT Professional Learning

Visit the AFT Professional Learning booth to learn more about our professional learning for AFT members and to find out about our free online resources available for you and your members, like Share My Lesson and AFT eLearning.

AFT Union Leadership Institute

Are you a union leader, or aspire to become one? Come visit us at the AFT Union Leadership Institute table! ULI trainings are designed to help you grow professionally to become an effective and inspiring leader. We offer trainings on every major “skill set” a union leader or activist needs these days: communications, community engagement, organizing, governance, leadership development and customized trainings to meet your specific needs.

AFTvotes: AFT Political Action Booth

From COVID-19 to the culture wars undermining public education to the attacks on our institutions and democracy itself, it’s been a tough few years, and the stakes are high. That is why now more than ever the AFT remains committed to engaging members in order to understand your concerns and hear what issues matter most to you. We want to ensure that you are able to stay up to date on everything done from the White House to Capitol Hill and how it impacts our members and the communities they serve. Come by the AFT Political Action booth to share your opinions and concerns and learn more about the big issues of the day. Learn how you can get involved and help support the candidates who fight for us and advance the legislation we champion. (And pick up some nice things to take home too!)

Albert Shanker Institute

The Albert Shanker Institute is a think tank founded 25 years ago to defend and extend democracy, promote high-quality public education as a cornerstone of American democracy, improve and strengthen the contributions of unions—and build public support for their essential role in a democratic society, and celebrate the power of ideas by expanding access to information, encouraging free and rigorous debate, and finding ways for intellectuals to test their ideas with practical action. Visit the ASI booth for the latest research, civics and democracy lesson plans, and additional educational resources.

Colorín Colorado

ColorinColorado.org is the premier national website serving educators and families of English language learners in grades preK-12 and is co-produced by the AFT and PBS Station WETA. Colorín Colorado has been providing free research-based information, activities, and advice to schools and communities nationwide for two decades.

Colorín Colorado is a bilingual website in English and Spanish, and offers parent literacy tip sheets in 16 other languages, including Arabic, Chinese, Haitian Creole, Hmong, Korean, Diné (Navajo), Russian, Tagalog and Vietnamese.

Reading Opens the World

Reading is a foundation skill necessary for virtually everything we do. It opens possibilities for all children to succeed—to learn and grow, to explore and imagine, to investigate and verify, and to lead fulfilling lives.

Together, the AFT and First Book have partnered to distribute more than 1.5 million free books since we launched Reading Opens the World in 2020. In addition, for more than 10 years, the AFT and First Book partnership has brought more than 9 million books and tools to classrooms and programs serving students and families in need, and has connected thousands of educators and staff to ongoing resources to create a deep, meaningful impact.

For more information about Reading Opens the World, go to www.aft.org/read. To see the 6,000+ diverse titles and resources available at First Book, go to www.fbmarketplace.org.

Visit these tables on the Terrace level during registration hours:

AFT + Member Benefits

Stop by the AFT + Member Benefits table and learn what’s new among the programs. The AFT + Member Benefits programs add value to union membership. Many of these programs offer special features and discounts not available to nonmembers.

LifeBrand

Learn more about this great discounted benefit to help members (family members too!) quickly find forgotten social media posts that could be harmful to your job, your work, your future. LifeBrand also has great resources for educators on social media presence and digital citizenship.

Rewiring America

Rewiring America is the leading electrification nonprofit, focused on electrifying our homes, businesses, and communities. The organization develops accessible, actionable data and tools. Rewiring America helps Americans save money, tackle nationwide emissions goals, improve health and build the next generation of the clean energy workforce. It believes in an abundant, flourishing, climate-safe future and knows that, together, we can realize one.

FRIDAY AT A GLANCE



8 a.m. – 9 a.m.

8 a.m. – 5 p.m.

9 a.m. – 12:15 p.m.

12:15 p.m. – 2 p.m.

12:45 p.m. – 1:45 p.m.



2 p.m. – 4 p.m.

International Ballroom Center



4:15 p.m. – 6:15 p.m.

International Ballroom

East/Crystal Ballroom Foyer

Light Breakfast

Registration open

Workshops

Break (AFT Initiatives Area open)

Lunch & Learn

Opening General Session—What Kids, Teachers and Communities Need

- Jacqueline Pogue Lyons, Washington Teachers' Union president
- Miguel Cardona, U.S. secretary of education
- Randi Weingarten, AFT president (Keynote)

Panel:

- Alonso Jaque-Pino, ELL teacher and Education Minnesota-Roseville member
- Tanji Reed Marshall, author, educator and educational equity consultant
- Kareem Weaver, co-founder and executive director of FULCRUM

Welcome Reception (AFT Initiatives Area open)

AFT Store

Visit the AFT Store to purchase AFT apparel, accessories and other great items.

The AFT Store is located on the Terrace level next to the registration area.

FRIDAY, JULY 21

9 A.M. – 10:30 A.M.

Affirming LGBTQIA+ Identities in and out of the Classroom

Room: Georgetown West

We are becoming increasingly aware of the diversity our schools hold. Local and state policies often prevent the wider acceptance and celebration of all individuals, especially those in the LGBTQIA+ community. In this session, participants will reflect on personal prejudice, learn how to recognize and address inappropriate interactions, and gain actionable skills toward transforming school culture. We will model an identity-affirming space that centers on LGBTQIA+ voices and supports allies in the work of breaking barriers in both the classroom and the larger school community.

Presenters: Mari Garvonado, elementary learning behavior specialist, North Suburban Teachers Union (Illinois); Omar Salem, union professional issues director, Illinois Federation of Teachers

Argumentation: Writing Across the Curriculum

Room: Lincoln East

Are you ready to learn how to lead your students in writing evidence-supported arguments? Argumentation is a process that requires students to state a claim, support that claim with evidence, and justify their choice of evidence. We will share the steps of argumentation, provide content examples for middle school science, math and social studies content, and let you practice what you've learned.

Presenters: Cynthia Hopkins, middle school science teacher, Kaffie Middle School (Corpus Christi, Texas); Jane Lee-Rhodes, middle school science teacher, Kaffie Middle School

Concept Sorts: Front-Loading Vocabulary and Predicting the Main Idea

Room: Jay

Have you ever wondered how you could acclimate students to academic vocabulary while encountering a challenging text? Have you ever thought it would be helpful to expose children to the vocabulary, but had time constraints? If so, wonder no more and check out what "concept sorts" have in store. With concept sorts, your students will engage in text-specific vocabulary in a fun, collaborative manner! Scholars will collaborate

with their peers to discuss how specific words connect. Students are thrust into the best of several worlds: collaborating with peers, exposure to academic vocabulary, making predictions, determining the main idea, and images that correlate with vocabulary terms. These Universal Design for Learning strategies also support students with disabilities and English language learners. When you choose this workshop, you will leave with a blueprint that can be replicated upon returning to the classroom.

Presenters: Alice Alexander-Felts, sixth-grade English language arts model teacher, Community Voices Middle School (New York); Tacita Alexander-Porter, English as a second language teacher, Henderson K-12 Inclusion School (Massachusetts)

How to Create Student-Led Classrooms to Promote Student Achievement

Room: Cabinet

Curious about how to create a student-led classroom? Or maybe you're not sure how it can truly benefit student achievement. Research has shown students who learn in student-led classrooms are more confident, are better able to articulate their thoughts and opinions, are better leaders, and find joy through educating themselves. Join this workshop for step-by-step guidance on how to set up a student-led classroom, how to bring joy to your teaching and learning environment, and how to ensure student achievement is prioritized.

Presenters: Geneva Burgess, second-grade teacher and union chapter committee chair, Cleveland Metropolitan School District; LaWanda Smith, resident educator mentor and certified social emotional learning trainer, Cleveland Metropolitan School District

How to Use Cultural Proficiency as an Asset in Your School Community

Room: Monroe

It is the goal of this session to ensure that all who attend become knowledgeable and competent in cultural competence practices.

What is cultural proficiency? It is the policies and practices in an organization or the values and behavior of an individual that enable the person or institution to engage effectively with people and groups that are different from them. Cultural proficiency is an inside-out approach that influences how people relate to their colleagues, clients and communities. Cultural proficiency is a lens for examining one's work and one's relationships in schools.

Participants will be able to recognize differences between people and acknowledge that these differences are valued and serve as an asset in their school community. Finally, attendees will be given the tools to implement concepts into an actionable project at each participant's school site.

Presenter: *Christopher Arellano, training director, California Federation of Teachers*

The Pedagogy of Educational Equity: Strategies to Interrupt Unconscious Bias in the Classroom

Room: *Jefferson West*

Every hour in schools, educators make frequent decisions that have consequences for students. Many of these decisions—often quick and instinctive—are unconsciously influenced by racial bias. It is essential that all educators understand the phenomenon of unconscious racial bias and how it negatively affects the work of educators and students. Using examples from Tracey Benson's recently published book, *Unconscious Bias in Schools: A Developmental Approach to Exploring Race and Racism*, we will explore the conditions necessary for educators to address racial bias directly in themselves and their school communities. Participants will learn how race and gender bias manifests in everyday classroom activities; understand how, when and to what magnitude racial bias shows up in the classroom; and develop strategies to interrupt racial bias in teacher-student interactions, classroom instruction and assessment of student work products.

Presenter: *Tracey Benson, racial equity workshop facilitator and coach, Tracey A. Benson Consulting*

Preventing School Violence: Prevention Strategies to Protect the K-12 Community

Room: *Jefferson East*

Join representatives from the Federal School Safety Clearinghouse and SchoolSafety.gov to explore the complex set of dynamic and evolving security risks, that K-12 schools and school systems face. The presenters will share research-informed strategies and recommendations that enhance safe and supportive learning environments through collaborative, holistic and actionable approaches to reducing violence. This session will focus on the factors that contribute to youth violence, which are far-ranging and are often the culmination of months and years of individual experiences. Research shows that prevention efforts by teachers, administrators, parents, community members, and even students can reduce violence and improve the school environment. Participants will come away with an understanding of

how schools are addressing these risks and improving their safety plans to promote school preparedness and resilience in support of their educational mission. This session is highly interactive, with speakers soliciting input from the audience throughout the discussion.

Presenters: *Lindsay Burton, associate director for school safety, U.S. Department of Homeland Security Cybersecurity and Infrastructure Security Agency School Safety Task Force; Julia Treanor, program manager for school safety, U.S. Department of Homeland Security's Cybersecurity and Infrastructure Security Agency School Safety Task Force*

Union Leadership Labs: How to Be a Strong Shop Steward

Room: *Holmead East*

This course equips new, experienced and emerging leaders with the knowledge and skills required of union leaders. Whether you are a shop steward, chapter leader, work-site leader, chapter chair, or if you are the union's representative at the work site, this session is for you.

As a part of building a strong union at the work site, a union steward is a problem-solver and that often means addressing members' grievances. In this session, you'll get practice in how to identify a grievance and how to investigate a grievance, including the basics of interviewing the grievant, supervisor and witnesses and gathering evidence; how to write a grievance; and you will learn some of the key concepts in grievance handling.

Presenters: *Tamika Rhames-Childs, assistant director, Union Leadership Institute, AFT; Shelley Potter, past president, San Antonio Alliance of Teachers and Support Personnel*

Using Professional Issues to Build Institutional Strength

Room: *Kalorama*

Providing professional learning opportunities is a key role the union plays in supporting and engaging members in the work they do every day. We know from decades of research that strategies such as peer-led professional development enhance teaching practice. Join us to learn new strategies for integrating professional issues and professional development into the core of union work. Increase your capacity to engage, activate and mobilize members to help them in their teaching and to support them as teacher leaders. Discussion and active participation will focus on thinking through ways in which helping to enhance the practice and address the challenges of members permeates everything we do as an organization. Whether it's looking at the latest research on a hot topic or proactively elevating voice

and agency through collective action, the focus is on improving teaching and learning for members and their students. Participants will receive a guide to leading this work and have an opportunity to engage technical support from your Educational Issues Department team.

Presenters: *Lisa Dickinson, director, Professional Learning and Member Engagement, AFT*

You're on Your Own, Kid: Deliberation, Depolarization and Classroom Discourse

Room: *Lincoln West*

This session emphasizes a deliberative approach to controversial issues. Traditional approaches use debate as a format for exploring controversy. However, the goal of debate is inherently adversarial—students learn about opposing views not to deepen their understanding of differing perspectives but to undermine the arguments made by those who hold different views. The goal of deliberation is instead to reach some level of consensus with each participant representing their own perspective rather than a collective view held by a particular party, faction or loose demographic. The outcomes of this proven deliberative approach are greater understanding and less division compared with students who take part in debate.

This session will explore how to set the stage for deliberation, how to carry out deliberations and what to do when discourse breaks down. It is primarily intended for educators in grades 6-12 and any educator looking for help in facilitating controversial issue discussions in their classroom.

Presenter: *Sante Mastriana, manager of professional development, Close Up Foundation*

FRIDAY, JULY 21

9 A.M. – 12:15 P.M.

Expanding Literacy Instruction by Tutoring English Learners: Project ELITE

Room: *Oaklawn*

This session is brought to you by the AFT Professional Learning program. The pandemic has had a devastating effect on student achievement and literacy rates. Some of the students affected the most were English language learners. How can you help these students in grades 2-5 get back on track with academic language

and literacy? This session will present the research and tools behind the AFT's professional development course ELITE (Expanding Literacy Instruction by Tutoring English Learners), which is a research-based project to enhance the language and literacy learning of ELLs through tutoring with digital learning resources. Learn about the necessary components of what literacy tutors need to know, from planning lessons to selecting and instructing academic vocabulary to scaffolding with visual and linguistic supports, and much more.

Presenters: *Diane August, co-principal investigator, Center for the Success of English Language Learners; Bethzaida Sotomayor, AFT national trainer, Volusia United Educators (Florida)*

Individual and Collective Identity

Room: *Holmead West*

During this workshop, we will explore practices that can be used in classroom and family settings to enable students to learn about themselves. Students' encounters with individual and collective identities enrich them and impart tools for navigating social conflict, nurturing the capacity for empathy, listening and self-advocacy. Together, we will learn about spaces that inform our identities, and experiment with identity-shaping exercises. The workshop facilitators will draw on class lessons, resources and activities from the Hand in Hand Jewish-Arab school network in Israel. At the end of the workshop, we will analyze the similarities and differences between the Israeli and American contexts and discuss ways that we as educators can learn from and help one another.

Presenters: *Efrat Meyer, principal, Max Rayne Hand in Hand Jerusalem High School; Mohammad Kundos, principal, Kfar Saba Elementary School*

Mathematics Engagement: How to Create Learning Environments for All Students

Room: *Northwest*

Two math teachers from St. Paul Public Schools, a large urban school district, will share strategies that work in diverse math classrooms: how to create a learning environment in a math classroom, meeting students at their own entry point and providing the engagement to allow students to move toward being independent learners invested in their own mathematical journey. Manipulatives and technology tools engage students and help them gain deeper understanding of number sense and proportional reasoning, mathematical skills that create higher-level thinking and creative problem-solving.

Presenters: Kimberley Nichols, secondary math teacher, Gordon Parks High School, Saint Paul, Minn.; Javnika Shah, middle school math teacher, Hazel Park Prep Academy, Saint Paul, Minn.

Re-envisioning the Early Childhood Learning Environment Through Cultivating Class Community

Room: Piscataway

This session is brought to you by the AFT Professional Learning program. Have you ever heard someone say that you learned everything you need to know in kindergarten? Well, it's true! Early childhood education is the foundation of learning, where children gain social awareness and learn to work together in community.

This course is anchored in AFT's Foundations of Effective Teaching Re-envisioning the Learning Environment modules. Educators will use a variety of modalities, strategies and materials to investigate the importance of class community. They will self-reflect on the how and why of their commonly held beliefs and practices to shift mindsets on how students in early childhood build identity and efficacy that prepare them to

respectfully act with age-appropriate agency. Participants will take a deep dive into the aspects of building and maintaining relationships in the early childhood classroom—understanding that relationships are the on-ramp for creating a safe, inclusive and equitable learning environment that embraces the culture and diversity of all community members.

Presenters: Kimberly Skukalek, instruction staff developer for equity, former classroom teacher, Pinellas County Schools; Glen Calhoun, district lead teacher for early childhood, Cincinnati Public Schools

Reclaiming Your Assessment Process

Room: Morgan

This session is brought to you by the AFT Professional Learning program. As educators, we spend a lot of time assessing our students' learning. Assessment is crucial to our practice as teachers, which leads us to reflect on issues crucial to our practice. Are you aware of your personal biases and how they can impact how you design and use assessment results? How are your assessment practices culturally relevant and responsive? How are you



The AFT Reading Opens the World initiative gives

- teachers and school staff the tools to translate the science of reading into usable resources to help students read and read well;
- parents and caregivers fun, research-based tips and tools to support literacy;
- opportunities for families, communities, educators and schools to be partners in students' literacy; and
- families, children and young people free books to read, love and keep.

Since December 2021, we've distributed 1.5 million FREE books and held more than 200 literacy events in 28 states and Puerto Rico at schools, community centers, faith-based organizations and union halls, with many more planned to keep spreading the joy of reading.

Be a part of Reading Opens the World!

Find out how you can create a nation of joyful and confident readers. Visit the Reading Opens the World booth in the AFT Initiatives Area!

utilizing assessment information to its maximum benefit to support your students' learning? This workshop will help you explore all these questions about your own assessment practices by utilizing small group activities, self-reflection time and learning from your colleagues as you grapple with scenarios you face every day.

Presenters: *Brian Jurinek, eighth-grade social studies teacher, Oak Lawn-Hometown School District 123 (Illinois); Peter Guyon, instructional coach coordinator and PD trainer, Cranston (R.I.) Middle School*

Strategies for Integrating Climate Change into Your Teaching

Room: *Georgetown East*

Climate change touches all aspects of human life, and climate change education can fit into any subject area. Practice classroom-ready climate change activities and lessons from SubjectToClimate and MIT's Environmental Solutions Initiative. Participants will collaborate to explore available free resources, choosing activities and lessons they can use right away. Activities are available for all K-12 grade levels, and participants will work together within grade bands to support each educator's specific needs. In addition, teachers have access to an interactive help center that answers climate science and pedagogical questions and also explores professional learning opportunities.

Learn how and why climate change belongs in every subject area, and what SubjectToClimate and ESI@MIT are doing, together and separately, to support teachers across the U.S. Walk away with a renewed commitment to discussing the pressing climate issues of our time, with the tools to make the topic accessible for all students.

Presenters: *Sylvia Scharf, climate education specialist, Environmental Solutions Initiative at MIT; Julie Kwong, product manager, SubjectToClimate*

FRIDAY, JULY 21

10:45 A.M. – 12:15 P.M.

Affirming Cultural and Linguistic Identities in the Classroom

Room: *Jefferson West*

Students need to see themselves reflected in the classroom, be able to learn about their peers, build relationships with one another, and connect with cultures and experiences that inspire their thinking. In this session,

participants will take part in a hands-on collaborative learning experience in which they will engage with research and with practices that affirm the cultural and linguistic identities of students. Participants will leave inspired, motivated and equipped with strategies to help them engage meaningfully in their early childhood and elementary literacy learning communities.

Presenter: *Stephanie Byrd, early childhood and elementary education, culturally responsive teaching, research and professional development, Georgia State University*

Cultural Appropriation: Yikes! I Didn't Realize

Room: *Kalorama*

Are you using cultural appropriation and not realizing it? This session will begin with definitions and examples of Indigenous cultural appropriation and cultural appreciation. (We will have small and large group discussions about our reactions; then, in small groups, we will examine culturally relevant sites for lessons we can use in the classroom.) We will return to large group to share our findings and complete a hands-on activity. Bring a device to connect to the Wi-Fi. If time permits, the presenters will entertain questions at the end of the session that were not answered during class.

Presenter: *Kathryn Fairbanks, Education Minnesota, AFT and NEA retired member, retired Elementary Ojibwe and culture educator for Cass Lake-Bena (Minn.) School District, current school board member for Bug-O-Nay-Ge-Shig School representing District 3*

The Efficacy Effect

Room: *Monroe*

As we broaden our development of 21st-century academic environments, we know that a combination of skills, strategies and mindsets will strengthen student success. The Efficacy Effect allows all education stakeholders to learn how collective efficacy, culturally responsive pedagogy and digital learning combine to positively impact collective growth in various academic settings. During this session, change agents will provide you with core research components, implementable academic and social strategies, and digital tools that will promote academic and social elevation in various education realms.

Presenter: *Raechel Broussard, associate principal, Middle School, Delta Teacher Efficacy Campaign - Teachers Advocating to lead Great change (DTEC-TAG) Texas representative*

Literacy for Leaders: What Locals Can Do to Support Student Literacy

Room: Georgetown West

For more than 20 years, the AFT has promoted what good reading instruction looks like; yet, despite the science long being clear on what students need, reading instruction across the country often ignores the large research base available, and instead adopts programs and practices that have been demonstrated to be less effective.

Come to this session, focused on literacy from the lens of a union leader, to learn from other leaders and AFT staff about what affiliates can do to support members and improve student literacy.

The session will provide a brief overview of “the science of reading” and what is important for leaders to know about best practices for reading instruction and literacy; a sense of what the current landscape across the country is, including the results of an AFT survey of members who teach reading; and a comprehensive look at state laws on literacy being passed. The session will also cover some steps that leaders and locals can take—even in highly constrained environments—including hearing from leaders who have done this work themselves.

Presenter: Colleen Callahan, director of professional issues, Rhode Island Federation of Teachers and Health Professionals

Shakespeare for a Changed World: Today’s Voices and Enduring Questions

Room: Jefferson East

Experience the power of the Folger Method, which is a revolutionary way of teaching that gets students inside the language of complex texts. The method engages and excites every learner and is beloved by teachers and students everywhere.

Teachers are uniquely positioned to help students make sense of today’s most pressing problems and questions, and to use literature as a force for good.

Work through the same strategically scaffolded sequence of activities that you will provide your students. Engage with paired texts in a way that will give students a sense of the sweep of literature and invite them to discover that authors across time, place, culture, gender, race and religion have been asking the same big questions. Taken together, these texts illuminate each other in powerful and surprising ways. Walk away with techniques you can use tomorrow and every day to help all students read.

Presenters: Peggy O'Brien, director of education, Folger Shakespeare Library; Donna Denizé, chair, English department, St. Albans School, Washington, D.C.; Stefanie Jochman, Folger mentor teacher and high school English teacher, Flint Hill School, Oakton, Va.

Supporting Literacy: Engaging Strategies for Reading and Writing

Room: Jay

This session is brought to you by the AFT Professional Learning program. Are you struggling to find strategies that help improve student literacy? Based on research and content from AFT’s Reading Comprehension Instruction flagship course and the K-5 Writing course, we will provide you with meaningful ways to increase reading comprehension and writing. Participate in research-based strategies that you can take back to your schools and use tomorrow! No matter the grade level, these strategies will keep students become engaged as they unpack those rigorous, difficult-to-read texts. Join us and explore ways to support student literacy in all content areas with research-based strategies that are ready to use.

Presenters: Jean Hribar, instructional coach, Berea (Ohio) City School District; Tracee Brandt, sixth-grade English language arts teacher, Berea City School District

Take Back Your Profession: Elevating Educator Voice in Education Policy

Room: Cabinet

Education is receiving unprecedented attention in state and local policy conversations; and all too often, this attention is in the form of misinformed attacks on our educators and students. From discussions on what history topics can be taught to what aspects of their own identities educators can share, too often educator voice is absent from conversations on education policy. It is time to take back the education narrative. Join us to learn how to engage policymakers to ensure education policy is designed in ways that ensure every child is heard, valued and seen, and that educators are supported. This session will cover best practices and effective messaging for meeting with state and local policymakers, including legislators, school board members and district leaders.

Presenters: Gerardo Muñoz, *Voices for Honest Education* fellow, National Network of State Teachers of the Year; Takeru Nagayoshi, *Voices for Honest Education* fellow, National Network of State Teachers of the Year

Teaching and Learning While Grief Is in the Classroom

Room: Lincoln West

Teaching students who are grieving primary, secondary or cumulative losses can be a challenge for classroom educators. Most children will not show obvious signs that they are dealing with painful emotions and troubling thoughts, which can limit their learning potential and social emotional development. Caregiver outreach can be difficult because family members themselves are often grieving. Initiating the conversation and maintaining a supportive connection with a grieving child can help the child feel comforted and that support is available if needed. Educators may be uncomfortable expanding their role by offering this emotional connection, especially because many educators have limited training in this area. This workshop will provide tools educators can utilize to provide practical support to grieving students that don't require the educator to provide counseling. It can be difficult to witness the grief of children; strategies for processing the personal impact of listening to a student in distress and enhancing educators' self-care will also be shared.

Presenters: *Thomas Demaria, psychologist, National Center for School Crisis and Bereavement; David Schonfeld, pediatrician, Children's Hospital of Los Angeles, and director, National Center for School Crisis and Bereavement*

Using Assistive Technology to Empower Teachers and Students

Room: Lincoln East

Classroom and special-area teachers can make decisions, implement interventions and empower students to have greater access to their learning, responses to instruction, and assessment through assistive technology in the classroom. This session will explore options for assistive technology, provide examples and give tools to classroom staff to succeed and take back to their students. Attendees will leave this session with ready-made examples they can implement in their own classrooms.

Presenters: *Jessica Schornak, preK-postsecondary special education teacher, Macomb Intermediate School District (Michigan); Jacqueline Goosen, preK-postsecondary adapted physical education, Macomb Intermediate School District*

Using Teachable Moments to Create Welcoming Classrooms

Room: Holmead East

Can girls marry each other? Why don't the people in Javi's family match? Why is Phillip wearing a "girl's shirt"? Welcoming Schools knows how challenging it can be to effectively respond to questions and comments from young students. As such, we have developed and will share resources with participants that offer examples of age-appropriate responses to common questions about LGBTQIA+, gender and family topics. We will work together in this session to review and practice responses, so that you will feel prepared to address teachable moments throughout the school year.

Presenters: *Mitch Klages-Bombich, nationally certified Welcoming Schools facilitator, UFT-Positive Learning Collaborative and Human Rights Campaign Foundation's Welcoming Schools; Cheryl Greene, director, Human Rights Campaign Foundation's Welcoming Schools*

FRIDAY, JULY 21

12:45 P.M. – 1:45 P.M.
LUNCH & LEARN

AFT 101

Room: Lincoln West

Are you a new member, or do you just want to know more about what the AFT does and the resources we provide? Are you new to unions and want to learn about how the AFT works? Attend this new member orientation to get an overview of your union and the tools, resources and trainings the AFT provides to help your professional practice, as well as ways to get involved to support public schools and the people they serve.

Presenters: *Sarah Elwell, assistant director, AFT Educational Issues Department; Robin Vitucci, assistant director, AFT Educational Issues Department*

Best Practices for Evaluating Teachers of English Learners: A Case Study from Syracuse, N.Y.

Room: Jefferson East

In Syracuse, a unique peer evaluator program is changing the conversation around teacher evaluation and shifting the focus to professional growth. In partnership with the AFT, Colorín Colorado had the opportunity to film a new video series showcasing a full observation cycle featuring elementary teacher Jesus Ortiz and Areli Schermerhorn,

Syracuse’s peer evaluator for bilingual and English as a New Language (ENL) educators. The series highlights some unique considerations related to evaluating educators of English language learners. Participants will watch excerpts of the video series during their Lunch & Learn session and find out more about related resources.

Presenters: *Lydia Breiseth, director, Colorin Colorado; Areli Schermerhorn, peer evaluator, ENL and bilingual educator, Syracuse City Schools*

Culturally Responsive Resources: Curating a Diverse Classroom Library

Room: *Jefferson West*

Research shows that culturally responsive pedagogy makes a difference in the classroom for educators and students alike. Similarly, identity-affirming classrooms—such as those with diverse classroom libraries that represent and reflect their students—can be safe and productive spaces for students who otherwise may not see themselves in standardized curriculum. This session covers First Book’s research on the importance, effectiveness and utility of diverse classroom libraries. The session is structured in two parts: First Book will present the findings of its longitudinal study on diverse classroom libraries; next, participant educators will describe their experiences working to curate diverse classroom libraries of their own and will share their tips, tricks and key takeaways. Both segments will be interactive and timed to ensure time for questions from session attendees.

Presenters: *Nicholas Havey, senior manager, Research & Insights, First Book; Julianne Appleton, director, Research & Insights, First Book*

Making Kindergarten a Sturdy Bridge Between the Early Years and Early Grades

Room: *Cabinet*

The U.S. Department of Education has developed an agenda focused on connecting the early years and early grades and wants to make kindergarten a sturdier bridge between them. We want to hear from early educators and elementary school teachers about your experiences working with young learners.

What strategies and supports have helped you the most? What do you wish could change or be improved to support high quality and effective classroom instruction as well as productive partnerships with families? What tools, information and supports do you receive or wish you could receive to make the transition into kindergarten smoother? Join us for a lively discussion!

This is a conversation and listening session to discuss the Education Department’s preK-3 agenda focused on:

- Transition into kindergarten;
- Transition from kindergarten into first grade; and
- Developmentally appropriate practice in kindergarten.

Presenters: *Brenda Calderon, U.S. Department of Education; Tammy Proctor, U.S. Department of Education; Swati Adarkar, U.S. Department of Education; Laura Bornfreund, senior fellow and adviser on early and elementary education with the Education Policy program, New America*

Teachers at the Helm: When Teachers Run Schools

Room: *Monroe*

Across the country, a growing number of educators are transforming student learning and the teaching profession in inspiring new ways through teacher-powered schools. These teacher teams have secured autonomy to design and run schools. They make the decisions in areas influencing school success such as curriculum, budget, selecting personnel and more. Teachers in these schools have greater ability to make the dramatic changes that they determine necessary to truly improve student learning and the teaching profession.

In this session, participants can learn about teacher-powered autonomies, ways in which teams have secured them, and the benefits these autonomies provide for students and school communities.

Presenters: *Wendy Salcedo-Fierro, teacher-powered specialist, Teacher-Powered Schools; Taryn Snyder, third-grade teacher, ambassador with the Teacher-Powered Schools initiative, Boston Teachers Union Pilot School*

Will Your Earned Social Security Benefits Be Penalized?

Room: *Lincoln East*

This session will provide an update on AFT resolution efforts to repeal the Windfall Elimination Provision and the Government Pension Offset in the 117th and 118th sessions of Congress. It will also expand awareness of the current and future impact on millions of public employees, including teachers and other educators who are AFT members. The session will also highlight the effect on the current teacher shortage crisis and the lack of enforcement of the 2004 Social Security Protection Act by non-Social Security participating states and school districts.

Presenters: *Roger Boudreau, president, Rhode Island AFT/Retirees chapter; Dennis Cox, past president, California Federation of Teachers Council of Retired Members*

SATURDAY AT A GLANCE



8 a.m. – 9 a.m.

Light Breakfast

8 a.m. – noon

Registration open

9 a.m. – 12:15 p.m.

Workshops

12:15 p.m. – 2:00 p.m.

Break (AFT Initiatives Area open)



12:45 p.m. – 1:45 p.m.

Lunch & Learn



2:00 p.m. – 3:30 p.m.

International Ballroom Center

General Session—Confronting Conflict:

Building Common Ground in Our Schools and Communities

- Fedrick Ingram, AFT secretary-treasurer
- Johanna Josaphat, founding teacher of Unison Middle School and United Federation of Teachers chapter leader
- Amanda Ripley, bestselling author and investigative journalist (Keynote)

3:30 p.m. – 4:30 p.m.

AFT Initiatives Area open

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SATURDAY, JULY 22

9 A.M. – 10:30 A.M.

Bringing Immigrant Contributions and Narratives to Life in U.S. History

Room: Morgan

Did you know that immigrants played a pivotal role in the American Revolution and the Civil War? Humans have been migrating throughout every place and time in history, but immigrants' contributions and stories have often been overlooked in the mainstream narrative. Learn how to use The Immigrant Learning Center's free Teaching Immigration series to incorporate immigration into U.S. History topics you are already teaching. Help your middle and high school students to do the critical work of making connections between history and the present day, and inspire them to consider their place in this history as it continues. Leave with classroom-ready lessons, activities and instructional resources appropriate for students in grades 5-12.

Presenters: Ariana Moir, education program coordinator, The Immigrant Learning Center; Denzil Mohammed, public education institute director, The Immigrant Learning Center

Equity and Access: How to Make Tier 1 Curriculum Accessible to Multilingual Learners

Room: Georgetown West

With the growing population of multilingual students in districts throughout the country, we must ensure we're using all the resources and knowledge at our disposal to meet their needs. In this session, we will explore standards across the content areas to determine the skills and embedded language demands so you can more effectively plan for them. We will also explore a variety of strategies for scaffolding and differentiation at the lesson level that you can implement with your current curriculum. Last, collaborating with the language specialist(s) in your school is perhaps the most powerful tool that your school may not be using effectively. We will provide research, examples and supports to help you work more intentionally with your language specialist. Collaborating through the planning process is the cornerstone of a meaningful teaching partnership.

Presenters: Kristen Leathers, multilingual instructional coach, Boston Public Schools; Martha Boisselle, multilingual instructional coach, Boston Public Schools

How to Buck the Burnout Trend: Equip Educators, Change Systems

Room: Jefferson East

In this session, participants will learn about the five most common pitfalls that lead to educator burnout and the six factors that predict educator well-being. Participants will experience and walk away with "I can use this tomorrow" strategies empirically proven to increase well-being. Participants will learn how union locals across the country have implemented a well-being program with their members to powerful effect: Educators in the program have reported significant reductions in burnout and anxiety along with improvements in workplace well-being. Additionally, session participants will learn about a research-backed and educator-created survey measure that provides clear, actionable ways to understand and improve workplace well-being. They'll hear how unions and districts are leveraging this data to drive improvements in well-being. Educators across this country are counting on us to do better; attend this session to learn concrete next steps you can take at the individual and system levels to ensure we do just that.

Presenters: Laura Andersen, head of partnerships, Educators Thriving; Tyler Hester, founder and CEO, Educators Thriving; Hallie Fox, head of research, Educators Thriving

Recognizing and Dismantling Disinformation with Secondary Students

Room: Georgetown East

The AFT is sponsoring the development of a disinformation curriculum toolkit for secondary educators across subject areas. This presentation will highlight key portions from the suite of materials being developed by AFT members and will engage participants in hands-on learning activities. The presentation will be led by two members from the development team.

Presenters: Joe Boyle, social studies teacher, Toledo Public Schools; Toni Bourgea, English language arts teacher, South Shore Vocational Technical High School (Massachusetts)

Self-Compassion, Quieting the Inner Critic and Making Space for Joy

Room: Monroe

Practicing self-compassion correlates with greater happiness, optimism, life satisfaction and success. This session introduces educators to the concepts of self-compassion, taking the skill of practicing compassion toward others

and applying it to themselves. Participants will engage in several guided and interactive practices and take away ready-to-use strategies to boost happiness, promote well-being and make space for joy throughout their lives.

Presenters: *Kimberly Ochs, social emotional learning instructional coach, West Warwick (R.I.) Public Schools; Melissa Labossiere, talent development coordinator, Pawtucket (R.I.) School Department*

Strategies for Teacher and School Staff Shortage Implementation

Room: *Cabinet*

In July 2022, the AFT released “Here Today, Gone Tomorrow,” a report outlining targeted solutions to ensure educators have the tools, time, trust and training they need to do their jobs and to stay in their jobs. Led by a national task force of 25 leaders from AFT state and local affiliates across the country, the report offers recommendations based on academic research, member input through focus groups and surveys, and sharing our on-the-ground experiences. In this session, you will learn how states and districts are implementing the recommendations from the report and gain tools to support implementation in your own local.

Presenters: *Rob Weil, director, Policy, Research and Programs, AFT Educational Issues Department; Lauren Samet, director, AFT PSRP; Robin Vitucci, assistant director, AFT Educational Issues Department*

Transforming Your Teacher Identity: Know Yourself to Know Your Students

Room: *Kalorama*

This session is brought to you by the AFT Professional Learning program. Are you looking for a way to develop deeper connections with your students and colleagues? This hands-on session is for you! Participants will have an opportunity to examine their own cultural identities and create an artistic rendition of their culture that reflects their self-examination. In addition, educators will explore how equity can be affected by implicit bias. This inside-out work will have you leaving this session feeling refreshed and empowered.

Presenters: *Katherine Dorman, AFT national trainer, Colorado state ed issues coordinator and local site coordinator for Douglas County Federation; Monico Vitela, AFT national trainer and middle school art teacher, Bonham Academy, San Antonio*

SATURDAY, JULY 22

9 A.M. – 12:15 P.M.

Brain Breaks for Increasing Student Engagement and Formative Assessment

Room: *Lincoln West*

This session is designed to help educators incorporate technology into their classrooms in a way that promotes student engagement and productivity. The session will cover a variety of tools and strategies for using technology as short, interactive breaks during class time. These brain breaks will help students refocus and recharge, leading to improved attention and participation. Attendees will learn how to use technology to create engaging activities, such as collaborative games, that can be easily integrated into their curriculum and used for formative assessment. Overall, this session will provide educators with practical, actionable strategies for using technology to create a more dynamic and engaging learning environment.

Presenters: *Peter Guyon, district coordinator of instructional coaches, Cranston (R.I.) Public Schools; Kathleen Torregrossa, district coordinator of professional learning, evaluation, and mentor programs and an instructional coach, Cranston Public Schools*

Escape Rooms: Follow the Clues for Content Review

Room: *Holmead East*

Do you enjoy solving puzzles or giving your students a challenging way to review? If so, join us for a fun-packed session of play and work full of mystery and intrigue. Not only will you be able to solve content puzzles, we will show you how to build and implement escape rooms in your classroom instruction. Instructors will help you create a puzzle or two of your own. Although this session is being presented by members of the AFT Science Cadre, it is perfect for all content areas. You will leave with free tools, resources and strategies to incorporate escape rooms into your classroom. Please bring a laptop if you can and a topic you would like to build puzzles around.

Presenters: *Denise Pfeiffer, grade 7-12 science teacher and department chair, Walnut Hills High School, Cincinnati; Dolores Samson, retired elementary teacher, currently mentoring methods and student teachers, Toledo Public Schools, Ohio*

Pathway to Building Early Number Sense

Room: Piscataway

How do you help students in preK-grade 2 develop number sense that aligns to OA standards? Join this session for a deep dive into the progressions for addition and subtraction through the primary grades. Attendees can expect to explore the various tools and strategies used to develop conceptual understanding and apply this understanding to enhance their instructional practice. Hands-on learning and engagement are guaranteed in this dynamic workshop.

Presenters: Megan Riggins-Dixon, math coach grades K-5, Albany City School District, New York; Jessica Short, math interventionist grades K-5, Albany City School District

Reading Re-imagined: A Brain-Based, Structured Approach to Literacy Development

Room: Jefferson West

Learning to read may not be the “natural” or “easy” process many people believe it to be. Research confirms the strong connection between brain functions and strong literacy skill development and the need for teachers to understand this relationship along with the instructional strategies that can help “wire the brain” for reading and support the development of literacy skills. This session will explore the important role of the brain in the reading process and focus on brain-based strategies teachers can use to develop strong phonological and decoding, vocabulary, spelling and comprehension skills. Attend this session thinking of your students—beginning readers, struggling readers, dyslexic students, multilingual learners—and others for whom learning to read is not “natural” or “easy.” You will leave the session with a better understanding of how reading problems may develop and why reading instruction should target several kinds of skills.

Presenters: Colleen Callahan, director of professional issues, Rhode Island Federation of Teachers and Health Professionals; Janice Mesolello, recently retired reading specialist, Johnston School District (Rhode Island)

Shaping Academic Minds Through Identity-Affirming Practices

Room: Northwest

This session is brought to you by the AFT Professional Learning program. Our academic stories matter and have a huge impact on who we are as learners and educators. This interactive, thought-provoking session explores the core tensions related to creating and sustaining identity-safe and affirming classrooms and provides important

insight into the intersectionality between our academic, personal and social identities. Participants will reflect upon their own academic stories and learn ways to support students in telling their stories as a way to nurture identity growth and agency and design instructional practices to support and affirm positive academic identities. Attendees will walk away with a variety of evidence-based strategies and resources to apply in their own practice and continue the conversation with colleagues.

Presenters: Melanie Hobbs, senior associate director, AFT Educational Issues Department; Audra McPhillips, mathematics specialist/coach preK-12, West Warwick (R.I.) Public Schools

Teach Them to Think

Room: Oaklawn

This session is brought to you by the AFT Professional Learning program. There seems to be little time to teach the soft skills that standards and curriculums have always demanded. But students need these skills, attitudes and dispositions particularly for 21st-century success in learning and living. In this session, we will demonstrate how to make decision-making, problem-solving and assessing the reliability of a source more explicit during instruction.

Presenters: Elizabeth (Lisa) Beck, business education instructor, St. Croix Career & Technical Education Center, St. Croix, V.I.; Bri Miller, instructor in the education department at Gustavus Adolphus College, St. Peter, Minn.

Using Feedback to Deepen Student Learning

Room: Holmead West

This session is brought to you by the AFT Professional Learning program. Students get our feedback all day long, and sometimes it can feel like they tune us out. So, how can we become more mindful of our language in the classroom to help students deepen their learning throughout the day? This workshop will address some misconceptions about praise and feedback and the importance of understanding culture and inequities in how we give feedback in the classroom. In addition, the course will allow opportunities for participants to understand and apply this vital part of classroom discourse, so you can step back into the classroom ready to address and encourage all of your students.

Presenters: Debra Wright, AFT national trainer and retired elementary classroom teacher; Karen Palmerini, AFT national trainer and retired elementary reading specialist; both presenters are from the Middle Country Teachers Association in New York.

Where Is the Love? Building Family-Educator-Student Partnerships to Get What Kids and Communities Need

Room: Jay

To achieve thriving schools and communities, voice and agency from all stakeholders is pivotal. This three-hour session focuses on the core family engagement and organizing pillars necessary in working with families, educators and the community to jointly better our school communities. Participants will:

- Understand why families, school-based staff and communities are aligned in joint advocacy in our schools.
- Engage with school-site organizing structures and strategies for robust outreach and shared decision-making; and
- Practice building authentic relationships through one-on-one conversations and scenarios.

Presenters: *Jonathan Rodrigues, assistant director, AFT Human Rights and Community Relations Department; Laurie Solis, National PTA; Liz Steinhauser, parent engagement organizer, AFT Human Rights and Community Relations Department; Helen Westmoreland, director of family engagement, National PTA*

Youth Justice in Practice: Moving from Restorative Circles to Restorative Systems

Room: Lincoln East

How can we support our students beyond restorative circles? What can our role be in creating restorative systems? Join this session to find out. Participants will gain practical experience with restorative practices and an understanding of how sustained restorative practices can support the development of restorative systems. The session's first half will include a community-building circle, an overview of the presenters' experiences developing and facilitating a youth-led justice panel, and an examination of how the "social discipline window" can inform restorative work in any school community. In the second half of the session, participants will engage in a mock restorative justice hearing. Participants will each have a role in the process to experience it from a student's perspective. The session will conclude with a closing circle to debrief and discuss how these practices might support the development of more restorative systems in the participants' school communities. This session reflects the presenters' experiences in a high school, but may be informative for stakeholders across a range of school settings.

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Presenters: Steve Staysniak, English teacher (grades 9 and 11) and social studies teacher (grade 12), Metropolitan Business Academy, New Haven (Conn.) Public Schools; Julia Miller, social studies teacher (grades 11 and 12), Metropolitan Business Academy, New Haven Public Schools

SATURDAY, JULY 22

10:45 A.M. – 12:15 P.M.

Community Schools: Organizing for What Kids Need

Room: Kalorama

This workshop is designed to equip union leaders, organizing staff and member activists with an understanding of community schools; the capacity to assess their current landscape; determine one or more meaningful and achievable goals; and then plan a campaign that advances the local union's vision for community schools and creates an environment for powerful teaching and learning in their district. We recognize that participants come from diverse backgrounds, so this training provides a variety of entry points to kick off a campaign. The road to a community school is seldom linear and often covers a lot of territory. Success will require flexibility and a great deal of collaboration among stakeholders as well as understanding how community schools can help form the environment, systems and structures to build power among stakeholders and support deeper collaboration.

Presenter: Dena Donaldson, assistant director, AFT Educational Issues Department

Four Factors Leading to Student Success While Using AAC Systems

Room: Morgan

Rooted in the research-based, social emotional foundation that learning takes place when students feel connected to their peers, this interactive session is appropriate for all experience and grade levels. Share your successes and problem-solve your challenges in supporting students who use augmentative alternative communication systems (“talkers”) to develop community, experience independence and learning in their inclusive or separate classrooms and beyond. This session is drawn from the work of Kate Ahern, Linda Burkhart, Jane Farrall, Stephanie Faso, Caroline Musselwhite and Erin Sheldon. School site teams of paraeducators, teachers and education support professionals are encouraged to attend.

Presenter: Diana Mueller, special education paraprofessional, assistive technology/augmentative communication (elementary and middle school), San Francisco Unified School District

How to Create Student-Led Classrooms to Promote Student Achievement

Room: Jefferson East

Curious about how to create a student-led classroom? Or maybe you're not sure how it can truly benefit student achievement. Research has shown students who learn in student-led classrooms are more confident, are better able to articulate their thoughts and opinions, are better leaders, and find joy through educating themselves. Join this workshop for step-by-step guidance on how to set up a student-led classroom, how to bring joy to your teaching and learning environment, and how to ensure student achievement is prioritized.

Presenters: Geneva Burgess, second-grade teacher and union chapter committee chair, Cleveland Metropolitan School District; LaWanda Smith, resident educator mentor and certified social emotional learning trainer, Cleveland Metropolitan School District

Speaking of Gun Violence: How Do We Ensure Educator Voices Matter?

Room: International Ballroom East

Gun violence is the leading cause of death for children in America. This is shameful, and we know you agree. Join Teachers Unify to End Gun Violence to explore ways we can collectively raise our voices for change. There is not one educator or school staff member in our country who is untouched in some way by gun violence—from direct impact to impending fear, caring for and supporting students dealing with gun violence in their families and communities, to navigating traumatic drills, our voices should and do matter. Educators, students, and school staff are on the frontlines of this public health crisis. This session will highlight practical ways we can support our colleagues and students, elevate these important voices, and shed light on this public health crisis.

Presenters: Abbey Clements, teacher and co-founder, Teachers Unify to End Gun Violence; Sarah Lerner, teacher and co-founder, Teachers Unify to End Gun Violence; Sari Beth Rosenberg, teacher and co-founder, Teachers Unify to End Gun Violence; La-Shanda West, teacher and ambassador, Teachers Unify to end Gun Violence

The TGNCNB Inclusive School and Classroom

Room: Georgetown West

Cisnormativity can be limiting for TGNCNB (transgender, gender nonconforming, nonbinary) and cisgender folks alike. In this workshop, we will explore the social and emotional as well as the academic needs of TGNCNB students, staff and families; we will examine how to be proactive in creating safe and inclusive school communities for all. Terminology, resources and contemporary issues will be explained and explored; participants will leave with ideas to take back to their home schools.

Presenter: *Elisa Waters, teacher of Spanish and social justice, Jericho (N.Y.) Middle School*

Using Asian American Pacific Islander Studies to Deepen Students' Knowledge and Skills

Room: Georgetown East

There is an urgency for accessible educational materials on the diverse histories and experiences of AAPIs at this moment in history. Some of the challenges include a sharp rise in anti-Asian violence, racial, economic and class polarization, invisibility and the anti-critical race theory movement attempting to shut down the opportunity for students to learn and explore issues around the AAPI story.

This session discusses the development of the AAPI Multimedia Textbook, an ambitious narrative change project initiated by the UCLA Asian American Studies Center that brings together distinguished scholarship, open access technology, and ethnic studies pedagogy to deepen public knowledge about who we are, strengthen students' historical empathy and bring AAPI stories of resistance and solidarity into every classroom.

This one-of-a-kind curriculum with a collaborative approach uses an interactive format that includes navigating the online platform for resources available to teachers, and exploring lessons that can be adapted for the classroom. There will be time for questions from participants.

Presenters: *Arlene Inouye, United Teachers Los Angeles secretary, AFT Asian American Pacific Islander Taskforce, California Federation of Teachers executive board; Kelly Fong, co-director of the Multimedia Textbook project, faculty member of Asian American studies at UCLA*

What Can Antisemitism and the Holocaust Teach Us About Civics?

Room: Cabinet

How can Holocaust education empower students to advocate for democracy, justice, an end to hate, and a better future for all of us? Teaching about the Holocaust and contemporary antisemitism provides opportunities for civic learning by examining instances of past democratic erosion and applying those lessons to the present.

Further, contemporary manifestations of antisemitism often indicate a distrust in democratic processes. Historically, antisemitism is both harmful to Jewish students and the Jewish community as a whole, and is also a harbinger of rising intolerance in society. We will examine how educating about contemporary antisemitism overlaps with civic values, and we will provide concrete ways to recognize and combat antisemitism.

In this session, educators will also learn about how the Holocaust was an example of antisemitism; how to foster civic engagement and gain a better understanding of how words, actions and policies matter; and help prepare students to be effective global citizens.

Presenter: *Tyrone Shaw, high school social studies teacher, world history, AP world history, and upperclassmen electives focused on social justice and Holocaust and genocide studies, District of Columbia Public Schools*

SATURDAY, JULY 22

12:45 P.M. – 1:45 P.M.

LUNCH & LEARN

Canceling Student Loan Debt

Room: Lincoln East

Join this lunchtime version of an AFT student debt clinic to learn about how to cancel your own, other union members', and family members' federal student debt.

Presenter: *Nicole Hochsprung, assistant director, AFT Higher Education Department*

Engaging Students Through Career Education and Registered Apprenticeship Opportunities

Room: Jefferson West

TradesFutures is a new organization recently established by North America's Building Trades Unions, constructions

contractors, end users, and other industry stakeholders to continue and expand NABTU's work in construction apprenticeship readiness programs and other initiatives to diversify the pipeline of candidates for construction registered apprenticeship. In this presentation, we will discuss registered apprenticeship opportunities in the construction industry, TradesFutures' nationally recognized Multi Craft Core Curriculum (MC3) Pre-Apprenticeship Program, and the goal of partnering with AFT school professionals to expand the career offerings available to career and technical education students. We will review resources available for discussing registered apprenticeship with students and show participants how to contact local building trades representatives to explain these career opportunities in construction registered apprenticeship to students. Many families may not have considered the trades as an alternative to a four-year degree, but our goal is to change that. We will highlight the "earn while you learn" structure of building trades registered apprenticeship and the potential to earn college credit while working full-time and earning family-supporting benefits.

For schools interested in a pre-apprenticeship program, we'll review how the MC3 can open the door for students who might not have considered a career in the trades. The MC3 is a 120-hour curriculum covering construction health and safety, tools and materials, industry awareness, construction math, green construction, blueprint reading, heritage of the American worker, and diversity. In our outreach efforts, we are focusing on populations that have been historically underserved in their communities, and now, more than ever, encourage women, people of color, and the formerly incarcerated to join the trades and secure their future.

We will also discuss the recently announced partnership—known as the Permission to Dream Project—between the AFL-CIO, the Chris Gardner Foundation, NABTU and the AFT. The goals of this partnership are to provide information on construction career opportunities directly to high school students across the U.S.

Presenter: *Nicole Schwartz, executive director, TradesFutures*

Every Day Is a Civics Lesson These Days

Room: *International Ballroom West*

Join AFT President Randi Weingarten for a session on the state of civics education in our schools and how the AFT is supporting teachers teaching honest history and tackling challenging topics. Hear from AFT members on the civics design team on how they are creating strategies for members to navigate those conversations

through civil dialogue and discourse. And, have some fun playing "Democracy Bingo" with Randi and learning about AFT resources available to use in your classroom straight away.

Presenters: *Randi Weingarten, AFT president; Tim Krueger, secondary history teacher, North Syracuse (N.Y.) Education Association; Rachel Thomas, secondary English language arts/department chair, Washington Teachers' Union*

Student Trauma and Displacement: Best Practices from the AFT Teacher Delegation to Poland

Room: *Monroe*

Last summer, the AFT, in collaboration with a Polish American foundation and Ukrainian organizations hosted a two-week basic English language learning summer camp for Ukrainian youth in Poland who have experienced the adverse effects of war and violence. Attend this session and learn from the AFT teachers who were there on the ground. Whether your newcomer students are from Ukraine or other countries, there are lessons to be learned about best practices with newcomer students who have experienced war or violence in their home

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In celebration of our partnership supporting English language learners through *Colorín Colorado!*



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countries. Participants will hear about this life-changing experience for these AFT teachers and learn what it takes to create nurturing, welcoming, fun and engaging learning environments that incorporate trauma-informed practice. Presenters will teach the basics of working effectively with students who may be refugees, discuss challenges and opportunities, and guide participants to develop a plan for their classroom or school that addresses how to build cultural bridges of understanding, social and emotional well-being, and a peace agenda.

Presenters: *Natalia Allen, United Teachers of Dade; Alexandra Hernandez, bilingual education teacher, United Federation of Teachers (New York City)*

Teaching Children to Read: Enter the Reading Universe

Room: *International Ballroom East*

Teaching reading and writing is hard, and Reading Universe is here to help! This session will discuss the science behind how children learn to read and introduce Reading Universe, a brand-new free resource for educators featuring high-quality classroom videos; video interviews with skilled, experienced teachers; practical courses led by renowned reading experts, and more.

Presenters will preview our multimedia-rich skill pages explaining how to teach every reading skill and our signature course on how children learn to read. We will highlight essential support areas for English language learners, bidialectal speakers of English, and children with learning disabilities. Attendees will leave knowing how to access Reading Universe's database of practical resources, including lesson plans, activities and decodable texts, and be more confident about serving every child in their classroom with effective reading instruction.

Reading Universe is a service of WETA (Reading Rockets and Colorín Colorado), in partnership with First Book and the Barksdale Reading Institute.

Presenters: *Kelly Butler, CEO, Barksdale Reading Institute, Reading Universe adviser; Bettina Hilliard, educator, Reading Universe Educator Cadre; Alonso Jaque-Pino, educator, Reading Universe Educator Cadre; Tami Mount, senior director, Reading Universe; Kareem Weaver, co-founder of FULCRUM, Reading Universe adviser*

Working in Partnership to Grow Your Own Community Teachers

Room: *Lincoln West*

Grow-your-own (GYO) models are a transformative approach to teacher preparation that reflect strong partnerships between organizations, institutions of higher education and school districts to recruit, prepare and retain community teachers. They hold much promise for expanding access to the teaching profession for young people of color from varied socioeconomic, linguistic and career backgrounds.

The Red Hawks Rising Teacher Academy focuses on education justice, creating opportunities for students to earn college credit, earn an income while pursuing teacher education, and receive support to return to their own communities to teach. It is a GYO partnership between the Newark Board of Education, Montclair State University and the American Federation of Teachers.

In this session, an intergenerational group of stakeholders will focus on the development and implementation, and promises and challenges, of the Red Hawks Rising Teacher Academy. Students will share what they have learned and how their participation in the program has influenced their college and career aspirations; they will also facilitate participant engagement and pose questions to the audience related to sustainability and to overcoming hurdles.

Presenters: *Mayida Zaal, co-director, Montclair State University; Danielle Epps, co-director, Montclair State University; Amir Billups, social studies department chairperson, University High School Teacher Academy, Newark Board of Education; Shantavia Burchette, teacher, East Side High School Teacher Academy, Newark Board of Education; Dyan Smiley, associate director, AFT Educational Issues Department*

SUNDAY AT A GLANCE

9 a.m. – 10:30 a.m.



10:45 a.m. – 12:30 p.m.

International Ballroom Center

Workshops

Closing Brunch—Brain Science: The Power to Transform Learning

- Evelyn DeJesus, AFT executive vice president
- Mary Helen Immordino-Yang, professor of education, Psychology and Neuroscience, University of Southern California (Keynote)



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SUNDAY, JULY 23

9 A.M. – 10:30 A.M.

Action Civics in the Elementary Classroom

Room: Piscataway

This session is brought to you by the AFT Professional Learning program. Action Civics in the Elementary Classroom is an interactive research-based session designed to equip K-5 educators with a framework for using action civics in their classrooms. Educators will walk away with action plans for implementation and will have access to ongoing AFT member-developed civics education resources.

Presenters: Valerie Sewell, English language arts instructional coach (K-5), Janney Elementary School (Washington, D.C.); Rachel Thomas, secondary English language arts/department chair, Washington Teachers' Union

Chair Yoga and SEL to Educate Hearts and Inspire Minds

Room: Jay

In this interactive session, participants will learn social emotional learning strategies to create a calm classroom. The strategies align with the CASEL standards core competencies of self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. It is difficult for students to learn if their social emotional needs are not met. SEL makes student academic achievement possible after the pandemic learning loss experienced by many students. Participants will also engage in a chair yoga session followed by a brief, relaxing guided meditation. Teacher wellness and self-care strategies also will be discussed.

Presenter: Pia Conte, instructional coach, Posen-Robbins School District (Illinois)

Education for Liberation: The Role of the Racially Conscious Educator in Combating Oppression

Room: Jefferson East

Strong transformational educational leaders understand the historical and contemporary implications of racism and how it continues to shape patterns of access to and quality of education in the U.S. This session explores the substantive dynamics (cultural, historical, organizational, personal, political) of what it means to lead for racial equity in education. Participants will be provided with an opportunity to improve their racial-equity leadership knowledge base and capacity through an examination of

the historical and contemporary vestiges of racism that have shaped our system of education. We will collectively reconcile assumptions and beliefs that inhibit personal growth and development; examine how, at times, innocuous complicity in inequitable systems plays a role in perpetuating inequities in schools; and explore how to apply new understandings to practice as a way to improve educational excellence for all students, particularly students from historically marginalized communities of color.

Presenter: Tracey Benson, racial equity workshop facilitator and coach, Tracey A. Benson Consulting

Everyone Writes in My Classroom—and They Can in Yours!

Room: Lincoln West

Are you eager to find new ways to get every student in your classroom writing? Everyone Writes is a complete writers workshop that allows students to become competent in genre writing. While primarily directed to grade levels 3-5, it can be used for struggling writers in grades 6-8. It adapts interactive writing language strategies employed in primary grades to scaffold intermediate students. It is multisensory and allows students to pace their writing through the use of mnemonics and colored tabs. Students work individually, as part of a whole class, in small groups and with partners.

Presenter: Martine Devine, second-grade literacy teacher, Pittsburgh Public Schools

Help Students Understand and Process Cultural Diversity Through Student Texts

Room: Oaklawn

Not only have our students had to face the hardships of overcoming a worldwide pandemic, they also have been living in a time of cultural unrest. The murder of George Floyd and killing of Daunte Wright took place just miles from our students' homes. Students want and need a safe place to process the trauma. Learn how various student texts can be used to facilitate discussions that give people of color the chance for their voices to be acknowledged and honored. You can provide a safe space for students to reflect and share while still teaching literacy standards. Are your students represented in the texts you share? Educators need to engage students with texts that create social action, and they need to encourage students to think differently as a result of what they read. We can create an environment that provides students the opportunity to shape their own ideas through literacy.

Presenters: Angela Noll, grades 3-5 reading interventionist, North Park School for Innovation, Columbia Heights, Minn.; Peg Nelson, grades 3-5 LEAP teacher, Valley View Elementary, Columbia Heights, Minn.

Inspiring Students in STEM—and Across the Curriculum—Through Hidden Figures

Room: Kalorama

This session will familiarize educators with our most popular free curriculum resource: a curriculum guide for the film *Hidden Figures*, which features eight lesson plans. This session will guide educators to resource techniques in teaching with film while addressing Common Core objectives. Grounded in the triumphant journey of Katherine Johnson, Dorothy Vaughn and Mary Jackson, three black women mathematicians who worked in the NASA space program, participants will explore STEM lessons on gender equity in STEM fields, the math of space travel and physics and computer programming, while also learning about the possibilities of teaching across subjects; this film and resources also offer opportunities for education around the civil rights movement, the Cold War and the space race.

Presenters: Jennifer Fischer, executive director, *Journeys in Film*; Hershawna Frison, director of education, *Journeys in Film*

Instructional Strategies to Actively Engage Even Your Most Reluctant Learners

Room: Monroe

This session is brought to you by the AFT Professional Learning program. How does less off-task behavior sound to you? Attend this session to discover engaging instructional strategies to turn every student in your classroom into an academic performer. All students, even the most reluctant learners, will be engaged when these strategies are utilized. In this session, several strategies will be modeled with opportunities for you to practice engaging your students in the content as well as multiple ways to review the content. You will see how students can be more in charge of their learning and receive feedback more often. Your students will be so engaged and productive, they won't have time to make mischief!

Presenters: Jahnine Blosser, school consultation, teacher on special assignment, mentoring high school teachers, Toledo (Ohio) Public Schools; Amy Leonard, school consultation, teacher on special assignment, mentoring K-6 teachers, Toledo Public Schools

Movie Magic: Using Movies to Teach SEL

Room: Jefferson West

This session will demonstrate how to use movie clips for social and emotional learning. Participants will experience firsthand how movies can work magic in developing relationships and engaging students. Participants will leave

with two complete units to teach *Zootopia* and *Cruella*, as well as tips for creating a movie experience for high-impact SEL.

Presenter: Amber Chandler, grade 8 English language arts teacher, author and union president, Frontier Central School District (New York)

Student-Centered Strategies for Successful Inclusion

Room: Holmead

This session is centered on behavioral strategies that benefit all students with focus on prevention, support and community. If we attend to the social, emotional and sensory needs of students while fostering their independence, we facilitate their belonging to their community and therefore create better, more equitable learning environments for all students. Rooted in the research-based, social emotional foundation that learning takes place when students feel connected to their peers, this interactive session is appropriate for all experience and grade levels. You will leave the session with easy-to-implement strategies. School site teams of paraeducators, teachers and education support professionals are encouraged to attend.

Presenter: Diana Mueller, special education paraprofessional, assistive technology/augmentative communication (elementary and middle school), San Francisco Unified School District

Use It or Block It? Using OpenAI in the Classroom

Room: Lincoln East

The education world is currently abuzz about whether to incorporate OpenAI/ChatGPT (artificial intelligence software) into classrooms. Should we use it as an instructional tool, allow students to use it with parameters, or block it in schools? ISTE (International Society for Technology in Education) standards address digital citizenship skills. Would teaching students how to responsibly use this software as fully aware digital citizens prepare them for the future workforce? Or, knowing students are using this software outside school, should we ignore it? In this session, we will debate the advantages and disadvantages of using artificial intelligence software in the classroom and discuss equity considerations. And finally—if we embrace this new software—how do we use it in the classroom?

Presenters: Peter Guyon, district coordinator of instructional coaches, Cranston (R.I.) Public Schools; Kathleen Torregrossa, district coordinator of professional learning, evaluation and mentor programs, and an instructional coach, Cranston Public Schools

A woman with voluminous curly hair is shown from the waist up, wearing a light green, long-sleeved, button-down top with a tie waist and matching green trousers. She is holding a large, dark blue tote bag with a shoulder strap. The background is a lush green garden with trees and foliage. The word "FEED" is overlaid in the center in a white, distressed, serif font.

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