



20th Curriculum, Research, and Instructional Leaders Meeting
 July 10 to July 13, 2023 – Portland, OR

Agenda

Council of the Great City Schools
 Curriculum, Research, and Instructional Leaders Conference
 July 10-13, 2023 - Portland, OR
Agenda at a Glance

| Time | Monday, July 10 | Tuesday, July 11 | Wednesday, July 12 | Thursday, July 13 | |
|---------------------|--|--|---|---|---------------------|
| 7:00 am | Registration | Breakfast | Breakfast | Breakfast 8:30-9:30 | |
| 8:00 am - 9:00 am | | Panel Speakers: Title: Multiple Perspectives on Literacy & Science of Reading <i>Dr. Carol Lee, Kareem Weaver</i> <i>Dr. Ohkee Lee & Dr. Alfred Tatum</i> | Keynote Speaker: Title: Disrupting Injustice Through Mathematics Teaching that Elevates Students' Brilliance <i>Dr. Deborah Ball</i> | ELs Foundational Literacy Skills 9:00-9:30 | |
| 9:00 am - 10:00 am | | | | Role-Alike Sessions | Role-Alike Sessions |
| 10:00 am - 11:00 am | | Role-Alike Sessions | Role-Alike Sessions | Role-Alike Sessions | Lunch to Go |
| 11:00 am - 12:00 pm | | Role-Alike Sessions | Role-Alike Sessions | Role-Alike Sessions | Lunch to Go |
| 12:00 pm - 1:00 pm | Lunch | Lunch | Lunch | End of Conference | |
| 1:00 pm - 2:00 pm | District Panel: ESSER/ARP Strategies, Investments & Outcomes | Keynote Speaker: Title: We Gon' Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom <i>Dr. Bettina Love</i> | Scholar Panel: Title: Affirming Students of Color Identities for Increased Engagement and Achievement <i>Dr. Wendy Castillo,</i> <i>Dr. Roderick Carey</i> <i>& Dr. Constance Lindsay</i> | | |
| 2:00 pm - 3:00 pm | | Role-Alike Sessions | Sponsored District Presentations and Role-Alike Sessions | | |
| 3:00 pm - 4:00 pm | Role-Alike Sessions | District Presentations | District Presentations and Instructional Materials Reviews | | |
| 4:00 pm - 5:00 pm | | | | | |
| Evening | Onsite Reception (5:30 – 7:00 pm) | Off-site Reception (5:30 – 7:30 pm) | Evening on your own | | |

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| Registration / End | Meals | Joint Session | Role-Alike Meetings | District-Led | Evening | Sponsored Sessions |
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Agenda

| Time | Monday, July 10th |
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| 7:00am-5:00pm | Conference Registration |
| 12:00-1:00pm | Lunch (<u>Culture & Fashion Room</u>) |
| 1:00-2:50pm | <p style="text-align: center;">General Session (<u>Culture & Fashion Room</u>)</p> <p>Panelists from four districts will highlight and detail their approaches to identifying effective ESSER strategies, processes in tracking and evaluating the impact of ESSER funds in addressing unfinished learning, and challenges they experienced along the way.</p> <ul style="list-style-type: none"> ● Harnessing Accountability to Empower Federal Pandemic Recovery Investments, Clark County Public Schools <ul style="list-style-type: none"> ○ <i>Kellie Kowal-Paul, Chief Strategy Officer, Clark County Public Schools</i> ○ <i>Greg Manzi, Assistant Superintendent, Assessment, Accountability, Research, and School Improvement Division, Clark County Public Schools</i> ○ <i>Emily Polich, Director, Accountability, Research, and Data Services Departments, Clark County Public Schools</i> ● ESSER Investments for Improved Student Outcomes, Portland Public Schools <ul style="list-style-type: none"> ○ <i>Dr. Renard Adams, Chief of Research, Assessment and Accountability, Portland Public Schools</i> ○ <i>Dr. Kimberlee Armstrong, Chief Academic Officer, Portland Public Schools</i> ○ <i>Dana Nerenberg, Senior Director of Academic Programs, Portland Public Schools</i> ● Using Evidence to Guide SFUSD’s Learning Recovery Strategies, San Francisco Unified School District <ul style="list-style-type: none"> ○ <i>Q. Tien Le, Ph.D., Senior Data Strategist, Los Angeles Unified School District (Former, Research Staff of SFUSD)</i> ○ <i>Norma Ming, Ph.D., Manager of Research and Evaluation, San Francisco Unified School District</i> ● Strategic Alignment Towards Student Learning: Year 2, St. Paul Public Schools <ul style="list-style-type: none"> ○ <i>Leah Corey, LICSW, Director of Innovation, St. Paul Public Schools</i> ○ <i>Stacey Gray Akyea, PhD, Executive Chief of Equity, Strategy & Innovation, St. Paul Public Schools</i> |
| 2:50-3:00pm | Break |



Agenda

| Time | Monday, July 10th |
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| 3:00-4:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (Culture & Fashion Room) Effective Academic Models Utilizing ESSER Investments This panel features districts with promising academic models and programs that have demonstrated success and impact:</p> <ul style="list-style-type: none"> • Denver Public Schools: High Impact Tutoring & Paraprofessional Pipeline <ul style="list-style-type: none"> ○ <i>Angelin Thompson, Director of Extended Academic Learning</i> • Newark Public Schools: Building Thinking Classrooms, Teacher and Administrator Residencies <ul style="list-style-type: none"> ○ <i>Dr. Mary Ann Rilley, Assistant Superintendent, Office of Teaching and Learning</i> • Guilford County Schools: Learning Hubs <ul style="list-style-type: none"> ○ <i>Jusmar Maness, Chief Academic Officer</i> <p>Research Leaders Role-Alike Session (Gallery Room) Community Building We will kick off our research role-alike sessions with a fun icebreaker designed to connect and build our community of urban district research leaders. After the networking session, we will spend time reflecting on a major problem of practice experienced this school year.</p> <p>Equity Leaders Role-Alike Session (Studio Room) Who we are as a means to what we do! Equity leaders will participate in a community building activity, <i>Circles of my Multicultural Self – an EdChange project by Paul C. Gorki</i>. “The Circles activity engages participants in a process of identifying what they consider to be the most important dimensions of their own identities.” We will then engage in a reflective process to identify the ways of being and doing necessary in the roles of equity leaders.</p> |



Agenda

| Time | Monday, July 10 th |
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| 4:00-5:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session <i>(Culture & Fashion Room)</i></p> <p>Building Connection and Community</p> <p>This session is an opportunity to meet other district leaders in similar roles, to make connections to the work, engage with other colleagues, and build a long-standing network for collegial support. This is an opportunity for developing a community of learners to contribute to the success and retention of district leaders. We will also learn about the CGCS new online community groups and tools to stay engaged. (poll, text for feedback). Topics/themes by roles.</p> <ul style="list-style-type: none">○ <i>Farah Assiraj, CGCS Chief of Teaching and Learning</i>○ <i>Robin Hall, CGCS Chief of Schools</i>○ <i>Denise Walston, Chief of Curriculum</i> <p>Research Leaders Role-Alike Session <i>(Gallery Room)</i></p> <p>User-Centering Evidence for Improvement</p> <p>The ultimate purpose of education data is formative: how do we use it to improve outcomes for students? While there is no easy answer to this question, there are key principles that can increase our odds of success, starting with focusing first and foremost on the needs of the end-users of the data. This interactive session will guide you through a user-centered design exercise designed to help you increase the odds that your work products will be used to improve outcomes for students.</p> <ul style="list-style-type: none">○ <i>Dave Hersh - CEO of Character Lab and Former Director for Proving Ground at the Center for Education Policy Research and Chief of Finance and Analytics for Camden City Schools (CCSD) in New Jersey</i> |



Agenda

| Time | Monday, July 10 th |
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| 4:00-5:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Equity Leaders Role-Alike Session (<i>Studio Room</i>) Dayton Public Schools and the School District of Palm Beach County</p> <p>An Educational Program Dedicated to Marginalized and Minoritized, Intellectual BIPOC students, with Gifted Potential, Dayton Public Schools By utilizing "potential" in gifted education we created a camp targeting students of color, the LIT-E camp (Leaders in Training in Equity) to give these students a summer of high literacy based on the Tatum method as well as an Engineer Design Process. The LIT-E students are given further opportunities during the school year with weekly gifted pull-outs.</p> <ul style="list-style-type: none">● <i>Sharon Goins, Director of Equity</i>● <i>Dr. Leah Williams, Senior Academic Coordinator of Gifted, Accelerated, and Advanced Learners</i> <p><i>Unlocking Brilliance and Joy through Summer Enrichment Programs</i> In this session, we will discuss implementing innovative summer enrichment programs by thinking beyond traditional curriculum and instruction. We will take a close look at how to design programs that use culturally sustaining pedagogy and materials that are still aligned with state standards.</p> <ul style="list-style-type: none">● <i>Brian Knowles, School District of Palm Beach County</i> |
| 5:30-7:00 pm | Welcome Reception at the Nines Hotel |



Agenda

| Time | Tuesday, July 10 th |
|---------------|---|
| 7:00am-5:00pm | Conference Registration |
| 7:00-8:00am | Breakfast (<i>Culture & Fashion Room</i>) |
| 8:00-8:15am | <p>General Session (<i>Culture & Fashion Room</i>)</p> <p>Welcome Remarks</p> <ul style="list-style-type: none"> ○ <i>Dr. Ray Hart, Executive Director of the Council of the Great City Schools</i> ○ <i>Guadalupe Guerrero, Superintendent of Portland Public Schools</i> ○ <i>Jessica Vega Pederson, Chair of Multnomah County</i> |
| 8:15-8:30am | <p>General Session (<i>Culture & Fashion Room</i>)</p> <p>Overview of Student Recovery Data Overall & Trends in Math Performance of Males and Females of Color</p> <p>We will ground the morning’s activities in an understanding of student academic recovery post-COVID, looking at spring 2023 formative assessment results in comparison to pre-COVID as well as recovery patterns from spring 2022 to spring 2023. This presentation will help us understand the progress we’re making in addressing learning gaps resulting from the pandemic. Using NAEP data, this session will also take a specific look at literacy rates of students of color and an effort to understand where we have made improvements and learning gaps between white students persist.</p> <ul style="list-style-type: none"> ○ <i>Akisha Osei Sarfo, CGCS Director of Research</i> ○ <i>Robin Hall, CGCS Chief of Schools</i> |
| 8:30-9:50am | <p>General Session: Scholar Panel (<i>Culture & Fashion Room</i>)</p> <p>Multiple Perspectives on Literacy & Science of Reading</p> <p>Using current literacy data as a backdrop, this plenary session will focus on the State of Literacy in our nation's urban schools through the lens of the current emphasis on the science of reading without compromising regular engagement with rich, culturally relevant, complex text. Our panel of experts will share multiple perspectives on this issue and ways to disrupt systems and structures in literacy instruction, and in public schools at large, that result in persistent low reading achievement for African American and Latinx youth, especially African American males.</p> <ul style="list-style-type: none"> ○ <i>Dr. Carol Lee, Professor at Northwestern University and President, National Academy of Education</i> ○ <i>Dr. Okhee Lee, Professor, New York University and Member of the NGSS Writing and Equity Teams</i> ○ <i>Dr. Alfred Tatum, Professor, Metropolitan State University of Denver & President-Elect, Literacy Research Association</i> ○ <i>Kareem Weaver, Co-Founder and Executive Director of Fulcrum and 2nd Vice President, Oakland NAACP</i> <p><u><i>Discussant: Sharon Goins, Director of Equity, Dayton Public Schools</i></u></p> |
| 9:50-10:00am | Break |



Agenda

| Time | Tuesday, July 10 th |
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| 10:00-11:00am | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (Design 1 Room)</p> <p><u>Equitable MTSS</u> This session will introduce Equitable MTSS and engage participants with assessing Equitable MTSS as a framework and a district strategy by utilizing comprehensive data, levers for district teaming, implementation, and support. Districts will also begin to develop an action plan for Equitable MTSS implementation.</p> <ul style="list-style-type: none">○ <i>Farah Assiraj, CGCS Chief of Teaching and Learning</i> <p>Research Leaders Role-Alike Session (Gallery Room)</p> <p>Identifying Problems of Practice Building on Monday’s problem of practice reflection exercise, this session will dive deep into common problems experienced as research leaders in urban school districts and investigate both internal and external factors that contribute to these problems. This root-cause exercise is designed to gain sound understanding of the problems we face and set research leaders up for our next session where they will find ways to address current and prevent future problems of practice.</p> <p>Chief Academic Officer and Equity Leader Joint Role-Alike Session (Culture & Fashion Room) - Bettina Love Workshop (By Invitation Only)</p> |



Agenda

| Time | Tuesday, July 11 th |
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| 11:00am-12:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (Culture & Fashion Room) A Call to Action: Solutions to Address Black and Latinx Male Achievement in Literacy During this session, our speakers will share their perspectives on opportunities for engaging black male and Latinx students in literacy and learning. There is a lot of discussion about our black male students performing at the lowest achievement levels among all student populations, and in some cases, below students with IEPs! This is a unique opportunity to hear black men—respected experts in literacy—share how to engage and educate our black and Latinx male youth in authentic and affirming ways. This is also an opportunity for districts to engage in discussion about solutions to this issue that could be applied in their district contexts.</p> <ul style="list-style-type: none">○ <i>Brian Knowles, Manager, Office of African, African American, Latino, Holocaust, and Gender Studies at The School District of Palm Beach County</i>○ <i>Dr. Alfred Tatum, Professor, Metropolitan State University of Denver and President-Elect, Literacy Research Association</i>○ <i>Dr. Roderick Carey, Assistant Professor, University of Delaware and Founder of Black Boy Mattering Project</i> <p>Research Leaders Role-Alike Session (Gallery Room) Action Planning Problems of Practice How do we address and find solutions to common problems of practice experienced working as research leaders in urban school districts? During this session, small groups of research leaders will identify strategies for addressing the problem of practice they identified in the previous session. They will go on to set visions, and goals, and develop an initial action plan for the work.</p> <p>Equity Leaders Role-Alike Session (Studio Room) We Survive! Equity leaders will debrief Dr. Love’s session and discuss implications for our leadership.</p> |
| 12:00-1:00pm | <p style="text-align: center;">Lunch <i>Equity Leader Award Sponsored by Amplify</i></p> |



Agenda

| Time | Tuesday, July 11 th |
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| 1:00-2:00pm | <p style="text-align: center;">General Session: Keynote Address</p> <p>We Gon’ Be Alright, But That Ain’t Alright: Abolitionist Teaching and the Pursuit of Educational Freedom <i>(Culture & Fashion Room)</i></p> <p>Dr. Love’s talk will discuss the struggles and the possibilities of committing ourselves to an abolitionist goal of educational freedom, as opposed to reform, and moving beyond what she calls the educational survival complex. Abolitionist Teaching is built on the creativity, imagination, boldness, ingenuity, and rebellious spirit and methods of abolitionists to demand and fight for an educational system where all students are thriving, not simply surviving.</p> <ul style="list-style-type: none"> ○ <i>Dr. Bettina Love, Author and William F. Russell Professor at Teachers College, Columbia University</i> |
| 2:00-3:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session <i>(Culture & Fashion Room)</i></p> <p>Unveiling the Supporting Excellence: A Framework for Developing, Implementing, and Sustaining a High-Quality District Curriculum (2nd edition)</p> <p>CGCS academic team is proud to release the 2nd edition of the Supporting Excellence Curriculum Framework. During this session, we will discuss the conditions that led to the need for expanding the key features of a high-quality curriculum that attends to addressing unfinished learning, social-emotional learning, and culturally responsive pedagogy. We will also discuss how this framework addresses the importance of building on student assets rather than deficit-driven instruction and intervention. Participants will select a key feature to examine a sample of their curriculum guidance. The group will reflect on their findings and provide feedback on the utility of the Framework.</p> <ul style="list-style-type: none"> ○ <i>Farah Assiraj, CGCS Chief of Teaching and Learning</i> ○ <i>Robin Hall, CGCS Chief of Schools</i> ○ <i>Denise Walston, Chief of Curriculum</i> <p>Research Leaders Role-Alike Session <i>(Gallery Room)</i></p> <p>Effective Strategies for Embedding and Leveraging Data Across the System</p> <p>Is data in your district accessible, understandable, and usable at all levels of your education system? How do you various users utilize data in their decision making? During this session, we will highlight and focus on the most effective strategies for embedding and leveraging data and research use at all levels of your system in order to help guide improvements.</p> <p>Equity Leaders Role-Alike Session <i>(Studio Room)</i></p> <p>Resisting the Shiny New Object!</p> <p>Equity leaders will engage in a discussion using adaptive leadership’s “getting on the balcony” frame to guide our thinking about how to provide recommendations for our districts when new terms (i.e. BIPOC, JEDI, LGBTQIA+2S) are introduced.</p> |



Agenda

| Time | Tuesday, July 11 th |
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| 3:00-4:00pm | <p style="text-align: center;">District Presentations</p> <p>1) Supporting Culturally Responsive Literacy Instruction through Text Selection, Analysis and Use (<u>Culture & Fashion Room</u>) Each and every student deserves equitable access and opportunity to develop their academic, linguistic, and cultural identities through grade-level, joyful, linguistically sustaining, and culturally responsive-sustaining learning experiences with texts. In this session, you’ll get a chance to use and interact with tools and resources designed for and with educators to support this work. Join us to learn how the School District of Philadelphia has made complex, relevant text selection and use a staple of their literacy curriculum, and about the ongoing needs supporting educators to do this work.</p> <ul style="list-style-type: none"> ○ <i>Dr. Nyshawana Francis-Thompson, Chief of Curriculum and Instruction, The School District of Philadelphia</i> ○ <i>Carey Swanson, English Language Arts and Literacy Designer, Student Achievement Partners</i> <p>2) Beyond Fish-Fixing: Developing an Equity-Centered MTSS Framework (<u>Studio Room</u>) Learners will internalize and think through why MTSS matters and why we need to redesign MTSS to eliminate achievement gaps that disproportionately impact Black, Latin@, Indigenous students of color, other minoritized students of color, English language learners, other abled students and students and caregivers who identify as LGBTQIA+. Recognizing the gap in guidance around intentional design of an equity-centered MTSS framework, our team have developed a theory of change to drive the implementation of an equitable MTSS in Guilford County Schools.</p> <ul style="list-style-type: none"> ○ <i>Jasmine Getrouw-Moore, Executive Director of Diversity, Equity & Inclusion, Guilford County Schools</i> ○ <i>Olivia Jolliff, Director of MTSS, Guilford County Schools</i> <p>3) Aligning Educational Practices to our Mission & Vision of Education (<u>Design 1 Room</u>) In response to academic learning loss associated with COVID-19 and the shift to new instructional standards & instructional materials for both K-12 Mathematics & English Language Arts, a District-wide initiative was formed to increase student achievement and support teachers in re-centering high-quality instruction amidst a landscape of change. Join leaders from the School District of Palm Beach County as we introduce you to our Instructional Walkthrough Tool, dig deep into the planning and implementation phases of the rollout, and share the lessons learned throughout the process that are impacting teaching and learning across our district.</p> <ul style="list-style-type: none"> ○ <i>Dr. Eva Cwynar, Director of Secondary Education, The School District of Palm Beach County</i> ○ <i>Dr. Glenda Sheffield, Chief Academic Officer, The School District of Palm Beach County</i> |



Agenda

| Time | Tuesday, July 11 th |
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| 3:00-4:00pm | <p style="text-align: center;">District Presentations (Continued)</p> <p>4) Scheduling For Success: How Portland Public Schools Prioritizes Equity (<u>Barrel Room</u>) At Portland Public Schools, we're all about equity and social justice - and that means taking action to improve outcomes for Black, Native, and students of color. During the pandemic, we knew these students were at risk of falling behind, so we got strategic. We used data analytics to understand the implications of different scheduling models on student outcomes, and then made some bold moves to not just mitigate risk, but actually improve access to rigorous course pathways for all students. In this high-energy presentation, we'll share the decisions we made and the results we saw. Attendees will leave with practical insights on how to use scheduling as a lever for equitable and excellent education, pandemic or no pandemic!</p> <p><i>a. Margaret Calvert, Assistant Superintendent of Secondary Schools, Portland Public Schools</i></p> <p>5) Seeing the System Within the System: Conducting an Equity-Focused Systems Diagnostic (<u>Gallery Room</u>) Have you done a system check-up? Just like a physical exam is needed to diagnose where an issue lies within the body, district leaders must also perform assessments of their organization's systems and structures to effectively address barriers to equity and their root causes. System leaders play the most crucial role in identifying and addressing inequities in school systems, and leaders who organize their teams around this goal can strengthen their critical lens for seeing the inequities that exist within their organizations. This session will introduce leaders to the Teacher Impact Collaborative's Systems Diagnostic Tool (SDT), which is designed to support leaders in effectively diagnosing and shifting their systems toward equitable and transformative change. Leaders will learn practical applications of the tool and how to best leverage it as a starting point for their equity-focused change initiatives.</p> <p><i>a. Tauheedah Baker-Jones, Chief Equity & Social Justice Officer, Atlanta Public Schools</i></p> <p>6) A System's Approach to Leading Literacy (<u>Design 2 Room</u>) The teaching of reading is rocket science! With 90% of the brain being developed before age 5, it is critical that school districts address literacy using a systematic approach based on high impact strategies that yield radical results. Columbus City Schools built this approach based on the premise that school, family and community must work in tandem to improve literacy acquisition for all children. Using high impact strategies have yielded radical results such as an increase in reading proficiency over the summer, double-digit gains by the middle of the year for English Language Learners, significant increases in literacy performance in K-3, and highly ranked performing early childhood programs.</p> <p><i>a. Kelly Rivers, Executive Director of Literacy and Specialized Programming, Columbus City Schools</i></p> |



Agenda

| Time | Tuesday, July 11 th |
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| 4:00-5:00pm | <p style="text-align: center;">District Presentations</p> <ol style="list-style-type: none">1) District Panel on Early Literacy (<u>Culture & Fashion Room</u>)<ul style="list-style-type: none">○ Bringing the Science of Reading to Life in Portland Public Schools<ul style="list-style-type: none">- <i>Dr. Emily Glasgow, Senior Director PK-5 Academics, Portland Public Schools</i>- <i>Melissa Schachner, Director K-5 ELA and Social Studies, Portland Public Schools</i>○ Evaluating the Impact of the ESSER-Funded Acceleration and Engagement Program on Students' Academic Achievement and Attendance<ul style="list-style-type: none">- <i>Russell Brown, PhD, Chief Performance/Strategies, Columbus City Schools</i>- <i>Rosalind Ray, PhD, Research Assistant, Columbus City Schools</i> 2) School-Tutoring Partnership to accelerate learning and address unfinished learning (<u>Gallery Room</u>)<p>During this session, we will share the work that we have done in Guilford County Schools through strong partnerships and relationships with our District's tutoring office and schools to create systems of collaboration, data review and instructional planning to address learning loss and accelerate learning for our students in both ELA and Math. The session will provide an overview of tutor training around High Quality Instructional Materials, instructional supports and legal. In addition, participants will learn about expectations around planning, data review, collaboration and session delivery structure, as well as criteria for students' selection for tutoring supports.</p><ul style="list-style-type: none">○ <i>Kara Hamilton, Director of Tutoring, Guilford County Schools</i>○ <i>Jusmar Maness, Chief Academic Officer, Guilford County Schools</i> 3) Word is Bond: Utilizing Rap as culturally and historically responsive text (<u>Studio Room</u>)<p>This session will help participants develop an understanding of utilizing Hip-hop as a strategy to engage students and foster academic achievement. Participants will be given a demonstration on how to utilize rap lyrics as literature and informational text. The overarching objective of this workshop is to promote the implementation of culturally relevant pedagogy and curriculum that is centering and affirming for some historically marginalized students.</p><ul style="list-style-type: none">○ <i>Brian Knowles, Manager of African and African American Studies, Palm Beach County School District</i> |




Agenda

| Time | Tuesday, July 11th |
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| 4:00-5:00pm | <p style="text-align: center;">District Presentations (Continued)</p> <p>4) Guardians of Equity: An Inclusion Model for Educational Justice (<i>Design 1 Room</i>) This session will focus on the implementation of the Guardians of Equity instructional support model within the Buffalo Public Schools, which serves to provide leadership in the dismantling of educational inequities and academic achievement. Participants in this session will leave with an understanding of how the Guardians of Equity initiative serves as an inclusion model for educational justice, systemically moves the work of culturally and linguistically responsive pedagogy and anti-racist educational practices forward, ensures fidelity to state and district-wide equity initiatives, and empowers teacher leaders to engage in courageous conversations, elevate student voice, and speak out on issues of social justice. As liaisons between the Office of Culturally and Linguistically Responsive Initiatives (CLRI) and their individual school buildings, Guardians of Equity collaboratively lead their CLRI Action Team, chair diversity events, and provide individual teacher-coaching sessions focused on the development of the cultural competencies necessary to authentically value, affirm, and foster joy in students from culturally and linguistically diverse backgrounds.</p> <ul style="list-style-type: none">○ <i>Kristan Mackiewicz, Supervisor of Culturally and Linguistically Responsive Initiatives, Buffalo Public Schools</i>○ <i>Dr. Fatima Morrell, Chief of Culturally and Linguistically Responsive Initiatives, Buffalo Public Schools</i> <p>5) LAUSD’s Journey Towards Expanding Inclusive Practices (<i>Design 2 Room</i>) Los Angeles Unified School District has been working to increase inclusive practices for students with disabilities for many years. Over the course of the last four years there has been an acceleration of our efforts. We will present on the work our District has done to increase the time our students spend in the Least Restrictive Environment (LRE) and will share successes, challenges and lessons learned. We will conclude with our plans for next steps to meet our goal to have 80% of students with disabilities spending 80% or more of their day with their general education peers by 2026.</p> <ul style="list-style-type: none">○ <i>Anthony Aguilar, Chief of Special Education, Equity and Specialized Programs, Los Angeles Unified School District</i>○ <i>Alesha Haase, Administrator of Instruction, Los Angeles Unified School District</i>○ <i>Lela Rondeau, Administrative Coordinator, Los Angeles Unified School District</i> |



Agenda

| Time | Tuesday, July 11th |
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| 4:00-5:00pm | <p style="text-align: center;">District Presentations (Continued)</p> <p>6) Adoptions as a Lever for Equity for Multilingual Learners: Lessons from Portland Public Schools (<i>Barrel Room</i>) Portland Public Schools seeks to share best practices to center the needs of multilingual learners in adoption processes. In this session, participants will walk through a case study that outlines lessons learned and strategic decision-making to bring to life Portland’s instructional framework, whose intended goal was to eliminate achievement gaps specifically for multilingual learners. The case study highlights how Portland was able to build a common language around integrated ELD, train reviewers to understand the strengths and opportunities of the current ELA curriculum, evaluate current ELA materials, and make recommendations for implementation and support for integrated ELD. Portland will share lessons learned in the process.</p> <ul style="list-style-type: none">○ <i>Alayna Papaiacovou, Program Administrator, K-5 ELD, Portland Public Schools</i> |
| 5:30-7:30pm | <p style="text-align: center;">Reception at the Portland Art Museum</p>  A photograph of the Portland Art Museum building at night, illuminated by warm lights. The building is a large, multi-story structure with a prominent entrance and a modern architectural style. The sky is dark blue, and the foreground shows some steps and landscaping. |



Agenda

| Time | Wednesday, July 12 th |
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| 7:00-8:00am | Breakfast |
| 8:00-8:30am | <p data-bbox="869 370 1503 402" style="text-align: center;"><i>General Session (Culture & Fashion Room)</i></p> <p data-bbox="369 456 1793 483">A Look at Trends in Math Performance of Males and Females of Color & Math NAEP Item Response Analysis</p> <p data-bbox="369 493 1990 638">Early COVID research predicted that the largest learning declines would be in math. Using NAEP data, this session will start by examining math proficiency rates of students of color to understand where we have made improvements and learning gaps between white students persist. We will then dive deep into NAEP math item responses, examining response patterns and uncovering how and why different student groups may respond differently to constructed math assessment items.</p> <ul data-bbox="422 651 1041 753" style="list-style-type: none">○ <i>Akisha Osei Sarfo, CGCS Director of Research</i>○ <i>Brian Garcia, CGCS Research Manager</i>○ <i>Denise Walston, CGCS Chief of Curriculum</i> |
| 8:30-9:50am | <p data-bbox="732 805 1640 837" style="text-align: center;"><i>General Session: Keynote Address (Culture & Fashion Room)</i></p> <p data-bbox="369 873 1493 901">Disrupting Injustice Through Mathematics Teaching that Elevates Students' Brilliance</p> <p data-bbox="369 911 1982 1287">Teaching effectively depends on building on students' strengths and using what they already know and can do to support their development. However, teachers can miss what students bring, especially given that they are inherently working across differences of race, culture, language, age, gender identity, and national origin. In fact, practices that permeate mathematics classrooms have persistently contributed to the reproduction of patterns of racism and oppression. We will ground our explorations in the context of elementary mathematics teaching, but implications for other grades and subjects will be highlighted as well. This talk will examine both the powerful role that teaching has played in reproducing injustice and how teaching can serve to be a powerful lever for advancing a just society. Connections will be drawn between macro-level historical, sociopolitical, and societal systems and micro-level practices that comprise the everyday work of teaching. We will analyze the discretionary spaces inherent in practice and will explore how these can be used to disrupt patterns of inequity and marginalization to elevate students' brilliance.</p> <ul data-bbox="422 1300 1927 1365" style="list-style-type: none">○ <i>Dr. Deborah Ball, William H. Payne Collegiate Professor of Education at the University of Michigan and Director of TeachingWorks</i> |
| 9:50-10:00am | Break |



Agenda

| Time | Wednesday, July 12 th |
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| 10:00-11:00am | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session <i>(Culture & Fashion Room)</i></p> <p>Equitable Math & ELA - Equitable x Essential Learning: An Instructional Practice Framework for ALL children</p> <p>This session will focus on the underpinnings of a resource Student Achievement Partners has developed to support this work, rooted in four categories for high-quality instruction: grade-level, joyful, linguistically sustaining and culturally responsive-sustaining. Participants will engage with a pre-publication version of this new framework, reflect on the strengths and needs in your system, and engage collaboratively with colleagues across similar roles to envision what equitable and essential instruction can look like in our schools.</p> <ul style="list-style-type: none"> ○ <i>Silvestre Arcos, Designer, Student Achievement Partners</i> ○ <i>Dr. Deborah Loewenberg Ball, William H. Payne Collegiate Professor of Education, University of Michigan</i> ○ <i>Jennie Beltramini, Mathematics Designer, Student Achievement Partners</i> ○ <i>Carey Swanson, English Language Arts and Literacy Designer, Student Achievement Partners</i> <p>Research Leader Role-Alike Session <i>(Gallery Room)</i></p> <p>Rethinking Data: A QuantCrit Primer to Interrogating Quantitative Methods</p> <p>"QuantCrit" is a rapidly developing approach that seeks to challenge and improve the use of statistical data in social research by applying a more racial lens. This presentation is intended to provide an introduction along with concrete strategies using QuantCrit tenants. Attendees will leave with concrete strategies for more critical quantitative research. They will explore a range of questions that prompt users to be engaged critics and learn how to question how the material was produced, analyzed, and presented. Join us as we learn more about how to apply this new way of approaching quantitative research in both collaborative and non-collaborative endeavors.</p> <ul style="list-style-type: none"> ○ <i>Wendy Castillo, Lecturer, School of Public and International Affairs, Princeton University and Former Senior Director of Equity, Data & Impact at the National Urban League</i> <p>Equity Leader Role-Alike Session <i>(Studio Room)</i></p> <p>Leading for Equity in Real Time</p> <p>The job of the equity leader is becoming more complex and nuanced every day. This session is designed to be a space curated to respond to real-time challenges. In a consultancy model, equity leaders will present a problem of practice to colleagues where we will each have the opportunity to benefit from our collective knowledge, skill, and experience</p> <ul style="list-style-type: none"> ○ <i>Dr. Tracey L. Durant, Executive Director, Equity, Baltimore City Public Schools</i> |



Agenda

| Time | Wednesday, July 12 th |
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| 11:00-12:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (<u>Culture & Fashion Room</u>) Equitable Math & ELA (continued)</p> <p>This session will continue focusing on the underpinnings of a resource Student Achievement Partners has developed to support this work, rooted in four categories for high-quality instruction: grade-level, joyful, linguistically sustaining and culturally responsive-sustaining in mathematics and English Language Arts & Literacy. Participants will engage with a pre-publication version of this new framework, reflect on the strengths and needs in your system, and engage collaboratively with colleagues across similar roles to envision what equitable and essential instruction can look like in our schools. Dr. Ball will expand upon the use of the Framework and how it can support the work of dismantling inequities in mathematics.</p> <ul style="list-style-type: none">○ <i>Silvestre Arcos, Designer, Student Achievement Partners</i>○ <i>Dr. Deborah Loewenberg Ball, William H. Payne Collegiate Professor of Education, University of Michigan</i>○ <i>Jennie Beltramini, Mathematics Designer, Student Achievement Partners</i>○ <i>Carey Swanson, English Language Arts and Literacy Designer, Student Achievement Partners</i> <p>Research Leader Role-Alike Session (<u>Gallery Room</u>) School Boards & Strategic Planning</p> <p>When school boards and school administrations are aligned, even the greatest challenges can be overcome. When the board is scattered and alignment is impossible, even the most mundane tasks become overwhelming. Join us for a discussion about the board's role (and non-roles) in strategic planning, how senior staff can create the context for alignment, and how they can work collaboratively to communicate and pursue alignment with staff and community. This session will conclude by discussing the role research directors play in setting and monitoring strategic plan goals and guardrails.</p> <ul style="list-style-type: none">○ <i>AJ Crabill, Director of Governance, Council of the Great City Schools</i> <p>Equity Leader Role-Alike Session (<u>Studio Room</u>) Leading for Equity in Real Time (Continued)</p> <p>The job of the equity leader is becoming more complex and nuanced every day. This session is designed to be a space curated to respond to real-time challenges. In a consultancy model, equity leaders will present a problem of practice to colleagues where we will each have the opportunity to benefit from our collective knowledge, skill, and experience.</p> <ul style="list-style-type: none">○ <i>Dr. Tracey L. Durant, Executive Director, Equity, Baltimore City Public Schools</i> |



Agenda

| Time | Wednesday, July 12 th |
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| 12:00-1:00pm | <p>Lunch (<i>Culture & Fashion Room</i>) Curriculum Award Sponsored by Curriculum Associates Research Team Award Sponsored by NWEA</p> |
| 1:00-2:00pm | <p>General Session (<i>Culture & Fashion Room</i>)</p> <p>Scholar Panel: Affirming Students of Color Identities for Increased Engagement and Achievement This panel presentation and discussion will focus on elevating research on identities of students of color and educators of colors to affirm assets and experiences for the purposes of increasing student engagement and learning yielding to higher achievement.</p> <ul style="list-style-type: none"> ○ <i>Dr. Roderick Carey, Assistant Professor, University of Delaware and Founder of Black Boy Mattering Project</i> ○ <i>Dr. Wendy Castillo, Lecturer, Princeton University</i> ○ <i>Dr. Constance Lindsay, Assistant Professor, University of North Carolina</i> |
| 2:00-3:00pm | <p>Sponsored District Presentations</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session</p> <p>Sponsored District Presentations and Instructional Material Reviews</p> <p>1) Chicago Public Schools' Voluntary Custom Curriculum - Used in 83% of Schools and Growing! (<i>Design 1 Room</i>) <u>Sponsored by:</u> <i>Public Consulting Group (PCG)</i> Thorstenson will share her district's approaches and early success stories with customized curricula, along with lessons learned along the way that might help other districts that choose to follow their path.</p> <ul style="list-style-type: none"> ○ <i>Kara Thorstenson, Director of Digital Learning and Libraries, Chicago Public Schools</i> <p>2) Unprecedented Results: Harlingen CISD's Story of Transformation (<i>Design 2 Room</i>) <u>Sponsored by:</u> <i>Age of Learning</i> Carmen Alvarez, the Director of Primary Literacy and Early Childhood Director at Harlingen Consolidated Independent School District in Harlingen (HCISD), a Title I district on the U.S. Mexico border, shares the storied transformation in pre-kindergarten and kindergarten classrooms using digital math and reading solutions. Given the crucial role of early mathematics skills and knowledge in later academic success, the early childhood education administrators in Harlingen specifically sought resources that could equitably strengthen the foundational knowledge of their young learners.</p> <ul style="list-style-type: none"> ○ <i>Carmen Alvarez, Director of Primary Literacy and Early Childhood Director, Harlingen Consolidated Independent School District (HCISD)</i> |



Agenda

| Time | Wednesday, July 12 th |
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| 2:00-3:00pm | <p style="text-align: center;">Sponsored District Presentations (Continued)</p> <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session</p> <p>Sponsored District Presentations and Instructional Material Reviews</p> <p>3) Using the Science of Reading for District Wide Achievement in Turnaround Schools (<i>Studio Room</i>) <u>Sponsored by: Just Right Reader</u> Join Cliff Jones, Chief Academic Officer at Fulton County Public Schools in Georgia, to learn how they used Science of Reading Instruction research to create a plan to raise student reading scores across their transformational schools. Cliff will share Fulton’s structures, resources, focused strategy, and school anecdotes to highlight their success.</p> <ul style="list-style-type: none">○ <i>Cliff Jones, Chief Academic Officer, Fulton County Schools</i> <p>4) Literacy to Accelerate Learning (<i>Gallery Room</i>) <u>Sponsored by: ThinkCERCA</u> Learn how Dr. Nate Meyer, Assistant Superintendent of Jefferson County Public Schools, has aligned district and school leaders around literacy to accelerate learning outcomes for students. Facilitators will share: 1) Large Scale Implementation Best Practices for Leadership & Professional Learning; 2) Data Measures for Accountability & Usage; and 3) Preliminary Impact Results</p> <ul style="list-style-type: none">○ <i>Dr. Nate Meyer, Assistant Superintendent Accelerated Improvement Schools, Jefferson County Public Schools</i> |



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| Time | Wednesday, July 12 th |
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| 2:00-3:00pm | <p style="text-align: center;">Role-Alike Sessions</p> <p>Joint Research Leader Role-Alike Session, Equity Leader Role-Alike Session (<i>Culture & Fashion Room</i>)</p> <p>Effectively Measuring Equity and Equity Frameworks</p> <p>Scratching the Surface: Measuring Equity Commitments in Atlanta Public Schools We all know the game-changing power of a great education. Atlanta Public Schools (APS) is intentionally focused on removing barriers and increasing access to high-quality learning experiences that prepare all students we serve for college, career, and life. This session will introduce OTIS – the Opportunity, Tangible, Intangible, & System Equity Index – which is a new data dashboard and set of resources developed to help APS measure progress on fulfilling its strategic commitments toward advancing educational equity. Participants will explore the design, discuss emerging practices in measuring equity, and share insights that will inspire how these data can be successfully integrated into school-level and systemwide planning processes.</p> <ul style="list-style-type: none"> ○ <i>Ketisha Kinnebrew, Program Director-Equity Strategy, Atlanta Public Schools</i> ○ <i>Monique O’Bryant, Director of Research and Evaluation, Atlanta Public Schools</i> <p>Portland Public Schools Forward Together: Professional Learning, Community Partnerships and Data Informed Racial Equity Strategies As part of our commitment to racial justice, Portland Public School’s Office of Racial, Equity, and Social Justice is leading two district wide RESJ strategies 1) RESJ Professional Learning and 2) RESJ Community Partnerships. This session will focus on measuring learning and collective impact under these two equity-focused frameworks. This session will describe our processes, partnerships and data analysis and include lessons learned from our work.</p> <ul style="list-style-type: none"> ○ <i>Elizabeth Gilkey, Research and Evaluation Manager, Portland Public Schools</i> ○ <i>Dani Ledezma, Senior Advisor for Racial Equity and Social Justice, Portland Public Schools</i> |



Agenda

| Time | Wednesday, July 12 th |
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| 3:00-4:00pm | <p style="text-align: center;">District Presentations & Instructional Materials Review</p> <ol style="list-style-type: none"><li data-bbox="420 365 2003 511"><p>1) Imagine Learning - Instructional Materials Review and Feedback (<u><i>Design 1 Room</i></u>) This session focuses on Imagine Learning’s new core social studies curriculum. Participants will be asked to review materials and provide feedback. All information and materials shared in this session are confidential. Please come prepared with a laptop or tablet to review the program online.</p><li data-bbox="420 560 2003 706"><p>2) Amplify Core - Instructional Materials Review and Feedback (<u><i>Design 2 Room</i></u>) This session focuses on the writing component of Core Knowledge Language Arts K-5. Participants will be asked to review some lessons and provide constructive feedback about the writing instruction. All information and materials shared in this session are confidential.</p><li data-bbox="420 738 2003 1079"><p>3) Math Milestones: The Math of your Grade on a Single Page (<u><i>Studio Room</i></u>) Participants will learn how they can use Math Milestones (MM) to support teachers to enable an asset-based approach to designing mathematics instruction. Taking an asset-based approach involves starting with the ideas, knowledge, and experience students bring into the classroom. MM represents each grade’s important mathematics through approximately a dozen tasks; and when teachers plan with and facilitate these tasks, they not only deepen their understanding of the grade-level mathematics but also consider how students may think through the tasks and how they can see and position students as critical thinkers and doers of mathematics.</p><ul style="list-style-type: none"><li data-bbox="514 1015 1596 1047">○ <i>Beth Joswick, Instructional Coordinator, Elementary Math, Aurora Public Schools</i><li data-bbox="514 1047 1344 1079">○ <i>Jun Li, Mathematics Designer, Student Achievement Partners</i><li data-bbox="420 1112 2003 1485"><p>4) From FAM-S to NCStar: Creating Meaningful School Improvement Plans (<u><i>Culture & Fashion Room</i></u>) Integration of FAM-S into the school improvement planning process has bolstered commitment to NC MTSS as our framework for district and school improvement and transformed implementation of NC MTSS in GCS. This session will model meaningful connections between FAM-S and school improvement planning. Participants will have opportunities to engage in an authentic example of how to link FAM-S data to impactful school improvement activities. This session will also highlight the perspectives of high school supervisors in GCS who are supporting school leadership teams in this work. Participants will leave with a template presentation to use with school and district leaders to support school improvement planning with FAM-S.</p><ul style="list-style-type: none"><li data-bbox="514 1421 1260 1453">○ <i>Olivia Joliff, Director of MTSS, Guilford County Schools</i><li data-bbox="514 1453 1386 1485">○ <i>Jusmar Maness, Chief Academic Officer, Guilford County Schools</i> |



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| Time | Wednesday, July 12 th |
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| 3:00-4:00pm | <p style="text-align: center;">District Presentations & Instructional Materials Review</p> <p>5) Professional Learning Partnerships: Aligning School and District Efforts to Cultivate Instructional Leaders (<u>Gallery Room</u>)</p> <p>A pillar of meaningful and relevant professional learning is facilitator credibility and knowledge. As our district looked to expand our pipeline of instructional leaders, we recognized an opportunity to establish strong partnerships between central office administrators and school-based administrators so that professional learning facilitation was taking into account the roles and knowledge of a broad purview of leadership. This partnership has allowed our district professional learning opportunities to expand in scope, differentiate based on lens, and align to establish a stronger pipeline of instructional leaders, whether their role is an instructional coach or a principal supervisor. Learn how we were able to synchronize efforts, synthesize knowledge, and increase opportunities for growth and development through a continuous improvement lens as part of our professional learning collection.</p> <ul style="list-style-type: none">○ <i>Betsy Leis, Director, Professional Learning Department</i>○ <i>Kathryn Murrow, Senior Administrator, Professional Learning Department</i> <p>6) Building a Sustainable Program to Support New Special Education Teacher Retention (<u>Barrel Room</u>)</p> <p>Guilford County Schools has taken specific steps to implement a new Special Education Teacher training program for newly licensed and alternatively licensed special education teachers. Historically, GCS special education teachers were included in the district orientation process, but only received one hour of training on specific IDEA requirements. In 2020, the district took on a specialized preparation program for special education teachers. Participants in this session will learn how the training has developed over the past three years; how the district works collaboratively across divisions and departments to build teacher capacity through a systematic structure of support; how High Leverage Practices (HLP's) are embedded into professional development sessions; and the special education teacher Professional Learning Pathways that are being developed to provide both targeted and differentiated support for each teacher's continued growth.</p> <ul style="list-style-type: none">○ <i>Dr. Kathryn Pritchard, Director of EC Professional Learning, Guilford Public Schools</i> |



Agenda

| Time | Wednesday, July 12 th |
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| 4:00-5:00pm | <p style="text-align: center;">District Presentations & Instructional Materials Review</p> <p>1) District Panel on Effective Data and Evaluation (<i>Culture & Fashion Room</i>)</p> <ul style="list-style-type: none">• Orange County Public Schools - Utilizing Data Visualization Tools in Conjunction with a District-wide Evaluation Model to Foster Continuous Improvement<ul style="list-style-type: none">○ Betsy Leis, Director, Professional Learning Department, Orange County Public Schools○ Kathryn Murrow, Senior Administrator, Professional Learning Department, Orange County Public Schools○ Cy Yates, Business Analyst, Professional Learning Department, Orange County Public Schools• Guilford County Public Schools - Data Collaboration through Cross-Department partnership for Principals Meetings<ul style="list-style-type: none">○ <i>Jusmar Maness, Chief Academic Officer, Guilford County Schools</i>○ <i>Dr. Sonya Stephens, Chief Performance Officer</i>• Clark County School District - Increasing the Accessibility and Utility of Education Data<ul style="list-style-type: none">○ <i>Greg Manzi, Assistant Superintendent, Clark County School District</i>○ <i>Emily Polich, Director, Clark County School District</i> <p>2) Age of Learning – Instructional Materials Review and Feedback (<i>Design 2 Room</i>) This session focuses on Age of Learning instructional material. Participants will be asked to review materials and provide feedback. All information and materials shared in this session are confidential.</p> <p>3) Changing our STEM Landscape (<i>Design 1 Room</i>) According to the National Science Foundation, the STEM workforce is 89% white and 72% male. The real world is a diverse place and if teams are composed of people who all look the same and come from similar backgrounds, then they will most likely build a product that is targeted for people who look like themselves. To combat these impacts, the School District of Palm Beach County has developed the experiential STEM Learning Initiative to create a more equitable learning environment in our schools and tip the scales in favor of underrepresented groups filling our local STEM jobs. Through the development of a STEM speaker series, access to hands-on experiential STEM tools and equipment, immersive field trips and field experiences, and the development of STEM competition pathways, Palm Beach County will pave the way for a more diverse workforce represented by local graduates that have the skills and experiences to ensure success in a competitive market. Join leaders from the School District of Palm Beach County as we share how we are using ARP investments to change our STEM learning landscape.</p> <ul style="list-style-type: none">○ <i>Dr. Eva Cwynar, Director of Secondary Education, The School District of Palm Beach County</i>○ <i>Robin O'Brien, Manager, K-12 Math, Science & STEM, SDPBC, The School District of Palm Beach County</i> |



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| Time | Wednesday, July 12 th |
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| 4:00-5:00pm | <p style="text-align: center;">District Presentations & Instructional Materials Review (Continued)</p> <p>4) Creating Sustainable and Responsive Implementation Plans for Middle School Math High-Quality Instructional Materials (<u>Studio Room</u>) This session will provide an overview of how Guilford County Schools leveraged partnerships to create a sustainable long-term implementation plan for continuous improvement in middle school mathematics. We will discuss how we collaborate across departments at the district and school level to support schools in building capacity for instructional leadership. Examples of support include a regular cycle of learning walkthrough observations, identification, and analysis of integrity/fidelity indicators, co-creating school-level action step plans, and continuously progress monitoring implementation plans at the school and district level to inform future professional learning. We invite participants to learn about our implementation story and results as well as discuss successes and challenges in their own districts and contexts.</p> <ul style="list-style-type: none"> ○ <i>Emily Hare, Director of K-12 Mathematics, Guilford County Schools</i> <p>5) Getting to Scale: Building Mathematical Knowledge through Teacher and Administrator Residencies (<u>Barrel Room</u>) In this presentation, participants will learn how a district increased mathematical problem-solving among students and deepened teachers’ and administrators’ content, pedagogical, and leadership knowledge through a paid 10-week, K-12 teacher residency and a 3-week administrator residency designed to introduce all to the Building Thinking Classrooms in Mathematics (Liljedahl, 2021) practices. Through case study methodology, participants will examine and learn from residency artifacts (student, teacher, and administrator work, interviews, and curriculum products) and preview the next steps in an effort to bring these practices to scale.</p> <ul style="list-style-type: none"> ○ <i>Amanda Grossi, Director of Mathematics, Newark Public Schools</i> ○ <i>Dr. MaryAnn Reilly, Assistant Superintendent of Teaching and Learning, Newark Public Schools</i> <p>6) Supporting District Leaders in Making Data Informed & Equity Guided Decisions: The Atlanta Public School's Equity Impact Assessment (<u>Gallery Room</u>) In this session, we will introduce participants to the Atlanta Public School's Equity Impact Assessment Process. The Equity Impact Assessment (EIA) helps district leaders have a formal way to consider and plan for potential equity impacts related to their decisions. The EIA process also allows leaders to gather equity-related tools, resources, best practices, and feedback focused on reducing unintended equity-related impacts and closing racial gaps.</p> <ul style="list-style-type: none"> ○ <i>Natasha Speed, Executive Director, Equitable Resource Strategy, Atlanta Public Schools</i> ○ <i>Carina Windom, Coordinator, Workplace Diversity, Equity, & Inclusion, Atlanta Public Schools</i> |
| Evening | On your own |



20th Curriculum, Research, and Instructional Leaders Meeting
 July 10 to July 13, 2023 – Portland, OR

Agenda

| Time | Thursday, July 13 th |
|--------------|---|
| 8:30-9:30am | Breakfast (<i>Culture & Fashion Room</i>) |
| 9:00-9:30am | <p>Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (<i>Culture & Fashion Room</i>) A Framework for Foundational Literacy Skills Instruction for English Language Learners: Instructional Practice and Materials Considerations (Spring 2023) This document is intended to help rethink English foundational skills instruction for English learners by explicating the supporting research, explaining what teachers should know and do, and providing considerations for the design and selection of instructional materials to support this instruction. This session will provide an overview of this framework and ways that this resource can inform literacy instruction for ELs.</p> |
| 9:30-11:00am | <p style="text-align: center;">Role-Alike Sessions</p> <p>Joint Research, Curriculum, Chiefs of Schools, and Instructional Leaders Role-Alike Session (<i>Culture & Fashion Room</i>) Additions to CGCS Academic KPIs Every year we collect data for our academic KPIs that allow member districts to benchmark their students’ performance against other large city districts. During this session, we will discuss and consider the development of new academic KPIs to be added to our academic KPI reports and dashboards.</p> <p>Equity Leader Role-Alike Session (<i>Studio Room</i>) Action Planning (on your own) /Meeting with Journey Partners During this session, equity leaders will use this time to consider learning from the <i>Leading for Equity in Real Time</i> session to develop action plans for their identified problem of practice on their own or with a journey partner.</p> |
| 11:00am | Lunch to Go – Meeting Adjourns |