

# Third Annual Teacher Leader Fellowship Program Institute

TEACHER LEADERS AS ENABLERS OF CREATIVITY, COLLABORATION, AND INNOVATION IN THEIR CLASSROOMS AND BEYOND

*Monday, May 20, 2019*

*Central Connecticut State University*

Sponsored by Central Connecticut State University in partnership with Connecticut Education Association, American Federation of Teachers-CT, and Duke TeachHouse.



Collaboration at Bristol Eastern High School

# PROGRAM

8:00 - 8:15am .....**Registration & Refreshments - Alumni Hall**

8:15 - 8:45am ..... **Welcome & Opening Remarks - Dr. Betty J. Sternberg, Moderator**

- Welcome - **Dr. Zulma R. Toro**, CCSU President
- Purpose and Outcomes of Institute and Teacher Leader Fellowship Program  
**Dr. Betty J. Sternberg**, Commissioner Emerita & Director, Teacher Leader Fellowship Program at CCSU
- The Teacher Perspective - **Dr. Tina Manus**, English Teacher & Department Head, Bullard Havens Technical High School, Bridgeport
- The Administrator Perspective  
**Ms. Sarhanna K. Smith**, Principal, Read School, PreK-8, Bridgeport  
**Ms. Fran Rabinowitz**, Executive Director, CT Association of Public School Superintendents
- The State Department of Education Perspective - **Dr. Dianna R. Wentzell**, Interim Commissioner of Education
- The Importance of Teacher Leaders  
**Mr. Donald E. Williams, Jr.**, Executive Director, Connecticut Education Association  
**Mr. David Hayes**, Vice President, American Federation of Teachers, Connecticut
- Introduction of Dr. Andy Hargreaves - **Dr. Betty J. Sternberg**

8:45 - 9:30 am .....**Dr. Andy Hargreaves**, Supporting Teacher Leaders and Administrators in Transforming Innovation in Classrooms and Schools through Collaborative Professionalism

9:30 - 9:45 am .....Q & A **Dr. Andy Hargreaves**

9:45 - 10:00 am .....Move to breakout rooms

10:00 - 11:10 am.....Breakout sessions (see page 2)

11:10 - 11:20 am.....Reconvene in Alumni Hall

11:20 am - 12:00 pm..**Dr. Peter Gamwell**, a presentation on Supporting Creativity, Collaboration and Innovation in Students and in Teachers - Continuing the story from Ottawa and elsewhere

12:00 - 12:30 pm .....A Conversation Between **Dr. Andy Hargreaves, Dr. Peter Gamwell & the Audience** - Dr. Betty J. Sternberg, Moderator

12:30 - 1:15 pm.....LUNCH & informal sharing

1:15 - 2:00 pm .....**Dr. Marc Brackett** - The Influences of Emotional Intelligence Training, on Children's and Adult's Effectiveness, Health, Creativity, and both School and Workplace Climate

2:00 - 2:10 pm.....Move to breakout rooms

2:10 - 3:20 pm.....Breakout sessions (see page 2)

3:20 - 3:30 pm.....Reconvene in Alumni Hall

3:30 - 4:00 pm.....Wrap up Session - Wonderings from the Day - **Sternberg/Gamwell/Brackett/Audience**

## KEYNOTERS



**DR. ANDY HARGREAVES** is Research Professor in the Lynch School of Education at Boston College and holds Visiting Professorships at Hong Kong University, the University of Ottawa, and the University of Stavanger in Norway. He is Past President of the International Congress of School Effectiveness and Improvement, Founding Editor-in-Chief of the Journal of Professional Capital and Community, Adviser in Education to the Premier of Ontario and the First Minister of Scotland, and founder of the Atlantic Rim Collaboratory (ARC): a group of 9 nations committed to broadly defined excellence, equity, well-being, inclusion, democracy and human rights [www.atrico.org](http://www.atrico.org)

Andy has consulted with the OECD, the World Bank, governments, universities and teacher unions worldwide. Andy's more than 30 books have attracted multiple Outstanding Writing Awards – including the prestigious 2015 Grawemeyer Award in Education for Professional Capital (with Michael Fullan). He has been honored with the 2016 Horace Mann Award in the US and the Robert Owen Award in Scotland for services to public education. Andy has been ranked by Education Week in the top 10 scholars with most influence on the US education policy debate. In 2015, Boston College gave him its Excellence in Teaching with Technology Award. He holds Honorary Doctorates from the Education University of Hong Kong and the University of Uppsala in Sweden. He is a Fellow of the Royal Society of Arts.

Andy's style is entertaining while chock full of important information for teacher leaders who want to collaborate in the service of their students as innovators.



**MARC BRACKETT, Ph.D.**, is founding director of the Yale Center for Emotional Intelligence and Professor in the Child Study Center at Yale University. His grant-funded research focuses on: (1) the role of emotions and emotional intelligence in learning, decision making, relationship quality, and mental health; (2) the measurement of emotional intelligence; (3) best practices for teaching emotional intelligence; and (3) the influences of emotional intelligence training on children's and adults' effectiveness, health, creativity, and both school and workplace climate. Marc has published 125 scholarly articles and has received numerous awards, including the Joseph E. Zins Award for his research on social and emotional learning and an honorary doctorate from Manhattanville College. He also is a distinguished scientist on the National Commission on Social, Emotional, and Academic Development.

Marc is the lead developer of RULER (an acronym for the five key emotion skills of recognizing, understanding, labeling, expressing, and regulating emotions). RULER is an evidence-based approach to social and emotional learning that has been adopted by over 1,500 public and private schools across the United States and in other countries, including Australia, China, England, Italy, Mexico, Spain, and Sri Lanka. RULER infuses social and emotional learning into the immune system of schools by enhancing how school administrators lead, educators teach, students learn, and families parent. Research has shown that RULER boosts academic performance, decreases school problems like bullying, enriches classroom climates, reduces teacher stress and burnout, and enhances teacher instructional practices.

Marc regularly consults with large companies, including Facebook and Google on best practices for integrating the principles of emotional intelligence into training and product design. With Facebook, he has developed a number of products, including: social resolution tools to help adults and youth resolve online conflict, the bullying prevention hub to support educators, families, and teens, and InspireD, an open-source resource center to support high school students in leading positive change in their schools. Marc also holds a 5th degree black belt in Hapkido, a Korean martial art.

## KEYNOTERS



**Dr. Peter Gamwell** If we are going to make our organizations creative, dynamic, diverse and above all, successful, then we must believe in the creative capacities of every person around us, no matter what their position or title, and put into place the conditions that enable creative abilities to flourish. For the past ten years, Peter has led a team of hundreds to find out just what those conditions are that foster creativity, with some eye-opening results.

Born in Liverpool, England, Dr. Peter Gamwell is the author of *The Wonder Wall*, a presenter, and an award-winning leader in education who has worked in Canada and abroad. He was a Superintendent, responsible for District Leadership with the 75,000-student Ottawa-Carleton District School Board (OCDSB). He also served as the Board lead for Aboriginal education from 2006 until 2012. Working closely with such renowned creativity experts as Sir Ken Robinson and Sir John Jones, Peter has become recognized nationally and internationally as a leader and catalyst for creative change initiatives that inspire and advance organizational cultures. He has developed numerous presentations and papers on these topics, and is regularly invited to speak both nationally and internationally.

In 2013, Peter was awarded the Distinguished Leadership Award by the Ontario Public Supervisory Officers' Association, overseeing one of the most successful education jurisdictions in the world, for his work in Learning, Leadership and Creativity. A critical component of his work involved a multi-year system and community action research study guided by the question, "What are the conditions under which creative and healthy individuals and organizations flourish?" The research report attracted interest nationally and internationally.

More recently, Peter's book, *The Wonder Wall*, written with Jane Daly, describes three imperatives and four conditions for leading

creative organizations and includes powerful and poignant real life stories and examples from individuals and organizations around the world. The book has received outstanding reviews among learning, leadership and creativity leaders such as Sir Ken Robinson, (who also wrote the foreword), Richard Gerver, Pasi Sahlberg, and Sir John Jones, to name a few.

With a reputation for engaging, compelling and practical ideas, Peter has advised the academia, business, and government communities on how to develop strategies to imbue creativity throughout an organization, as well as to create environments for optimal learning and engagement. He has presented to, and advised, an array of organizations including: the Government of British Columbia, the City of Ottawa, The International Principals' Conference in Australia; The World Creativity Forum in Oklahoma; the Canadian Association of School Administrators; the Government of Newfoundland and Labrador; and Ontario Premier Kathleen Wynne. He has sat on the Global Distinguished Leadership Panel at the Canadian Principals' Association and on the creativity expert panel at the World Creativity Forum, a conference of over 2,000 international delegates. Widely recognized for his inspirational and transformational leadership, Peter was appointed to the Board of Directors for the U.S. National Creativity Network in 2011.

In 2015, Peter presented the first EdTalk put on by the Ontario Ministry of Education, Research Branch. The speech, also entitled "The Wonder Wall," was subsequently featured on Sir Ken Robinson's social media.

Peter plays in a blues/rock band, and has been featured as an entertainer on provincial and national radio and television. He uses these talents to ensure his presentations balance imperative information with humor, hilarity, and plenty of inspirational audience participation.

# BREAKOUT SESSIONS

**NOTE - SESSIONS ARE OFFERED IN THE MORNING (10:00AM - 11:10AM) AND AFTERNOON (2:10PM - 3:20PM)**

**THE 22 BREAKOUT SESSIONS ARE DIVIDED INTO 3 CATEGORIES:**

- CATEGORY 1: ORGANIZING TO SUPPORT A CULTURE OF COLLABORATION
- CATEGORY 2: INNOVATIVE AND CREATIVE PRACTICES, STRATEGIES, AND TECHNIQUES TO SUPPORT COLLABORATION
- CATEGORY 3: SOCIAL-EMOTIONAL LEARNING IN SUPPORT OF CREATIVITY, INNOVATION, AND COLLABORATION

## CATEGORY 1: Organizing to Support a Culture of Collaboration

### **Session # 1.1: EMPOWERING TEACHER LEADERSHIP BY DESIGN: OPENING UP THE CLASSROOM DOORS**

Given the structure and schedules of most schools, teachers lose many learning opportunities because they are not typically able to see and learn from each other's work in the classroom.

CCSU Assistant Professor of Educational Leadership, **Jeremy Visone**, together with **Melissa Bornas**, a Second-Grade Teacher in the Newington elementary school where Visone had been a principal, will explore principles and strategies that underlie teacher empowerment, as well as a specific professional development design through which teachers can observe and learn from each other.

### **Session # 1.2: USING TEACHER-LED PROFESSIONAL DEVELOPMENT AND CHOICE TO EMPOWER TEACHER LEADERS**

Teachers leading teachers is one of the most powerful tools we have that can impact instruction positively in our districts. The success of this initiative relies on the interest of teachers to facilitate professional development for their peers.

**Rob Sullivan**, English Teacher at Enfield High School, and **Michelle Middleton**, Chief Academic Officer for the Enfield Public Schools, will discuss attempts to bring teacher choice to both district-led and building-based professional development sessions. All aspects of Enfield's full-day teacher choice professional development day will be reviewed, including the planning, execution, and feedback from staff. Also highlighted will be the offshoots of this endeavor taken on by individual buildings or teachers.

### **Session #1.3: THE IMPLEMENTATION OF A TEACHER LEADER COUNCIL**

Members from Stratford's newly created Teacher Leadership Council—**Jennifer Leniart** (Elementary Art Teacher), **Lauren Cavalli** (Grade 4 Teacher), and **Shantell Hanson** (High School Math Teacher)—will share how and why a Teacher Leadership Council was formed in Stratford, when it meets, its purpose, and how it aligns with the district goals and strategic plan. In addition, they will share the steps it took for approval, how

the first year of implementation went, and their plans for the future. Participants will learn how they can bring back this idea to their school and/or district to motivate teachers to collaborate outside their classrooms to impact their community in a positive way.

### **Session # 1.4: SEEDS OF CHANGE: A GRASSROOTS APPROACH TO CREATING A POSITIVE SCHOOL CLIMATE**

Do you want your voice to be heard? Are you ready to make positive changes at your school or district? If you are looking to be inspired to create your own change, come join three elementary school teachers from Tolland—**Anthea Grotton**, **Lauren D'Agata**, and **Lisa Patriarco**—who initiated a grassroots movement to help improve their school's climate. You will hear their story of why they saw the need for change, how they included teachers' voices, and how they worked collaboratively with administration. Their focus was and is on positive communication and possible solutions. They will also discuss how they learned about and started applying the Theory of Change Framework. Participants will be given time to discuss this approach, ask questions, and brainstorm changes appropriate to their settings. Participants will have an opportunity to use the Theory of Change Framework to discuss their issues.

### **Session # 1.5: I DO...WE DO...YOU DO: PROMOTING EDUCATOR VOICE THROUGH INCLUSIVE PROFESSIONAL DEVELOPMENT PRACTICES**

In this session, participants will learn the processes used by **Tina Manus**, General Education Department Head, Bullard-Havens Technical High School, Bridgeport, to facilitate a teacher-led, district-wide professional development experience in November 2018 for English teachers at the CT Technical Education and Career Center System (CTECS). Tina will share pictures, a power point presentation, and artifacts of adult learning from the November event and an October teacher-leader planning session, as well as summarizing online communications between 18 novice and veteran English

teachers. These teacher-leaders volunteered to lead sessions and ultimately designed the entire event for their colleagues. In addition, best practices that encouraged teacher-leaders, inspired attendees, and fostered research-based connections aligned to Robert Marzano's *The New Art and Science of Teaching* will also be discussed.

### **Session # 1.6: TEACHER COLLABORATION AND LEARNING: A STUDY OF "LESSON STUDY"**

"Lesson Study" originates from Japan. It has been adapted and rethought for use in American classrooms. Lesson study is a form of professional development that promotes strong collegial relationships among teachers. Teachers regularly gather together to observe, collect data, analyze them, and plan instruction. Teachers work as a team in a prolonged and focused way to enhance instruction and improve student performance. While many practitioners are familiar with

Data Driven Decision Making (DDDM), "Lesson Study" is less known and used, but is a highly effective way to enable teacher decision-making directly about instruction.

This presentation offered by **Jennifer Norman**, Grade 9 English Teacher at H.H. Ellis Technical High School in Danielson, and **Rachel Riendeau**, General Department Head at Windham Technical High School, will introduce participants to the concept of Lesson Study and ways in which it can be used to increase teacher connectedness and collaboration within their schools.

### **Session # 1.7: SPECIAL ROUNDTABLE DISCUSSION WITH ANDY HARGREAVES**

Dr. Hargreaves will continue discussing the main ideas about professional collaboration from his keynote. This session is limited to teacher leader fellows from the 2018 -2019 Teacher Leader Fellowship Program.

## **CATEGORY 2: Innovative and Creative Practices, Strategies, and Techniques to Support Collaboration**

### **Session # 2.1: USING TECHNOLOGY TO EXPAND TEACHER ACCESS TO TEACHER LEADERSHIP DEVELOPMENT**

This session will provide an overview of the use of technology to overcome both the limitations of time and the challenges of engaging a broad audience in developing teacher leadership skills. A specific example of a book discussion group facilitated as a Twitter "Book Chat" will provide context for addressing the constraints of time and place often associated with training sessions or discussion groups.

**Corey Nagle**, Science & AVID Teacher at Bristol Central High School, and **Georgina Rivera**, Elementary STEM Supervisor in Bristol, will overview the formation of book discussion groups, the structure of presenting and facilitating book discussion groups online, as well as teacher participation and responses. Participants in the session will have the opportunity to ask questions and then engage in identifying ways to use technology to develop and expand teacher leadership opportunities within their schools or districts. Teacher Leaders' innovative and creative use of technology is one of many avenues for fostering collaboration.

### **Session # 2.2 (Part I-AM): DESIGNING AND IMPLEMENTING PROJECT-BASED LEARNING: CREATING A CULTURE OF COLLABORATION**

Greenwich High School's (GHS) Innovation Lab is a flexible learning environment in a school-within-a-school program. This progressive and personalized model is designed and implemented by a dedicated team of GHS educators who are leveraging innovative teaching methods, project-based and blended learning strategies, and leading-edge technology applications, all within the larger infrastructure of GHS. Innovation Lab is devoted to fostering creativity, curiosity, and purpose within an interdisciplinary and academically rigorous, college preparatory curriculum. Teachers blend core disciplines

to create STEM and Humanities in a project-based approach.

**Courtney Hawes**, founding Teacher for GHS Innovation Lab, **Brian Walach**, math and STEM GHS Teacher, **Christina Shaw**, House Administrator and Social Studies Teacher at GHS, and **Michael Belanger**, Social Studies Teacher at GHS—will share their experiences in the first few years of establishing a project-based, interdisciplinary program. The session will focus on the research and development process toward the program model, the difference between projects and project-based learning (PBL), implementing and assessing PBL, and the role of exhibition of learning.

### **Session #2.2 (Part II-PM): QUESTION AND ANSWER ROUNDTABLE DISCUSSION ABOUT GREENWICH HIGH SCHOOL'S INNOVATION LAB WITH GHS TEACHERS**

Whether you attended the morning session, the presentation last year, visited GHS, or just have questions about Innovation Lab, join the Roundtable Discussion with the team of teachers who presented Session # 2.2 (Part I).

### **Session # 2.3: USING IMPROV TO ENHANCE YOUR PRACTICE**

Improvisation and the use of theater games can enhance the performance of teachers and students, boost creativity, and lower anxiety. They can also be fun tools for developing skills and improving lessons you're already delivering. Participants will learn from **Michele O'Neill**, CEA Educational Issues Specialist, the basics of improvisational theater and experiment with theater games that are suitable for circle time, can be adapted for various grade levels and subject areas or even staff development workshops. They can also take the place of traditional team-building activities or icebreakers.

## **Session # 2.4: OPTIMIZING STUDENT-DRIVEN CONFERENCES WITH TECHNOLOGY**

Meriden Public Schools bring ownership and autonomy to elementary report card conferences with technology-based, student-driven conferences. Students personalize Google slideshows (electronic portfolios), discuss learning in content areas, analyze specific data and assessment results, identify strengths and areas for growth, and hyperlink work samples/digital content. This promotes ownership of mastery-based learning, creativity, discourse, collaboration, and organization of written/oral communication skills. Participation in self-evaluation presentations of personalized learning processes to teachers, peers, and parents brings students greater control and responsibility for their academic performance. Meriden's teacher-created, student-driven conference model increases student collaboration and improves home/school communication.

Hear more about these best practices from **Christopher Smith**, Grade 5 Teacher, and **Amy Manware**, Instructional Technology Teacher and Blended Learning Coach, and learn how to personalize blended learning and optimize your students' use of Google Apps for Education (Docs, Slides, Sheets, and Forms). Participants are asked to bring Chromebooks/laptops to this session, as they will have the opportunity to work collaboratively and create their own student-driven conference templates.

## **Session # 2.5: INSIGHTS FROM CANADA: WHAT CAN WE LEARN FROM CANADA'S EDUCATIONAL SYSTEM?**

Canadian students recently placed among the top three in the world on the Program for International Student Assessment (PISA) according to the Organization for Economic Co-operation and Development (OECD). What aspects of their system, or actions taken by their educational leaders and key stakeholders, as well as cultural influences, contributed to such success? **Tawana Graham-Douglas**, Curriculum Coordinator, and **Lynn Logoyke**, Elementary School Principal

in the Plainville Community Schools will share their reflections and major takeaways from visiting schools in the Renfrew County District Schools, Ontario, Canada. As Peter Gamwell, former Superintendent of the Ottawa-Carleton District said, "...fostering a culture of engagement and creativity, along with a sense of belonging..." can provide insight into how to ignite creativity and use it as a driving force for learning. The timely discussion offered in this session will aid educators as we explore, develop and implement instructional strategies for student-centered, inquiry-based learning that ignites the passion in each of our students.

## **Session # 2.6: PUTTING LEARNING INTO ACTION BY ENABLING STUDENTS' SERVICE LEARNING/ RESEARCH, A COMPONENT REQUIRED TO OBTAIN THE CONNECTICUT CERTIFICATE OF GLOBAL ENGAGEMENT**

**Kim Moore**, Global Awareness Coordinator in Wallingford, **Nicole Struth**, Education and Special Projects Director of the World Affairs Council of Connecticut, and **Stephen Armstrong**, Connecticut State Department of Education Social Studies Consultant will detail the elements and requirements of the Connecticut Certificate of Global Engagement (CTCGE), newly endorsed by the CSDE. In its second year of implementation, the CTCGE offers students an opportunity to be recognized for seeking out coursework with a global focus and putting their learning into action through a service learning/research component. Learn what districts have done to provide access for their students to attain the CTCGE and talk through ways to implement it in your district.

## **Session # 2.7: SPECIAL ROUNDTABLE DISCUSSION WITH PETER GAMWELL**

**Dr. Gamwell** will continue discussing the main ideas about enabling creativity from his keynote. This session is limited to teacher leader fellows from the 2018 - 2019 Teacher Leader Fellowship Program.

## CATEGORY 3: Social Emotional Learning in Support of Creativity, Innovation, and Collaboration

### Session # 3.1 (Part I): SOCIAL EMOTIONAL LEARNING THROUGH RULER: THE READ SCHOOL K-8 (BRIDGEPORT) STORY

In 2014, Bridgeport Public Schools committed to a district-wide initiative centered on emotional intelligence. The Yale Center for Emotional Intelligence became a partner to help implement RULER across all Bridgeport schools. The RULER implementation team at Read School has worked diligently over the years to help train staff and students to become emotionally intelligent. Over the past two years, Read School's RULER initiative expanded to include the concepts of restorative practices. Our team transitioned to a social and emotional learning team. Participants in this breakout session will hear firsthand accounts of our journey through social and emotional learning.

Members of the Read School Social and Emotional Learning Team – **Sarhanna Smith**, Principal, **Bernadette Brown-Palmer**, Grade 2 Teacher, **Jennifer Warfield**, Grade 1 Teacher, and **Jeanna Reiff**, Grade 7 Language Arts Teacher—will present tips for getting started, team level training, working with staff, creating stakeholder buy-in through parent/community engagement, rolling out SEL with students at various grade levels, and “ah-ha” moments.

### Session # 3.1 (Part II): SOCIAL EMOTIONAL LEARNING THROUGH RULER: THE JOEL BARLOW HIGH SCHOOL (REGIONAL SCHOOL DISTRICT 9-EASTON/REDDING) STORY

In the summer of 2017, the Easton Learning Foundation (ELF) sent four Joel Barlow High School educators to Yale University's Center for Emotional Intelligence (YCEI) for a two-day seminar introducing them to the RULER approach to integrating social and emotional learning into the high school. Another team of four educators were sent by The NoVo Foundation.

Since that initial orientation to RULER, the group of eight has experimented with SEL lessons in advisory, in the parent community, and with the faculty. This year, teachers of grade 9 wellness classes have explicitly taught students how to work with the YCEI anchor tools. Staff and faculty including **Gina Marie Pin**, Assistant Superintendent and Head of School at Joel Barlow High School, Region #9, in Redding, **Chris Poulos**, Spanish Teacher & Instructional Leader for the Humanities, and **Jack Powers**, Special Education, English and Math Teacher will share how they continue to integrate SEL into the curriculum. Joel Barlow High School values community, complexity, and communication as we work to meet the academic, social, and emotional needs of our students.

### Session # 3.2: SELF-LEADERSHIP IN EDUCATION: AN INTERNAL FAMILY SYSTEMS (IFS) APPROACH TO SOCIAL EMOTIONAL LEARNING FOR EDUCATORS

In this session participants will be introduced to the concept of “Self Leadership” from the Internal Family Systems (IFS) Model as a powerful tool in promoting social emotional learning (SEL) competency in the educational context. The Self-Leadership in Education model is a non-therapy adaptation of an evidence-based psychotherapeutic approach. By applying principles of IFS in promoting greater SEL competency in the adults in the school context, teachers and administrators can be more effective in promoting positive interactions and mitigating polarizing exchanges that typically escalate problems with students and impact their own sense of well-being. In a “Self-Led” school environment, teachers feel more effective in handling difficult situations and students feel valued and supported.

**Ralph Cohen**, Professor at CCSU, will discuss the Self-Leadership in Education model and the teacher-focused training program that is being piloted in several school districts. In addition, plans to refine this method based on outcome data to measure effectiveness in improving school climate will be discussed.

### Session # 3.3: CREATING A CULTURE OF TRUSTWORTHY MENTORS THROUGH RESTORATIVE PRACTICES

In this session, participants will learn how and why Slade Middle School, New Britain, implemented a unifying vision to bring together staff behind one philosophy. Our philosophy entails becoming “trustworthy mentors” to students, families, colleagues, and community by using restorative practices as the tool to improve teacher-student relationships, student-student relationships, attendance, and academic performance.

**Janice Pina**, Assistant Principal, **Chris Godfrey**, STEAM Teacher, and **Suzanne O'Connor**, Music Teacher, will discuss their successes and struggles around implementing a new philosophical approach to relationships. Participants will examine classroom and school-wide practices that contributed to Slade's success and that can motivate colleagues to reframe the way they think about discipline. Participants will leave with a philosophical understanding and ideas about how to change the school culture from punitive to restorative.

### **Session # 3.4: SCHOOL CULTURE AND CLIMATE: BEST PRACTICES IN SOCIAL-EMOTIONAL LEARNING STRATEGIES**

Since the tragedy of 2012, Sandy Hook along with other Newtown Public Schools and schools around the nation, have taken a closer look at Social Emotional Learning best practices that schools can implement to address student trauma, stress and engagement. The goal is always to create a school culture in which students and staff feel connected, engaged and safe.

**Kathy Gombos**, Principal, **Kelly MacLaren**, Lead Teacher, and **Connie Sullivan**, Grade 3 and 4 Teacher, in Sandy Hook in Newtown will talk about social-emotional learning (SEL) strategies used in and out of the classroom that helped educators navigate the complicated landscape of the school community in the past six years. Best practices in building relationships, communication and mindfulness will be presented and discussed.

### **Session # 3.5: ENCOURAGING TRUST: BE THE CHANGE YOU WANT TO SEE IN YOUR DISTRICT**

Are you looking for ways to build teacher leaders through the encouragement of professional trust? Professional trust boils down to internalizing the idea that the foundation of a school is comprised of a team of interconnected people who have to move together to be most effective in teaching students. The foundation crumbles if it is comprised of individual teachers on isolated islands in closed-off classrooms. Strong relationships with colleagues help each to develop best practices, create even stronger relationships, and establish a unified vision that leads to increased student success. Be a catalyst for change!

**Rachel Miller**, Head Teacher and **Wendy Bender**, Grade 2 Teacher, will talk about Plainville School District's experiences surrounding the importance of building ongoing trust in yourself, trust in your colleagues, and trust in the process. You will have the opportunity to discuss needs, and plan and develop strategies for change in your own district.

### **Session # 3.6: BUILDING A CULTURE OF JOY AND EMPATHY IN SCHOOL**

Social media, divisive politics, and the frenetic pace of modern life are impacting how we interact as a society and contributing to an epidemic of loneliness and social anxiety. Our children are experiencing these emotions as well, which can impact cognitive development, academic performance, and

social-emotional wellbeing. This workshop is appropriate for teachers of all grade levels and subjects, and is also relevant for school and district administrators.

**Kate Field**, CEA, will present practical, simple strategies to promote a school culture of kindness, empathy, and joyfulness. Highly interactive, participants will engage in conversations and role-playing activities that explore how to explicitly and implicitly integrate empathy into the curriculum and invite joy back into our classrooms.

### **Session # 3.7 (Part I): INSIGHTS FROM FINLAND: TEACHER LEADERS' POINTS OF VIEW**

Finland is touted as having the happiest, healthiest children in the world. In addition, its students score in the top five nations in the world on the Program for International Student Assessment (PISA), an international assessment that measures 15-year-old students' reading, mathematics, and science literacy every three years.

**Jennifer Orgovan**, a Language Arts & Social Studies Middle School Teacher in Guilford, and **Jennifer Barreto-Tremblay**, an Elementary Special Education Teacher in New Britain, will share insights from their experiences touring Finnish schools just this past April 2019. Hear their observations and takeaways about schooling at all levels, as well as a perspective on teacher training at the University, and a broad overview from the Finnish National Agency for Education. Highlights from their journey, comparisons to education in Connecticut, and reflections on ways to appropriately incorporate Finnish philosophies and approaches into our schools will be addressed.

### **Session # 3.7 (Part II): INSIGHTS FROM FINLAND: A PRINCIPAL'S AND A SUPERINTENDENT'S POINT OF VIEW**

**Kathy Gombos**, Principal in Newtown, and **Pat Cosentino**, Superintendent in New Fairfield will share their insights from their experiences touring Finnish schools just this past April 2019.

### **Session # 3.8: SPECIAL ROUNDTABLE DISCUSSION WITH MARC BRACKETT**

**Dr. Brackett** will continue discussing the main ideas about social-emotional learning and its connection to creativity from his keynote. This session is limited to teacher leader fellows from the 2018 - 2019 Teacher Leader Fellowship Program.

**CATEGORY 1: Organizing to Support a Culture of Collaboration**

**Session # 1.1: EMPOWERING TEACHER LEADERSHIP BY DESIGN: OPENING UP THE CLASSROOM DOORS**

**JEREMY VISONE** is an Assistant Professor of Educational Leadership, Policy, & Instructional Technology at Central Connecticut State University. Prior to working at CCSU, he was a teacher and building leader in the Newington Public Schools for 16 years. His leadership experience includes both the secondary and elementary levels, and he most recently was the proud principal of Anna Reynolds Elementary School, named a National Blue Ribbon School by the United States Department of Education in 2016. Jeremy’s research interests include structures for educator collaboration, educator evaluation, and problem-solving skill development for aspiring educational leaders. He can be reached at visone@ccsu.edu.



**MELISSA BORNAS** has been a Grade 2 teacher for the Newington Public Schools for the past 10 years. In this role, she has hosted several peer observations, known as collegial visits, for her grade level. She has served as a cooperating teacher for student teachers and has additional training in the TEAM Program, focused on promoting the success of young educators. She received her Master’s degree in elementary education from the University of Bridgeport in 2009. Her areas of interest are literacy instruction and improving student outcomes. Melissa may be contacted at mbornas@npsct.org.



**Session # 1.2: USING TEACHER-LED PROFESSIONAL DEVELOPMENT AND CHOICE TO EMPOWER TEACHER LEADERS**

**ROB SULLIVAN** is an English Teacher at Enfield High School and has worked for Enfield Public Schools since 2001. He teaches American Literature and AP Language and Composition. Rob has led professional development sessions on promoting student-to-student discourse and close reading. Rob, a native of Waterbury, earned his Bachelor’s degree from the University of Connecticut, with a dual major in English and history, and his Master’s degree from the University of Bridgeport. Rob, a 25-year veteran, has taught both English and social studies in middle and high school. You may reach Rob at rsullivan1@enfieldschools.org.



**MICHELLE MIDDLETON** has been the Chief Academic Officer for the Enfield Public Schools since 2014. Her work in Enfield has focused on professional development and instruction, curriculum and assessment revision, and expanding the STEAM theme throughout PreK-12 classrooms. She holds Bachelor’s degrees from the University of Connecticut and Central Connecticut State University (CCSU), a Master’s degree from CCSU, and her administrative certification from Sacred Heart University. Michelle began teaching at the preschool level, however most of her classroom experience was teaching middle and high school English and social studies. She has worked as a literacy coach and a humanities coordinator. You may reach Michelle at mmiddleton@enfieldschools.org.



**Session #1.3: THE IMPLEMENTATION OF A TEACHER LEADER COUNCIL**

**JENNIFER LENIART**, Art Teacher at Second Hill Lane Elementary in Stratford, was CT’s 2014 Outstanding Art Educator of the Year sponsored by the Connecticut Art Education Association (CAEA), and the National Art Education Association’s (NAEA) 2015 Connecticut Art Teacher. Jennifer earned a B.A. in painting, M.S. in art education from Southern Connecticut State University, 6th Year in educational leadership from University of Connecticut, and an M.F.A. from MassArt. She is secretary of CAEA, an art consultant, and a TEAM mentor and scorer. Jennifer regularly presents at national, state and local levels. When not teaching or enjoying Connecticut’s shoreline, she can be found in her studio painting, and constructing sculptures and installations. She can be reached at leniartj@stratk12.org.



**LAUREN CAVALLI** is a Grade 4 Teacher at Lordship Elementary School in Stratford. She attended CCSU’s Teacher Fellowship Program in its inaugural and second year (2016-2017, 2017-2018). She traveled with program members to Finland in April 2018, and worked with district fellows to establish a Teacher Leadership Council. Lauren earned a B.A. in communications, legal institutions, economics, and government from American University. She was certified in elementary education from SCSU, earned a M.S. in education and Sixth Year in remedial reading and language arts from University of Bridgeport. Lauren is a TEAM/edTPA teacher mentor and active member of the district’s Strategic Plan Committee. She can be reached at cavallil@stratk12.org.



**SHANTELL HANSON** is a 5th year Mathematics Teacher at Stratford High School, Stratford, CT. Shantell earned a B.A. in mathematics and a M.S. in secondary mathematics education through University of Bridgeport. Shantell was a member of the CCSU Teacher Leadership Fellowship Program (TLFP) during the 2016-2017 and 2017-2018 school years. With support of the superintendent, assistant superintendent, and administration, she collaborated with district fellows to design and implement a Teacher Leadership Council. She traveled to Finland with the TLFP and learned about the Finnish Education System. In her spare time, Shantell enjoys being with family, Bikram yoga classes, and ultimate frisbee. She can be reached at [hansons@stratk12.org](mailto:hansons@stratk12.org).



### Session # 1.4: SEEDS OF CHANGE: A GRASSROOTS APPROACH TO CREATING A POSITIVE SCHOOL CLIMATE

**ANTHEA GROTTON** has been an Elementary Teacher for the Tolland Public Schools for 17 years. She was Tolland's 2014-2015 Teacher of the Year. Anthea thrives on expanding her learning and capacity as an educator. As a co-founding member of the Grassroots Team, Anthea is excited about collaborating with colleagues and administration to bring about positive school change. Huge influences on her teaching are her family members, many of whom are incredible educators. Anthea is driven to build connections with her students. She is passionate about working toward school inclusivity and creating a classroom community in which all students can learn and feel safe. Anthea may be reached at [agrotton@tolland.k12.ct.us](mailto:agrotton@tolland.k12.ct.us).



**LAUREN D'AGATA** has worked for Tolland Public Schools for five years as a Grade 2 Teacher. During her tenure there she has served on various committees including The Scheduling Committee and The Powers of Writing Team, where she worked to implement new writing curriculum and attended district decision-making meetings. Lauren is also a co-team leader for second-grade. Additionally, she is a co-founder of the Grassroots Team. In this role, she collaborates with colleagues and administration to discuss positive changes for their school climate. Furthermore, Lauren was afforded the opportunity to participate in and complete ReadConn, a state professional development initiative. She may be reached at [ldagata@tolland.k12.ct.us](mailto:ldagata@tolland.k12.ct.us).



**LISA PATRIARCO** has 23 years of Elementary Teaching experience, along with previous careers in travel & tourism, sales and marketing, and recreation. She has always had a focus on health and fitness, and has incorporated yoga, running, stretching and movement into her daily classroom routines. This year she also utilized a flexible seating



model in her classroom, and plans to write a grant to procure tools and furniture for more collaborative workspaces. She is the co-founder of the Birch Grove Primary School Grass Roots Movement, and is starting her own blog called, "Bella Maestra." Lisa may be reached at [lpatriarco@tolland.k12.ct.us](mailto:lpatriarco@tolland.k12.ct.us).

### Session # 1.5: I DO...WE DO...YOU DO: PROMOTING EDUCATOR VOICE THROUGH INCLUSIVE PROFESSIONAL DEVELOPMENT PRACTICES

**TINA MANUS**, Ph.D. is a National Board Certified Teacher with over 18 years of experience. She is the General Education Department Head at Bullard-Havens Technical High School and a CCSU Teacher Leader Fellow. Serving as the Greater Bridgeport NAACP education committee chairwoman, she is also a member of Educators for Excellence. Tina was part of the "CT Dream Team" and the America Achieves National Fellowship. In 2015, she was a finalist for the US Dept. of Education's "Teaching Ambassador Fellowship." In February 2019, Tina completed her Ph.D. in organizational leadership. Her dissertation examined how educational leaders used emotional intelligence to overcome professional challenges. She can be reached at [tina.manus@ct.gov](mailto:tina.manus@ct.gov).



### Session # 1.6: TEACHER COLLABORATION AND LEARNING: A STUDY OF "LESSON STUDY"

**JENNIFER NORMAN** has been an Instructor of English for seventeen years. She has worked in all manner of schools, including adult education and technical high school. Currently she serves as a Ninth Grade Teacher at H.H. Ellis Technical High School in Danielson, Connecticut. Jennifer and her family live on a four-hundred acre working dairy farm in Griswold, Connecticut. You may reach Jennifer at [Jennifer.norman@ct.gov](mailto:Jennifer.norman@ct.gov).



**RACHEL RIENDEAU** is the General Department Head at Windham Technical High School and has been a Social Studies Instructor for the Connecticut Technical Education and Career System (CTECS) for twelve years. Rachel's status is "all but dissertation" (ABD) at the University of South Carolina, where she will complete her Ed.D. in curriculum and instruction this July. She lives in Columbia, CT with her husband, two young boys, and the menagerie of critters they have collected along the way.



You may reach Rachel at [Rachel.riendeau@ct.gov](mailto:Rachel.riendeau@ct.gov).

### Session # 1.7: SPECIAL ROUNDTABLE DISCUSSION WITH ANDY HARGREAVES

See **DR. HARGREAVES'** biography and picture in the Keynote Speakers Section.

**CATEGORY 2: Innovative and Creative Practices, Strategies, and Techniques to Support Collaboration**

**Session # 2.1: USING TECHNOLOGY TO EXPAND TEACHER ACCESS TO TEACHER LEADERSHIP DEVELOPMENT**

**COREY NAGLE** is currently a High School Science and AVID Teacher at Bristol Central High School in Bristol, CT. Prior to teaching high school science, Corey taught science at Chippens Hill Middle School in Bristol and at Joseph A. DePaolo Middle School in Southington, CT. Corey serves on various committees within his school and district as well as on the Connecticut Teacher of the Year Council. Corey can be reached at [coreynagle@bristolk12.org](mailto:coreynagle@bristolk12.org)



**GEORGINA RIVERA** is currently the Elementary STEM Supervisor for Bristol Public Schools. Prior to this role, she was a District K-5 Math Coach and a Middle School Math Teacher for Bristol Public Schools. Gina serves on various district-wide committees and is also the Professional Learning Director for the National Council of Supervisors of Mathematics (NCSM). Georgina can be reached at [georginarivera@bristolk12.org](mailto:georginarivera@bristolk12.org)

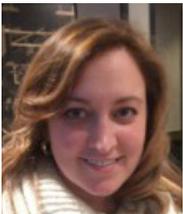


**Session # 2.2 (Part I-AM): DESIGNING AND IMPLEMENTING PROJECT-BASED LEARNING: CREATING A CULTURE OF COLLABORATION**

and

**Session #2.2 (Part II-PM): QUESTION AND ANSWER ROUNDTABLE DISCUSSION ABOUT GREENWICH HIGH SCHOOL'S INNOVATION LAB WITH GHS TEACHERS**

**COURTNEY HAWES** is a teacher with 23 years of experience, both in the United States and Europe. After twelve years teaching in Connecticut, Courtney embarked on the adventure of teaching and administration abroad, first in Switzerland and then in England. Six years later, she returned and became a founding teacher for Innovation Lab at Greenwich High School. While she has taught every grade level from 6-12, she cites her work with Innovation Lab as the most exciting endeavor of her professional career. You may contact Courtney at [courtney\\_hawes@greenwich.k12.ct.us](mailto:courtney_hawes@greenwich.k12.ct.us).



**BRIAN WALACH** is a Mathematics and STEM Teacher at Greenwich High School. He has taught a variety of math classes for the past seven years and is a founding member of GHS' Innovation Lab, a project-based program at the high school launched in 2014. Since then, Brian has co-taught and co-planned interdisciplinary STEM courses with science teachers, including Environmental Chemistry/Algebra 2 and Precalculus/Physics. His favorite project was building t-shirt cannons with students to study vectors, parametric equations, quadratics, and the physics of projectile motion. Brian can be reached at [brian\\_walach@greenwich.k12.ct.us](mailto:brian_walach@greenwich.k12.ct.us).



**CHRISTINA SHAW** has been a Social Studies Teacher in public schools for twenty-three years: first at Bronx High School of Science, a magnet school in NYC, then at West Mecklenberg High School, a large inner-city school of predominantly minority students in Charlotte, NC, and finally at Greenwich High School in CT for eighteen years. Christina took on various leadership roles at GHS. Her current role is House Administrator. She was one of five teachers tasked with creating a new learning model that became the Innovation Lab. Her passion is for providing students opportunities to learn with purpose, explore their intellectual passions, and design learning that increases student agency and personalization. You may contact Christina at [christina\\_shaw@greenwich.k12.ct.us](mailto:christina_shaw@greenwich.k12.ct.us).



**MICHAEL BELANGER** has been a Social Studies Teacher at Greenwich High School for eight years. He was one of five teachers chosen to plan the pilot year of Innovation Lab and continues to teach Humanities in the program. As part of Innovation Lab, he has participated in the design of multiple projects that focus on building choice and purpose into a traditional American history curriculum, including muckraker documentaries to teach the changes of the Progressive Era, modernist art to illustrate the conflicts of 1920s, and children's books as a vehicle to explore the seismic shifts of the 1960s.



His debut novel, *The History of Jane Doe*, was published in 2018 by Dial Press, an imprint of Penguin Random House. You can follow him on Twitter [@MBelanger514](https://twitter.com/MBelanger514) or email him at [Michael\\_Belanger@greenwich.k12.ct.us](mailto:Michael_Belanger@greenwich.k12.ct.us).

### Session # 2.3: USING IMPROV TO ENHANCE YOUR PRACTICE

**MICHELE O'NEILL** is the CEA Educational Issues Specialist. Before coming to CEA, she taught in the Montville public schools and served as her union's president and represented New London County on the CEA Board of Directors. Michele earned two teaching certificate endorsements while completing a double major in English and History/Social Science at ECSU, and received her Master's degree in curriculum and instruction at the University of St. Joseph. In her second year of teaching, she received the New England League of Middle Schools' Promising Practitioner Award. Michele has delivered trainings for numerous state, regional, national and international organizations. Michele may be reached at [micheleo@cea.org](mailto:micheleo@cea.org).



### Session # 2.4: OPTIMIZING STUDENT-DRIVEN CONFERENCES WITH TECHNOLOGY

**CHRISTOPHER SMITH**, currently a Grade Five Teacher at Thomas Hooker Elementary School in Meriden, Connecticut, taught grades 3-5 in Meriden for 9 years. He earned a Bachelor's degree from Southern Connecticut State University in 2010 and a Master's degree in educational leadership from Central Connecticut State University in 2017. Chris was a 2018 Leadership Academy Graduate in the Meriden District. He's recognized as a "Charged Up" teacher for meaningful integration of technology in the classroom. Chris's interview on the benefits of recess for elementary students was featured in AFT's March 2017 Magazine. Chris was Thomas Hooker Elementary School's 2017 Teacher of the Year. Chris may be reached at [christopher.smith@meridenk12.org](mailto:christopher.smith@meridenk12.org).



**AMY MANWARE** taught third, fifth and sixth grades as well as STEM Enrichment in Meriden for 20 years. Amy is currently an Instructional Technology Teacher and serves as a Blended Learning Coach. She's been recognized as an "I'm Charged" teacher for effectively integrating digital content in her student-centered classroom. She presents school-based and district-wide professional development in Google Apps for Education. Amy, a graduate of Meriden's Leadership Academy, was the 2005 Teacher of the Year at Hanover School and the 2016 Teacher of the Year at Thomas Hooker School. She is a 2017 Fund for Teachers (FFT) Fellow and Ambassador, and also a member of the CT FFT Advisory Group. Amy may be reached at [amy.manware@meridenk12.org](mailto:amy.manware@meridenk12.org).



### Session # 2.5: INSIGHTS FROM CANADA: WHAT CAN WE LEARN FROM CANADA'S EDUCATIONAL SYSTEM?

**TAWANA GRAHAM-DOUGLAS** is currently the Curriculum Coordinator for Plainville Community Schools. She has been in this role since July 2014. Prior to becoming Curriculum Coordinator, Tawana taught in Plainville schools for 15 years. Tawana is enrolled in Central's educational leadership doctoral program. Her research interest areas include transformational and instructional leadership, professional development, and supporting those pursuing and beginning careers in education. You can contact Tawana at [grahamt@plainvilleschools.org](mailto:grahamt@plainvilleschools.org).



**LYNN LOGOYKE** is in her 22nd year as the Principal of Louis Toffolon Elementary School in Plainville, Connecticut.

Previously she served as an Assistant Principal in Cromwell and a Teacher in Meriden. Lynn's interests include improving instruction through the use of instructional rounds and professional learning teams, as well as, building-level approaches to sustaining a positive culture for children and adults. Lynn is an avid traveler who has visited many countries including educational study trips to Japan, China and Finland. You can contact Lynn at [logoykel@plainvilleschools.org](mailto:logoykel@plainvilleschools.org).



### Session # 2.6: PUTTING LEARNING INTO ACTION BY ENABLING STUDENTS' SERVICE LEARNING/ RESEARCH, A COMPONENT REQUIRED TO OBTAIN THE CONNECTICUT CERTIFICATE OF GLOBAL ENGAGEMENT

**KIM MOORE** is the Global Awareness Coordinator for the Wallingford Public Schools. She leads the World Language, ELL/Bilingual and Capstone Departments. Kim is a member of the Connecticut Association of Public School Superintendents International Education Committee and a founding member of the Connecticut Certificate of Global Engagement. Kim oversees student pursuit of this award in the Wallingford schools. Kim earned undergraduate degrees in Spanish and international commerce from Lafayette College, her M.A. in curriculum and instruction and a Sixth-Year Certificate in educational leadership from the University of Connecticut. You may reach Kim at [kmoore@wallingfordschools.org](mailto:kmoore@wallingfordschools.org).



**STEPHEN ARMSTRONG** is a Past President of National Council for the Social Studies. He presently serves as Social Studies Consultant for the Connecticut Department of Education. In addition, he is currently the President of the New England History Teachers Association. He is a past president of Connecticut Council for the Social Studies. Steve has presented workshops at the state, regional, and national level on various social studies topics. He was the lead author of the Connecticut Social Studies Frameworks. He is an adjunct instructor in history at Central Connecticut State University. You may reach Steve at [armstrongs@ccsu.edu](mailto:armstrongs@ccsu.edu).



**NICOLE STRUTH** is the Education and Special Projects Director working to manage and expand Connecticut World Affairs Council's (CTWAC) education related programs such as the annual Model UN. She completed her undergraduate degree in political science with a focus on conflict resolution from Western Connecticut State University in 2012. Nicole went on to complete a dual graduate degree program with an M.A. in international relations from the Maxwell School in Syracuse and a Master's of development studies from the Erasmus University in Rotterdam. Before coming to the CTWAC, Nicole worked as the Development Associate at Innovations for Poverty Action in New Haven. You may reach Nicole at [Nstruth@ctwac.org](mailto:Nstruth@ctwac.org).



### **Session # 2.7: SPECIAL ROUNDTABLE DISCUSSION WITH PETER GAMWELL**

See **DR. GAMWELL**'s biography and picture in the Keynote Speaker's Section.

**CATEGORY 3: Social Emotional Learning in Support of Creativity, Innovation, and Collaboration**

**Session # 3.1 (Part I): SOCIAL EMOTIONAL LEARNING THROUGH RULER: THE READ SCHOOL K-8 (BRIDGEPORT) STORY**

**SARHANNA K. SMITH** is Principal of Read School, a PreK-8 school in Bridgeport, Connecticut. She is passionate about addressing factors that often interfere with learning, such as the impact of trauma and poverty. She began teaching in Washington, D.C. and moved back to Connecticut to teach at a magnet school in Hamden. Sarhanna was also an Assistant Principal in Meriden and Hamden. She earned her B.A. in elementary education from Howard University, M.A. in reading from Southern Connecticut State University, and Sixth Year Diploma in educational leadership from the University of Connecticut. Sarhanna lives in Hamden with her two children. She may be reached at [ssmith@bridgeportedu.net](mailto:ssmith@bridgeportedu.net).



**BERNADETTE BROWN-PALMER** teaches 2nd Grade at Read School in Bridgeport. She is passionate about building relationships with her students. Bernadette began teaching 22 years ago as a 6th Grade Teacher. Her leadership roles include peer observer, TEAM mentor and cooperating teacher. She is a licensed trainer of restorative practices through the International Institute of Restorative Practices (IIRP). Bernadette received the Bridgeport Public Schools Excellence in Education Mentor Award (2018) and Outstanding Teacher of the Year (2014). Bernadette earned her B.S. in business management from CCSU, M.A. in elementary education from University of Bridgeport, and her 092 certificate from Sacred Heart University. She may be reached at [bpalmer@bridgeportedu.net](mailto:bpalmer@bridgeportedu.net).



**JENNIFER WARFIELD** teaches 1st grade at Read School in Bridgeport, Connecticut. She works with all stakeholders to emphasize the importance of social-emotional learning as part of the SEL team and School Leadership Team. Jennifer has been teaching in Bridgeport for 11 years. She has also taught Kindergarten, Grade 2, and was a Literacy Coach. Jennifer earned her B.A. from Ohio Wesleyan University, her M.A. from University of St. Joseph, and her 092 certification from Sacred Heart University. Jennifer was recognized as Teacher of the Year - Barnum School (2014) and was the recipient of the Bridgeport Outstanding Teacher Award (2015). She may be reached at [jwarfield@bridgeportedu.net](mailto:jwarfield@bridgeportedu.net).



**JEANNA REIFF** is a 7th Grade Language Arts Educator at Read School, Bridgeport. In 2018, Jeanna received the “Going the Extra Mile” award from her colleagues. She is the faculty advisor for the National Junior Honor Society and a member of the School Wide Leadership Data Team. Jeanna believes that all children can succeed and that relationships with students come first. She is on the school’s SEL Committee and has led professional development sessions focusing on RULER and Restorative Practices. Jeanna earned her B.A. in elementary education at SUNY Oneonta, M.S.E. in Literacy (K-12) at The College of New Rochelle, and has her certification in remedial reading (102) in Connecticut. She may be reached at [jreiff@bridgeportedu.net](mailto:jreiff@bridgeportedu.net).



**Session # 3.1 (Part II): SOCIAL EMOTIONAL LEARNING THROUGH RULER: THE JOEL BARLOW HIGH SCHOOL (REGIONAL SCHOOL DISTRICT 9-EASTON/REDDING) STORY**

**GINA MARIE PIN** is currently the Assistant Superintendent and Head of School at Joel Barlow High School, Region #9, in Redding, Connecticut. Prior to her role in administration, she was a teacher working with students with special needs as well as teaching advanced placement psychology classes. Gina has presented at local, state and national conferences on such topics as social-emotional learning, mindfulness, resiliency, job satisfaction, stress-reduction, and teacher leadership. Gina may be reached at [gpin@er9.org](mailto:gpin@er9.org).



**JACK POWERS** has taught at Joel Barlow High School in Redding, Connecticut for 38 years. He teaches special education. English, and math; directs the Writing Center; and is a peer practice coach. He’s presented scores of workshops on topics ranging from writing to literacy to classroom management to SEL. He’s a Connecticut Writing Project Fellow and a poet with over 70 publications to his credit, including his recently published debut collection *Everybody’s Vaguely Familiar*. Jack may be reached at [jpowers@er9.org](mailto:jpowers@er9.org).



**CHRISTOPHER POULOS**, Connecticut's 2007 Teacher of the Year, currently teaches Spanish and serves as Instructional



Leader for the Humanities at Joel Barlow High School in Redding, CT. He is a National Board Certified Teacher. From 2016-2019, Chris served on the Council of Distinguished Educators for the National Commission on Social, Emotional, & Academic Development (SEAD). He holds a Sixth Year in educational leadership from the University of Connecticut, a Master's in Spanish education from Teachers College, Columbia University, and a B.A. in leadership studies from the University of Richmond. Chris may be reached at cpoulos@er9.org.

### Session # 3.2: SELF-LEADERSHIP IN EDUCATION: AN INTERNAL FAMILY SYSTEMS (IFS) APPROACH TO SOCIAL EMOTIONAL LEARNING FOR EDUCATORS

**RALPH COHEN, Ph.D.** is a Professor in the Department of Counseling and Family Therapy at CCSU and is the Director of the Master's program in Marriage and Family Therapy. Dr. Cohen developed innovations in teaching the Family Systems paradigm and has been a leading proponent of the Internal Family Systems (IFS) therapy model developed by Richard C. Schwartz, Ph.D. Dr. Cohen provided leadership in the creation of an Educator Certificate for School-based



Family Therapists in Connecticut. He is a Fellow in the Oxford Symposium for School-based Family Counseling and serves on the Foundation for Self Leadership's IFS in the Schools Task Force. Dr. Cohen may be reached at cohenr@CCSU.edu.

### Session # 3.3: CREATING A CULTURE OF TRUSTWORTHY MENTORS THROUGH RESTORATIVE PRACTICES

**JANICE PINA** is an Assistant Principal at Slade Middle School in New Britain. Janice uses her belief that "talent comes from within" to empower students, families and staff to take on leadership opportunities. Janice has three Master's degrees in education. Janice serves on The Children's Community School Board in Waterbury CT, the Erwin Home Board of Directors in New Britain and the Consolidated School District of New Britain's (CSDNB) Community Family Engagement and The Code of Conduct Committee. Janice plans to continue her work in New Britain alongside Principal Todd Verdi and Assistant Principal Andrew Mazzei, in making climate and culture and the philosophy of relationship-building her top priority. You may reach Janice at pina@csdnb.org.



**CHRISTOPHER GODFREY** is a STEAM Teacher and serves on the Leadership Team at Slade Middle School. His passion is in community service and civic engagement, reflected in his lifelong volunteer service in community non-for-profit, mission-based organizations. He served the New Britain-Berlin YMCA for 21 years, 8 as Chief Operations Officer. Currently he is the vice-president of the New Britain Opportunities



Industrialization Center (OIC) Board of Directors, a member of the Berlin Lions Club, and the CSDNB's Community Family Engagement and Code of Conduct Committee. He has a B.A. in interdisciplinary science from Central Connecticut State University, a Master's degree from University of Bridgeport and a 6th year degree in educational leadership from Southern Connecticut State University. Chris may be reached at godfrey@csdnb.org.

**SUZANNA O'CONNOR's** passion in teaching is driven by making connections of world culture through music. She is Lead Teacher for the district's award winning Summer



Enrichment Experience, coordinator and writer of music curriculum revisions, and is currently serving on the Leadership Team at Slade Middle School. She has presented at national, regional and local conferences on Curriculum Development, Model Arts Unit, multicultural music, singing pedagogy, and developing community choirs. Ms. O'Connor

received her M.M., B.S., and B. A. from the University of Connecticut and 6th year in educational leadership from Sacred Heart University. Suzanne lives in New Britain with her husband Jon and two children Catherine and William. You may reach her at oconnor@csdnb.org.

### Session # 3.4: SCHOOL CULTURE AND CLIMATE: BEST PRACTICES IN SOCIAL-EMOTIONAL LEARNING STRATEGIES

**KATHY GOMBOS Ed.D.** has been the Principal of Sandy Hook Elementary School in Newtown, CT since the Spring of 2013. She has proudly served the Newtown community for the past six years. Prior to her experience in Newtown, Dr. Gombos was a Principal in the Bethel Public Schools and an educator in the Bridgeport Public Schools. She received her B.A. in elementary education from Seton Hall University, NJ., her M.A. in counseling from Fairfield University, CT and her Doctorate degree in educational leadership from the University of Bridgeport, CT. You may reach Kathy at Gombosk@newtown.k12.ct.us.



**KELLY MACLAREN** is the Lead Teacher at Sandy Hook Elementary School. Prior to this role, Kelly was a Special Education Teacher for 20 years in Grades K-5. She began her career in the Southington Public Schools and has worked at Sandy Hook School since 2004. Kelly received her B.A. from Providence College. She received her M.S. in reading and 6th Year degree in educational leadership from Central Connecticut State University. You may reach Kelly at maclarenk@newtown.k12.ct.us.



**CONNIE SULLIVAN** has been a Teacher for 23 years. She began her career in Shelton CT where she taught third grade and was a reading consultant. For the last 15 years she has taught third and fourth grade in Newtown. Connie received her teaching certificate from Sacred Heart University and her Master's from Southern Connecticut State University. She holds three certifications: K-6 Elementary Education, K-12 Special Education, and Remedial Reading and



Language Arts. She is pursuing certification as a Reading and Language Arts Consultant. Connie is also a certified Life is Good Playmaker, helping to support adults and children through the power of optimism and play. You may reach Connie at [Sullivanc@newtown.k12.ct.us](mailto:Sullivanc@newtown.k12.ct.us)

### Session # 3.5: ENCOURAGING TRUST: BE THE CHANGE YOU WANT TO SEE IN YOUR DISTRICT

**RACHEL MILLER** taught 20 years in Kindergarten, Grade 3 and currently is Head Teacher. She's co-taught, mentored student teachers, participated in Math Cadre, School Climate, Language Arts and Strategic Planning Committees, and was Coach of the Positive Behavioral Interventions and Support (PBIS) Team. These experiences provided insights into the importance of collaborative professional learning, creating trusting environments that support student and teacher growth, and empowering teachers to become leaders. Rachel participated in the Teacher Leadership Fellowship Program (TLFP) at CCSU. She completed her M.S. in elementary education at the University of New Haven, undergraduate work at the University of New Hampshire with a major in music history, and is currently in the educational leadership/092 program at CCSU. Rachel may be reached at [millerr@plainvilleschools.org](mailto:millerr@plainvilleschools.org).



**WENDY BENDER** teaches 2nd grade at Louis Toffolon Elementary School in Plainville, Connecticut. She taught for 4 years in Plainville and 6 years previously at the CREC Reggio Magnet School of the Arts in Avon. She earned her Bachelor's degree in finance and her teaching certification from CCSU. Wendy participated in the Teacher Leadership Fellowship Program at CCSU. The TLFP provided opportunities to team present to the CSDE, showcasing the TLFP as it connects to Plainville and to travel to Finland to study its educational system. She is a Teacher Education And Mentoring (TEAM) Program Mentor and a Cooperating Teacher. Wendy leads by example and encourages others to find ways to take on leadership roles. She may be reached at [benderw@plainvilleschools.org](mailto:benderw@plainvilleschools.org).



### Session # 3.6: BUILDING A CULTURE OF JOY AND EMPATHY IN SCHOOL

**KATE FIELD** was a History Teacher for 18 years and a School Administrator for three before joining the staff at the Connecticut Education Association in 2015, where she specializes in professional learning, new teacher induction and support, and teacher evaluation. A 2007 finalist for Connecticut Teacher of the Year, she was also recognized as UConn's 2015 Early College Experience (ECE) Outstanding Educator of the Year. A two-time Fulbright Scholar, Kate has visited schools around the world, including South Africa, Japan, China, Hungary and Germany. She has presented for numerous national organizations, including ASCD Learning Forward, National Council for Social Studies, National Association of Biology Teachers, and the College Board. You may reach her at [katef@cea.org](mailto:katef@cea.org).



### Session # 3.7 (Part I): INSIGHTS FROM FINLAND: TEACHER LEADERS' POINTS OF VIEW

**JENNIFER ORGOVAN** has worked in education for over twenty years. For the last 17 years, she has taught Language Arts and Social Studies at the middle school level for Guilford Public Schools. Jennifer is currently a doctoral candidate of education leadership at Central Connecticut State University. Her doctoral research focuses on social and emotional learning. She holds a Master's degree in elementary education from the University of Bridgeport, and a Bachelor's in English from Southern Connecticut State University. She can be reached at [orgovanj@guilfordschools.org](mailto:orgovanj@guilfordschools.org).



**JENNIFER BARRETO-TREMBLAY** is currently a Special Education Teacher for elementary-aged students in New Britain while serving as an administrative intern and expects to receive her 6th Year in educational leadership in the Spring. Jennifer completed her M.S. in educational leadership from CCSU and acquired a B.S. in exceptional child education from the University of Central Florida. Her varied career has included working as a special education teacher in Florida and New Jersey; school success coordinator in Montreal, and special education consultant in Vermont. Passionate about learning best practices in other cultures and incorporating innovative ideas, she is excited to share her Finland experience as a Teacher Leader Fellow. Jennifer can be reached at [barretot@csdnb.org](mailto:barretot@csdnb.org)



### Session # 3.7 (Part II): INSIGHTS FROM FINLAND: A PRINCIPAL'S AND A SUPERINTENDENT'S POINT OF VIEW

**PATRICIA COSENTINO, ED.D.** is the Superintendent of New Fairfield Public Schools and an Adjunct Professor at Western Connecticut State University teaching in the Instructional



Leadership Doctoral program. Dr. Cosentino is the President of WCSU's Phi Delta Kappa and an advocate and role model for educators; one who demonstrates integrity in words and deeds. She loves her job and has a passion for public education. Dr. Cosentino aspires to represent what is best about the profession, and leads by example, putting

the children she serves, first. She understands the importance of "practicing an attitude of gratitude." Pat may be reached at [cosentino.patricia@newfairfieldschools.org](mailto:cosentino.patricia@newfairfieldschools.org).

**KATHY GOMBOS, ED.D.** has been the Principal of Sandy Hook Elementary School in Newtown, CT since the Spring of 2013. She has proudly served the Newtown community for the past six years. Prior to



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### Session # 3.8: SPECIAL ROUNDTABLE DISCUSSION WITH MARC BRACKETT

See **DR. BRACKETT**'s biography and picture in the Keynote Speaker's Section.

## SPECIAL THANKS

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