



Join educators from across the state to explore innovative classroom strategies and assessments that build on students' strengths and passions.

## REDESIGNING EDUCATION: A FUTURE BEYOND STANDARDIZED TESTS

The professional learning event features Yong Zhao, professor and author of *Learning for Uncertainty: Teaching Students How to Thrive in a Rapidly Evolving World*, a business panel discussion on the portrait of a graduate, and practical workshops led by educators.

Let's reshape education and assessment from their focus on measuring students' deficits to building on the assets students have and need to lead joyful, productive lives!

Cost: \$80. This event fulfills professional development credit hours and is free for educators in participating TLFA districts. Individual CEA, AFT, ASCD-CT, and CAPSS members may be eligible for complimentary admission. Click Register for more information.

REGISTRATION:

[CLICK HERE](#)

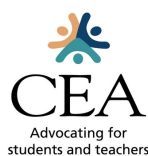
Register by 10/17/22



**Yong Zhao**

Author and Distinguished  
Professor  
University of Kansas  
School of Education

*This event is sponsored by:*



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CABE and CAS

**TUESDAY, NOVEMBER 8, 2022  
8:30 A.M. TO 3 P.M.  
SHERATON HARTFORD SOUTH  
ROCKY HILL**

# PROGRAM

**SHERATON HARTFORD SOUTH HOTEL  
100 CAPITOL BLVD, ROCKY HILL, CT**

## **GRAND BALLROOM**

- 8:00-8:30 Registration & Continental Breakfast
- 8:30-8:45 WELCOME & OPENING REMARKS – Betty J. Sternberg
- 8:45-9:30 REDESIGNING EDUCATION: A FUTURE BEYOND STANDARDIZED TESTS - Yong Zhao
- 9:30-9:45 TABLE TALK
- 9:45-10:00 Break
- 10:00-10:45 CUTTING EDGE BUSINESS PERSPECTIVES -- DISPOSITIONS, SKILLS & ABILITIES  
NECESSARY TO SUCCEED  
Business Panel – Kate Dias, Moderator
- Bob DeLisa, Founder, Partner & CEO, Cooperative Systems
  - Bryn Tindell, CEO/Owner, Rebel Interactive Group
  - Amanda Wiriya, Director Human Resources, WEPCO Plastics
- 10:45-11:15 A CONVERSATION WITH YONG ZHAO & BUSINESS PANEL
- 11:15-12:00 Break & Lunch
- 12:00-12:05 Passing Time
- 12:05-1:20 WORKSHOPS LED BY TEACHER LEADERS\* - Session 1
- 1:20-1:25 Passing Time
- 1:25-2:40 WORKSHOPS LED BY TEACHER LEADERS\* - Session 2
- 2:40-2:45 Passing Time
- 2:45-3:15 NEXT STEPS - Yong Zhao & Betty J. Sternberg

\*See following pages for workshop descriptions.

# KEYNOTE SPEAKER



Yong Zhao is a Foundation Distinguished Professor in the [School of Education at the University of Kansas](#) and a professor in Educational Leadership at the [Melbourne Graduate School of Education](#) in Australia. He previously served as the Presidential Chair, Associate Dean, and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he was also a Professor in the Department of Educational Measurement, Policy, and Leadership. Prior to Oregon, Yong Zhao was University Distinguished Professor at the College of Education, Michigan State University, where he also served as the founding director of the Center for Teaching and Technology, executive director of the [Confucius Institute](#), as well as the US-China Center for Research on Educational Excellence. He is an elected member of the [National Academy of Education](#) and a fellow of the [International Academy of Education](#).

Yong Zhao has received numerous awards including the [Early Career Award from the American Educational Research Association](#), [Outstanding Public Educator from Horace Mann League of USA](#), and Distinguished Achievement Award in Professional Development from the Association of Education Publishers. He has been recognized as one of the most influential education scholars.

His works focus on the implications of globalization and technology on education. He has published over 100 articles and 30 books, including [An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success](#) (2019) [What Works May Hurt: Side Effects in Education](#) (2018), [Reach for Greatness: Personalizable Education for All Children](#) (2018), [Counting What Counts: Reframing Education Outcomes](#) (2016), [Never Send a Human to Do a Machine's Job: Correcting Top 5 Ed Tech Mistakes](#) (2015), [Who's Afraid of the Big Bad Dragon: Why China has the Best \(and Worst\) Education System in the World](#) (2014), [Catching Up or Leading the Way: American Education in the Age of Globalization](#) (2009) and [World Class Learners: Educating Creative and Entrepreneurial Students](#) (2012).

Zhao was born in China's Sichuan Province. He received his B.A. in English Language Education from Sichuan Institute of Foreign Languages in Chongqing, China in 1986. After teaching English in China for six years, he came to Linfield College as a visiting scholar in 1992. He then began his graduate studies at the University of Illinois at Urbana-Champaign in 1993. He received his masters in Education in 1994 and Ph.D. in 1996. He joined the faculty at MSU in 1996 after working as the Language Center Coordinator at Willamette University and a language specialist at Hamilton College.

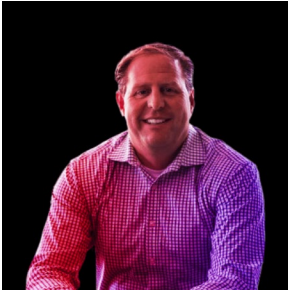
# BUSINESS PANEL

## **BOB DELISA, FOUNDER, PARTNER & CEO, COOPERATIVE SYSTEMS**



It's no surprise that Bob studied entrepreneurial studies and finance in college given that he grew up in a family of entrepreneurs. Around the time he graduated, personal computers were becoming widely adopted in the business world. Bob quickly discovered that he had a knack for making computers more efficient for his coworkers. His expertise, in early versions of Windows and network operating systems, caught the attention of the corporate world, including Microsoft. Bob turned down the offer, choosing to work instead for a leading network integration firm. While there he honed his expertise in Novell and Windows NT/2000. His strong reputation in this area combined with family support gave him the courage to set out on his own. He launched Cooperative Systems in 1993. Though he has extensive technical experience, today, his primary role is to drive the vision, go-to-market strategy, and leadership at CoopSys. Known for his drive and cheerful personality along with his comfort in taking risks, he's the perfect person for this role. He appreciates CoopSys' incredible clients and colleagues both current and past. In his off-hours, he enjoys spending time with his wife, family, and favorite animals (dogs and horses). He's thrilled about his new role as grandfather and enjoys sailing, skiing, traveling, and working on his farm.

## **BRYN TINDELL, CEO/OWNER, REBEL INTERACTIVE GROUP**



Although not technically alliterative, the words "Bryn Tindall" have a ring to them. And that's not surprising, considering Bryn Tindall has a strong knack for recognizing things that have a ring to them. The founder and CEO of Rebel Interactive Group, Bryn's a rule-breaker who literally put the Rebel in his professional rebellion.

With an imposing list of startups on his resume and impressive history of clients (Mercedes-Benz and Citigroup, to name a few), Bryn embodies the entrepreneurial spirit and is the very definition of a maverick.

Bryn got started in digital marketing at Modem Media — referred to by some as the "Grandfather of the Digital World." He then created the award-winning website,

homes.com for Homes and Land Publishing.

In 1998 Bryn founded Horizon Marketing Group and spent 15 years growing the business while simultaneously creating almost a dozen additional entities, paving the way for some of marketing's biggest names.

Most people need just a few things to survive; oxygen, water and food among them. But Bryn is also fueled by the need to re-examine the proverbial wheel. He has a spidey-sense understanding of and reaction to changes in the industry, and he won't settle for status quo.

Bryn never stops wanting to learn but he will always be able to teach all us Rebels a thing or two about marketing.

## **AMANDA WIRIYA, DIRECTOR HUMAN RESOURCES, WEPKO PLASTICS**



Amanda Wiriya has been the Manufacturing Support Manager at Wepco Plastics located in Middlefield, CT since 2016. At Wepco, Wiriya oversees the support services including human resources, sales and marketing as well as spearheading the internal leadership, cultural development and continuous improvement initiatives. Prior to this, she worked in the hospitality industry focusing on developing underperforming hotel properties. She also has experience as an EOS (Entrepreneurial Operating System) Implementer. This past year, she has had the opportunity to serve on the board of the Women in Manufacturing, Connecticut Chapter. Outside of Wepco, she participates as board of local youth sports organizations in Lebanon, CT, where she resides with her husband and son.

# WORKSHOP DESCRIPTIONS

## 1. BUILDING A PERFORMANCE ASSESSMENT ACCOUNTABILITY SYSTEM: AN EXAMINATION OF THE SCHOOL CHANGE PROCESS

During this session, participants will learn how one school community set out to envision and implement an equitable assessment system that honors students' strengths, culture, and personal learning goals. Judy Puglisi and colleagues will describe the journey taken to shift their school's culture away from punishment, compliance, and standardized testing to one that centers joyful and deeper learning through the use of culturally affirming performance assessment. Presenters will explain the components of successful school change as well as the obstacles encountered along the way.



Presenter: Judy Puglisi has more than 40 years of educational experience as a teacher and school administrator. She is currently an adjunct professor at Quinnipiac University's School of Education. Judy is the former principal of Metropolitan Business Academy, in New Haven, where she and her staff collaboratively built a performance assessment accountability system modeled after the work of the New York Performance Standards Consortium. In addition to equitable assessment systems, her other areas of interest include trauma-informed schooling, mastery based learning, and student-centered learning environments. You can contact Judy at

[judypuglisi@gmail.com](mailto:judypuglisi@gmail.com)

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## 2. SELF-REFLECTIVE GRADING: ENHANCING STUDENT OWNERSHIP AND FOCUSING ON WHAT WAS LEARNED

Returning from Covid, there seemed to be a student mindset of "What is my grade?" rather than "What did I learn?" Self-reflective grading helps students shift from this transactional mindset to a perspective that allows them to reflect on what was learned. They are then able to use evidence of what they learned to justify a grade they feel reflects the work they have accomplished. Self-reflective grading further motivates students by transforming transactional grading into a reward or celebration of what was learned and leads to increased student engagement. Students begin to talk about what they *earned* for a grade rather than what the teacher gave them. This session will share some of the research and theory behind this type of grading as well as examples of how the presenter has used this protocol in his classroom to enhance his students' learning.



Presenter: Brian Moore is an experienced educator who has been teaching middle and high school students since 2003. Most of this time he has worked for the Connecticut Technical Education and Career System at Bullard-Havens Technical High School in Bridgeport. Brian prides himself on having a strong rapport with his students and finding ways for all of them to access their learning and maximize their potential. In 2020, Brian was awarded the Connecticut Council for the Social Studies Award for Excellence in Social Studies Education. You can contact Brian at

[brian.moore@cttech.org](mailto:brian.moore@cttech.org).

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### 3. INCORPORATING SOCIAL EMOTIONAL LEARNING (SEL) AS A PRIORITY WITHIN ACADEMIC INSTRUCTION

You cannot deny the need for Social Emotional Learning (SEL) within schools. Educators see the social and emotional needs of our students and are tasked with balancing their needs with academic pressures. This session will share the SEL work of Greene Hills School. Presenters Julia Darcy and Anne Tacinelli will present how SEL is incorporated into the school day and the positive impact it has had on student achievement. Social Emotional Learning can be a priority without taking away from academic instruction. Come join us as we share how!



Co-Presenter: Julia Darcy is a 14-year veteran teacher currently teaching fifth grade mathematics at Greene-Hills School in Bristol. She received her undergraduate and master's degrees in elementary and special education from Manhattan College. Julia was named Bristol's Teacher of the Year in 2017. She has participated in the Teacher Leader Fellowship Academy for the past five years and is a member of the Greene-Hills School Leadership Team. Contact Julia at [juliadarcy@bristol.k12.org](mailto:juliadarcy@bristol.k12.org), Twitter [@JuliaDarcy820](https://twitter.com/JuliaDarcy820)



Co-Presenter: Anne Tacinelli is a sixteen-year veteran teacher currently teaching fifth grade literacy at Greene-Hills School in Bristol. She received her undergraduate degree in elementary education from Keene State College. Upon graduation, Anne's first teaching assignment was as a third-grade teacher at South Side Elementary School in Bristol. She taught six years in third grade before moving to teach fifth grade. During this time, she received her Master's degree in literacy from the University of Saint Joseph. Anne is currently a member of her district and school climate and culture leadership team. She is also currently enrolled in the Educational Leadership 6th year program Quinnipiac University. Follow her on Twitter [@Tac\\_5th](https://twitter.com/Tac_5th).

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### 4. IMPLEMENTING PRESENTATIONS OF LEARNING (POLs): CREATING A CULTURE OF REFLECTION

Presentations of Learning (PoLs) provide a rich opportunity for cross-disciplinary, summative assessment while developing students' abilities to reflect meaningfully on their work. As such, PoLs are a key ingredient in deep, project-based learning. In this workshop, Courtney Hawes, founding teacher of The Innovation Lab in Greenwich, and Kathy Mendez, 9th and 11th grade humanities teacher in The Innovation Lab, will help you begin crafting a plan to implement PoLs that meet the unique needs of your students, curriculum and school. Resources – including sample videos, rubrics and written work – will be examined to learn how PoLs work, and then used to personalize the experience to fit your goals. By the end of the workshop, you will be well-equipped to implement PoLs as an ongoing part of your student experience and learning culture.



Co-Presenter: Courtney Hawes is a 25-year veteran of teaching, both in the United States and Europe. After 12 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 from 6-12, she cites her work with Innovation Lab as the most exciting endeavor of her professional career. You can contact Courtney at [courtney\\_hawes@greenwich.k12.ct.us](mailto:courtney_hawes@greenwich.k12.ct.us).

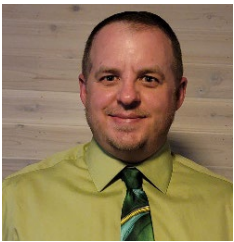


Co-Presenter: Kathy Mendez has been a social studies teacher for nearly 20 years, joining the faculty at Greenwich High School in 2008. She has been the 9th and 11th-grade humanities teacher for Innovation Lab since 2018. Kathy has taught global studies, civics, international relations and advanced placement psychology. She also is the club advisor of the GHS Roots & Shoots Club, a youth-led community service program founded by her heroine, Jane Goodall, DSc. You can contact her at [kathleen\\_mendez@greenwich.k12.ct.us](mailto:kathleen_mendez@greenwich.k12.ct.us) or follow her Twitter [@EdTechMama](https://twitter.com/EdTechMama).

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## 5. ENGAGING AND SUPPORTING LEARNERS THROUGH DRAWING TO LEARN

Have you ever had a student who prefers to doodle in class? Or a creative learner who finds traditional note-taking tedious? Employing a drawing in order to learn is a research-based approach that can be used to engage and support learners by using teacher and student creativity. Join in learning about and participating in drawing-to-learn activities. We will experience how notetaking can be scaffolded with simple drawings that aid learners of all levels and varied learning styles. In addition, we will experience how drawing to learn can align with the ways multilingual learners use various language resources to make sense of and interact with their learning and world (also known as translanguaging) in various contexts and content areas to support multilingual learners. The session will include opportunities for discussion about the application of drawing to learn, using creativity, and engaging and supporting all students.



Presenter: Corey Nagle is a high school science and AVID teacher at Bristol Central High School in Bristol. He has also taught science at the middle school level in Bristol and Southington. Corey serves on various school committees, the Connecticut Teacher of the Year Council, and the executive board for the American Association for Teaching and Curriculum. You can email Corey at [coreynagle@bristolk12.org](mailto:coreynagle@bristolk12.org).

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## 6. (RE)VITALIZING INSTRUCTION VIA PARTICIPATORY ACTION RESEARCH (PAR)

This breakout session showcases student-led participatory action research (PAR) projects conducted in a Connecticut secondary English classroom, co-presented by the teacher and a student researcher. PAR projects foster student voice, strengths, and leadership. The first PAR project encompassed students researching, creating a survey, and analyzing their peers' qualitative and quantitative responses. The student researchers identified instructional strategies perceived by students as successful. In January 2020, they shared their research results with faculty; student researchers analyzed staff members' responses, enhancing a co-authored research paper. This project was featured in the November 2021 edition of NCTE's publication, *English Journal*. A second student-initiated PAR project, based solely on the students' interests, was conducted in spring 2021. The student researchers' video-recorded presentation of their process and analyses will be shared. (Re)vitalizing instruction by increasing student voice through PAR aligns with culturally responsive teaching and trauma-invested strategies, fostering student and teacher growth.



Co-Presenter: Kimberly Hellerich is an assistant clinical professor of educational and literacy leadership at Sacred Heart University. During her K-12 career, she served as a middle school administrator, returning to the classroom as she pursued her doctorate. While teaching at East Windsor High School, she incorporated student-led participatory action research projects. She and student researchers co-authored a paper to articulate student perceptions of effective instructional strategies. This project was published in the November 2021 edition of *English Journal*. Dr. Hellerich was honored to be selected as a 2021 Connecticut State Teacher of the Year Semi-Finalist. You can contact Kimberly at [hellerichk@sacredheart.edu](mailto:hellerichk@sacredheart.edu).

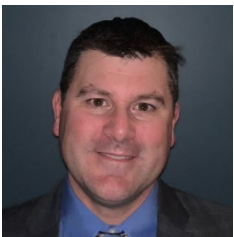


Co-Presenter: Sarah Blais currently attends Bay Path University, having graduated from East Windsor High School in 2022. Throughout high school, Ms. Blais actively involved herself in projects benefitting her school community. She was elected as student council president all four years of her high school career. Ms. Blais was an active participant in a student-led participatory action research project beginning in her freshman year. She initiated an independent study during her sophomore year and engaged in the planning, delivery, and analysis of faculty responses to the student researchers' presentation. Her work extended a co-authored paper about the PAR experience.

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## 7. C.A.R.E.S.: CREATING ATTITUDES AND RELATIONSHIPS THAT EMPOWER STAFF AND STUDENTS

The Connecticut Technical Education and Careers System includes 17 schools that focus on academic and trade education. It serves approximately 11,200 full-time high school students, offering comprehensive high school and career technical education in 31 occupational areas. The district distinguishes itself with the formation of the C.A.R.E.S. social-emotional Tier I approach toward building relationships and ensuring students possess the CASEL five components to be career and college ready. The work of the C.A.R.E.S. Council addresses many areas, including new teacher orientation, professional development for the administrative teams, embedding SEL standards into curriculum and instruction, developing tools to evaluate and support each school in embedding SEL practices and activities to support student and faculty growth, and developing relevant and meaningful materials in the form of self-made workbooks designed to engage with students and faculty on the ground level. In our workshop, we will share best practices, original and authentic documents, and our reflections on this journey to support our staff and students in developing a social and emotional approach.



Co-Presenter: Timothy Viens is an assistant principal at Eli Whitney Technical High School in Hamden. Tim is passionate about his students and the need for a social emotional approach to learning in schools. He helped create the districtwide C.A.R.E.S initiative. When Tim is not working, he enjoys spending his time with his wife and two daughters. You can email Tim at [timothy.viens@cttech.org](mailto:timothy.viens@cttech.org).





Co-Presenter: Maria Ragali is a general education department Head at A.I. Prince Technical High School in Hartford. Maria helped implement a districtwide C.A.R.E.S. initiative using key relationship-building strategies throughout the school year for all administrators and teachers. She holds a degree in educational leadership and a master's degree in special education, specializing in learning disabilities. Maria's passion outside of work is spending quality time hiking, biking, and traveling with her husband and two children. You can contact Maria at [maria.ragali@cttech.org](mailto:maria.ragali@cttech.org).



Co-Presenter: Dr. Jennifer Norman is an English instructor at H.H. Ellis Technical High School in Danielson. She is passionate about the social and emotional wellbeing of her school community. As part of the district C.A.R.E.S. team, she works to educate and inform students and teachers about the deep meaning of this work. When not teaching, she may be found dancing with her 11-year-old daughter in the kitchen, kicking the soccer ball with her 13-year-old son, and chasing the cows on her family's 300-acre dairy farm. You can contact Jennifer at [jennifer.norman@cttech.org](mailto:jennifer.norman@cttech.org).

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## 8. TEACHING AND LEARNING MATHEMATICS TO ADDRESS THE NEEDS OF THE 21ST CENTURY

In this session, Nadine Mills, mathematics teacher with the Connecticut Technical Education and Career System (CTECS), will provide participants with the knowledge and teaching practices needed to deliver equitable mathematics instruction to diverse learners in the 21st century. Participants will gain insight into teaching strategies that foster critical thinking, problem solving, collaboration and technology literacy for leaders of the future workforce.

Technology has transformed the possibilities for work and life in the 21st century. Artificial intelligence is changing the landscape of the working economy and replacing many low-wage jobs. Also, the working and learning populations are more diverse than ever before. Both require a change in the knowledge, skills and abilities needed for the future workforce and the role educators will play in their preparation.



Presenter: Nadine Mills earned her B.A. from Wesleyan University and has served as a mathematics teacher for 23 years with the Connecticut Technical Education and Career System (CTECS). Nadine's passion for students' learning achievement and leadership development led her to earn her M.S. in education and curriculum at CCSU and a Doctor of Education (CIA) from Walden University. Nadine has served in multiple leadership roles with CTECS, where she received the Leadership and Dedication Award for Teaching and was elected Teacher of the Year in 2010. Nadine also works as a Connecticut Association of Schools (CAS) liaison to NHS and NJHS advisers across Connecticut. You can contact Nadine at [nadine.mills@cttech.org](mailto:nadine.mills@cttech.org).

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## 9. REIMAGINING EDUCATION - IF NOT NOW, WHEN?

Join Anthea Z. Grotton, kindergarten teacher in Tolland, and Rosanna Z. Wilson, school psychologist in various districts throughout Connecticut, in an honest, open discussion about reimagining education. Using your expertise to look at your students' needs - academically, socially, and emotionally - is more crucial now than it was pre-pandemic. How can we change our practices to do what is best for students every day? How can we meet students and families where they are to make sure that they are getting the best education possible? Whatever your role - be it classroom teacher, school psychologist or social worker, building or district office administrator - what action items can you leave with today that will better your classroom? School? District? Join us as we have an open discussion, sharing ideas as we reimagine education and how we can create sustainable change for our students and their families.



Co-Presenter: Anthea Zizzamia Grotton, first grade teacher for Mansfield Public Schools. She was Tolland's 2014-15 Teacher of the Year and has been an elementary educator for 20 years. Anthea received her Master of Arts in Education in 2001 from St. Joseph's College and a Bachelor of Arts in English from CCSU in 1998. Anthea is excited to teach as an adjunct professor at Saint Joseph's College and has been an active member of the Teacher Leader Fellowship Academy since 2018. Anthea is co-chair for her town's Ad-Hoc Committee for Diversity and Inclusion. She is also an advisor for the town's youth Social Justice Union. Her

diverse family, which consists of many incredible educators, has a huge influence on her work. Anthea may be reached at [anthea.grotton@gmail.com](mailto:anthea.grotton@gmail.com).



Co-Presenter: Rosanna Wilson, NCSP, LPC, is a Nationally Certified School Psychologist and Licensed Professional Counselor with over 18 years of experience working in Connecticut Public Schools. She graduated with a sixth-year diploma and master's degree from the University of Connecticut. Her area of expertise is diagnostic evaluations for children and adolescents experiencing academic, social, emotional and behavioral challenges. She also has experience working with children on developing appropriate social skills, learning effective coping skills, acquiring skills needed for academic success and overcoming behavior problems.

In her personal life, Rosanna enjoys spending time with her husband and two children, going to the beach, practicing yoga/exercise and reading. She may be reached at [Rosannazwilson@gmail.com](mailto:Rosannazwilson@gmail.com).

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## 10. MASTERY BASED LEARNING

Mastery Based Learning – an instructional approach focusing on students exhibiting competency with a task before progressing onto the next – can improve academic outcomes and foster social emotional learning. Research shows schools that use Mastery Based Learning set high expectations for learning, improve academic achievement, and graduate more students prepared for college or career. Mastery based learning allows students to “fail forward,” contributing to greater resiliency and a growth mindset, skills essential for success and happiness in today's fast-paced world. This workshop includes an overview of mastery-based learning, opportunities to share best practices, and practical strategies to help incorporate more MBL into your classroom.



Co-Presenter: 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).



Co-Presenter: Elizabeth is the Education Issues Specialist with CEA and veteran teacher from the New London School District. In New London, Elizabeth served as an elementary school teacher, instructional coach, certified TEAM Mentor, cooperating teacher, and State Testing Coordinator. Elizabeth is also a recent recipient of NEA's prestigious Horace Mann Teaching Excellence Award. In her current role, Elizabeth supports the work of teachers delivering professional learning in topics from classroom management to cultural competency. You can contact Elizabeth at [elizabeths@cea.org](mailto:elizabeths@cea.org).

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## 11. ADDRESSING EQUITY – READ SCHOOL, BRIDGEPORT

In addressing equity, Read School educators strive to achieve the best possible outcome for each individual student. Our goal is to lead with equity. We are engaged in addressing equity through connecting to our journey with social and emotional learning and restorative practices, recognizing and addressing issues connected to trauma and becoming culturally responsive practitioners. As a school team, we worked persistently over the years to help train staff and students to become emotionally intelligent. Participants in this breakout session will hear firsthand accounts of our ongoing journey to address equity while supporting social and emotional learning in a post-pandemic period. Members of the Read School Social and Emotional Learning Team will present the practices they use to broaden their understanding and implementation of culturally responsive teaching and how this connects with their work in social and emotional learning.



Co-Presenter: Sarhanna K. Smith is principal of Read School, a PreK-8 school in Bridgeport. A proponent of educational equity and social justice, she is passionate about addressing the negative effects of trauma and poverty on children's development. Sarhanna was trained in social and emotional learning through the Yale Center for Emotional Intelligence and restorative practices through the International Institute of Restorative Practices. Sarhanna began teaching in 1994 in Washington, D.C. She earned a B.A. in elementary education from Howard University, an M.A. in reading from SCSU and her sixth-year diploma in educational leadership and executive leadership superintendent certificate from UConn. You can contact Sarhanna at [ssmith@bridgeportedu.net](mailto:ssmith@bridgeportedu.net).



Co-Presenter: Adrienne Carter-Brown is a preschool teacher at Read School in Bridgeport. Adrienne received her B.A. in Communication from William Paterson University and an M.Ed. in Inclusion Education from The University of New England. Adrienne has been a part of the BPS Early Childhood SEL team, receiving training from the Yale Center for Emotional Intelligence. Adrienne is also a founding board member of cARTie, Connecticut's first mobile art museum that provides art enrichment to students in grades PK-2<sup>nd</sup> grade. Adrienne's years as a teacher, mother and community volunteer are all a testament to her passion for education and leading the next generation to a promising future. You can contact Adrienne at

[acarterbrown@bridgeportedu.net](mailto:acarterbrown@bridgeportedu.net)



Co-Presenter: Kristen Lewis is the eighth grade English language arts teacher at Read School in Bridgeport. She received her B.A. in English and her M.A. in secondary education from Sacred Heart University. Kristen believes that a positive rapport and environment are a necessity in teaching and learning. She has been part of Read School's leadership team and has assisted in giving professional development to the Read School staff and fellow English teachers throughout the district. In 2019, Kristen received the Going the Extra Mile Award from her colleagues. Kristen may be reached at [kewis@bridgeportedu.net](mailto:kewis@bridgeportedu.net).



Co-Presenter: Diana Lipman is an elementary academic support teacher at Read School in Bridgeport. She received her B.S in elementary education from SCSU, and her M.A in elementary education and sixth-year diploma in educational administration and supervision from the University of Bridgeport. She has been part of Read's SEL team since it was established and is a current member of the district SEL team. Diana has received training from the Yale Center for Emotional Intelligence in RULER approaches and from CSDE in school climate and restorative practices. She believes that building strong relationships is at the

center of student success. You can contact Diana at [dlipman@bridgeportedu.net](mailto:dlipman@bridgeportedu.net).

