

IMAGINE

Educator Preparation in Kentucky

— ALL Together for EVERY Student —

KEEP SUMMIT

Louisville, KY
May 20-21, 2018

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OUR MISSION

To empower current and future teachers and leaders through intentional experiences to implement and sustain evidence-based practices in supportive environments to ensure opportunity and equity for all learners.



KEEP

**Excellence in Educator
Preparation**

To create aligned professional learning systems that provide effective opportunities for teachers to master core and specialized instruction in inclusive settings—and for leaders to establish the conditions in schools that sustain high-quality instruction—to enable students with disabilities to achieve college- and career-ready standards.



**CEEDAR
CENTER**

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Office of Special Education Programs
U.S. Department of Education

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VENUE

Louisville Marriott East
1903 Embassy Square Blvd
Louisville, Kentucky 40299
(502) 491-1184

SUMMIT WEBSITE

LOUISVILLE.EDU/EDUCATION/KEEP

CONTACT US



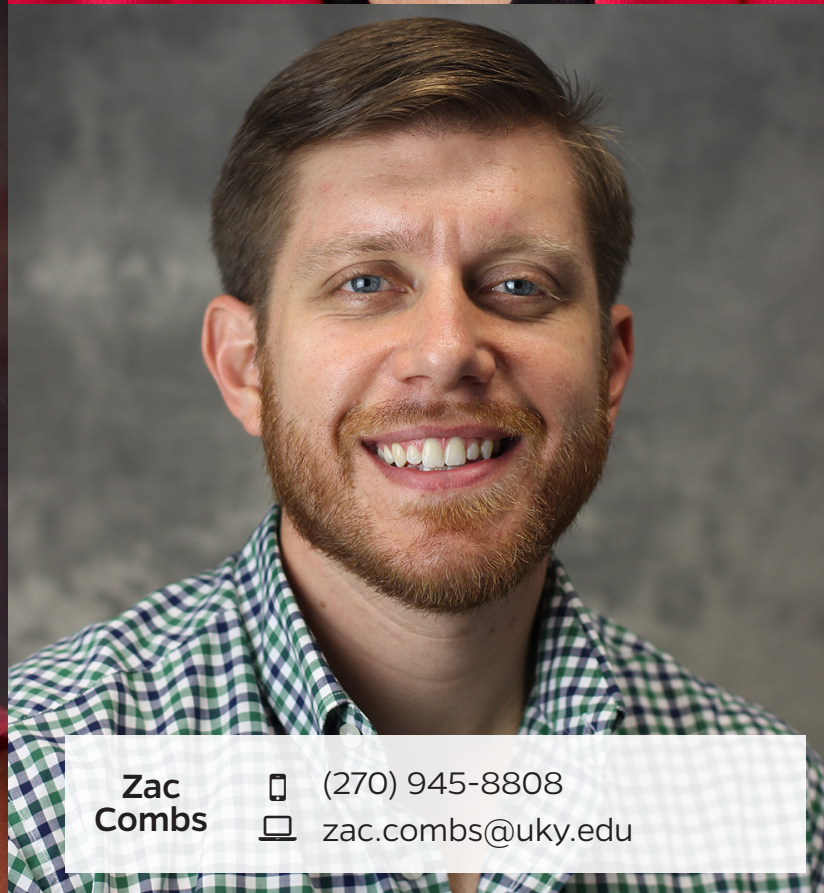
Amy Lingo 📞 (859) 361-6547
📧 amy.lingo@louisville.edu



Laurie Henry 📞 (270) 945-8808
📧 lauriehenry@uky.edu



Christy Petroze 📞 (859) 240-0315
📧 christina.petroze@thomasmore.edu



Zac Combs 📞 (270) 945-8808
📧 zac.combs@uky.edu

QUICK AGENDA

Sunday, May 20

SETTING THE STAGE

| Time | Session | Location |
|-----------|---|----------------------|
| 2:00-3:30 | University of Kentucky Blueprint Workgroup Session | RockBridge Boardroom |
| 3:00-5:00 | Registration Open | Commonwealth Foyer |
| 4:00-5:45 | Opening General Session AACTE Clinical Practice Commission Panel | Commonwealth CD |
| 6:00-7:00 | Networking Reception and Poster Presentations | Commonwealth AB |

*For dinner, find a friend and visit one of our suggested restaurants on page 28-29

Monday, May 21

SUSTAINABILITY

| Time | Session | Location |
|-------------|------------------------------|--------------------|
| 8:00-11:00 | Registration Open | Commonwealth Foyer |
| 8:00-8:45 | Networking Breakfast | Bluegrass ABC |
| 9:00-10:00 | Morning General Session | Commonwealth CD |
| 10:15-11:05 | Morning Breakout Sessions | Various Locations |
| 11:15-12:25 | Symposia Sessions | Various Locations |
| 12:30-1:30 | Luncheon and Keynote Speaker | Bluegrass ABC |
| 1:40-2:30 | Afternoon Breakout Sessions | Various Locations |
| 2:45-4:00 | Closing General Session | Commonwealth CD |

Tuesday, May 22

SCALE-UP

| Time | Session | Location |
|-----------|----------------------------------|-----------|
| 8:30-1:00 | IHE Blueprint Drafting Workgroup | Steamboat |

*Breakfast will be provided for members of the workgroup

COLLABORATORS

We would like to extend a special thank you to those who have worked to make this summit possible.







**FOR ALL TOGETHER
FOR EVERY STUDENT**

EVERY STUDENT DESERVES A CARING, COMPETENT, AND QUALIFIED TEACHER.

KENTUCKY KEEP AND CEDAR **WORK TOGETHER** WITH OTHERS TO ENSURE THAT TEACHERS ARE PREPARED TO CREATE EQUITABLE CLASSROOM ENVIRONMENTS FOR ALL STUDENTS.

DAY 1 SCHEDULE

MAY 20, 2018

2:00pm-3:30pm University of Kentucky Blueprint Workgroup Session

RockBridge Boardroom

UK Faculty work session to revise blueprint focused on High-Leverage Practices

3:00pm-5:00pm Registration Open

Commonwealth Foyer

4:00pm-5:45pm Opening General Session

Commonwealth CD

Welcome, Overview, and Logistics

Laurie Henry, University of Kentucky
Amy Lingo, University of Louisville
Christy Petroze, Thomas More College

Keynote Session: How Can Education Stakeholders Engage?

Mary Brownell, University of Florida; CEEDAR Center Director

AACTE Clinical Practice Commission Panel

Marcy Keifer Kennedy, Ohio University
Seth Parsons, George Mason University
Susan Adams, Butler University
Facilitator: Amanda Lester, AACTE

5:45pm-6:00pm Break and Set-Up for Poster Session

Commonwealth AB

6:00pm-7:00pm Networking Reception and Poster Session Presentations

Commonwealth AB

See page 14 for list of presenters and titles

For dinner, find a friend and head to one of the recommended restaurants on pages 28-29

DAY 2 SCHEDULE

MAY 21, 2018

8:00am-11:00am Registration Open

Commonwealth Foyer

Breakfast is located in the foyer in front of Commonwealth ABC

8:00am-8:45am Networking Breakfast

Bluegrass ABC

Breakfast is available to all registered summit participants

9:00am-10:00am Morning General Session

Commonwealth CD

Welcome and Introductions

Laurie Henry, University of Kentucky
 Kathleen Jagers, Thomas More College
 Ann Larson, University of Louisville
 Carol Ryan, President, Kentucky Association of Colleges for Teacher Education

Panel: Setting the Stage for Educator Preparation in Kentucky

Carmen Coleman, Chief Academic Officer, Jefferson County Public Schools
 Bob King, President, Council on Postsecondary Education
 Ann Larson, Dean, College of Education and Human Development, University of Louisville
 Wayne Lewis, Interim Commissioner, Kentucky Department of Education
 Facilitator: Amanda Ellis, Associate Commissioner, Kentucky Department of Education

10:15am-11:05am Morning Breakout Sessions (See page 15 for detailed descriptions)

| Room | Presenter(s) | Title | Strand |
|----------------|--|--|--------|
| Commonwealth A | Susan Price & Jesse Mettill | Preparing Teacher Candidates for Deep Literacy Learning | EBP |
| Bluegrass E | J. Dusteen Knotts | Taxonomy of Lesson-Plan Preparation | EBP |
| Bluegrass D | Melody Deprez | Embracing Culturally Relevant Pedagogy in the Classroom | CRT |
| Commonwealth B | Veda Pendleton & Patricia Higgins | Excellence in Equity: Preparing Teachers for 21st Century Classrooms | CRT |
| Thoroughbred | Susan Keeseey | Developing a Clinical Experience that Improves Outcomes for Students and Preservice Teachers | FCE |
| Steamboat | Christy Petroze, Jodi Hall, Debra Allen, Renee Turner, Melissa Dunn, & Jenna Willett | Thomas More College & Boone County Schools: Partners in Education Excellence | DP |

STRANDS ABBREVIATION KEY

EBP: Evidence-Based Practices

CRT: Culturally Responsive Teaching

INTL: International

FCE: Fieldwork and Clinical Experience

DP: District Partnerships

IECE: Interdisciplinary Early Childhood Education

RR: Recruitment and Retention

DAY 2 SCHEDULE CONTINUED

11:15am-12:25pm Symposia Sessions (See pages 16-18 for detailed descriptions)

| Room | Presenter(s) | Title | Strand |
|----------------|---|--|--------|
| Bluegrass E | Sherry Stultz, Funda Gonulates, Cheryll Crowe, Twyla Harris, Bethany Noblitt, Sue Peters, & Jonathan Thomas | Evidence-Based Practices in Teaching Mathematics | EBP |
| Commonwealth B | Jared Stallones, Justin Elliot, Susan Price, & Sheryl Bibby | Building Community Partnerships and Preparing Successful Teachers | DP |
| Bluegrass D | David Riel, Timothy Crook, & Christina Noel | Maintaining Strong District Partnerships between Higher Education and P-12 | DP |
| Commonwealth A | Sharon Brennan, Ashley Garrison, Belinda Harlow, Kylee Mitchell, Tim Gordon, Blake Andrew & Jaqueline Brochu | Culturally Responsive Teaching: International Insights | INTL |
| Steamboat | Charley Allen, Susan Keeseey, Stephanie Philipp, Diane Mackenzie, John Finch, Amy Lingo, Regina Dawson, & Wayne Stevens | Recruitment and Retention of High Quality Teachers | RR |
| Thoroughbred | Elizabeth McLaren, Jessica Hardy, & Amanda Colville | Interdisciplinary Early Childhood Education Strategies | IECE |

12:30pm-1:30pm Luncheon and Keynote Speaker

Bluegrass ABC

Preparing Educators to Meet the Needs of Each Learner Dr. Lynn Gangone, American Association of Colleges for Teacher Education President and Chief Executive Officer

1:40pm-2:30pm Afternoon Breakout Sessions (See pages 18-19 for detailed descriptions)

| Room | Presenter(s) | Title | Strand |
|----------------|--|--|--------|
| Bluegrass E | Terry Scott | Probability, High-Leverage Practices, and Teacher Behavior: Changing Adult Behavior to Affect Student Outcomes | EBP |
| Commonwealth B | Sophie Daneshmand, Hanna Hodgson, Caitlyn Stovall, La'Que Newby, Mary Phippen, Kathryn Maurer, Shelley Thomas, Penny Howell, Shantel Crosby, Khirsten Echols, Anetria Swanson, Judi Vanderhaar, and Alice Gnau | Transforming Learning Communities | EBP |
| Bluegrass D | Kristen Perry and Susan Cantrell | Enhancing Instruction, Engaging Families: A PD Model for Supporting English Learners | CRT |
| Commonwealth A | Penny Howell, Margaret Rintamaa, Shawn Faulkner, & Mike DiCicco | Preparing Middle Level Teachers Through Cross-Institutional Collaboration | FCE |
| Steamboat | Lori Norton-Meier & Amy Lingo | In the Company of Children and an Elementary School Community: Exploring How Preservice Teachers Come to Understand High-Leverage Teaching Practices While Participating in a State-Wide CEEDAR Initiative | DP |
| Thoroughbred | Vanessa Posey, John Marshall, & Shelley Thomas | Reimagining Educator Preparation in Kentucky by Competency, Awareness, and Responsiveness to Diverse Students | DP |

2:45pm-4:00pm Closing General Session

Commonwealth CD

Panel: Stakeholder Perspectives

Lydia Burns, Prichard Committee Student Voice Team
Rep. John “Bam” Carney, Kentucky Legislature
Brigitte Blom Ramsey, Prichard Committee for Academic Excellence
Tom Shelton, Kentucky Association of School Superintendents
Facilitator: Lu Young, University of Kentucky

Closing Remarks, Evaluation and Reflection

Laurie Henry, University of Kentucky
Amy Lingo, University of Louisville
Christy Petroze, Thomas More College



DAY 3 SCHEDULE

MAY 22, 2018

*DAY 3 IS A SUPPLEMENTAL DAY FOR IHE DRAFTING WORKGROUPS

7:30am-8:30am Breakfast for IHE Blueprint Workgroups

Steamboat

8:30am-1:00pm IHE Blueprint Drafting Workgroups

Steamboat

IHE Blueprint Drafting

Facilitators:
Kera Ackerman, University of Kentucky
Laurie Henry, University of Kentucky
Amy Lingo, University of Louisville
Kim White, University of Kentucky


Working Lunch

IHE Workgroups Share Blueprint Drafts

Wrap-Up and Next Steps

POSTER SESSION

| # | Presenter(s) | Title |
|----|---|---|
| 1 | Kathryn Maurer & Shelley Thomas | Using Stimulated Recall to Inform Theory-Practice Connections |
| 2 | Amy Lein & Sara Graviss | Curriculum Analysis of Math in Practice |
| 3 | Daniel Correll & Susan Keesey | Using High-leverage Practices to Support Twice-Exceptional Learners |
| 4 | Taylor Webb & Todd Whitney | Effects of a Token Economy on a Student with Autism Exhibiting Disruptive Behavior in a General Education Classroom |
| 5 | Kaitlin Woodrow, Julie Grim, Susan Keesey, & Christina Noel | Using High-Leverage Practices with American Sign Language to Support Vocabulary Acquisition in English Learners |
| 6 | Amy Lein & Emily Clark | Lesson Study: Teaching Multiplicative Comparisons |
| 7 | Delar Kour Singh | Clinical Practice: Our Innovative Approach |
| 8 | Amanda Bruce | Moderate to Severe Disabilities Teachers: Why Don't They Stay? |
| 9 | Laurie Henry, McKenzie Blocker, Morgan Weilbacher, Kelsi Schumacher, & Blaike Freeman | Broadening Partnerships to Enhance Clinical Practice: Empowering Urban Youth for School Success |
| 10 | Penny Howell & Alice Gnau | Building a Middle Level School-University Partnership: Practices and Perspectives |
| 11 | Robert Pennington & Ginevra Courtade | Building Core Content Knowledge in Undergraduate MSD Teacher Candidates |
| 12 | Lisa Fulks & Jonathan Wilkins | Could Vision Challenges be Affecting Students in Teacher Preparation Programs and How Can We Help? |
| 13 | Laura Clarke & Dusty Columbia Embry | Using Screencastomatic to Record Course Content to Support Student Mastery |
| 14 | Laura Clarke & Dusty Columbia Embry | Helping Preservice Candidates Understand the Needs of Students in Poverty |



MORNING BREAKOUT DESCRIPTIONS

PREPARING TEACHER CANDIDATES FOR DEEP LITERACY LEARNING

This session focuses on the collaboration between Jefferson County Public Schools and the University of Louisville in preparing teacher candidates to enter the district prepared to support deeper learning in the area of literacy. The alignment of High-Leverage Practices (HLPs) to the district's literacy framework will be shared.

TAXONOMY OF LESSON-PLAN PREPARATION

An overwhelming majority of Kentucky educators have requested assistance and training in differentiated instruction, working with special needs students, assessment, and improving outcomes for underachievers. The Taxonomy of Lesson-Plan Preparation (TLP) brings theory into practice ensuring better formulation of instructional planning and deeper understanding of cognitive thinking.

EXCELLENCE IN EQUITY: PREPARING TEACHERS FOR 21ST CENTURY CLASSROOMS

By viewing the teaching and learning process with an equity lens, this presentation will offer equity-related solutions that will help any classroom teacher be more effective with each learner through excellence.

DEVELOPING A CLINICAL EXPERIENCE THAT IMPROVES OUTCOMES FOR STUDENTS AND PRESERVICE TEACHERS

This interactive session explores the development of a clinical literacy experience that improves student outcomes for at-risk learners and their preservice teachers. The effective high-leverage practices utilized will be discussed and then participants will brainstorm how a similar model could be implemented in their school/university.

THOMAS MORE COLLEGE & BOONE COUNTY SCHOOLS: PARTNERS IN EDUCATION EXCELLENCE

This session will offer participants an opportunity to engage with stakeholders from Thomas More College and the Boone County School District to focus on the planning and implementation of our continuous collaboration improvement cycle that emerged from the CEEDAR work with our P-12 students and preservice teacher candidates.

EMBRACING CULTURALLY RELEVANT PEDAGOGY IN THE CLASSROOM

Due to the increasing diversity in today's classrooms, the teacher's knowledge of culturally relevant pedagogy is extremely important. The teacher's expectations also greatly affect student motivation and student performance in school. The implementation of culturally relevant pedagogy positively impacts student learning and enhances collaborative relationships in the classroom.

SYMPOSIA DESCRIPTIONS

Please choose one of the following six symposia to attend:

1. Building Community Partnerships and Preparing Successful Teachers

HOW SHALL WE PREPARE TEACHERS FOR DEEPER COMMUNITY PARTNERSHIPS?

Increasingly, high schools partner with local communities to provide students with meaningful work-based learning experiences, yet teacher preparation programs do not teach candidates how to facilitate, maintain, and make best use of these partnerships. This session will investigate how to prepare candidates to work in these new school formats.

PREPARING TEACHERS FOR DEEPER LEARNING IN KENTUCKY

Jefferson County Public Schools (JCPS) is making the change to support a learner-centered, capacities-development approach to designing deeper, more personalized learning throughout a large, diverse district. Come see why we say, "It is not a new thing to know, but a truer way to think." Finally, we will discuss implications for Educator Preparation Programs (EPPs).

2. Maintaining Strong District Partnerships Between Higher Education and P-12

A BICYCLE BUILT FOR TWO

It is important for institutions of higher education to develop P-12 partnerships. Like a bicycle built for two, it takes BOTH parties doing their part for success. Asbury has facilitated science fairs, school parent nights, gifted student experiences, etc. Participants will learn about these and several other initiatives that can be replicated.

SHORT- AND LONG-TERM PARTNERSHIPS: HOW P-12 AND HIGHER EDUCATION WORK TOGETHER

A number of different partnerships arise between universities and local area schools. Some partnerships result in positive, lasting change for both entities, while other partnerships are a shorter duration but just as important. In this presentation, we will discuss the necessity for each kind of partnership.

3. Interdisciplinary Early Childhood Education Strategies

"I WISH SOMEONE HAD TOLD ME THIS SOONER": IMPLEMENTING EVIDENCE-BASED INSTRUCTIONAL PRACTICES IN IECE CLASSROOMS

This session will include information and discussions about how to support interdisciplinary early childhood

SYMPOSIA SESSION DESCRIPTIONS CONTINUED

teachers in Kentucky in using evidence-based, explicit instructional practices in preschool classrooms to support the learning of all children. The session will include “voices from the field”— teachers sharing how they implement evidence-based practices.

USING FIELD-BASED AND PRACTICE-BASED EXPERIENCES IN PERSONNEL PREPARATION

This session will describe practical strategies used to coach graduate-level educators enrolled in an alternate-track teacher certification program. Research-based methods that address goal setting, linking coaching with coursework, and using feedback to support growth and development will be explored. Examples of course assignments, documentation, goals, and monitoring will be shared.

4. Culturally Responsive Teaching: International Insight

EDUCATIONAL RESEARCH AND LEARNING IN SOUTH AFRICA

In May and June of 2017, one professor and eight students from Bellarmine University traveled to Johannesburg and Port Elizabeth, South Africa. The group visited one university, two preschools, and nine K-12 schools. The experience provided a unique integration of culture, history, discrimination, and education. Here’s what we took away.

PREPARING CULTURALLY RESPONSIVE TEACHER CANDIDATES TO ADDRESS THE NEEDS OF ALL PK-12 STUDENTS IN AN INTERCONNECTED WORLD

The purpose of the presentation is twofold: to describe a program nested in the University of Kentucky’s Teacher Education Program designed to prepare culturally responsive, globally competent teachers and seek feedback from participants about the program’s value as well as have them share practices they are using at their institutions.

5. Evidence-Based Practices in Teaching Mathematics

USING DIRECT INSTRUCTION AND COLLABORATIVE PEER ENGAGEMENT ACTIVITIES IN SECONDARY LITERACY AND MATH COURSES FOR STUDENTS WITH LEARNING AND BEHAVIOR DISORDERS: BRINGING DIRECT INSTRUCTION AND UNIVERSAL DESIGN FOR LEARNING INTO THE FOREFRONT

The Universal Design for Learning (UDL) strategies and direct instruction will be explained, modeled and demonstrated using both a literacy and math lesson. Audience participants will engage in discussions, practice and creation of lessons using these strategies in both literacy and math areas.

UNPACKING EFFECTIVE TEACHING PRACTICES IN TEACHING MATHEMATICS

NCTM (2014) recommended eight effective teaching practices in mathematics. This session aims to unpack the meaning and implications of these eight practices with particular focus on (1) establish mathematics goals to focus learning; (2) elicit and use evidence of students’ thinking; and (3) implement tasks that promote reasoning and problem-solving practices.

STARTING THE CONVERSATION: STANDARDS FOR PREPARING TEACHERS OF MATHEMATICS

The Association of Mathematics Teacher Educators (AMTE) recently released the document, Standards for Preparing Teachers of Mathematics. This session will provide participants with an overview of these standards and an opportunity to discuss the preparation of teachers at their respective universities in light of these standards.

6. Recruitment and Retention of High Quality Teachers

DEVELOPING GRIT AND GROWTH MINDSET IN PRESERVICE TEACHERS

Developing strong teachers requires student growth in many areas, including dispositions. Promoting GRIT and growth mindset bolsters student performance, both for the preservice teachers and the students they instruct. Discussion includes specific, proven techniques for incorporating growth mindset and GRIT in the classroom to promote learning for all students.

COLLABORATING TO CREATE A PATHWAY TO TEACHING: DISTRICT AND UNIVERSITY PARTNERSHIP

The College of Education and Human Development at the University of Louisville is partnering with Jefferson County Public Schools to offer dual credit education courses for qualified high school students interested in becoming teachers. This session explores lessons learned during the first year of implementation.

EDUCATORS RISING AND TEACHING AND LEARNING PATHWAYS

In this session, we will explore how high schools and institutions of higher education can collaborate to support high school students as they explore the education profession, earn college credit, and engage in clinical experiences. A developing partnership between Fayette County Public Schools and the University of Kentucky will be highlighted.



AFTERNOON BREAKOUT DESCRIPTIONS

PROBABILITY, HIGH-LEVERAGE PRACTICES, AND TEACHER BEHAVIOR: CHANGING ADULT BEHAVIOR TO AFFECT STUDENT OUTCOMES

This session provides empirically-based logic for considering teacher behavior as a predictor for student outcomes, both academic and social. Large-scale observational data on teacher and student behaviors during instruction will be used to make a case for more effective preservice training and an in-service professional development model for enhancing high-leverage practices.

PREPARING MIDDLE LEVEL TEACHERS THROUGH CROSS-INSTITUTIONAL COLLABORATION

Utilizing technology, four teacher educators from three geographically separate institutions developed an opportunity for their middle level teacher candidates to simultaneously observe a live classroom teaching event virtually, participate in a backchannel conversation about the lesson, and collectively debrief the lesson with the classroom teacher. This presentation will focus on the findings from this experience.

DAY 2 AFTERNOON BREAKOUT DESCRIPTIONS CONTINUED

IN THE COMPANY OF CHILDREN AND AN ELEMENTARY SCHOOL COMMUNITY: EXPLORING HOW PRESERVICE TEACHERS COME TO UNDERSTAND HIGH-LEVERAGE TEACHING PRACTICES WHILE PARTICIPATING IN A STATE-WIDE CEDAR INITIATIVE

Our initiative challenges the way we prepare elementary teachers to teach literacy in an urban clinical partnership bringing teachers, students, administrators, and university faculty together to build a framework and conduct a collaborative research study to examine the implementation of High-Leverage Practices across both general education and special education coursework.

ENHANCING INSTRUCTION, ENGAGING FAMILIES: A PD MODEL FOR SUPPORTING ENGLISH LEARNERS

In this session, university faculty and elementary teachers will share a professional learning model focused on evidence-based classroom practices for improving English learners' achievement and enhancing family and community engagement. The session will highlight initial strategies and outcomes from Project PLACE, a U.S. Department of Education, Office of English Language Acquisition National Professional Development initiative.

REIMAGINING EDUCATOR PREPARATION IN KENTUCKY BY COMPETENCY, AWARENESS, AND RESPONSIVENESS TO DIVERSE STUDENTS

The University of Louisville Teacher C.A.R.D.S. Program is designed to improve teacher efficacy and cultural responsiveness through the deliberate training/teaching from the University of Louisville's College of Education and Human Development and the College of Arts and Sciences. Pedagogical best practices will inform the cohort of cultural difference, and challenge them to reflect upon their own biases.

Combined Session: Transforming Learning Communities

PERSPECTIVES ON COMMUNITY: UNDERGRADUATE CANDIDATE VOICES ON TRANSFORMING CLASSROOM COMMUNITIES

As a team of undergraduates, we share our understandings of building learning communities. Specifically, we will discuss relationships, community building, gender and racial inclusivity, family involvement, trauma sensitive practices, collaboration with other professionals and how we will address the school to prison pipeline.

TRANSFORMING LEARNING COMMUNITIES: REIMAGINING EDUCATOR PREPARATION FOR CLASSROOM MANAGEMENT THROUGH A TRANSDISCIPLINARY LENS

Our transdisciplinary team will describe a project to reimagine classroom management in teacher education through course redesign by framing classrooms as communities that include trauma informed practices and support diverse students. We will share insights from students' course experiences as well as our research study documenting their learning and growth.



“I am not a
but an av

Teaching changes students' lives. We'll
transform the classroom into a launch

Share a story of how an educator transformed
your life.

#KYKEEP2018



a teacher,
waker.”

-Robert Frost

l-prepared, thoughtful educators can
mpad.

FEATURED SPEAKER BIOS



MARY BROWNELL is a Professor of Special Education at the University of Florida and Director of the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center, an OSEP funded project designed to improve the preparation of teachers and leaders working with students with disabilities. Dr. Brownell has secured multiple grants (totaling over 42 million dollars) from the U.S. Department of Education (U.S. DOE), Office of Special Education Programs and Institute for Education Sciences to support research and technical assistance aimed at improving teaching quality for students with disabilities. Specifically, she has studied issues related to teacher education, teacher assessment, professional development, and teacher attrition. Recently, she has studied how school districts can prepare, develop, and retain high quality special education teachers.

Dr. Brownell's research efforts have culminated in numerous refereed publications, book chapters, books, and presentations. She and her colleagues edited the first Handbook of Research on Special Education Teacher Preparation, and she recently authored a chapter for the prestigious Handbook for Research on Teaching, published by the American Educational Research Association. She has been recognized nationally for her leadership and research, winning the TED Pearson Award for Excellence in Teacher Education, the Division for Research Hallahan and Kauffman Distinguished Researcher Award, and the David Imig Teacher Achievement Award for lifetime achievement in teacher education. Dr. Brownell is also a devoted teacher and doctoral student mentor. She has received two awards for her undergraduate teaching and a university wide award for mentoring doctoral students.



LYNN GANGONE received an Ed.D. and M.Ed. in higher and postsecondary administration, with a concentration in organizations and leadership, from Teachers College, Columbia University; an M.S. and C.A.S. in counseling psychology from the University at Albany, State University of New York; and a B.A. in political science from the College of New Rochelle. She was a member of the class of 2010 Harvard Institute for Educational Management and is certified through Trustee Leadership Development. She is also a member of the Colorado and Washington, D.C., chapters of the International Women's Forum (IWF) and served as Colorado's 2013 president; she has served the IWF Leadership Foundation as a fellows mentor. Her many honors include Twenty-Five Most Powerful Women in Colorado, Women of Distinction—Girl Scouts of Colorado, Women Making History—Colorado Black Women for Political Action, Diamond Honoree—American College Personnel Association, and the

Ursula Laurus Alumnae Award from the College of New Rochelle. Gangone serves on the national board of the Girl Scouts of the United States of America. She consults, writes and speaks on higher education leadership, advancement of underrepresented men and women, strategic planning and change management.

SUSAN ADAMS is an Associate Professor of Middle/Secondary Education at Butler University. A former high school ESL and Spanish teacher, Dr. Adams earned her Ph.D. in Literacy, Culture, and Language in Education from Indiana University. Susan's publications are included in *Theory into Practice*, *English Journal*, *SAGE Sociology of Education*, *EBSCO Research Starters*, and *The New Educator*. Her recently published book, *Race and Pedagogy: Creating Collaborative Spaces for Teacher Transformations* (2016) was co-authored with Jamie Buffington-Adams.

LYDIA BURNS is a 2016 graduate of West Jessamine High School in Nicholasville, Kentucky. Ms. Burns also participated on the Prichard Committee for Academic Excellence's Student Voice Team where she and her peers advocated for the amplification of student voice and other critical education issues including support for the Common Core. She is currently a junior studying Mathematics and Political Science at the University of Louisville and was recently named the U of L SGA Senator of the Year.

JOHN MITCHEL OWEN CARNEY, known as Bam Carney, is the Republican member of the Kentucky House of Representatives from District 51. Carney succeeded the retiring Republican Representative Russ Mobley, who was first elected in 2000. In 1991, he received a Bachelor of Arts degree in history from Berea College in Berea, with an emphasis in political science. He later earned teacher certification from Campbellsville University and a Master of Arts degree in educational instructional leadership from Eastern Kentucky University in Richmond. Carney is married to the former Jenifer Martin (born May 1, 1968), originally from Springfield. The couple has two sons. He is a member of Living Grace Church. Carney, a former coach, teaches social studies at Taylor County High School in Campbellsville while he simultaneously serves in the part-time state legislature. He was previously a social studies teacher and head basketball coach at Washington County High School in Springfield in Washington County. Previously, he worked for five years for the Campbellsville Municipal Water Department. Carney is a member and basketball coach at Living Grace Church and a teacher's representative on the Parent-Teacher-Student Organization of Taylor County High School.

MARY KEIFER KENNEDY earned a B.S. in Early Childhood Education and the M.Ed. from Ohio University. She currently serves as the Director of the OHIO Center for Clinical Practice in Education within The Patton College of Education. Her primary scholarly interests are mentoring teacher candidates and supporting new teachers. The Center supports a mission of positively impacting P-12 student learning. In working with the Center, Kennedy oversees the operations of eleven active partnerships, each with a unique structure and organization. The central purpose of the Center has been to foster and support outreach activities that connect the College with regional schools. The school/college partnerships focus on the improvement of classroom teaching, student engagement and student learning, mentoring, and inquiry.

ROBERT L. KING became the third president of the Kentucky Council on Postsecondary Education January 16, 2009. He previously served as president and CEO of the Arizona Community Foundation, a statewide charitable foundation with a strong focus on education, economic development, and scientific research. Mr. King is the former chancellor of the State University of New York, one of the largest comprehensive systems of universities, colleges, and community colleges in the world. Mr. King is very active in community service and has volunteered and served on numerous boards and organizations. He also has served on the White House Commission on Presidential Scholars; the Education Committee of the U.S. National Commission for the United Nations Educational, Scientific, and Cultural Organization (UNESCO); an advisor to the Middle State Commission on Higher Education regarding reauthorization of the Higher Education Act in Congress; the board of directors of the National Soccer Hall of Fame; and the board of trustees of A.T. Still University, a specialized university dedicated to training people for the health care professions, in Kirksville, Missouri, and Mesa, Arizona.

ANN ELISABETH LARSON began her career at UoFL in 1995 as an assistant professor while continuing her work on a Ph.D. in Curriculum and Instruction at the University of Illinois, Urbana-Champaign, which she completed in 1998. She has taught as faculty in undergraduate, master's and doctoral programs while at the University and is a former middle and high school teacher in Kansas. Dr. Larson's scholarly expertise is in curriculum theory/studies, teacher education and teacher development, professional development schools, English education, and social foundations of education. She was a Co-PI of a Title II, No Child Left Behind (NCLB) federal/state literacy grant, \$254,000, for teacher professional development related to urban middle school student achievement and closing the achievement gap in literacy. Dr. Larson has also co-lead two national and state accreditations of over 50 education preparation programs and lead efforts to successfully obtain a Kentucky Council on Postsecondary Education (KDE) Improving Educator Quality (IEQ) \$500,000 grant (2013-15) for the College of Education and Human Development, which supports the implementation of a clinical model of teacher preparation at Westport Middle School, JCPS.

WAYNE LEWIS, JR. is the Interim Commissioner of the Kentucky Department of Education and an Associate Professor in the Department of Educational Leadership Studies and an affiliated faculty member with the African American and Africana Studies Program at the University of Kentucky. His teaching, writing, and research are in the areas of educational leadership and policy, the politics of education, and student of color success. Wayne is a former a middle and high school special education teacher, having taught in public school districts in Louisiana (New Orleans Public Schools and St. Charles Parish Public Schools) and North Carolina (Wake County Public Schools).

SETH PARSONS is an Associate Professor in the College of Education and Human Development at George Mason University. He joined the faculty in the fall of 2008 as a member of the Elementary Education and Literacy program areas. He teaches graduate courses and works closely with a professional development school (PDS). Before beginning his doctoral studies, he was a classroom teacher in North Carolina. Seth is currently the vice president of the Association of Literacy Educators and Researchers (ALER) and president of the Greater Washington Reading Council (GWRC). He is a member of the American Association of Colleges for Teacher Education's (AACTE) Clinical Practice Commission and co-senior editor of *School-University Partnerships*, the journal of the National Association for Professional Development Schools. He was previously selected as a 2014-2015 Emerging Leader by Phi Delta Kappa International and a 2015 Clinical Practice Fellow by the Association of Teacher Educators. In 2012 he was awarded the Jerry Johns Promising Researcher Award from ALER.

BRIGITTE BLOM RAMSEY is manager of Strategic Resources and Public Policy for United Way of Greater Cincinnati. She served ten years on the Pendleton County School Board before being appointed to the state board (2008). Brigitte is a member of Kentucky's Early Childhood Advisory Council and the Northern Kentucky Workforce Investment Board. She has conducted research for and supported strategic initiatives of Northern Kentucky University, the Federal Reserve Bank of Cleveland, the University of Cincinnati and Kentucky Youth Advocates. Brigitte holds a master's degree from the University of Kentucky and undergraduate degrees from Northern Kentucky University. She lives in Pendleton County with her four school-age children.

TOM SHELTON, Kentucky's 2011 Superintendent of the Year, became head of Fayette County Public Schools effective Sept. 1, 2011. Tom previously served as superintendent of Daviess County schools in Owensboro since July 2004. For six years, he was the assistant superintendent for finance and operations and three years as director of Business and Finance, also in Daviess County. Coming from a long line of ministers and teachers on both sides of his family, Tom followed a nontraditional route to a career in education. A certified public accountant, he earned a bachelor's degree in accounting, a master's degree in business administration and a Rank I in educational administration from Murray State University. He has completed his Ph.D. degree in educational leadership from the University of Louisville and a graduate certificate program in executive educational leadership from Harvard University. His research has been presented in several U.S. conferences and at the International Congress of School Effectiveness and Reform's 2011 conference in Limassol, Cyprus. Tom currently serves as a member of the Kentucky Teachers Retirement System's board of trustees, a member of the Superintendents Advisory Council for the Commissioner of Education, and president of the Council for Better Education. He also represents Kentucky as a member of the Governing Board and of the Council of County School Superintendents of the American Association of School Administrators.

PRESENTER CONTACT INFO

| Name | Email | Affiliation |
|-------------------|--|---------------------------------|
| Alice Gnau | alice.gnau@jefferson.kyschools.us | Jefferson County Public Schools |
| Amanda Colville | amanda.colville@jefferson.kyschools.us | Jefferson County Public Schools |
| Amy Lingo | amy.lingo@louisville.edu | University of Louisville |
| Anetria Swanson | anetria.swanson@jefferson.kyschools.us | Jefferson County Public Schools |
| Ashley Garrison | ashley.garrison@uky.edu | University of Kentucky |
| Belinda Harlow | bharlow@bellarmine.edu | Bellarmino University |
| Bethany Noblitt | noblittb@nku.edu | Northern Kentucky University |
| Blake Andrew | candrew01@bellarmine.edu | Bellarmino University |
| C. Timothy Crook | tim.crook@asbury.edu | Asbury University |
| Caitlyn Stovall | cmstov01@cardmail.louisville.edu | University of Louisville |
| Charley Allen | charley.allen620@topper.wku.edu | Western Kentucky University |
| Cheryll E. Crowe | cheryll.crowe@asbury.edu | Asbury University |
| Christina Noel | christina.noel@wku.edu | Western Kentucky University |
| Christy Petroze | christy.petroze@thomasmore.edu | Thomas More College |
| David R. Riel | david.riel@asbury.edu | Asbury University |
| Debra Allen | allend@thomasmore.edu | Thomas More College |
| Diane Mackenzie | diane.mackenzie@jefferson.kyschools.us | Jefferson County Public Schools |
| Elizabeth McLaren | e.mclaren@moreheadstate.edu | Morehead State University |
| Funda Gonulates | gonulatesf1@nku.edu | Northern Kentucky University |
| Hanna Hodgson | hphodg01@cardmail.louisville.edu | University of Louisville |
| J. Dusteen Knotts | jdusteen.knotts@wku.edu | Western Kentucky University |
| Jaqueline Brochu | jbrochu01@bellarmine.edu | Bellarmino University |

PRESENTER CONTACT INFO CONTINUED

| Name | Email | Affiliation |
|---------------------|---------------------------------------|-----------------------------------|
| Jared Stallones | jared.stallones@uky.edu | University of Kentucky |
| Jenna Willett | jlwil68@thomasmore.edu | Thomas More College |
| Jesse Mettille | jesse.mettille@jefferson.kyschools.us | Jefferson County Public Schools |
| Jessica Hardy | jk.hardy@louisville.edu | University of Louisville |
| Jodi Hall | jodi.hall@boone.kyschools.us | Boone County Public Schools |
| John Finch | jtfinc01@exchange.louisville.edu | University of Louisville |
| John Marshall | john.marshall@jefferson.kyschool.us | Jefferson County Public Schools |
| Jonathan Thomas | jonathan.thomas1@uky.edu | University of Kentucky |
| Judi Vanderhaar | judi.vanderhaar@education.ky.gov | Kentucky Department of Education |
| Julie Grim | julie.grim@bgreen.kyschools.us | Bowling Green Independent Schools |
| Justin Elliot | justin.elliott@jefferson.kyschools.us | Jefferson County Public Schools |
| Kaitlin Woodrow | kaitlin.woodrow074@topper.wku.edu | Western Kentucky University |
| Kathryn Maurer | kemaur01@cardmail.louisville.edu | University of Louisville |
| Khirsten Echols | klecho01@exchange.louisville.edu | University of Louisville |
| Kristen Perry | Kristen.perry@uky.edu | University of Kentucky |
| Kylee Mitchell | kmitchell08@bellarmine.edu | Bellarmino University |
| La'Que Newby | ldnewb02@cardmail.louisville.edu | University of Louisville |
| Lori Norton-Meier | lanort02@louisville.edu | University of Louisville |
| Margaret Rintamaa | mfrint00@uky.edu | University of Kentucky |
| Mary Keifer Kennedy | keiferm1@ohio.edu | Ohio University |
| Mary Pippin | mepipp01@exchange.louisville.edu | University of Louisville |
| Melissa Dunn | mellissa.dunn@boone.kyschools.us | Boone County Public Schools |
| Melody Deprez | melody_deprez@georgetowncollege.edu | Georgetown College |
| Mike DiCicco | dicicom1@nku.edu | Northern Kentucky University |
| Patricia Higgins | patricia.higgins@kysu.edu | Kentucky State University |
| Penny Howell | penny.howell@louisville.edu | University of Louisville |
| Regina Dawson | rmdaws2@uky.edu | University of Kentucky |
| Renee Turner | renee.turner@boone.kyschools.us | Boone County Public Schools |

| Name | Email | Affiliation |
|-------------------|--------------------------------------|----------------------------------|
| Shantel Crosby | sdcros03@exchange.louisville.edu | University of Louisville |
| Sharon Brennan | sharon.brennan@uky.edu | University of Kentucky |
| Shawn Faulkner | faulkners1@nku.edu | Northern Kentucky University |
| Shelley Thomas | shelley.thomas@louisville.edu | University of Louisville |
| Sherry Stultz | s.stultz@moreheadstate.edu | Morehead State University |
| Sheryl Bibby | Sheryl.bibby@jefferson.kyschools.us | Jefferson County Public Schools |
| Sophie Daneshmand | sndane01@cardmail.louisville.edu | University of Louisville |
| Stephanie Philipp | stephanie.philipp@louisville.edu | University of Louisville |
| Sue Peters | sapete01@exchange.louisville.edu | University of Louisville |
| Susan Adams | sradams@butler.edu | Butler University |
| Susan Cantrell | susan.cantrell@uky.edu | University of Kentucky |
| Susan Keesey | susan.keesey@wku.edu | Western Kentucky University |
| Susan Price | susan.price@jefferson.kyschools.us | Jefferson County Public Schools |
| Terry Scott | t.scott@louisville.edu | University of Louisville |
| Tim Gordon | tgordon01@bellarmine.edu | Bellarmino University |
| Twyla Harris | twyla.harris@eku.edu | Eastern Kentucky University |
| Vanessa Posey | vanessa.posey@jefferson.kyschools.us | Jefferson County Public Schools |
| Veda Pendleton | veda.pendleton@education.ky.gov | Kentucky Department of Education |
| Wayne Stevens | wayne.stevens@fayette.kyschools.us | Fayette Public Schools |



DINING

MARRIOTT DINING OPTIONS

Dining Services

Room service

Sundry/Convenience store

Breakfast

Buffet breakfast, fee from 14.00 USD

Continental breakfast, fee from 11.00 USD

Full American breakfast, fee from 14.00 USD

Charr'd Bourbon Kitchen and Lounge AMERICAN

Explore over 200 varieties of bourbon at Charr'd, our signature restaurant! Open all day; gather with friends after a busy day in East Louisville for flavorful American dining or ask about hosting an event in one of our private dining spaces.

Open for breakfast, lunch and dinner

Dress code: Casual

Day Bar COFFEE HOUSE

Start your day here in Louisville on the right foot with a delicious cup of Starbucks® coffee and a light pastry in a casual atmosphere before heading off to work or to experience the famous Kentucky Bourbon Trail.

Open for breakfast

Dress code: Casual





NEARBY DINING OPTIONS

Shalimar INDIAN, 0.5 MILES

Northern & Southern Indian dishes share the menu at this classic spot known for its lunch buffet.

Open for lunch and dinner Dress code: Casual Phone: +1 502-493-8899

The Melting Pot AMERICAN, 0.7 MILES

A premier fondue restaurant.

Open for dinner Dress code: Casual Phone: +1 502-491-3125

Olive Garden Italian Restaurant ITALIAN, 0.6 MILES

Serving fresh, simple, delicious Italian food, complemented by a great glass of wine, served in a comfortable, home-like Italian setting where everyone is welcomed as family and friends.

Open for lunch and dinner Dress code: Casual Phone: +1 502-339-7190

Buca di Beppo® ITALIAN, 0.7 MILES

Buca di Beppo® is an authentic Italian restaurant that offers flavorful Italian dining. Enjoy the Italian traditions of food, friendship and hospitality. In the spirit of Italian culture, our dishes are served family style.

Open for lunch and dinner Dress code: Casual Phone: +1 502-493-2426

O'Charley's AMERICAN, 0.7 MILES

It all starts with the rolls, those incredible, unsliceably soft, hot-out-of-the-oven rolls that O'Charley's guests simply can't resist. Then follow up with freshly prepared steaks that we grill to perfection, seafood, chicken, salads, desserts and more.

Open for lunch and dinner Dress code: Casual Phone: +1 502-491-8372

Applebee's AMERICAN, 0.7 MILES

A popular neighborhood restaurant where the motto is: serving good food to good people. Applebee's menu features beef, chicken and pork items, as well as burgers, pasta and seafood, with a selection of signature menu items found only at Applebee's.

Open for lunch and dinner Dress code: Casual Phone: +1 502-499-6351

Mussel and Burger Bar AMERICAN, 0.8 MILES

At Mussel & Burger Bar, they approach your favorite neighborhood bar & grill with a chef's attitude. Your go-to destination for burgers, mussels & beer, offered up with great service in a fun, family-oriented atmosphere!

Open for lunch and dinner Dress code: Casual Phone: +1 502-384-4834

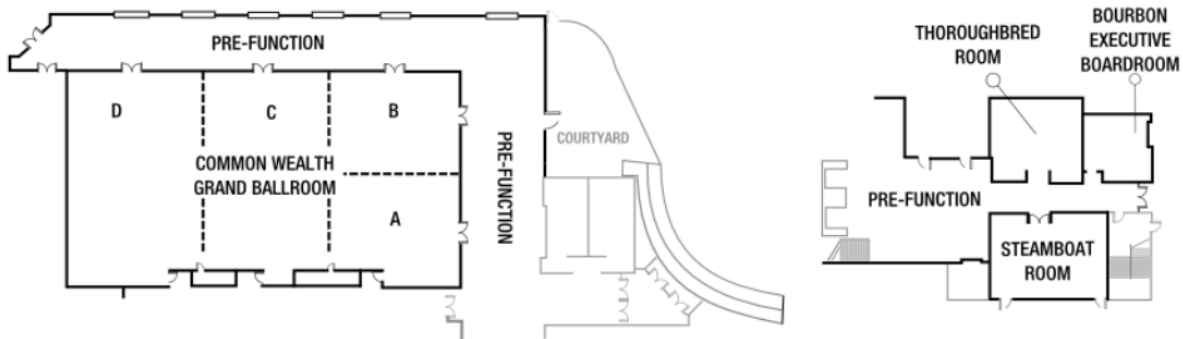
BoomBozz Craft Pizza & Taphouse PIZZA, 0.5 MILES

The Taphouse concept was born out of a desire to marry the great taste of their famous pizza with a pub-type atmosphere where someone can sit & enjoy the taste of a great, cold, delicious beer!

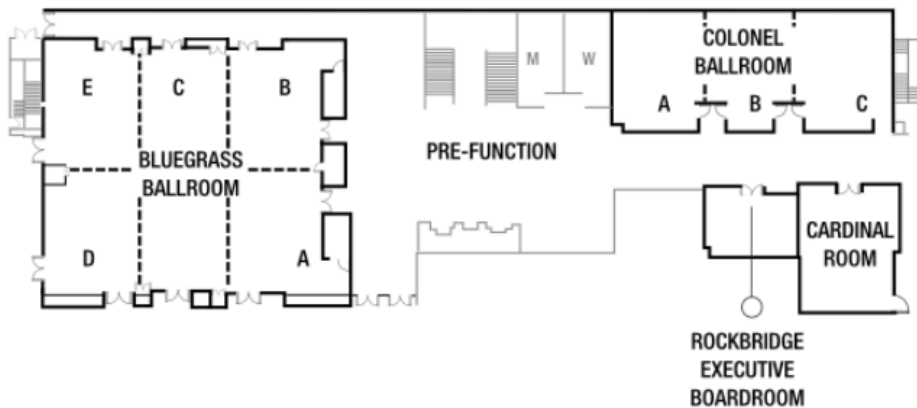
Open for lunch and dinner Dress code: Casual Phone: +1 502-491-4111

MEETING ROOM LAYOUT

FLOOR 1



FLOOR 2



PARTICIPANT WORKBOOK

Use the following pages
for notes



Day 1: May 20, 2018

Opening General Session

4:00pm-5:45pm, Commonwealth ABC

NOTES

ACTION ITEMS

Networking Reception and Poster Session
6:00pm-7:00pm, Commonwealth D

NOTES

ACTION ITEMS

Day 2: May 21, 2018

Morning General Session

9:00am-10:00am, Commonwealth CD

NOTES

ACTION ITEMS

Morning Breakout Sessions

10:15am-11:05am

NOTES

ACTION ITEMS

Day 2: May 21, 2018

Symposia Sessions
11:15am-12:25pm

NOTES

ACTION ITEMS

Luncheon and Keynote Speaker
12:30pm-1:30pm, Bluegrass ABC

NOTES

ACTION ITEMS

Day 2: May 21, 2018

Afternoon Breakout Sessions

1:40pm-2:30pm

NOTES

ACTION ITEMS

Closing General Session

2:45-4:00pm, Commonwealth CD

NOTES

ACTION ITEMS

