THERE'S POWER IN STUDENT VOICE
JUNE 22–25, 2019 DALLAS, TEXAS
BECOME A FOUNDING MEMBER OF EDRISING COLLEGIATE.

MEMBERSHIP INCLUDES:

• The Educators Rising National Conference, an exciting annual event that brings together more than 1,000 rising educators like you from across the country;

• Peer support through university-based chapters;

• Job search/interview resources to assist you as you begin the search for a classroom of your own;

• Resources and Toolkits to guide your chapter in facilitating dialog and action around pressing issues facing current and future educators;

• Access to Virtual Town Halls, with the opportunity to interact with other students, current educators, administrators and education researchers around hot-button topics in education;

• Scholarships to support your studies in education;

• And more!

Contact info@educatorsrising.org for more information.

PDK International understands the importance of supporting educators at all stages of their careers. Launching in March 2019, PDK’s EdRising Collegiate program aims to support undergraduate students as they pursue their path to classrooms of their very own. Members will have access to resources and supports outside of their academic studies designed to help them learn and think about the most pressing issues facing educators today.
We are thrilled to welcome you to the 2019 Educators Rising National Conference.

Congratulations! It’s been a long road, and you’ve earned your spot here in Dallas. The conference is a unique opportunity for you to make new friends, interact with PDK members at various points in their education careers, and learn more about teaching so you can make an even greater impact when you head home.

This particular national conference is a major event in the history of PDK International’s Educators Rising program, and we are honored to have you as a part of it. Since launching in August 2015, together we have made a mark on education. With thousands of members — passionate people just like you — and new schools joining every week, Educators Rising is catching fire as the ultimate student organization for young people who are making a difference.

With the launch of the “Beginning to Teach” microcredentials and the EdRising Academy curriculum, Educators Rising is extending its impact and offering more for schools that want to power up their programs — learn more at educatorsrising.org. We also launched the new EdRising Collegiate program during the 2018-2019 school year, and we look forward to seeing many of you start and join EdRising Collegiate chapters beginning fall 2019 (visit pdkintl.org/edrisingcollegiate for more information).

This year’s conference will be a nonstop extravaganza with opportunities for you to learn, connect, and have fun! Enjoy beautiful Dallas. Meet some new people. Compete with everything you’ve got. Explore the theme parks. Dance your feet off. Tweet and post photos on Instagram with the hashtag #EdRising19 and #UseYourVoice.

Individually, we make a difference. Together, we create a movement to change education for our students and our country.

Shayla Cornick
Director, Educators Rising
@drshaylacornick
THE JOURNEY TO ACCOMPLISHED TEACHING IS A MARATHON. WHAT SHOULD THE FIRST STEPS LOOK LIKE?
Educators Rising Standards are the teaching profession’s answer to this vital question.

These seven standards define what aspiring educators need to know and be able to do to take their first steps on the path to accomplished teaching. They serve as the anchor for all Educators Rising programs and opportunities, and at the 2019 conference, they guide breakout session programming. When reading the session descriptions, keep an eye out for the standard or standards each session aligns with.

EDUCATORS RISING STANDARDS

Standard I: Understanding the Profession
Rising educators learn about the profession to explore career opportunities, develop skills they need, and make informed decisions about pathways to accomplished teaching.

Standard II: Learning About Students
Rising educators learn about themselves and their students for the purpose of building relationships and supporting student development.

Standard III: Building Content Knowledge
Rising educators learn how to build content knowledge for the purpose of creating relevant learning opportunities for their students.

Standard IV: Engaging in Responsive Planning
Rising educators learn how to respond to students’ needs through thoughtful planning.

Standard V: Implementing Instruction
Rising educators learn effective instructional strategies to engage students and promote learning.

Standard VI: Using Assessments and Data
Rising educators learn to use assessments and interpret data for the purpose of making decisions that will advance teaching and learning.

Standard VII: Engaging in Reflective Practice
Rising educators learn how reflective practice enables them to advance student learning and grow professionally.

Created in partnership with the National Education Association
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THANK YOU TO OUR SPONSORS

Competition Sponsor: Urban Teachers
Conference Production Sponsor: Stagetime Productions
Photo Booth Sponsor: Towson University
Social Media Wall Sponsor: Actuate Development Company
Teacher Leader Luncheon Supporter: The National Network of State Teachers of the Year (NNSTOY)

CONFERENCE SUPPORTERS

- American Eagle Outfitters
- American Reading Company
- Learning Policy Institute
- Mellady Direct Marketing
- Men’s Wearhouse – Store #1266
- Six Flags Over Texas
- VisitDallas
Use the Conference Overview as your guide to conference events. The theme of the conference is “There’s Power in Student Voice,” and the conference features four different breakout session strands. Strand descriptions are listed below along with the intended audience for each. Read the strand descriptions to see which sessions are intended for you, then use the session descriptions to determine which ones interest you. For each time period, select a first choice and a few alternatives, since you will need to choose another session if the room is already full.

**Elevating Student Voice**
**Audience:** Students and Professional Educators
We believe students should be placed at the center of their own learning, and therefore deserve to be an integral part of decisions that impact their lives, including the design of teaching and learning activities. Sessions in this strand will explore examples of practices that promote student voice and student leadership as effective levers for change, decision making, and more effective teaching and learning.

**Promoting Equity & Social Justice**
**Audience:** Students and Professional Educators
Young people and practicing educators have a responsibility to understand the root causes of inequities that exist in public education, and to acquire the skills and tools to engage in work that disrupts the status quo and promotes equity and social justice. This strand is designed for participants to critically engage in various aspects of equity and social justice work, including antibias and anti-racist practice, culturally responsive teaching and learning, diversity in the teaching and leadership forces in education, restorative justice, and strategies to best meet the needs of populations of students who are vulnerable or have been underserved, such as students in special education, speakers of other languages, LGBTQ+ and more.

**Organizing For Impact**
**Audience:** Student Leaders, Teacher Leaders, and System-Level Leaders
We know that cultivating and strengthening the teacher preparation and teacher pathway pipelines require that educators work in partnership with each other and other influential stakeholders to maximize impact. This strand is geared toward (1) student leaders and teacher leaders interested in exploring ways to strengthen and grow their Educators Rising programs; (2) educators who want to engage at large in exploring topics and strategies that influence teacher education and teacher preparation pipelines, and (3) leaders who want to think about aspects of their systems so they are better able to bridge gaps and establish influential partnerships (i.e., research, policy, practice, schools, families, communities).

**Establishing A Strong Foundation**
**Audience:** Students and Beginning Educators
A robust base of knowledge about content and pedagogy is essential for success as an educator. In this strand, aspiring and new educators will explore best and promising practices, and research aimed at positioning them on a path to becoming highly effective and accomplished educators. Proposals should include topics that promote excellence and results through reflective data-driven practices, as well as advice and strategies to best navigate career and teacher preparation pathways, options, and requirements (i.e., certification, testing, alternative routes).

**TIP:** Arrive on time to ensure that you get to participate in the sessions that interest you most.
IMPORTANT CONFERENCE NEWS

► PDK International
PDK International, the parent organization of Educators Rising, is dedicated to supporting educators throughout the arc of their careers, from the supports provided to high school students through Educators Rising, through college with our new EdRising Collegiate level of membership, and into the profession and beyond through membership in the PDK Association. Each level of membership also includes an honorific level through the Educators Rising Honor Society, Pi Lambda Theta Honor Society, and the Distinguished Educator level of membership.

Members at every stage of their career are represented at the conference this year, as attendees, breakout session leaders, and competition judges/volunteers. We encourage you to take advantage of this special opportunity to meet other members of the PDK family and to learn with and from other educators, and be sure to visit the membership table to find out more about the next stage in your PDK journey!

► Competitions
Competitions will take place beginning Saturday afternoon, June 22, and continuing through noon Monday, June 24. A few competitions are open to the public. Be sure to stop by any that are listed as “open to spectators” to learn more about the competition and cheer on the competitors. To minimize disruption during competitions, we ask that you only enter and exit during the short breaks between presentations. The entire area surrounding each competition room is considered a quiet zone, and we ask that you move quietly when entering and exiting this area. The complete schedule of competitions can be found on page 8.

Competition winners will be announced during the awards celebration Tuesday, June 25. Scoring rubrics for all competitors will be emailed directly to the email addresses that students used to register for the competitions. Emails will be sent within two weeks after the conference ends.

► College and Innovation Exhibit Fair
Sunday, June 23, 9 a.m. - 5 p.m.
We're here to support your journey to becoming an educator! Visit the College and Innovation Exhibit Fair on Sunday, June 23 from 9 a.m. to 5 p.m. to meet colleges and universities, programs, and organizations that can help you get there. Using the Exhibitor Passport in your conference bag, collect a stamp from each of the schools and organizations you visit. Turn your completed passport in at the PDK International table for a chance to win prizes!

► Dallas Social Event — Visit Six Flags Over Texas*
Enjoy a fun afternoon at Six Flags Over Texas with Educators Rising! There are a lot of amazing things to do while at the park — from pulse-pounding roller coasters to gentler options for those who want a more relaxing afternoon. Take a break at one of the entertaining shows and catch a bite at one of the restaurants. Of course, you will also want to pick up your souvenirs, so you can remember the day.

All attendees for the Six Flags event are to meet in the Landmark Ballroom at 12:15 p.m. June 24 to pick up tickets and prepare to board transportation. Tickets must be picked up by Teacher Leaders.

*Pre-purchase required

► Educators Rising Lip Sync Battle/Dance Party
Sunday, June 23, 8-11 p.m. in the Landmark Ballroom
Do you have what it takes to mouth the words to your favorite song? Are your dance moves compelling enough to keep the crowd entertained? Watch your fellow rising educators bust out their best moves on Sunday night! While you’re there, connect with old friends and meet some new ones, too. Enjoy snacks, drinks, and great music as you lip sync and dance the night away — be sure to share your party photos using #EdRising19 and #UseYourVoice!
EDUCATORS RISING CONFERENCE OVERVIEW

All sessions and competitions will take place in the Hyatt Regency Dallas.

FRIDAY, JUNE 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 1 p.m.</td>
<td>Off-site</td>
<td>Lunch on your own</td>
</tr>
<tr>
<td>1 – 7 p.m.</td>
<td>Pegasus A</td>
<td>Pre-con meeting: state/regional coordinators (by invitation only)</td>
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</tbody>
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SATURDAY, JUNE 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
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<tbody>
<tr>
<td>9 a.m. – 7 p.m.</td>
<td>Trinity A</td>
<td>Registration</td>
</tr>
<tr>
<td>9 a.m. – 7 p.m.</td>
<td>Trinity B</td>
<td>Educators Rising store open</td>
</tr>
<tr>
<td>10 – 11 a.m.</td>
<td>Cumberland L</td>
<td>Competition judge training (by invitation only)</td>
</tr>
<tr>
<td>1 – 7 p.m.</td>
<td>Various rooms</td>
<td>Competition rounds</td>
</tr>
</tbody>
</table>

**The following are OPEN to spectators:**
- Cumberland G: Creative Lecture – High School
- Cumberland G: Creative Lecture – Higher Education
- Cumberland H: Educators Rising Moment
- Cumberland F: Public Speaking

**The following are CLOSED to spectators:**
- Reverchon B: Children’s Literature – Higher Education
- Reverchon A: Children’s Literature K-3
- Reverchon B: Children’s Literature Pre-K
- McMillon: Educators Rising Leadership Award
- Cumberland J: Ethical Dilemma
- Moreno A: Exploring Education Administration Careers
- Moreno B: Exploring Non-Core Subject Teaching Careers
- Cockrell: Exploring Student Support Services Careers
- Cumberland E: Impromptu Speaking
- Cumberland K: Inside Our Schools Presentation
- Pryor Crockett: Job Interview
- Gaston A: Lesson Planning and Delivery – Arts
- Gaston B: Lesson Planning and Delivery – CTE
- Sanger A: Lesson Planning and Delivery – Humanities
  *Sponsored by Urban Teachers*
- Sanger B: Lesson Planning and Delivery – STEM
- Windsor: Researching Learning Challenges

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
</tr>
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| 7 – 10 p.m. | Landmark Ballroom | Opening General Session
  *José Luis Vilson, educator and author (see page 30)* |
### SUNDAY, JUNE 23

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
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<tbody>
<tr>
<td>8 a.m. – 5 p.m.</td>
<td>Trinity A</td>
<td>Registration</td>
</tr>
<tr>
<td>8 a.m. – 5 p.m.</td>
<td>Trinity B</td>
<td>Educators Rising store open</td>
</tr>
<tr>
<td>8 a.m. – 7 p.m.</td>
<td>Various rooms</td>
<td>Competition rounds</td>
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</table>

**The following are OPEN to spectators:**

- Cumberland G: Creative Lecture – High School
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- Reverchon B: Children’s Literature – Higher Education
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- Cumberland J: Ethical Dilemma
- Moreno A: Exploring Education Administration Careers
- Moreno B: Exploring Non-Core Subject Teaching Careers
- Cockrell: Exploring Student Support Services Careers
- Cumberland E: Impromptu Speaking
- Cumberland K: Inside Our Schools Presentation
- Pryor Crockett: Job Interview
- Gaston A: Lesson Planning and Delivery – Arts
- Gaston B: Lesson Planning and Delivery – CTE
- Sanger A: Lesson Planning and Delivery – Humanities
- Sanger B: Lesson Planning and Delivery – STEM  
  *Sponsored by Urban Teachers*
- Windsor: Researching Learning Challenges

**8 – 10 a.m.**  
Cumberland A: Writing for Professional Growth *(pre-purchase required)*

**10 a.m. – 12 p.m.**  
Cumberland A: Conquering Public Speaking 101 *(pre-purchase required)*

**9 a.m. – 4 p.m.**  
Cumberland L: EdRising Academy Training *(by invitation only)*

**9 a.m. – 5 p.m.**  
Landmark Foyer: College and Innovation Exhibit Fair open

**9 – 9:45 a.m.**  
Session rooms (see page 13): First morning session block

**10 – 10:45 a.m.**  
Session rooms (see page 13): Second morning session block

**11 a.m. – 12 p.m.**  
Landmark Foyer: Visit the College and Innovation Exhibit Fair

**12:15 – 1:45 p.m.**  
Landmark Ballroom: Lunch and General Session  
  *Keynote: TBD, 2019 National Teacher of the Year (see page xx)*

**2 – 4 p.m.**  
Bryan-Berman A/B: State/regional coordinators meeting *(by invitation only)*

**2 – 2:45 p.m.**  
Session rooms (see page 15): Afternoon session block

**3 – 3:45 p.m.**  
Session rooms (see page 16): Afternoon session block

**5 – 7 p.m.**  
Off-site: Dinner on your own

**8 – 10 p.m.**  
Landmark Ballroom: Lip Sync Battle and Dance
## MONDAY, JUNE 24

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Off-site</td>
<td>Breakfast on your own</td>
<td></td>
</tr>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Trinity A</td>
<td>Registration</td>
</tr>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Trinity B</td>
<td>Educators Rising store open</td>
</tr>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Various rooms</td>
<td>Competition rounds</td>
</tr>
<tr>
<td><strong>The following are OPEN to spectators:</strong></td>
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<tr>
<td></td>
<td>Cumberland G</td>
<td>Creative Lecture – High School</td>
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<td></td>
<td>Cumberland G</td>
<td>Creative Lecture – Higher Education</td>
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<td></td>
<td>Cumberland H</td>
<td>Educators Rising Moment</td>
</tr>
<tr>
<td></td>
<td>Cumberland F</td>
<td>Public Speaking</td>
</tr>
<tr>
<td><strong>The following are CLOSED to spectators:</strong></td>
<td></td>
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<tr>
<td></td>
<td>Reverchon B</td>
<td>Children’s Literature – Higher Education</td>
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<tr>
<td></td>
<td>Reverchon A</td>
<td>Children’s Literature K-3</td>
</tr>
<tr>
<td></td>
<td>Reverchon B</td>
<td>Children’s Literature Pre-K</td>
</tr>
<tr>
<td></td>
<td>McMillon</td>
<td>Educators Rising Leadership Award</td>
</tr>
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<tr>
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</tr>
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<td></td>
<td>Cumberland E</td>
<td>Impromptu Speaking</td>
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<tr>
<td></td>
<td>Cumberland K</td>
<td>Inside Our Schools Presentation</td>
</tr>
<tr>
<td></td>
<td>Pryor Crockett</td>
<td>Job Interview</td>
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<td></td>
<td>Gaston A</td>
<td>Lesson Planning and Delivery – Arts</td>
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<td></td>
<td>Gaston B</td>
<td>Lesson Planning and Delivery – CTE</td>
</tr>
<tr>
<td></td>
<td>Sanger A</td>
<td>Lesson Planning and Delivery – Humanities</td>
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</tbody>
</table>
|                     | Sanger B        | Lesson Planning and Delivery – STEM  
Sponsored by Urban Teachers |
|                     | Windsor         | Researching Learning Challenges                               |
| 9 a.m. – 4 p.m.     | Cumberland L    | EdRising Academy Training (by invitation only)               |
| 12:15 – 1:00 p.m.   | Landmark Ballroom | General Session for Dallas social event attendees (tickets distributed) |
| After 1 p.m. – 9:00 p.m. | Off-site | Dallas social event – Six Flags Over Texas  
(Meal ticket included; prepurchase required) |
**TUESDAY, JUNE 25**

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Event</th>
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<tbody>
<tr>
<td>Off-site</td>
<td></td>
<td>Breakfast on your own</td>
</tr>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Trinity A</td>
<td>Registration</td>
</tr>
<tr>
<td>8 a.m. – 12 p.m.</td>
<td>Trinity B</td>
<td>Educators Rising store open</td>
</tr>
<tr>
<td>9 – 9:45 a.m.</td>
<td>Session rooms (see page 21)</td>
<td>First morning session block</td>
</tr>
<tr>
<td>10 – 10:45 a.m.</td>
<td>Session rooms (see page 23)</td>
<td>Second morning session block</td>
</tr>
<tr>
<td>11 – 11:45 a.m.</td>
<td>Session rooms (see page 26)</td>
<td>Third morning session block</td>
</tr>
</tbody>
</table>
| 12:15 – 1:15 p.m.  | Reunion H                     | Networking lunch for teacher leaders and state/regional coordinators  
Sponsored by NNSTOY |
| 12:15 – 1:15 p.m.  | Landmark Ballroom             | Networking lunch for students                               |
| 1:30 – 3:30 p.m.   | Landmark Ballroom             | Closing General Session and Awards Celebration              |

**COLLEGE & INNOVATION EXHIBIT FAIR**
Sunday, June 23 | 9 AM - 5 PM | Location

Interested in becoming an educator? Be sure to visit the College and Innovation Exhibit Fair where you’ll have the opportunity to meet representatives from colleges, universities, and organizations that are interested in helping you get there! Use your exhibitor passport (it’s in your conference bag!) to collect a stamp from all of the participating organizations for a chance to win prizes! Winners will be announced at the General Session on Monday, June 24.

This is your chance to learn about:

- Arkansas Academy for Educational Equity – Fayetteville, Arkansas
- Austin College – Sherman, Texas
- Baylor University – Waco, Texas
- Barry University – Miami Shores, Florida
- City Year – National
- Dallas Baptist University – Dallas, Texas
- ETS – National
- Grand Canyon University – Phoenix, Arizona
- Montana State University Billings – Billings, Montana
- National Association of Community College Teacher Education Programs (NACCTEP) – Tempe, Arizona
- Northeastern State University – Broken Arrow, Oklahoma
- Northwestern State University – Natchitoches, Louisiana
- Orange County Schools – Hillsborough, North Carolina
- Salisbury University – Salisbury, Maryland
- St. Edward’s University – Austin, Texas
- Texas State University – San Marcos, Texas
- The National Network of State Teachers of the Year (NNSTOY) – National
- The University of Texas at Austin – Austin, Texas
- Towson University – Towson, Maryland
- University of San Diego – San Diego, California
- Urban Teachers – National
SESSION DESCRIPTIONS

FRIDAY, JUNE 21

7–10 P.M.
Preconference Meeting: State/Regional Coordinators (by invitation only)
Dr. Shayla Cornick and Lucy Berrier
Educators Rising
Room: Pegasus A

Dr. Shayla Cornick and Lucy Berrier will guide the state and regional coordinators through an in-depth day of reflection and planning for the 2019-2020 academic year. This is a working session and attendees should come prepared with laptops and ideas for the upcoming year.

SATURDAY, JUNE 22

7–10 P.M.
OPENING GENERAL SESSION
Room: Landmark Ballroom

Kicking Off #EdRising19
Greetings: Michael Hinojosa, Dallas Independent School District
Featured Speaker: Dr. Shayla Cornick, Director, Educators Rising
Keynote Speaker: José Luis Vilson, Math Teacher, Writer, Speaker, and Activist

The 2019 Educators Rising National Conference will launch with a lively kickoff session featuring social opportunities, important conference information, live entertainment, and leadership from National Student President Elizabeth Soriano-Salgado and National Student Vice President Shamira Peters. National Student Cabinet Members River Braden and Dylan Schneider will assist with emceeing the event as well.

Be ready for an enthusiastic welcome and remarks from Educators Rising Director Shayla Cornick and a dynamic keynote presentation from the extraordinary math teacher, writer, speaker, and activist José Luis Vilson.

Vilson will share his insights on how to survive and thrive in the classroom, how to do the soul work required to become an impactful educator for all students, and how current and future educators can use their voices to speak truth to power.

SUNDAY, JUNE 23

8–10 A.M.
Writing for Professional Growth
Joan Richardson, PDK International (VA)
ROOM: Cumberland A

Come to this session ready to begin writing an article about your work. In this two-hour session, you will develop a better understanding of why you should write, learn some strategies for writing effectively for professional publications, learn how to submit articles for publication, and discover some tips for sprucing up your manuscript for publication. The session will be led by Joan Richardson, director of the PDK Poll of the Public’s Attitudes Toward Public Education and former editor of Kappan magazine.

10 A.M.–12 P.M.
Conquering Public Speaking 101
Albert Chen, PDK International (VA)
ROOM: Cumberland A

When surveyed about their top concerns, people’s greatest common fear has been cited as public speaking – even over death. Teachers, educators, and public servants are asked to speak in public all the time, but they often are not trained to speak to groups other than a classroom of students. In this session, the discussion will begin with how to become a better speaker by learning the mechanics of creating a dynamic presentation, understanding fear and its place in successful presentations, and learning about where confidence comes from during a presentation. Participants will have a chance to practice in safe small groups, offer and be offered critique and encouragement, and learn what next steps are necessary to become a better presenter. Albert Chen, PDK’s chief operating officer, has trained thousands of speakers at all levels to be the best they can be in front of an audience. Join us and begin your own path as a successful public speaker.
9–9:45 A.M.
FIRST MORNING SESSION BLOCK

Choose Love in Education: Be Part of the Solution
Scarlett Lewis
Jesse Lewis Choose Love Movement (CT)
Strand: Organizing for Impact
Educators Rising Standard(s): IV, V, VII
ROOM: Reunion C

This session will feature a touching story of how social and emotional learning (SEL) could have prevented one of the worst mass murders in U.S. history and how a victim’s mother decided to become part of the solution to the issues we’re facing in schools and society today. After losing her son in the Sandy Hook Elementary School shooting, Scarlett Lewis began a worldwide movement to teach children how to choose love in every situation or circumstance. Based on a message Jesse left on their kitchen chalkboard, “Nurturing Healing Love,” the no-cost PreK to 12th-grade Choose Love Enrichment Program helps children and their educators become aware of their thoughts and the outcomes they can have. Learn how students and educators can be part of the solution by creating a safer, more peaceful, and loving world by choosing love, empowering educators and students with SEL, positive psychology, character education, mindfulness, and more.

Dress for Success
TBD
Men’s Wearhouse
ROOM: Reunion F

Preparing for college visits, job interviews, or your first job? This session, presented by the Dallas-area Men’s Wearhouse, will offer recommendations as well as do’s and don’ts for both men and women, to help participants put their best foot forward when it counts. Participants will take away an interview tip sheet, instructions for tying a tie, and will be eligible for two door prizes!

Let’s Talk About Bringing Social Justice Issues into Elementary Classrooms!
James Clayton
Saint Peter’s University School of Education (NJ)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): V
ROOM: Reunion E

Social justice is an important topic to address with students, but at what age should they begin learning about it? In this session, participants will consider the wide variety of social justice issues that can be incorporated appropriately into elementary classrooms. They will examine artifacts and lesson plans and share how social justice issues are addressed in their own classrooms. This session will also feature a video of a student performing an original song written for a social justice lesson.

Speak with Me, Not for Me
Sergio Yanes, Danielle Muller
Arvada High School (CO)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): VII
ROOM: Cumberland J

As champions for social justice, educators must be ready to support the diverse needs of all their students. This includes being an ally for students from different cultures, races, abilities, and identities. So, how do educators join the conversation without speaking for others? In this session, you’ll discover how an understanding of privilege, fragility, and intersectionality can help people engage in open, supportive discussions to promote equity. Participants will brainstorm appropriate, effective ways of showing support to marginalized populations. They will also discuss various strategies allies can use to make sure they are honoring others’ differences, demonstrating integrity, and becoming true social justice advocates.
Teacher Mindfulness and Self-Care: Creating Your Toolbox to a Positive Teaching Career
Kimber Underdown, Crystal McCabe
Grand Canyon University (AZ)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I, VII
ROOM: Reunion B

In this interactive and engaging session, participants will learn what mindfulness and self-care mean and why they are important in any teaching career. From helping us create positive learning environments to helping us better understand our own emotions, mindfulness and self-care are strong tools that can help teachers manage the stress that comes with the calling. Participants will leave this session with tools to help them practice mindfulness and self-care throughout their teacher preparation programs and well into their teaching careers. With teacher shortages all over the country, it is important for teachers to make sure they are taking care of themselves so they continue to make teaching their career.

10–10:45 A.M.
SECOND MORNING SESSION BLOCK

Barriers to the Teaching Profession
Tiffany Cain, National Education Association (DC)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I
ROOM: Reunion E

While there are barriers to entering the education profession, it is always a rewarding career and often a calling. This session will be a conversation around barriers to teaching, concerns about entering the profession, and what the National Education Association is doing to help aspiring and current teachers become profession ready.

Mentoring Innovative Educators for Tomorrow
Jenny Meers, Kathy Nash
Four Rivers Career Center (MO)
Strand: Organizing for Impact
Educators Rising Standard(s): IV, VII
ROOM: Reunion C

Changes in education are happening more rapidly than ever. As teacher leaders, how do we prepare future teachers and keep them engaged in a profession that is continually evolving? This session will feature examples of student-led instruction used in two of Missouri’s “Grow Your Own” teacher education programs. Learn how to successfully engage high school students in education reform and internships that allow a behind-the-scenes look at our current public school system. Participants should bring ideas to share and questions for other teacher leaders. Best practices will be shared and the discussion will focus on the ways in which student voice and leadership play important roles in strengthening the teaching profession. Learn how to design and implement a program that meets the needs of your student population and gains the support of local stakeholders through school-business partnerships.

Social Justice 101: How to Turn Your Thinking from “Me” to Teaching a Class of 33!
Crystal McCabe, Paul Danuser
Grand Canyon University (AZ)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II
ROOM: Reunion B

In this interactive, scenario-based presentation, participants will learn about the preparation needed for teaching to the diversity in their classrooms through the use of skill building and hands-on activities. By using the intersectionality framework, the presenters will go through several of the “isms” of social justice, helping participants get to know a little more about themselves so they can better understand their future students and communities. With 90 percent of all people living in cities by the turn of the next decade, there will be even more need to know of the diversity of the schools and communities when teaching candidates are ready to lead their classrooms. Learning about social justice is more important than ever, and this presentation will serve to get that preparation started.

Be sure to check out the EDUCATORS RISING STORE located in Trinity B.
Using Your Student Voice as a Student Leader

Emily Lorenzen, Daisy Boyar, Bekka Hitz, Danny Le
Burke High School (NE)

Strand: Elevating Student Voice

Educators Rising Standard(s): III, IV, VII

ROOM: Reunion A

Learn how to be a leader in your chapter and how to promote Educators Rising by using your student voice! Participants will learn what a leader looks like, the characteristics of a good leader, and how students can develop leadership skills, including how chapter leaders use their voice to grow Educators Rising chapters and increase membership across the country. Participants will leave with an understanding of how serving as a student leader increases the impact of being a member of Educators Rising.

12:15–1:45 P.M.

LUNCH WITH KEYNOTE SPEAKER — RODNEY ROBINSON, 2019 NATIONAL TEACHER OF THE YEAR

Featured Speaker: Joshua P. Starr, Ed.D., Chief Executive Officer of PDK International

Keynote Speaker: Rodney Robinson, 2019 National Teacher of the Year

Room: Landmark Ballroom

2019 National Teacher of the Year Rodney Robinson has taught in Richmond Public Schools for 19 years. He is currently a teacher at the Virgie Binford Education Center, a school inside the Richmond Juvenile Justice Center, where he uses a social studies curriculum that centers on juvenile justice and the prison system. He hopes to use his national platform to lead a conversation about how the nation can address the school-to-prison-pipeline and to make all students, regardless of circumstances, have their voices heard.

2–2:45 P.M.

FIRST AFTERNOON SESSION BLOCK

Empowering Voice Through Story

Susan McGee, McGee Education Consulting (MA)

Strand: Elevating Student Voice

Educators Rising Standard(s): II, VII

ROOM: Reunion A

Stories empower, motivate, and inspire. Telling their own stories leads teachers to deeper reflection and professional growth, while students’ stories empower their engagement with the world. This session will explore the narratives of both teachers and students. One part of the presentation will apply specific creative uses of metaphor and story in professional development by connecting teachers to their own stories and to their collective story. Participants will experience firsthand some of the techniques used to elicit personal stories, so they can see their effectiveness as a learning tool. In a second part of the presentation, attendees will learn about an interdisciplinary project resulting in student-written picture books as the end product of their research. Through inquiry and research, students hone and channel their voices around self-selected social issues then speak out using story and art. Channeling student voice around societal issues of personal concern empowers agency, sparks creativity, and challenges deep thinking.

Growing Pains

Jessica Morrissey, Towson University (MD)

Strand: Organizing for Impact

Educators Rising Standard(s): I

ROOM: Reunion E

During this session, teachers and students will learn how to efficiently and actively engage in conversations about the difficulties of growing their Educators Rising chapters and potential solutions. We will focus on the most common difficulties within growing membership and work in small and large groups to find creative solutions to these problems. At the end of the session, there will be time to share concerns and receive group feedback.

Promoting Equity & Social Justice Through Strengths-Based, Whole-Child Education to Meet the Needs of Economically Disadvantaged High School Students

Essie Hill, Actuate Development Company (TX)

Strand: Promoting Equity & Social Justice

Educators Rising Standard(s): II, V

ROOM: Reunion C

This session is designed to increase rising educators’ awareness of education as an important vehicle for promoting equity and social justice. Participants will also understand how a strengths-based, whole-child education model can promote equity and social justice to meet the needs of economically disadvantaged high school students. First,
participants will engage in conversation to examine how education is considered social justice and is a vehicle to promote equity for this student group. They will also learn some of the root causes of inequities, identify solutions public education has implemented to achieve equity, and recognize the importance of achieving equity, including the implications if we don’t. Rising educators will then examine an example of strengths-based, whole-child education and recognize it as a model of best practice, understanding how it promotes their own self-awareness, engages students and promotes learning, supports student development, and builds relationships. Participants will collaborate/work in groups to develop responses to the above topics. In addition, participants will be given time to ask questions and will also leave with an action plan for implementing strengths-based, whole-child education.

Show Me the Money! Financial Aid Options for Aspiring Teachers
Linda Dews, University of San Diego (CA)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I
ROOM: Reunion B

This session will focus on federal and state financial aid opportunities for aspiring teachers in their undergraduate and graduate degree programs. Rising educators have the passion to become teachers and leaders in the field of education and the academic qualifications needed to support career aspirations. Participants in this session will learn how to find the financial resources needed to support their goals.

State/Regional Coordinator Meeting*
(by invitation only)
Joshua P. Starr and Shayla Cornick
PDK International/Educators Rising
Audience: State/regional coordinators
*This session lasts from 2 to 4 p.m.
Room: Bryan-Berman A/B

Attendance for all state/regional coordinators is strongly encouraged for this annual face-to-face opportunity to build relationships, exchange ideas, and plan for the future of Educators Rising.

3-3:45 P.M.
SECOND AFTERNOON SESSION BLOCK

Inspiring Students, One Robot at a Time
Nancy McIntyre
Robotics Education & Competition Foundation (CA)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): III
ROOM: Reunion B

This session will explore what it is like to be part of a competitive robot team and how to build and sustain such a program. Attendees will brainstorm strategies, come up with a game plan for their match and operate their robots in a competitive setting. They will also learn about the impact that developing a program will have on them and their students. In addition, attendees will learn about relevant classroom curriculum, industry certification, and scholarships.

Listening to Student Voice, Developing Student Agency
Monica Solomon, David Salazar
Schlechty Center (OH)
Strand: Elevating Student Voice
Educators Rising Standard(s): II, III, IV, VII
ROOM: Reunion A

Discover how a diverse inner-city high school in Houston, Texas, is utilizing student voice and agency to build relationships, design engaging and culturally relevant experiences for students, engage students as partners in their learning, and grow and develop student leaders. Furr High School (Houston Independent School District) and the Schlechty Center, a national nonprofit committed to partnering with education leaders to nurture a culture of engagement, have joined forces to increase profound learning for all students. Listening to student voice and developing student agency are significant strategies to support student development and to create the conditions for educators to advance professionally.

Accessing a case study of Furr High School student focus groups, participants will utilize and apply the Schlechty Center frameworks to identify challenges and develop strategies unique to participants’ specific contexts. Through disciplined conversations, rising educators will use frameworks to design student protocols; use the case study to analyze student voice and look for patterns; determine how to share, collaborate, and develop student profiles, and
determine implications for designing or redesigning experiences that meet the needs, motives, and interests of students. Participants will have access to a toolkit to advance their work in local communities.

**Stand Up, Speak Out! Resisting the Dark Underside of “Professionalism” and Teacher Identity**  
*Joseph Wegwert, Northern Arizona University (AZ)*  
*Strand: Promoting Equity & Social Justice*  
*Educators Rising Standard(s): I*  
*ROOM: Reunion E*

The teaching profession is at a crossroad. Schools are under attack by privatizers. Teachers are leaving the profession in unprecedented numbers. Children and youth are facing the debilitating challenges of growing economic inequality and a culture of blame and discipline. The American democracy is, at best, anemic and, at worst, in rapid decay.

For educators, it is no longer possible to be an advocate for children without being an activist for children. This session seeks to engage aspiring and practicing teachers in a conversation about careers dedicated to social justice in the face of growing oppressions. The presenter will engage participants in an investigation of how the ideology of professionalism and the realities of teacher identities — specifically, the identities of white, middle-class, cis-gender, womanhood and the characteristic niceness that defines it — serve to impoverish teacher agency. Participants will explore how professionalism and teacher identities operate as mechanisms of regulation, and how dominant interests exploit the values of duty, care, civility, and neutrality to silence and suppress teacher voice. Finally, participants will examine counterstrategies that serve to offer empowerment in the face of fear and meaningful purpose in the face of the de-skilling of the teaching profession.

**Using Personal Narrative to Attract a More Diverse Preservice Teacher Pool**  
*Noal Cochran, University of Southern Mississippi (MS)*  
*Strand: Organizing for Impact*  
*Educators Rising Standard(s): I, II, IV, VII*  
*ROOM: Reunion C*

Through a skill-building experience exemplified by the presenter’s own personal narrative of entry into education, this session will focus on giving teachers, preservice teachers, and even high school students, particularly those from underrepresented groups, the tools to create value in their personal narrative. Skills to be covered include developing powerful personal imagery, appropriate self-disclosure, and personal belief statements with which underrepresented cultures can identify. Brain-based learning has shown that when students are able to tie new information or experiences to familiar information or experiences more rapid encoding and elevated retention take place. The sense of familiarity builds interest and, therefore, engagement. Students have also shown an increased affinity for teachers with whom they share an identity connection. This connection has particular power within diverse cultures where personal narratives and oral history are of paramount importance. However, educators have often been hesitant to share their own personal stories with students in the name of maintaining appropriate boundaries.

**MONDAY, JUNE 24**

**9-9:45 A.M.**  
**FIRST MORNING SESSION BLOCK**  
**Building the Teacher Pipeline: A Local Look**  
*Usamah Muhammad-Rodgers*  
*Dallas Independent School District (TX)*  
*ROOM: Reunion A*

P-TECH 9-14 School Model is a pioneering education reform initiative created by IBM to prepare young people with the academic, technical, and professional skills required for 21st-century jobs and ongoing education. P-TECH represents the best of what public-private partnerships can be, with students taking high school and college coursework simultaneously and engaging in industry-guided workforce development. Join Dallas ISD Assistant Superintendent of Post-Secondary Partnerships and Programs Usamah Muhammad-Rodgers and representatives from local secondary schools and institutes of higher education as they reflect on lessons learned in the implementation of their P-TECH career pathways program. Learn about how a pathway has been created for Dallas students from high school to college and back into the classroom.
Choosing Your Pathway to Teaching

Pathways to Teaching – City Year, Urban Teachers, Texas College/University
ROOM: Reunion B

While Educators Rising members know they want to become educators one day, there are numerous pathways to get to the classroom. Hear from City Year, Urban Teachers, and a Texas college/university as they discuss the different routes available, so attendees can find the right pathway.

Great Teaching and Learning: Transforming Preparation and Our Profession

Blake West, Rachel Immerman
Center for Great Public Schools, National Education Association (DC)
Strand: Organizing for Impact
Educators Rising Standard(s): I, II, III, IV, V, VI, VII
ROOM: Reunion C

Join us in transforming the system! Explore NEA’s 2017 expert panel report/challenge focusing on five keys to transforming teacher preparation AND our profession. Participants will join in developing strategies to: A) break barriers and build deep collaboration within P-12 schools and beyond schools and preparation programs, B) tap the power of autonomy for students and teachers, C) make student learning the guiding lens for every decision, D) build rich assessments and data grounded in authentic engaging work, and E) create a culture that values the worth of each person and community.

Through roundtable discussions of each of the five elements of culture, the session will help participants develop a clear vision for transforming schools and programs plus provide specific strategies for action when returning home. The session will also offer a chance to be part of an ongoing Networked Improvement Community of change agents committed to action and sharing.

Using Restorative Practices to Build a Culture of Respect – A Personal Experience

Christine Larson, Bound Brook School District (NJ)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II
ROOM: Reunion E

Participants will join in a Restorative Circle to learn how the process helps improve communication among teachers, students, and all school members. Learn how the process has lowered suspension rates, decreased the number of students being bullied, and helped Bound Brook High School (NJ) build connections between teachers and students, as well as among students themselves. Participants will leave with a general understanding of how the process works, research on its effectiveness, and how they can use the process to resolve conflicts. They will learn that by allowing students to voice their concerns and feelings, relationships and respect within the school community grow stronger.

10–10:45 A.M.
SECONd MORNING SESSION BLOCK

Basic Instincts 101: Engaging 21st-Century Diverse Learners in a C-Squared (Culturally Competent) Classroom

Yolanda Hood, Remy Bryant
Jennings School District (MO)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I, II, III, IV, V, VI, VII
ROOM: Reunion B

This session will focus on facilitating instruction through interactive management, exercises, and strategies to help the diverse learner succeed in the 21st century. Presenters will incorporate culturally competent research theories to aide attendees in cultivating quality relationships, while influencing them to increase rigor and relevance to their student population. By incorporating effective, data-driven, research-based tools (i.e. PLCs, Collegial Mentoring, Ed-Tech tools, etc.), educators will experience hands-on professional development that will reward them not only with knowledge, but also equip them with strategies ready to implement in their classroom(s).
Best Recruitment and Retention Strategies for Students of Color in STEM Majors
Janine Kelly-Hardy, Seton Hall University (NJ)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): I, II, IV, VII
ROOM: Reunion C

Educators and participants will have an engaging discussion about a case study of successful strategies to recruit and retain underrepresented students in Science, Technology, Engineering, and Math majors. Discussion will focus on why these students have a high attrition rate in STEM, as well as in higher education, and how the Louis Stokes Alliance for Minority Participation has reversed that trend. The Louis Stokes Alliance for Minority Participation was established in 1991, consists of 46 alliances that bring together more than 600 colleges and universities, and is continuing to thrive as its original leaders are retiring and/or moving on to other institutions. It is named after the first African-American Congressman elected in Ohio. It is funded by the National Science Foundation, which promotes the success of students of color who are pursuing degrees in STEM disciplines. This session will delve into the alliance’s successes and challenges and how educators can help underrepresented students succeed in STEM majors as the college population becomes more diverse in the 21st century. The Houston alliance will be featured.

Cooking with Confidence
Shamira Peters, River Braden
University of North Texas (TX), Whitley County High School (KY)
Strand: Elevating Student Voice
Educators Rising Standard(s): II, IV, VI
ROOM: Reunion A

Everyone has experienced that awkward silence that occurs when the floor is open for students to speak, but no one speaks. Or, when students are annoyed because the same student is speaking ... AGAIN. These are student voice attempts gone wrong because not all students carry confidence in themselves and what they have to say. Through role play, this session will find ways to combat failed student voice attempts. In this engaging session, the focus will be on the importance of student voice and how it has been enforced by teachers. Then, attendees will discuss failed student voice implementation and how to help instill confidence in students throughout everyday classroom functioning.

Test Prep for Aspiring Educators
ETS
ROOM: Reunion F

Aspiring educators, have no fear, ETS and Kaplan are here! Nervous about the SAT, ACT, and/or the Praxis test – all of which candidates need to take to become an educator? This session will feature a presentation on standardized tests from ETS, the creator of the tests, and tips and tricks from Kaplan, so participants can know what to expect and score their very best.

The Urgency of Equity: Teaching Students in Poverty
Tracy Reimer, Bethel University (MN)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II
ROOM: Reunion E

This engaging session will help attendees gain the knowledge and skills educators need to recognize and combat the bias and inequity that undermine educational engagement for students experiencing poverty. Principles for educators of students in poverty will be explored and discussed. Attendees will be introduced to strategies that will help improve schools, particularly for the most marginalized students. Attendees will be challenged to reflect on their mind-set on a continuum of deficit view to structural view and asked to identify historical and subtle inequitable practices in K-12 education. Attendees will gain an understanding of equity efforts as complex change.
Closing achievement gaps for historically underserved student populations is a key priority for educators, driving classroom practice, district policies, and state budgets. Yet, it is insufficient: All children must also master academic content that prepares them for future educational, civic, and workforce pursuits. In other words, we must raise the bar and simultaneously help more kids reach it. Using data from states that administered common college- and career-ready assessments, CenterPoint Education Solutions and HumRRO identified several dozen districts across the country that are beating the odds - and visited them to learn about the specific policies and practices they’ve employed to make a difference in students’ lives. In this session, the study leaders will join a leader from one of these districts for an in-depth look at the policies and practices that were key to their district’s success. Participants will engage in a compelling discussion to unpack the district’s story, to understand the key levers used to drive improvements, and to identify concrete ideas for replicating these strategies in their own communities.

Diversity & Test Prep: Ensuring Success for All ETS
ROOM: Reunion F

There are many factors that have led to a primarily white, female educator workforce, and one of those is standardized test performance.

In our efforts to diversity the teaching profession, we must recognize that there are challenges that hinder people of color from becoming educators. For one, we know that students of color score less than their white counterparts on standardized tests. In this session with ETS, Kaplan, and HBCU, you’ll learn about diversity issues in the teaching practice and the critical thinking and reasoning skills needed to score well on the tests.

Launching an Educators Rising Collegiate Chapter: A Start-up Guide
Elizabeth Wynkoop
Towson University (MD)
ROOM: Reunion C

Towson University launched a collegiate chapter of Educators Rising during the 2018-19 school year that has grown to close to 200 students. Learn recruitment strategies for chapter meetings and student involvement, how to keep the momentum going all year, and how the collegiate chapter was used to strengthen the overall Educators Rising program across the state. Members of the student executive board will be presenting and sharing their experiences.

Teacher Academy Professional Development Modules on Culture and Identity in Washington State
Lindsey Stevens, Nasue Nishida
Center for Strengthening the Teaching Profession (WA)
ROOM: Reunion E

The Recruiting Washington Teachers (RWT) Program and Curriculum is a product of the Professional Educator Standards Board (PESB) and is intended to build a teaching pathway for a more diverse range of high school students into the profession in Washington State. The RWT Curriculum is rooted in the assets and educational experiences students possess and will benefit and enrich diversity, culture, and equity in classrooms and throughout the educational experience. To help teachers and students access this curriculum and enrich their own understanding of diversity, culture, and equity, as well as prepare a classroom that is enriched by these practices, a group of Washington State teachers brought together by the Center for Strengthening the Teaching Profession (CSTP) developed professional development modules and microcredentials based on the RWT Curriculum and topics. In this session, participants will experience one of the lessons from the professional development modules and reflect on how their learning can impact culturally responsive practices in the classroom as teachers and future teachers.
TUESDAY, JUNE 25

9–9:45 A.M.
FIRST MORNING SESSION BLOCK

All Kids Need S.W.A.G.G.E.R.
Leslie Kinard, Ferndale Middle School (NC)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): V
ROOM: Cumberland H

Educators are working with more diverse student populations than ever before. Culturally Responsive Pedagogy (CRP) helps educators provide students with rigorous instruction rooted in strong relationships that hold all stakeholders accountable for student success. All Kids Need S.W.A.G.G.E.R. is an acronym for teaching styles that help educators learn to teach and reach all students. This session will be a highly engaging introduction to CRP that provides tools and strategies to immediately begin implementing CRP in schools.

China Panel
TBD
ROOM: Reunion A

When American public schools moved toward a more standardized test-based system there was a reaction that we were shifting toward a more rigid “China-like” model of education. In recent years however China has been undergoing its own education revolution looking at whole student and the importance of critical thinking and problem solving. Come and enjoy a discussion with one of the pioneer architects of this new movement in China, SKT Education, and gain insight into our own issues and concerns by learning about how China is transforming itself from a system focused on memorization to basis of preparation for real-world problems.

Crossing the Bridge from Curiosity to Student Voice
Deborah Brooks, Carley Goodkind
Greenfield High School (WI)
Strand: Elevating Student Voice
Educators Rising Standard(s): I, II, III, IV, V, VI, VII
ROOM: Cumberland K

During this session, participants will discover tools for designing experiences that will fine-tune student voices and equip them to take ownership of their learning. The presenters will guide participants as they travel from directed, teacher-led lessons to coaching via a student-driven voyage while maintaining a focus on content-area objectives. Educators in this session will experience the same process as their students as they weave the transfer skills and dispositions of self-directed learning (goal setting, self advocacy, resilience, metacognition, growth mind-set, and use of feedback) with discipline-specific learning goals that empower learners to discover their voices. Through guided examples and opportunities to collaborate and share feedback, participants will have a solid start on methods to upgrade experiences for their students.

Dare to be Diverse!
Chloe Callihan, Erin Moloney, Jayden Solomon
Eastland Fairfield Career and Technical Schools (OH)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II
ROOM: Reunion E

Truth or dare? Truth: Are you diverse? Dare: We dare you to be diverse. Diversity is the one thing that we all have in common. It can be described as differences in homelife, ethnicity, religion, race, disabilities, sexuality, financial need ... and so much more. In this student-led breakout session, you will be immersed in interactive group activities, engaging games and discussions, and you will learn ways to teach diversity in elementary, middle, and high school classrooms. At the elementary school level, you will explore how to respond and handle sticky situations. You will be diving deep into the most basic question that little kids wonder about: “Why?” At the middle and high school levels, you will discover your own cultural biases you never knew you had and will explore commonalities among all people. We want you as a future teacher
to encourage your students to not only embrace their own diversities, but to embrace their peer’s differences as well. Do you dare to be diverse?

Giving Voice to Students’ Mathematical Conceptions
Brandon Frost, Johns Hopkins University (DC)
Strand: Elevating Student Voice
Educators Rising Standard(s): I, II, III, IV, V
ROOM: Reunion G

Teachers around the nation are shifting their mind-set of instruction to be more student centered. In a student-centered learning environment, students choose what they learn, how they learn, and how to assess themselves. But one problem remains: How do teachers use “student voice” to cultivate and engage lasting interest in mathematics? In this context, “student voice” is defined as students’ opportunity to demonstrate their own thinking about how they learn mathematics. Despite these changes in instruction, teachers continue to analyze student “mis”-conceptions of mathematics rather than recognize and honor students’ conceptions of mathematics. Teachers should validate their students’ reasoning in a positive environment and use this to build student understanding while also recognizing multiple pathways to demonstrating mathematical knowledge.

This session will first allow participants to explore their own mathematical thinking through rich cognitive tasks, learn about other participants’ conceptions of the same mathematical tasks, and investigate ways teachers can honor and validate their students’ conceptions to drive instruction. Participants will walk away with a toolbox of “teacher moves” and mathematical problems to encourage student voice within the classroom.

Mindfulness Matters
Dajsha Williams, Ariel Fellenstein-Burns, Bianca Reagan
Eastland-Fairfield Career and Technical Schools (OH)
Strand: Elevating Student Voice
Educators Rising Standard(s): II
ROOM: Cumberland F

Come take a trip down memory lane! Participants will experience social-emotional learning firsthand and learn about the important role it plays in the classroom. As future educators, knowing how to effectively promote social-emotional learning is key to having great classroom management, an abundance of student engagement, and establishing a more inclusive classroom environment. Through engaging activities, participants will learn about mindfulness, teamwork, building positive relationships, and dealing with emotions.

Relationship Building: The Most Important Tool in an Educator’s Toolbox
Shelley Staples, Anna Billam, Josh Chase, Bella Harrison, Kayla Jones, Allie Kuafmann, Mihir Sarja
OPS 233: 21st Century Future Educators Academy (KS)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): II, IV, V
ROOM: Reunion B

Join the Future Educators Academy students for a highly engaging, hands-on session focused on relationship building to ensure students learn to their highest potential. Learn about the importance of educator-student connections and take away activities for all ages to help build relationships. This session focuses on increasing attendees’ own skills when meeting students, which includes building knowledge of students’ interests and passions, developing communication skills, and finding methods for creating a bond between educator and student.

Strengthening Ohio’s Teacher Pipeline through Partnership
Kristine Still, Richard Wakefield
Cleveland State University (OH)
Strand: Organizing for Impact
Educators Rising Standard(s): IV
ROOM: Reunion C

This session will examine the Pipeline Through Partnership grant that was awarded to Cleveland State University by the Ohio Department of Higher Education and the Ohio Department of Education. The financial support provided has been used to strengthen the ongoing relationship between the Heights Career Tech Prep Consortium Teacher Academy and Cleveland State University. The goal is to better reach potential students while also providing Teacher Academy candidates and CSU College of Education students with enhanced experiences in their respective programs. The project
plan includes five components: More Diverse Field Experiences, Collaborative Activities, Guest Lectures and Speakers, Rebranding the Teacher Academy, and Revamping the Teacher Academy Classroom. The project components will be highlighted during the session in the context of an interactive presentation/discussion format.

Will You Be My Mentor? Top 10 Tips for Successfully Mentoring Rising Educators
Andrea Foster, Patricia Williams
Sam Houston State University (TX)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I
ROOM: Cumberland G

Every aspiring teacher deserves a mentor who can advise and share strategies to best navigate career and teacher preparation pathways. Rising educators especially require a mentor who understands the profession and can provide the systematic support necessary to guide them into successful careers that lead to substantial leadership, contribution, and fulfillment. This promises to be highly engaging, hands-on, interactive session that includes an opportunity for participants to engage in conversation with two prominent teacher educators around supporting early career educators. Join us and learn about the Top 10 treasured tips (borrowed slightly from Socrates, Plato, and Aristotle) for mentoring the best-of-the-best to become the best-of-the-best in teaching. Come prepared to be inspired, learn a lot, transform your mentoring mind-set, play some games, and win some pretty awesome swag!

10–10:45 A.M.
SECOND MORNING SESSION BLOCK

Assembling Your Dream Team
Erin Moloney, Maddie Brooks, Antoine Holloway, Mikayla Morrow, Ashley Rowan, Jayden Solomon
Educators Rising Ohio (OH)
Strand: Organizing for Impact
Educators Rising Standard(s): I, III
ROOM: Reunion C

Have you ever wondered how to run a successful chapter? What do you need to plan a state conference? How can you be an EdRising student leader? How can you get involved? This student-led breakout session held by the Ohio State Officers who planned Ohio’s 2019 conference. Through songs, small group discussions, hands-on activities, and interactive games, participants will learn how to create their dream chapter or conference. Designed for students, teachers, and future chapter leaders, participants will experience what it is like to be a leader in Educators Rising. Learn how to run meetings, plan a community project, connect through social media, and the importance of the often-overlooked behind-the-scene details. What will your dream team look like?

Cat Wrangling: The Art, Science, and Mysticism of Classroom Management
Thomas Fisher
Fisher Education Consulting (OR)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): V
ROOM: Cumberland G

Success in curriculum, outcomes assessment, differentiated instruction, professional learning communities, diversity, etc., depends entirely on the individual teacher maintaining a classroom atmosphere conducive to learning. Research indicates the more time students spend in meaningful learning situations, the better the measured outcomes. What teachers need is more time to teach. Session attendees will explore, through active engagement, how to minimize inappropriate student behaviors, reduce office referrals, improve student outcomes, and significantly increase time-on-task.

The session will discuss how the physical arrangement of the classroom and the placement of various multimedia equipment significantly affect-
student engagement and maintaining classroom discipline. The use and misuse of personal electronic devices will also be examined.

**Cybertraps for Educators: Don’t Get Caught**

*Kimberly Tobey, Frederick Lane*

**National Association of Community College Teacher Education Programs (NACCTEP) (AZ)**

**Strand: Establishing a Strong Foundation**

**Educators Rising Standard(s): I**

**ROOM: Reunion B**

Generation Z students were born into a world overrun with technology; its uses personally and professionally are second nature to high school students in future education programs. Being a classroom teacher may feel years away, but now is the best time to examine the potential pitfalls associated with using social media and technology. One momentary lapse in judgment can squash the dream of being in the classroom. During this session, attendees will be asked to reflect on their personal values related to social media and technology and consider potential impact on their future career choices. This session will also introduce attendees to the basic concept of cyberethics as it applies to the teaching profession, highlight the differences between ethics and cyberethics, explore the factors that can make cyberethical behavior more difficult, discuss the proposed Model Code of Ethics for Educators, and review some of the steps future educators can take now to promote cyberethics within their community.

**Elevating Student Voice through Genius Hour-20% Time**

*Richard Wakefield IV*

**Maple Heights City Schools (OH)**

**Strand: Elevating Student Voice**

**Educators Rising Standard(s): II, IV**

**ROOM: Cumberland F**

To truly elevate the power in student voice, we must provide students with opportunities to showcase their own personal genius. Genius Hour, or 20% time, is a concept that originated in corporate America, perhaps most famously at Google. During Genius Hour, employees are given 20% of their time on the clock to innovate using their own interests and talents. Many of Google's most popular services were conceived during 20% time. Today, Genius Hour has reached classrooms across the country. Students are being given 20% of their class time to step away from traditional classroom practices and explore projects aligned with their mid- to long-range goals. Those who wish to work in the music industry can explore ways to do so now. Future engineers can explore projects of current engineers. Those who love sports can explore the many ways to work in the sports industry aside from being a professional athlete. Join us as we explore how Genius Hour-20% time can be implemented inside your own classrooms. We will share materials from its most successful proponents and discussion will focus on how student progress during Genius Hour can be monitored weekly and in small groups during advisory time.

**Engaging Future Teachers in Remapping the Cradle to Prison Pipeline to a Cradle to College Pipeline**

*Michele Brunson, Debra Jo Hailey, Katrina Jordan*

**Northwestern State University (LA)**

**Strand: Promoting Equity & Social Justice**

**Educators Rising Standard(s): IV**

**ROOM: Reunion E**

This session will describe how Northwestern State University partnered with the parish district defender to interrupt the Cradle to Prison Pipeline in Louisiana, the world’s prison capital. Presenters will describe how future teachers are engaged in service learning projects to tutor at-risk children, distribute family literacy bags to children from poverty-stricken families, and volunteer in community family literacy programs.
events aimed at teaching parents how to read to build print-rich environments and engage in literacy learning at home.

**Find Your Voice; Use Your Voice!**
*Alyson Adam, Dakota Seebauer*
*Eastland Fairfield Career and Technical Schools (OH)*

**Strand: Elevating Student Voice**
*Educators Rising Standard(s): II*
**ROOM: Reunion G**

Teachers play an important role in helping their students develop their confidence, interests, and voices. In this breakout session, participants will explore lessons that foster student voice for all grade levels. Elementary school students are beginning to understand that everyone has a voice, voices can be different, and that's OK! Middle school students are developing their own voice, and making decisions on where they stand on topics they are passionate about. High school students are beginning to use their voices to stand up for themselves and their beliefs. Designed for students and teacher leaders, this session will engage participants in interactive activities that show how to teach student voice and leadership in different types of classrooms. Teachers help students find their voice so they can make a difference. And that is the Power in Student Voice!

**Harnessing Student Power through Genius Hour**
*Kimberly Eckert, Lauren Walker, Emma Sarradet, Stokely Sparks*
*Brusly High School-West Baton Rouge Parish Schools (LA)*

**Strand: Elevating Student Voice**
*Educators Rising Standard(s): I, II*
**ROOM: Reunion A**

In this session, attendees will learn how to turn student voice into ACTION by activating and supporting the desire to learn something, do something, or change something within schools and communities using the structure of Genius Hour (GH). After a brief introduction to GH and examples from students, the room will break off into students leading students in GH or the facilitator guiding teachers through the process of supporting students through GH in their classes and clubs. Although this incredible structure for 21st-century learners can be applied in any grade/content, this session will be tailored to rising educators to give them a vessel to spark and promote their passion for education while empowering them to do something about it NOW.

**The Power in Your Words: Using Effective Communication to Build Partnerships with Families**
*Patricia Weinzapfel*
*Evansville Vanderburgh School Corporation (IN)*

**Strand: Establishing a Strong Foundation**
*Educators Rising Standard(s): I, II*
**ROOM: Cumberland J**

Engaging families in education is one of the keys to teaching and student success. This session will focus on how to craft clear, concise communications that resonate with families and allow for respectful exchanges of information. Through activities and discussions, attendees will analyze examples as they learn to recognize/identify both effective and ineffective communication. They will draw on the knowledge of their parents/schools as they apply what they learn to compose parent-friendly communications. This session will also be informative for educators who engage community partners in education.

**Using Narrative Expository Text in the Classroom to Encourage Students’ Voices**
*Shawna Martino, Kay Hansen*
*Grand Canyon University (AZ)*

**Strand: Elevating Student Voice**
*Educators Rising Standard(s): III, IV, V*
**ROOM: Cumberland K**

This session reviews a case study that was completed using an innovative text genre: narrative expository in the secondary classroom in conjunction with literature circles to promote student learning and engagement. It will share how the use of this type of genre increases student synthesis and critical thinking of the material while promoting an understanding that allows the students to voice opinions and ideas as future citizen leaders. During the session, participants will have the opportunity to view the text being used in the classroom. Then a hands-on activity will allow them to explore the narrative expository genre for themselves and process that experience through discussion, seeking application for the classroom. A list of current titles for the genre will also be provided. Come see how you can apply this new text genre in your classroom to elevate students’ voices.
Becoming Culturally Responsive and Inclusive from Inside Out
Marjaneh Gilpatrick
Grand Canyon University College of Education (AZ)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II, IV, VII
ROOM: Reunion E

Explore how personal reflection can lead teachers and staff to identify and plan concrete steps to create and maintain a culturally inclusive educational environment. Educators serve as role models for the students and set the standards in schools. This has a ripple effect into the community. Creating culturally inclusive educational environments and communities helps foster students’ social and emotional development and creates safe learning environments; for this reason, culturally inclusive practices encompass professional development, curriculum, and instruction, as well as school climate/environment. It is after personal reflection, specifically through Mezirow’s transformative learning, that educators can truly understand how implicit bias works. Then, they can implement strategies to combat stereotyping and create culturally inclusive and responsive environments that lead to optimum student achievement.

Breaking Barriers
Lexi Turner, Tatiana Kuchtey, Ashley Remick
Portsmouth High School (NH)
Strand: Promoting Equity & Social Justice
Educators Rising Standard(s): II
ROOM: Cumberland H

This session will discuss the language barrier due to circumstances such as speaking English as a second language, hearing impairments, and speech impediments. Often these barriers impede students’ abilities to reach their peak potential because teachers do not always have the resources to help them. Focus will be on how to overcome these barriers in a variety of age groups. Those attending will be broken up into groups and given language barrier scenarios in which they will apply their problem-solving skills and the knowledge gained from the presentation. These language skills are necessary for potential educators due to the rise in population of English as a Second Language students.

Effective Learning Begins with Effective Teaching: How to Plan, Deliver, and Evaluate an Effective Lesson
Glenn Cason, Ritch Middle School (GA)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): I, III, IV, V, VI, VII
ROOM: Cumberland K

This session will detail the research-based qualities of an effective teacher, outline the research-based recommendations for an effective lesson, and present researchers’ nine most-effective instructional strategies. Attendees will receive information on the four qualities of an effective teacher, the need for and means to implement specific lesson plan components, the nine most-effective research-based instructional strategies and their effect sizes, purposeful data analysis, reflective practice, and guidance for implementing content knowledge skillfully and lesson planning intentionally and responsibly. Attendees will understand the nine instructional strategies and create their own working versions of each strategy for their subject matter.

Really Educating the Whole Child: Using the Well-Being Wheel as a Framework for Schooling
Jennifer Moore, DePaul University (IL)
Strand: Establishing a Strong Foundation
Educators Rising Standard(s): II
ROOM: Reunion B

Educators and students are exhausted and anxious because teaching has become focused on test scores. But, what if educators used student well-being as a guide for their work? The well-being wheel is a tool that can be used as an organizing framework for schools and classrooms to help educators support the healthy development of the whole child. ASCD’s Whole Child framework was the first step toward clarifying what is meant by teaching to the whole child. The well-being wheel framework takes this construct to the next level by articulating how educators can support the healthy development of the physical, social, emotional, cognitive, spiritual, environmental, and financial well-being of students (and each other). This is a tool that brings humanity back into teaching. It is an inspiring way for rising and current educators to reimagine their work, while staying grounded in the everyday reality of
U.S. educational norms. Participants will reflect on their own well-being, then analyze how their school is supporting the well-being of students and staff. They will learn about curriculum, professional development, policies, and measurement tools to support the well-being of students and staff that they can bring back to their schools.

Re-"visioning" Field Experiences: Partnerships, Pipelines, and Preparation
Jennifer Johnson
Northern Illinois University (IL)
Strand: Organizing for Impact
Educators Rising Standard(s): I, V, VII
ROOM: Reunion A

Within higher education, field experiences in placement schools are crucial in preparing future teachers. This session examines how, in response to feedback and in support of reciprocal initiatives, field experience models can advance and evolve to meet the needs of a new generation of students, teacher candidates, and schools. Presenters will describe the progressive process and the collaborations engaged in with professional school partners in-state, out-of-state, and globally. Participants will explore how shared data from multiple stakeholders can be used to develop action plans to address critical needs — and be challenged to consider innovative practices, engaged learning experiences, and dynamic field experience models to recruit, prepare, and retain teachers.

Relationships, Technology, and Mental Health: A Student-Focused Conversation
Tammy Fry, Megan Andrievk, Amanda Epperson, Taylor Falkner, Sean Suchma
Blue Valley Center for Advanced Professional Studies (CAPS) (KS)
Strand: Elevating Student Voice
Educators Rising Standard(s): II
ROOM: Cumberland F

Technology has had a positive place in education with its resources for learning and communication, but it also has received negative press due to addictions to devices, the impact on time on task, and the potential isolation of students. Students, however, believe they are not connected to devices but rather connected to a network and community in which they live. This session will feature students in discussion about how teachers can leverage technology to not only build better relationships with students and each other, but also as a way to promote mental health, confidence, positivity, and acceptance into a lifelong community of learners.

Voices Across Generations
Tami Williams, Danielle Elsasser
University of Nebraska at Omaha and Black Elk Elementary School (NE)
Strand: Organizing for Impact
Educators Rising Standard(s): V
ROOM: Reunion C

Our connections inside and outside school are what make learning meaningful. Sometimes those connections happen in our own backyard, and sometimes our connections happen farther away. Service learning is one way to make meaningful classroom connections within the community. This session will present how 3rd-grade students, graduate educational leaders, and senior residents in assisted living collaborated on a project titled Voices Across Generations. This service learning project successfully helped all participants step outside their comfort zone and gain knowledge about new perspectives. Participants in this session will learn about service learning standards and how to enrich curriculum connections through service learning. Additionally, participants will use the case study Voices Across Generations as an example in a guided brainstorm of possible future service learning experiences for their areas of interest and expertise.
Voices of Power/Voces de Poder: Finding Your Voice in Learning and Teaching  
Marilyn Gutierrez, Marcelina Alcantar, Anahi Bravo, Lissette Claderon, Maria Flores  
National Louis University (IL)  
Strand: Promoting Equity & Social Justice  
Educators Rising Standard(s): IV  
ROOM: Cumberland J

This session will guide attendees in a facilitated discussion on topics about finding strength and success in education. Student leaders will share their experiences as first-generation, Hispanic, bilingual college students and how this impacts them as both learners and teachers. National Louis University will share successes in building an inclusive teaching and learning community on campus, promoting social equity and awareness through our celebration of the national #IStandWithImmigrants movement, and developing responsive organizational strategies that respond to student need. The presenters will also focus on challenges they have faced as they have progressed through their paths to become teachers, such as their experiences as first-generation college students. In addition, the presenters will discuss the difficulty standardized tests, such as the ACT and SAT, pose for bilingual prospective teachers and how both of these challenges impact representation in the teaching community precisely at the moment when community need calls for a greater number of bilingual educators and for professional experts in cultural diversity. All participants are invited to share their thoughts and experiences on these topics in a respectful, thoughtful, and engaged discussion.

What’s the Power in Rapport?  
Skylar Shaffer, Rachel Yost, Olivia Seymour  
Whitmer Career & Technology Center (OH)  
Strand: Elevating Student Voice  
Educators Rising Standard(s): II  
ROOM: Reunion G

Bored with the same old icebreakers? Need some new, fresh ideas? During this session, attendees will participate in an interactive experience that will demonstrate exciting and captivating techniques to establish rapport with students. The learning experience becomes dynamic when an educator and student can connect and build trust with one another, which can be vital for student success. This session will demonstrate engaging methods that can be instantly used in the classroom. Experience rapport through outside-of-the-box, hands-on activities that will empower student voice in school.

Where Do You Sit in the Cafeteria? Adolescent Cliques and Their Role in U.S. Schools  
Thomas Fisher, Fisher Education Consulting (OR)  
Strand: Promoting Equity & Social Justice  
Educators Rising Standard(s): II  
ROOM: Cumberland G

Forming social groups is a function of all societies. In the United States, this process is particularly evident in our middle and high schools. Session attendees will explore, through presentation and discussion, the social phenomenon of social groups and the implications it has for teachers
and the education process. In particular, this session will focus on how adolescents fit in or make sense of their surroundings by forming associations with peers who have similar social status or like-minded interests. The makeup of these groups can be based on social status, race, religion, school activities, music preference, outside interests, and more. While membership in such a group does not a priori define something negative, the desire for some students to acquire affiliation, but face rejection, can be very traumatic and have long-lasting consequences.

1:30–3:30 P.M.  
CLOSING GENERAL SESSION  
ROOM: Landmark Ballroom

2019 Educators Rising Awards Celebration  
In addition to the presentation of the final competition awards, the new Educators Rising national student leaders will be introduced. This celebratory event is one of the most exciting parts of the conference. This is your chance to share your enthusiasm and Educators Rising pride as the student leaders and individual and chapter competition winners are acknowledged.

Dedication  
Innovation  
Collaboration

NASDTEC is proud to support Educators Rising  
www.nasdtec.net
Dr. Shayla Cornick
Director of Educators Rising

Dr. Shayla Cornick, director of Educators Rising, is an experienced researcher, educator, and leader with a strong passion for education, and an unyielding desire to help others. With more than 15 years of experience in education, Dr. Cornick has served as a 6th-grade mathematics teacher, school administrator, and educational researcher. She has expertise in the needs analysis, design and implementation of efficacy evaluations, and extensive experience in the design of instructional resources to include student assessments and professional development content.

Before joining PDK, she also worked as the director of research and evaluation for Discovery Education. In this role, she developed an in-depth understanding of the systemic challenges faced by educators and students and led the development of tools and resources to identify, communicate, and address their needs. Through each of her roles, Dr. Cornick has continuously sought opportunities to enhance educational experiences for both teachers and students.

Dr. Cornick received a bachelor of science degree in mathematics from Spelman College, a bachelor of science degree in engineering from Georgia Institute of Technology, and a doctor of education from George Washington University.

José Luis Vilson

José Luis Vilson is a math educator for a middle school in the Inwood/Washington Heights neighborhood of New York, NY. He graduated with a bachelor’s degree in computer science from Syracuse University and a master’s degree in mathematics education from the City College of New York. He’s also a committed writer, activist, web designer, and father.

His first solo project, This Is Not A Test: A New Narrative on Race, Class, and the Future of Education, was published by Haymarket Books in 2014. He is the executive director of EduColor, an coalition of teachers, parents, and other concerned citizens dedicated to the uplift of people of color in education. He is a National Board certified teacher and a Math for America master teacher.

He has served as a board member on the Board of Directors for the Center for Teaching Quality and the president emeritus of the Latino Alumni Network of Syracuse University. He writes regularly for Edutopia and Progressive Magazine, and has contributed to the New York Times, CNN.com, Education Week, Huffington Post, and El Diario/La Prensa NY. He has also been featured on PBS, Mashable, Idealist, Chalkbeat NY, TakePart, Mother Jones, Manhattan Times, and the Fusion.

He coauthored the book Teaching 2030: What We Must Do For Our Students and Public Schools... Now and In The Future with Dr. Barnett Berry and 11 other accomplished teachers (2013), and has been profiled in two other books: Teacherpreneurs (Berry, Byrd, Wieder, 2013) and Teaching with Heart (Intrator, Scribner, 2014).

He was named one of GOOD Inc.’s GOOD100 in 2013 of leaders changing their worlds and an Aspen Ideas Scholar in 2013. He has also spoken at TEDxNYED, the Education Writers Association annual conference, Netroots Nation, the U.S. Department of Education, and the Save Our Schools March. His blog, TheJoseVilson.com, was named one of the top 25 education blogs by Scholastic, Education World, and University of Southern California Rossier School of Education’s Teach 100.
**SUNDAY FEATURED SPEAKER**

**Joshua P. Starr, Ed.D.**  
*Chief Executive Officer, PDK International*

Dr. Joshua P. Starr has been the chief executive officer of PDK International since July 2015. Since then, PDK has relocated its headquarters to Arlington, VA, celebrated 50 years of the PDK Poll of the Public’s Attitudes Toward the Public Schools and 100 years of *Kappan* magazine, expanded Educators Rising, increased foundation support for PDK International programs, and renewed support for PDK members and other educator scholars. Under Dr. Starr’s leadership, PDK is transforming into a leading nonprofit that serves K-12 educators who embrace the complexity of systems change by organizing around adult learning and are dedicated to standards of excellence and equity to better serve all of our children.

Before joining PDK, Dr. Starr was superintendent of schools in Montgomery County Public Schools in Maryland for nearly four years and superintendent of schools for Stamford, Conn., for six years. Dr. Starr began his career teaching special education in Brooklyn, N.Y. He then became a central office leader in school districts in the NYC metropolitan area and then served in the New York City Department of Education.

Dr. Starr has a bachelor’s degree in English and history from the University of Wisconsin, a master’s degree in special education from Brooklyn College, and a doctorate in education from the Harvard University Graduate School of Education. Dr. Starr and his wife have three children in public schools.

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**SUNDAY KEYNOTE SPEAKER**

**Rodney Robinson**  
*2019 National Teacher of the Year*

Rodney Robinson is a 19-year teaching veteran. He became a teacher to honor his mother, who struggled to receive an education after being denied an education as a child due to segregation and poverty in rural Virginia. In 2015, Robinson started teaching at Virgie Binford Education Center, a school inside the Richmond Juvenile Detention Center, in an effort to better understand the school-to-prison pipeline.

Robinson uses the whole child approach to education to help the students who are most vulnerable. His classroom is a collaborative partnership between himself and his students and is anchored in him providing a civic centered education that promotes social-emotional growth. Robinson uses the knowledge he has gained from his students to develop alternative programs to prevent students from entering the school-to-prison pipeline.

Robinson has been published three times by Yale University and has received numerous awards for his accomplishments in and out of the classroom, most notably the R.E.B. Award for Teaching Excellence. He is a member of Richmond Mayor Levar Stoney’s Education Compact Team, which includes politicians, educators, business leaders, and community leaders, and is working with city leaders and local colleges to recruit underrepresented male teachers into the field of education. He has also worked with Pulitzer Award winning author James Foreman on developing curriculum units on race, class, and punishment as a part of the Yale Teacher’s Institute.

Robinson earned a Bachelor of arts in history from Virginia State University and a master’s in educational administration and supervision from Virginia Commonwealth University.
ELECTED OFFICERS

Shamira Peters is the Educators Rising national student president and a freshman at the University of North Texas.

This year, Shamira has focused on building lasting relationships among Educators Rising members on state and national levels through various projects.

River Braden
Williamsburg, Kentucky
River Braden is the Educators Rising national student chief of staff and is a senior at Whitley County High School.

River falls directly in line with the Educators Rising mission. He looks forward to not only improving the organization, but also working to make sure the student voice is heard loud and clear throughout the country.

River hopes to encourage pride in Educators Rising and to foster a greater sense of community in the organization.

Dylan Schneider
Emporia, Kansas
Dylan Schneider is the Educators Rising national secretary and a sophomore at Emporia State University.

Dylan will graduate in December 2020 with his degree in elementary education.

SUMMARY OF EVENTS

National Student Leadership

Educators Rising National Student President Elizabeth Soriano-Salgado (Nebraska) and National Student Vice President Shamira Peters (Texas) were active leaders of Educators Rising for the 2018–2019 school year. Since winning their election in 2018 through a national online vote of student members, Elizabeth and Shamira stayed in touch with Educators Rising staff throughout the year, advising on key projects and events, including the 2019 Educators Rising National Conference. The elected officers were joined this year by National Student Cabinet Members River Braden (Kentucky) and Dylan Schneider (Kansas), who served excellently as national representatives of Educators Rising providing a voice for the next generation of teachers. River and Dylan were appointed in 2018 by Shayla Cornick, director of Educators Rising; Educators Rising is a division of PDK. As representatives for Educators Rising members across the nation, the four national student leaders showcased the talent, skills, and passion of a generation of rising educators. They contributed their voices to important dialogues about teaching, and getting articles published in media outlets such as Kappan magazine. They also spoke at various events, like the Kansas Educators Rising State Conference and the Texas TAFE Conference, about the work of Educators Rising and the importance of career and technical education.
2018–2019 EDUCATORS RISING NATIONAL STUDENT AMBASSADORS

The Educators Rising Ambassador Program allows students to add leadership experience to their college applications or résumés, have their voices heard on a national level, and network virtually with other rising educators and teachers from across the country. Educators Rising student ambassadors represent the organization through social media and physical events they attend. Student ambassadors are placed to help the national student leaders in pushing initiatives and events to the Educators Rising members.

Adriana Carranza – @adriana.carranzaa
Andrew Lind – @Andrew_Lind22
Ariel Paige Fellenstein-Burns – @arielxburns
Bianca Caryn Reagan – @biancareagan8
Caitlin R. Deerin – @caitderrrin

Daisy Boyar – @daisyb_45
Dajsha Williams – @dajsha_
Emily Lorenzen – @emily.orenzen
Haile Nicole Bounds – @Hailey.bounds
Lillie Klepper – @lillieelisabeth

PDK INTERNATIONAL BOARD OF DIRECTORS

Educators Rising is a division of PDK International, a vibrant social sector organization that works to activate educators and other stakeholders to elevate the discourse around teaching and learning to ensure every child has access to a high-quality education.

Curtis Cain, Board Chair
Angela Walmsley, Board Chair-Elect
Douglas Christensen, Past Board Chair
Melissa Nixon, Operations Committee Chair
Katharine Oliver, Governance Committee Chair
Sharon Robinson, Foundation Board Chair

Frederick Frelow, Board Director
Mark Strauss, Board Director
Rick Kolowski, Board Director
David Hemphill, Board Director
Eric Hougan, Board Director
Erin Jones, Board Director

Educators Rising Conference App

Use this app to view sessions and speakers, create a personal agenda to maximize your time, and connect with other attendees!

Check out the following areas to help you get the most out of the conference:

- General information — find details of events including location, housing, and contact information
- Session list — includes scheduled time of presentation and location
- Attendee list — build your network by connecting with other attendees curing and after the event
- Exhibitor catalog — check out who will be exhibiting at the event

How to get the app:

1. Go to your app store and download the Aventri Events app
2. Enter Event Access Code: 032678
3. Log in with the email address listed on your conference registration.
4. Use the password: Edrising19 (The password is case-sensitive.)
**EDUCATORS RISING STATE/REGIONAL COORDINATORS**

Educators Rising state/regional coordinators provide oversight for their Educators Rising statewide programs, professional development opportunities for advisors, and statewide or regional conferences and leadership opportunities for students.

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<tr>
<th>Educator Name</th>
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<td>Barbara Wadlinger</td>
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**AD**

*Northwestern State Univ*
2018-2019 EDUCATORS RISING HONOR SOCIETY MEMBERS

The Educators Rising Honor Society is a distinction that recognizes the academic accomplishments of our student members. This honor serves to elevate the image of teaching by highlighting high-achieving students dedicated to a career path in education. To qualify for the Educators Rising Honor Society, students must be a high school junior or senior and have a minimum cumulative grade point average of 3.50 on a 4.0 scale.

Alyson Adam
Abigail Alatsis
Maddie Albrecht
Rubyann Aneab
Evelyn Arzola
Angelica Avila
Andrea Ayala
Kaitlin Baiardi
Rebecca Bartlett
Nixson Benitez
Brandi Berkstresser
Zach Bernstein
Jessica Blatzheim
German
Lauren Bordelon
Nicole Both
Emily Bovard
Kayla Bratrovsky
Vanessa Braun
Tyeisha Brock
Hannah Brockman
Macy Broyles
Sara Buckner
Lauren Bush
Chloe Callihan
Channing Carr
Gianna Cecil
Gabrielle Charron
Grace Cheesman
Lisa Chellman
John Cho
Madeline Clay
Gabby Conley
Marigny Cortez
Rachel Cox
Makinzy Cronley
Jennifer Crosby
Daniel Darrow
Carly Davis
Skylar Davis
Kylie Delwiche
Kelly Dempsey
Hannah Dickerson
Ashley Dube
Cassidy Duncan
Malana Ellis
Ashlynn Falls
Kayla Ferguson
Gabriella Findley
Aurora Gabow
Carlos Gamez
Maria Garcia Lambis
Abbie Gilzow
Hailee Godfrey
Karen Adriana Gonzalez
Moises Gonzalez
Alyssa Goosby
Emma Grimm
Grace Hardt
Angelina Harmon
Avia Harmon
Carlon Harvey
Evelyn Hayes-lemke
Hailey Heffron
Heather Helwig
Carole Hening
Caitlyn Hicks
Kacev Hicks
Robyn Hilderbrand
Robyn Hilderbrand
Keely Hill
Logan Hinchcliff
Amanda Howey
Lezly Ibarra
Candice Jackson
Brandon Karl
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THANK YOU TO OUR JUDGES

On-site judges for Educators Rising Competitions

Educators Rising would like to extend our gratitude to the volunteers serving as competition judges at the conference this year. These individuals are:

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