

### ***Update - Making Connections: Learning for All***

Our annual Making Connections professional learning event will be held **Friday, October 29**. Given the wide range of innovative practices and effective strategies developed by educators here in Albemarle County, our programming this year will be a combination of workshops facilitated by visiting educators and by ACPS teachers and administrators.

Making Connections will be **held in a virtual format** this year. All sessions will be available via Zoom and there will be no in-person sessions.

We are excited to announce the list of visiting educators that will be sharing with us:

#### **Kristina Doubet**



Kristina is a Professor in the Department of Middle, Secondary, and Mathematics Education at James Madison University, where she has received the College of Education's "Distinguished Teacher Award," "Madison Scholar Award," and the "Sarah Miller Luck '14, '15 Endowed Professorship for Excellence in Education." Kristina's ten years teaching in her own classroom and twenty years as an instructional coach and consultant in others' classrooms help her weave practicality into everything she does. As an author, consultant and ASCD Faculty member, Kristina has partnered with a multitude of schools, districts, and organizations around initiatives related to differentiated instruction, Understanding by Design, digital learning, and classroom assessment.

In addition to her numerous journal articles, book chapters, and professional digital pieces, she has published five books: 1) *Designing Authentic Performance Tasks and Projects* (McTighe, Doubet & Carbaugh, ASCD, 2020); 2) *Differentiation in the Elementary Grades* (Doubet & Hockett, ASCD, 2017); 3) *The Differentiated Flipped Classroom* (Carbaugh & Doubet, Corwin, 2016), 4) *Differentiation in Middle and High School* (Doubet & Hockett, ASCD, 2015), and 5) *Smart in the Middle* (Tomlinson & Doubet, NMSA, 2006). Most recently she has published a QRG (Quick Reference Guide) on the Principles and Practices of Effective Blended Learning (Doubet & Carbaugh, 2020), and will publish her first solo book, *The Flexibly Grouped Classroom: How to Organize Learning for Equity and Growth* (ASCD), in January, 2022. Kristina's research interests include standards-based grading, flexible grouping, integrated ELA instruction, and innovative instruction for English Learners.

### **Muhammad Khalifa**



Dr. Muhammad Khalifa is a professor of Educational Administration and the Executive Director of Urban and Rural Initiatives at The Ohio State University. His research examines how urban school leaders enact culturally responsive leadership and anti-oppressive schooling practices. He was previously a teacher and administrator in Detroit Public Schools, and he has also contributed to community-informed education projects in Africa, Latin America, and Asia in various capacities.

Dr. Khalifa has written extensively on minoritized student identities in school, how schools can become liberatory spaces for youth, and how schools can begin to recognize and value community and ancestral knowledges in and around schools. He is the author of the top-selling book, *Culturally Responsive School Leadership* (Harvard Education Press, 2018). He is also co-editor of three other earlier books and has published in the highest ranked education journals, including *Review of Educational Research*, *Teachers College Record*, *QSE*, *Urban Review*, *Educational Administration Quarterly*, and *Race, Ethnicity, and Education*.

### **John Almarode**



John Almarode is an Associate Professor of Education in the College of Education. In 2015, John was awarded the inaugural Sarah Miller Luck Endowed Professorship. In 2021, John was honored with an Outstanding Faculty Award from the State Council for Higher Education in Virginia. At James Madison University, he continues to work with pre-service teachers and graduate students, as well as actively pursues his research interests including the science of learning, the design and measurement of classroom environments that promote student engagement and learning.

In 2019, John and his colleagues developed a new framework for developing, implementing, and sustaining professional learning communities: PLC+. Focusing on sustained change in teacher practice, the PLC+ framework builds capacity within teacher-led teams to maximize student learning. The books, *PLC+ Better*

Decisions and Greater Impact by Design, The PLC+ Playbook, Grades K - 12, The PLC+ Activator's Guide will support this work in schools and classrooms.

### **Shaun Woodyly**



With over 12 years of experience, I help teachers break the cycle of underachievement in urban and culturally diverse classrooms. This is done with targeted, research-based strategies to promote the highest levels of achievement, particularly for traditionally underserved for students of color.

My services and programs facilitate a paradigm shift in the way teachers approach motivating and relating to students, creating the path for willful engagement from students in each and every lesson.

This translates to higher levels of student achievement, allowing teachers to flourish in the classroom!

### **Ken O'Connor**



Ken O'Connor specializes in issues related to the communication of student achievement, especially grading and reporting. Through books & articles, presentations and working with small groups, Ken helps individuals, schools and school districts to improve communication about student achievement.

In 1995, Ken developed eight guidelines for grading, and he has continued to refine those guidelines. In 2007, the same ideas were organized fifteen fixes for broken grades. He has also designed eleven guidelines for standard based reporting. He is now generally acknowledged to be one of a small group of leading experts on how to grade and report effectively.

### **Starr Sackstein**



Starr Sackstein (@MsSackstein) has been an educator for 20 years and is currently a full-time educational consultant, instructional coach, and speaker. Starr received National Board Certification in 2012 and was recognized as an outstanding educator that year by Education Update. She is also a certified Master journalism educator through the Journalism Education Association (JEA) and served as the New York State Director for JEA. She was named an ASCD "Emerging Leader" class of 2016 and had the opportunity to give a TEDx Talk called "A Recovering Perfectionist's Journey to Give Up Grades" and has spoken on The Red Dot Cafe in affiliation with TEDx San Antonio about grading practices.

She is the author of many educational books including *Blogging for Educators*, *Teaching Students to Self-Assess: How Do I Help Students Grow as Learners?*, *The Power of Questioning: Opening Up the World of Student Inquiry*, *Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School*, *Peer Feedback in the Classroom: Empower Students to Provide Effective Peer Feedback*, *Assessing with Respect: Everyday Practices that Meet Students' Social and Emotional Needs* and *From Teacher to Leader: Finding Your Way as a First Time Leader Without Losing Your Mind*. She blogs on Education Week Teacher at "Work in Progress" and has contributed to several other publications. Starr has traveled the world sharing ideas about assessment reform in Canada, Dubai, and South Korea and is hoping to continue changing the system for kids everywhere.

### **Dan Mulligan**



Dr. Dan Mulligan leads his private consulting, instructional resource and assessment firm, Flexible Creativity, Inc. Dan has an extensive history serving with various educational consulting firms. Additionally, he has served as the Director of Instructional Accountability (Hampton, Virginia) and as the Director of Assessment and Accountability and lead supervisor for curriculum and instruction (Chesapeake, Virginia). He has more than 30 years educational experience in New York City and Virginia. Dan has conducted workshops and served as a speaker at conferences all across the nation. He has earned many national and state awards including Virginia Mathematics Teacher of the Year, General Electric Star Teacher for Mathematics, and Presidential Honoree for

Teaching Mathematics. Dan has dedicated his professional career to helping improve student achievement, especially for the most challenged learners.

### Robert Berry



Robert Q. Berry III Ph.D. is the Samuel Braley Gray Professor of Mathematics Education, the Associate Dean of Diversity, Equity, and Inclusion in the School of Education and Human Development at the University of Virginia, and the immediate Past President of the National Council of Teachers of Mathematics (NCTM). Equity issues in mathematics education are central to Berry's research efforts within four related areas: (a) understanding Black children's mathematics experiences; (b) measuring standards-based mathematics teaching practices; (c) unpacking equitable mathematics teaching and learning, and (d) exploring interactions between technology and mathematics education.

Berry co-edited the 2020 book *High School Mathematics Lessons to Explore, Understand, and Respond to Social Injustice*, which focuses on teaching mathematics for social justice. He has published over 100 articles, book chapters, and proceedings; and has given over 300 presentations. His articles have appeared in the *Journal for Research in Mathematics Education*, *Journal of Teacher Education*, *Educational Studies in Mathematics*, and the *American Educational Research Journal*. Berry is a two-time recipient of NCTM's Linking Research and Practice Publication Award and received the University of Virginia's All-University Teaching Award in 2011.

The Making Connections program and session registration will be released the **week of October 25**.

Please email Michael Craddock [[mcraddock@k12albemarle.org](mailto:mcraddock@k12albemarle.org)] with any questions.