

Organization Strategies for Students with ADHD

(VPK-12) This breakout session will provide attendees with an overview of the attention related concerns commonly seen in students with deficits in executive functioning and ADHD. In addition, the presenter will share classroom friendly tips to improve student organization, task completion, and prioritization and decision making.

Marlena Jenkins, M.S., BCaBA. is a board-certified assistant behavior analyst with over 15 years experience working with students with developmental, cognitive, and behavioral diagnoses. Marlena holds a master's degree in developmental disabilities, and a bachelor's degree in special education.

21st Century Retirement: Strategies for Managing Retirement Income

(All Audiences) Aside from accumulating retirement assets during your working life, the choices you make in determining your retirement income needs and withdrawal amounts will have a profound effect on your retirement lifestyle, and more importantly, whether or not your money will last as long as you do.

Rick Gregson began his financial services career in 1996 and worked for Lord Abbett & Company and Merrill Lynch before joining VyStar Credit Union. He has developed a strong history of working with clients to create highly customized strategies to help them pursue their financial goals. Rick graduated from Colgate University with a Bachelor of Arts degree, and he holds the Chartered Retirement Planning Counselor® designation.

Edwin Cunningham joined VyStar Credit Union in 2006. Over the last nine years, he has cultivated strong relationships with his clients, and he strives to help each one reach and exceed their financial objectives. Edwin's qualifications include Series & Securities License with LPL Financial, and Licensed Insurance Agent: Florida 2-15. He also holds the Chartered Retirement Plan Counselor® designation.

Express Your Language

(1-5) Arts integration is very beneficial when learning a language, whether a native language or a second language. This session will demonstrate ways to include various forms of integrating the arts, such as original poetry, singing, dancing, re-enactments, and more in developing literacy and language skills for native English-speakers and English Language Learners alike.

Lena Shaqareq, M.A. holds a bachelor's degree in elementary education, a master's in secondary education /TESOL, and a cross-cultural management certificate. She has presented and offered workshops nationally and internationally and is currently

the president of Northeast Florida TESOL. She is the author of *Versed in English: Using Poetry to Tackle Common ESL Issues and How The Sun Got Its Light*.

National Alliance for Mental Illness "Ending the Silence" Program for High School Students

(6-12) This presentation will describe the National Alliance on Mental Illness program, "Ending the Silence" presented to high school and middle school students concerning mental health issues. Learn to address stigma, students in crisis, and suicide in schools. A positive program to educate on the mental health issues that exist and how students can deal with this crisis. It will provide contacts and a positive approach in dealing with this crisis.

Richard L. Marquis, B.S., M.B.A. and his wife have dealt with their 32-year-old son's paranoid schizophrenia for the past 11 years and have published 19 newspaper articles concerning mental health. Richard has given lectures at St. Johns County Sheriff's "Crisis Intervention Team" to provide training on mental health issues encountered by law enforcement. He now presents the NAMI "Ending the Silence" program developed for the education of high school students and counselors.

Michael Jones graduated with an associate degree from Daytona State in abnormal psychology. He has spent the last five years working with the "Crisis Intervention Team" training St. Johns County Sheriff's Department and is certified as a NAMI Smarts Advocate as well as a NAMI Connection Facilitator for peer support groups. He is a member of the Palm Coast Toastmaster group.

Creating a Culture of Community in Classrooms: Lessons Learned from a Girl-Centered Approach Through a Trauma-Informed/Healing-Centered Lens

(1-8) Often times students struggle to find connection in their communities, homes, or schools. Your classroom can be different. It starts with being trauma informed and then employs the importance of youth participation. Learn about the 'Girl Matters: It's Elementary' and 'Girl Matters: In the Middle' models as templates for how you can empower girls in your classroom setting.

Kristin Murray, B.S. is a native of Jacksonville, creator of Human Experience(d), LLC, and a care manager at the Delores Barr Weaver Policy Center. Kristin graduated from Florida A&M University with a bachelor's degree in journalism. She has worked as a teacher and a journalist, and has spent almost a decade in the nonprofit sector. Kristin is a fierce advocate for youth rights.

Kimberly Gallon is a native of Jacksonville. She is a care manager in the innovative gender-responsive intervention program, "Girl Matters: In the Middle" at Mattie V. Rutherford Alternative Center. She brings to the policy center more than 13 years of

experience in social services, having earned her bachelor's degree in sociology from Georgetown University.

From At-Risk to At-Hope: Youth-Led Strategies to EVAC Tragedy into Change

(6-12 & Pre-Service Teachers/Early Career) The EVAC movement is co-led by 10 year educator Amy Donofrio and her students, who are each impacted by Jacksonville's statistically extreme violence and judicial racial disparity. Out of 12 students, six have been arrested, 11 have immediate family incarcerated long-term, and 10 have had a close loved one murdered. After realizing their shared experiences, they began inviting officials to class to collaborate for change. In one year, with no curriculum or funding, they testified on Capitol Hill, made the front page of The New York Times, partnered with Harvard, and met President Obama. This workshop presents their story and methods, to give educators tools to create their own EVAC Movement.

Amy Donofrio is a ten-year educator and founder of the EVAC Movement, which began by her students' realizing their shared experiences with violence and crime, and inviting officials to class for collaborations. Donofrio has a bachelor's degree in English education and an master's in literacy education. Her career began as an English teacher in Appalachia, Cleveland, and Peru. She believes public schools are ground zero in bringing equity and justice to our most at-hope youth.

Felton Morell, Nicholas Burgess, Vincente Waugh, and Brandon Griggs, are at-HOPE youth who represent founding members of the EVAC Movement. Collectively, they have presented at Harvard University, the White House, and to officials on both a local and national level. They each have spent time giving back to the community and desire to carry the EVAC torch as leaders for the next generation.

How to Reach Those Hard to Reach Students with Effective & Practical Classroom Management Strategies

(VPK-12) Are you ever at your wits end on how to reach that difficult student or students in that one class? If you need some more tools in your tool belt that are effective and practical proven strategies that will immediately help you in the classroom, then this is the workshop for you.

Jarred Stefan Shaw has been a high school ELA teacher for 14 years, an Assistant Principal, Interim Principal, and Director of Curriculum for six years.

Forge the Route

(1-8) In our modern world, information access on any topic is virtually instantaneous, so students have to be taught how to think critically, rather than being rewarded for simply having a good short-term memory. Participants will be provided with

strategies and approaches to help them guide their students to forge the route, rather than simply follow the route.

Jamie Bricker is a former K-8 teacher and administrator in Oshawa, Ontario. Throughout his 30 years in public education, his focus was always on providing students with rich, relevant tasks that truly motivated them and challenged them to think. He is now speaking and writing about his fundamental thesis that the ultimate goal of education is to teach students how to think, not simply how to remember.

Of Course It's True; I Found It on the Internet: Teaching Students to Evaluate the Reliability of a Source

(VPK-12 & Pre-Service Teachers/Early Career) This engaging workshop demonstrates how to cultivate a school community of meticulous media consumers, using graphic organizers, and questioning strategies to help students identify reliable sources of information. Using actual internet sites, this critical thinking lesson features specialized graphics and a step-by-step questioning process to promote information literacy.

Sheryl Dwyer, a veteran educator of 24 years, currently serves as a full time S.T.E.M. specialist at Providence School in Jacksonville. You will also find her at a variety of locations throughout the Jacksonville area providing entertaining workshops and stage presentations designed to inspire problem solving and creative thinking. Sheryl is driven by the energy that radiates from motivated students and visionary teachers.

Sandra Parks has conducted professional development institutes for the Association for Supervision and Curriculum Development and taught gifted education courses at the University of North Florida. Parks is the co-author of over 40 instructional books on cognitive development and critical thinking, was co-founder of the Center for Teaching Thinking, and currently serves as education chairman of the Florida Association for the Gifted.

Dyslexia Awareness: Knowledge Is Power

(VPK-8 & Pre-Service Teachers/Early Career) During this presentation, learn about dyslexia, including early warning signs, myths, and facts.

Amber Oliveira, Ed.D. is the head of school at the DePaul School of Northeast Florida. Her doctorate is in educational leadership. Her master's degree with a concentration on reading acquisition is what made her passionate about dyslexia and related learning differences.

It's a Money Thing: Financial Literacy for Students

(6-12) Financial education, at an early age, helps to provide our students with the firm financial foundation they need to avoid many of the crippling financial issues we see today in adults and families. Learn how VyStar has introduced financial literacy to thousands of students in 14 different high schools.

Michael Rathjen has lead VyStar's High School Credit Union program for seven years. He serves on multiple Career Academy Advisory Boards for local high schools, serves as a School of Business Advisory Committee Member for Florida State College of Jacksonville and serves as the State Delegate of Florida for the National Youth Involvement Board. In close partnership with area school districts, Michael and his team have delivered financial education to over 43,600 high school aged students through VyStar's Academy of Business.

Restructuring Vocabulary to Increase Reading From VPK To High School

(VPK-12) This is a new way of using vocabulary to increase reading and writing skills. These are skills that are taught in VPK and will continue to develop throughout the primary and secondary grades.

Adrian Port, M.Ed. has been teaching for 11 years as a VPK and English language arts teacher. She has a bachelor's degree in English from Jacksonville University and a master's in curriculum studies from DePaul University.

Understanding Bias: We All Have It & We Can Do Something About It!

(All Audiences) Everyone has biases. We usually associate bias with our explicit biases, which are consciously known to us and we acknowledge them. A different type of bias that many of us are unaware of is called implicit bias. Implicit bias refers to attitudes and stereotypes that are in our subconscious that inform our thoughts and feelings about others yet we are generally unaware of their existence or impact. This breakout session will include a brief explanation of implicit bias, its impact, some solution steps, and a discussion panel incorporating outstanding educators and their knowledge and experience in this area.

Whitney Touchton is most passionate about racial justice and educating herself and others on the history of systemic racism in our country and how it relates to the present. Whitney is currently participating in the inaugural Parents Who Lead parent advocacy training program, in partnership with DCPS.

Rachel Duff teaches 6th-8th grade developmental language and English language arts with emergent bilingual students at Alfred I. DuPont Middle School. Previously, she taught abroad in Guyana for three months. She feels that she is the most important advocate for her students.

Nakeisha Tinsley teaches 6th-8th grade health and physical education at Matthew W. Gilbert Middle School. Ms. Tinsley believes in choosing equity over equality with her students and using a variety of instructional practices to address the different learning styles of each and every one of her students.

Will Smith is an agriscience instructor and lead FFA advisor at Mayport Coastal Sciences Middle School. Will graduated from Florida A&M University in 2007 and spent six years teaching at New Smyrna Middle School before coming to Mayport. Will is proud to be uncommon in his life and his teaching practices.

Zachary Champagne spent 13 years as an elementary school teacher with a specialization in math and science. During this time, he received many state and national awards for excellence in teaching, including the Presidential Award for Excellence in Mathematics and Science Teaching, Duval County Teacher of the Year, and Finalist for Florida Teacher of the Year. He currently serves as the Director of Teacher Leadership at the Jacksonville Public Education Fund.

English Language Learners (ELLs) in Math Classrooms: Best Practices for ELLs

(VPK-12 and Pre-Service Teachers/Early Career) This session will provide teachers with experiences learning math concepts in languages other than English and have them feel what it's like being a language learner in a classroom. There will be an open discussion space for both pre- and in-service teachers. The session will end by sharing best practices for teaching English Language Learners in math classrooms.

Alice Ahyea Jo, Ph.D. is currently an assistant professor and the Director of English Language Program at Jacksonville University. Her research areas include second language development for English Language Learners (ELLs) and teacher education for ELLs. She has worked in both English as a Foreign Language and English as a Second Language contexts and has taught a wide range of English for Speakers of Other Languages professional development courses.

Sangyeon "Sean" Park is a doctoral student pursuing mathematics education at the University of Florida. His research interests include secondary mathematics education, culturally and linguistically diverse students' achievement in mathematics, and professional development.

Adele Hanlon, Ph.D. has been in the field of mathematics education for 36 years. She is currently an associate professor at Jacksonville University. She has taught mathematics in grades K-8 as well as 9-12, but has spent the last 30 years in higher education.

Black Male Leader/Leadership Development

(Pre-Service Teachers/Early Career) African-American men experience leadership development that is shaped by institutionalized socio-cultural determinants and a warring reality between Black and White. The lack of African-American males in leadership positions inspires a deeper examination (through the lenses of career development, developmental relationships, and self-monitoring) of developmental influences that impact African-American male leader emergence.

Rudy F. Jamison Jr., Ed.D. is a native of Jacksonville, a product of Duval County Public Schools, and a proud graduate of Jean Ribault High School. Rudy currently serves as Assistant Director for Urban Education and Community Initiatives in the University of North Florida's Center for Urban Education and Policy. His work primarily consists of uniting university, school, and community efforts in ways that yield better youth outcomes in the city of Jacksonville.

I Bet You Didn't Know That...You Can Grow New Brain Cells! A User's Guide to the Amazing Neuroplasticity of the Developing Brain

(All Grades) Did you know it's the Golden Age of Neuroscience? Come learn how the brain develops and changes from birth into adulthood and what this means for educators and parents. All attendees will receive detailed information regarding the developmental stages of the brain and why understanding the concept of neuroplasticity is critical to education in the 21st century. Participants will walk away with some of the latest research and strategies in how we can best help our children learn and grow at all ages and stages of their school lives. Amy will provide an extensive review detailing some of the best primary research being conducted in the fields of neuroscience and education today.

Amy Tibbals Morales is the President of Innovations Learning, LLC, in Jacksonville. She has extensive experience as a speaker, classroom teacher, administrator, and curriculum development specialist. Amy received her undergraduate degree from Converse College and MAT from Jacksonville University.

Boys: How to Teach Them, How to Reach Them

(1-8 & Pre-Service Teachers/Early Career) Boys and girls learn differently and when we understand the brain, learning styles, academic, and physical nature of each gender we can better address classroom learning and behavior. This presentation will offer an opportunity to get an in-depth look at how boys and girls learn, as well as new insights, understanding, and useful ideas and classroom strategies to optimize not only boys but all learners.

Peggy Campbell-Rush is Head of Lower School at the Bolles School, Jacksonville. Peggy taught primary grades and has been an administrator for 42 years in the United States and England. Peggy has been honored as

a Fulbright Fellow, two-time National Teachers Hall of Fame finalist, USA Today All-American Teacher Team award-winner, two-time New Jersey Teacher of the Year finalist, and Wal-Mart Teacher of the Year twice. Peggy is the author of seven books for teachers and was just named a Fulbright Specialist by the US government.

Relationships: They Matter

(1-5 & Pre-Service Teachers/Early Career) Teaching is 45% the content and the way we instruct and 55% investing in and building meaningful relationships with students. This session aims at providing an insight into how investing in your students and building meaningful relationships leads not just to a positive classroom culture, but to intrinsically motivated learners and academic success, even in the most reluctant learners.

Stephanie Bellino was a 2015 Teach for America Jacksonville Corps Member. She spent her first three years teaching with Duval County Public Schools as an English language arts teacher at Garden City Elementary School. There she remained with the same group of students, teaching third, fourth, and fifth grade consecutively. In her third year, Ms. Bellino was named, among 8,200+ educators, the 2018 Florida Blue Duval County Teacher of the Year. Her experience in looping with her students has given her a unique perspective on relationships and how they translate to academic success.

Brain Under Construction: Capitalizing on the Age of Opportunity

(6-12) The teen years are a time of turbulent growth, spikes of developmental progression and regression, asserting independence, and (seemingly, on the surface) defiance. This presentation will explore the framework used at The Discovery School's middle school program as an example of working with the developing adolescent brain in order to create a class culture of motivation and high achievement with no ceiling.

Gus Halwani, Ph.D. is trained in neuroplasticity at MIT and Harvard Medical School. He now brings his knowledge towards an application of designing and implementing a new evidence-based middle school program at The Discovery School in Jacksonville Beach, a program that harnesses the turbulent development of the adolescent brain rather than fighting against it.

Building Equity through Powerful Literacy Instruction

(VPK-8) A commitment to access and equity starts with the individual and is enacted daily through interactions between and with our students. This session will utilize discussions, lesson experiences, classroom video, and reflection to examine

how culturally responsive teaching practices can enhance our literacy instruction and support access and equity for culturally and linguistically diverse students.

Claire Riddell has served as a classroom teacher, school and district-based instructional coach, and assistant in research at FSU. She received her master's in elementary education at the University of Oregon. She has facilitated professional learning at the local, state, and national level and has written curriculum at the national level. In Claire's role as Manager of Educational Partnerships with the Center for the Collaborative Classroom, she supports the work of educators around the state or Florida as they look to facilitate academic and social emotional learning among their students.

Stickier Learning through Assignments & Strategies that Require Reflection

(VPK-12) Instructional strategies that encourage reflection can create climates that promote deep learning. In this session, we will share both how learning has been made stickier in our classrooms using simple twists on self-assessment, and how to devise an action plan to do the same in your teaching.

Stephanie James, Ed.D. is an associate professor of educational leadership and Director of Leadership and Learning Programs. She provides instructional leadership for programs in leadership and organization development, educational leadership, and instructional design. Stephanie is a certified workforce and career development coach, certified career development facilitator, and university-certificated instructional designer.

Alice Ahyea Jo, Ph.D. is currently an assistant professor and the Director of English Language Program at Jacksonville University. Her research areas include second language development for English Language Learners (ELLs) and teacher education for ELLs. She has worked in both English as a Foreign Language and English as a Second Language contexts and has taught a wide range of English for Speakers of Other Languages professional development courses.

Purposeful Play, A Guide & Reflection: How I Weave Play into the Curriculum of Early Childhood Instruction

(VPK-5) Are you looking to shift your instruction to optimize and balance different types of play to deepen regular classroom learning? How might you use play to foster social-emotional skills and a growth mindset? This presentation will explore how to weave purposeful play into your curriculum and instruction.

Allison Hogan, M.Ed. is a Pre-K teacher at The Hockaday School in Dallas, Texas and holds a bachelor's degree in communications from the University of North Florida and a master's degree in education from Southern Methodist University. She has been recognized as both an Association of Supervision and Curriculum

Development Emerging Leader and a National Association of Independent Schools Teacher of the Future.

Mental Illness & Your Students: How You Can Make a Difference

(VPK-12 & Pre-Service Teachers/Early Career) One in five students have a mental illness and 50% of lifetime mental illnesses show signs by age 14. If untreated or misdiagnosed, these students are more likely to be bullied, drop out of school, turn to drugs and/or alcohol, and end their lives by suicide.

Tracey Maxfield, RN, is a nurse with over thirty-five years of experience, an author, and mental health and anti-bullying advocate and educator. She recently completed the 'Bringing Mental Health to Schools' course and has appeared on numerous podcasts, live radio shows, and ABC/NBC News television shows.

Release Your Creative Flow

(All Audiences) During this experiential session, you will have the opportunity to practice techniques to calm anxiety, reduce stress, and pave the way for your success. Learn to recognize anxiety in yourself and your students and take home five simple ways to master anxiety. Realize how to take restful momentary breaks to balance your brain and recharge your batteries.

Donna Henderson, B.S.N., L.Ac. has practiced traditional Chinese medicine in Keystone Heights for many years. She authored two children's books: *Let the Rain Fall Down: Qi Gong Song and Book for Children* and *One*, which introduce easy ways for children to feel great.

Jennifer Pritchett, M.Ed., Ed.S. is a licensed mental health counselor with years of experience in private practice, university counseling centers, and in teaching mindfulness practices. Jennifer is certified in Gestalt, EMDR, and Gottman Couples Therapy. She enjoys incorporating energy movement and creative imagination into healing work. She is a certified yoga instructor, Reiki practitioner, and meditation facilitator.

Susan Wilson-Stern, APRN, B.S.N., M.S.N. is a health educator and family practice nurse practitioner and was previously an elementary substitute teacher. Sue is passionate about using her 43 years of professional nursing/educator and life experiences to enrich the lives of others through education on enlightened self-empowerment.

Transforming Passive Student Learning to Active Participation Using Constructivism Practices In The Classroom

(6-8) A constructivist educator encourages students to assess regularly how a specific activity helps in their understanding of a subject matter. Learn how to provide the tools, such as problem-solving and inquiry-based learning activities, with which the student can formulate and test their ideas, and draw conclusions and inferences.

Alonzo L. Batson Jr. is a retired science educator. He formerly worked with the Jacksonville Urban Systemic Initiative, training middle school and high school teachers on new and innovative approaches in science education. He used, in his personal teaching style, an adaptive form of "constructivism" to enhance student ownership of their learning and to improve test taking skills.

The Power of Self-Regulation: Helping Children Manage Emotions, Impulses, & Behavior

(VPK-K & Pre-Service Teachers/Early Career) Self-regulation is the ability to control impulses, manage emotions, and exercise self-discipline. As children learn to pause, think, and respond appropriately, the likelihood of inappropriate behavior is reduced. This presentation will focus on understanding how these skills connect to thinking and behavior and discussing practical strategies.

Cheryl Smith Turner, Ed.S. is an educational consultant and owner of Reach TLS, LLC, based in Atlanta, GA. She provides trainings and workshops for educators and parents on topics related to social-emotional learning, child guidance and management, language/literacy development, thinking skills and play-based learning.

If Instruction Isn't Engaging, I QUIT!

(VPK-12) If students aren't engaged during instruction, they aren't learning at their highest potential. Explore 10 research-based strategies that every teacher should immediately implement to increase student engagement.

Vincent Taylor, M.Ed. is an educator of 22 years, a nationally acclaimed educational consultant and an author of nine publications. "If Instruction Isn't Engaging, I QUIT!" is an interactive professional development presentation that he has presented to over 60,000 educators in over fifteen school districts, six national conferences, and three universities.