

# Programs and Presenters

	Session	Presenter(s)
Keynote 8:40-9:30	<i>Intentionally Engineer Equity and Inclusion with SEL</i>	Dr. Meagan Pollock ( <a href="#">Bio</a> )
Session A 9:45-10:45 (choose a session)	<a href="#"><u><i>The Intersection Between SEL and The Beloved Community: Theory and Practice</i></u></a>	Regina Armour ( <a href="#">Bio</a> ) & Richard Streedain ( <a href="#">Bio</a> )
	<a href="#"><u><i>How Organizing a Student-led TEDx Event Amplifies Allyship in Action</i></u></a>	Kenny Bae ( <a href="#">Bio</a> )
	<a href="#"><u><i>SEL in the World Languages Classroom: Five and Five</i></u></a>	Josh Brenner ( <a href="#">Bio</a> )
	<a href="#"><u><i>Engaging Activities to Teach Social Emotional Learning</i></u></a>	Pete Collins ( <a href="#">Bio</a> ) & Jason Dane ( <a href="#">Bio</a> )
	<a href="#"><u><i>Taking SEL One Step Further: Depression, Education, and Suicide Awareness</i></u></a>	Peggy Kubert ( <a href="#">Bio</a> )
	<a href="#"><u><i>Basic Circle Facilitation for Building SEL Skills in the Classroom</i></u></a>	Kay Pranis ( <a href="#">Bio</a> )
	<a href="#"><u><i>The Power of the Pack: Using a Communal Reading Experience to Build a Positive and Inclusive School Culture</i></u></a>	Claire Walter ( <a href="#">Bio</a> )
Session B 11:00-12:00 (choose a session)	<a href="#"><u><i>Building Community through Content Area Learning</i></u></a>	Asima Bhatti ( <a href="#">Bio</a> )
	<a href="#"><u><i>Honoring the Educator Within: Integrating Identity &amp; Integrity for Inspired Teaching and Learning</i></u></a>	Christina Kuszewski-Rouches ( <a href="#">Bio</a> )
	<a href="#"><u><i>DEI and SEL in the Science Classroom</i></u></a>	Geniene Minkus ( <a href="#">Bio</a> )
	<a href="#"><u><i>Individual and Collective Accountability in a Restorative Framework</i></u></a>	Kay Pranis ( <a href="#">Bio</a> )
	<a href="#"><u><i>Trauma-Informed Responses in the Classroom: Looking Beyond “Bad” Behavior</i></u></a>	Al Ross ( <a href="#">Bio</a> )
	<a href="#"><u><i>SEL-ing the Rubric: Using Holistic Rubrics and Writing Goals to Develop Self-Awareness and Assess Growth</i></u></a>	Monica Thiele ( <a href="#">Bio</a> )
	<a href="#"><u><i>Help, I’m Struggling in School!</i></u></a>	Dr. Kevin Van Eron ( <a href="#">Bio</a> )
Lunch 12:30-1:30	<i>Lunch and Learn: A Conversation with Kay Pranis</i>	Moderated by: Dr. Tim Dohrer ( <a href="#">Bio</a> ) and Dr. Tom Golebiewski ( <a href="#">Bio</a> )
Keynote 1:30-2:30	<i>When the Teacher Becomes The Student: Lessons in Cultural Humility</i>	Dr. James Knight ( <a href="#">Bio</a> )

# Breakout Session Descriptions

*All presentations, breakout sessions, and panels will be recorded.*

## **The Intersection Between SEL and The Beloved Community; Theory and Practice**

presented by [Regina Armour](#) & [Richard Streedain](#)

Participants in the session will come away with an understanding of promising practices for integrating principles of SEL and principles of Martin Luther King, Jr.'s Beloved Community. Presenters will share lessons learned and applied in three Chicago Charter Schools and the Robert Smalls Leadership Academy in Beaufort, South Carolina. All the schools provide rich experiences in three distinct areas:

- Teaching the whole child
- Fostering community schooling
- Providing Space and Forums for Student Voice to Emerge

## **How Organizing a Student-led TEDx Event Amplifies Allyship in Action**

presented by [Kenny Bae](#)

A student's idea can be amplified and empowered for allyship in action. A TEDx event is an opportunity to hear the ideas to create a safe, supportive, gender-equal, and gender-equitable world. After many failures and rejections, our students finally were awarded a license to host a TEDx event for three years. Our TEDx event has allowed us to unleash new ideas, inspire and empower others. Learning from our TEDx experiences, we can provide opportunities for students to hear and share each other's ideas to promote allyship in action in equity, diversity, and inclusivity.

## **SEL in the World Languages Classroom: Five and Five**

presented by [Josh Brenner](#)

The pandemic changed the face of world language instruction in a myriad of ways. Online and hybrid learning forced many teachers to reevaluate planning, instruction, and assessment. Even beyond the realities of the pandemic that have made it difficult for language students to maintain academic performance and proficiency levels, there has also been a serious uptick in mental health implications. This workshop will explore the integration of the 5 SEL Competencies and the 5 ACTFL World-Readiness Standards in planning, instruction, and assessment.

Here are a few session questions for potential participants:

- Have you seen any mental health issues in your language classroom?
- How do assignments and assessment design impact stress and anxiety?
- Are students dealing with more intense emotions due to the pandemic?
- What strategies are available to you to help navigate teaching 21st-century skills?
- How can SEL competencies enhance TPRS methodologies?

## **Engaging Activities to Teach Social Emotional Learning**

presented by [Pete Collins](#) & [Jason Dane](#)

Do your students know their EQ? Developing emotional intelligence skills is critical for preparing students to better understand, empathize and negotiate with others. A student who possesses strong emotional intelligence is better prepared to handle the demands that they will face academically and in the real world. This session will give health teachers a creative approach to teaching social emotional learning through hands-on and engaging lessons. This session will provide information on connecting SEL practices in PE health class.

## **Taking SEL One Step Further: Depression, Education, and Suicide Awareness**

presented by [Peggy Kubert](#)

This session will discuss how social-emotional learning is the foundation for universal tier I depression education and suicide prevention. We will expand on your current SEL practices by providing the building blocks to engaging students in more in-depth conversations about mental health. We will explore the research behind depression and suicide as well as provide evidence-informed, practical resources that can be used with your students and educators to promote mental health awareness, reduce stigma, and encourage help-seeking.

# Breakout Session Descriptions (cont.)

*All presentations, breakout sessions, and panels will be recorded.*

## **Basic Circle Facilitation for Building SEL Skills in the Classroom**

presented by [Kay Pranis](#)

This workshop will identify the social-emotional skills that are developed organically in a regular practice of circle in a classroom. The workshop will also introduce basic techniques for facilitating circles that build SEL skills.

## **The Power of the Pack: Using a Communal Reading Experience to Build a Positive and Inclusive School Culture**

presented by [Claire Walter](#)

Positive and engaged school culture is invaluable; cultivating a positive and engaged school culture, however, can be a challenge. Specifically, this session will focus on a One-Book-One-School model for establishing common experiences within the school, bringing in positive and diverse role models, opening authentic communication opportunities, and improving the school climate. In detailing the structure and goals of the program, the presenter will develop how connecting all stakeholders within a school community through literature leads to authentic social-emotional learning experiences and genuine community building.

## **Building Community through Content Area Learning**

presented by [Asima Bhatti](#)

Classroom climate and community is integral to promoting student motivation, learning and success. Learn how to establish and integrate a safe, collaborative learning community into all content area teaching. A community building approach will enhance lessons, create effective collaboration and empower students.

## **Honoring the Educator Within: Integrating Identity & Integrity for Inspired Teaching and Learning**

presented by [Christina Kuszewski-Rouches](#)

How might the integration of identity and integrity open the mind, heart, and spirit of an educator? How might this integration ignite a passion for innovative teaching, engaged learning, and authentic relationships with others? This workshop reflects on Parker J. Palmer's *The Courage to Teach* and will offer participants space to engage in honest reflection and dialogue about the transformative potential of bringing our authentic selves to our teaching practice.

## **DEI and SEL in the Science Classroom**

presented by [Geniene Minkus](#)

An inclusive and equitable classroom community is dependent on students who can access SEL strategies. Purposeful implementation of SEL skills in the science classroom can help promote understanding, identify biases, build relationships, and develop practices that lead to a more inclusive classroom community. In this session, a science teacher will share her strategies for connecting SEL and DEI through classroom culture, structures, and tools.

## **Individual and Collective Accountability in a Restorative Framework**

presented by [Kay Pranis](#)

This workshop will explore the meaning of accountability in a restorative approach and identify the concrete elements of accountability delivered in an effective restorative process. Collective accountability and its relationship to systemic harms will also be discussed.

# Breakout Session Descriptions (cont.)

*All presentations, breakout sessions, and panels will be recorded.*

## **Trauma-Informed Responses in the Classroom: Looking Beyond “Bad” Behavior**

presented by [Al Ross](#)

Students' behaviors in the classroom may often become distracting for teachers, disruptive for other students and distressing in general. Often, our initial reaction is to interrupt the behavior and attempt to redirect the student, so that teaching and learning for all may continue. In those instances when these attempts are met with continued disruptive behaviors, we resort to punitive forms of discipline as we attempt to create and restore order and safety in the classroom.

In this workshop, we will consider another option, one that looks at “bad behavior” as expressions of emotional experiences related to traumatic experiences that have occurred outside the classroom and have been activated within the classroom. Participants will be introduced to several potential styles of interventions that aim to acknowledge the dysregulation, attempt to re-regulate and reintegrate the student back into the classroom activity. In addition to being presented with a variety of intervention strategies, participants will also have the opportunity to discuss and brainstorm potential obstacles and challenges to responding to students' emotional distress.

**This workshop will address the following three aspects of disruptive and distressing behavior in the classroom setting:**

- Looking at student behaviors and forms of communication.
- Reframing “bad” behavior as expressions emanating from traumatic experiences.
- Developing short-term strategies that aim to acknowledge and address trauma in students' behaviors, while in the context of classroom activities.

## **SEL-ing the Rubric: Using Holistic Rubrics and Writing Goals to Develop Self-Awareness and Assess Growth**

presented by [Monica Thiele](#)

This session will cover using holistic assignment rubrics to help students assess model texts and recognize strengths and areas of growth in their own writing. The rubrics are designed to help students measure their progress in regards to several concrete skills and to divorce the idea of success from a graded outcome. Ultimately, students will be empowered to implement a plan to build on their strengths and address challenges while monitoring their progress toward a writing goal.

## **Help, I’m Struggling in School!**

presented by [Dr. Kevin Van Eron](#)

Plenty gets in the way of student success. Now is a great time, in this continuing period of differing learning environments and needs, to take a break and review what we know about student learning styles and challenges.

**In this conversation, we will answer the questions:**

- What gets in the way of learning?
- What learning differences and/or challenges present in the current environment?
- What resources are available?
- How can we help?

We look forward to re-visiting learning differences and considering how to address them in our emerging “new normal.”



# Presenter Bios



## **Dr. Regina Armour, Concept Schools**

**presenting:** [The Intersection Between SEL and The Beloved Community: Theory and Practice](#)

Regina Armour is currently the Director of Diversity, Equity & Inclusion for Concept Schools. She started 9 years ago as the Director of Community Engagement & New School Development. She received her doctorate from National Louis University's National College of Education and her research focuses on instructional & organizational coaching and culture transformation. Her work in schools began with becoming an intermediate and upper grade teacher of biological sciences and math. She has also taught high school, community college and university graduate students.

Dr. Armour's primary focus is equity, cultural responsiveness, and leadership/organizational development primarily in education using a multi-faceted, systems approach. By crafting relevant, engaging learning experiences for all students—both young and adult, she has provided professional development for teachers and leadership development for principals and districts. She has extensive experience in building collaborative relationships with the community and families by doing numerous workshops on social justice; instructional school cultures; cultural proficiency in schools and organizational literacy for educators.

She is a certified Evocative Coach which is a protocol that helps individuals and organizations re-write their own stories that shows excitement for diversity and welcomes multiple perspectives.



## **Kenny Bae, Engineering, Science, and Innovation, Wolcott College Prep**

**presenting:** [How Organizing a Student-Led TEDx Event Amplifies Allyship in Action](#)

Kenny Bae received his BS degree in Physics, Radiation, and Applied Physics with a Math minor from Eastern Illinois University, and a Master's degree in Atmospheric Science from the University of Illinois Urbana-Champaign, defending his research on the 'Measurement of Small Ice Crystals in Arctic Cirrus.' Kenny is passionate about working with students and using their learning difference as their superpower. While teaching high school physics and engineering, he received a NASA Robotics Growth

Grant, designed to inspire students to be science and technology leaders by engaging them in hands-on projects. Kenny has won various awards/grants with students from engineering projects, including the 3D Printer Grant from 3D Systems and Coca-Cola, ICECF Solar School Grant, Disney Summer of Creativity Grant, NSF CISTEME365 with UIUC, Amazon Engineer Grant, and the HERlead Fellowship program. Kenny was a nominee for the Amazon Future Engineer Teacher of the year award in 2021. Kenny was proud to support students in winning the U.S Department of Education Green Ribbon Award in 2018. He continues to advocate for sustainable energy and healthy environmental practices.

Kenny founded and currently coaches Wolcott FIRST team #8728 that won numerous competitions awards and grants from the FIRST Tech Challenge. The Wolcott robotics team has been invited to the National FIRST Championship event in 2016, 2017, 2018, and 2019 as conference speakers based on their innovative projects, while also being acknowledged by the Educate to Innovate White House Initiatives in 2016. The Wolcott team has been recognized by the FIRST inspire blog which is shared to over millions of people in 100 + countries. He is excited to continue to grow project-based learning with students and to expand STEM education at Wolcott. Kenny is also the organizer of the TEDxWolcottCollegePrep event this year and he's excited to support students in planning for the event.

Born in Chicago, Kenny enjoys spending time with his beautiful wife and children, planting vegetables, organizing a TEDx talk event, inventing new life-saving portable ventilators, and designing new innovative projects with students. Kenny's work with students is recognized by Forbes Magazine, Chicago Sun-Times, FIRST, WGN, CBS, actress Daisy Ridley from Star Wars, Lucasfilm, Amazon Future Engineers, and so much more.



## **Asima Bhatti, Ivy Hill Elementary**

**presenting:** [Building Community through Content Area Learning](#)

Asima Bhatti is a compassionate, experienced elementary education teacher, SEL facilitator and Mindful Mondays leader at Ivy Hill Elementary, a diverse suburban public school implementing the RULER approach to foster emotional intelligence in students. At the start of the pandemic and concurrent life transition, she immersed herself into learning extensively about social emotional well-being. She consistently aims to instill values of collaboration, reflection and positivity in herself and her students. A

lifelong learner, honors graduate of Elmhurst University and present graduate student at Northwestern University, she is committed to uplifting students to become optimal learners and empowered future leaders.

# Presenter Bios (cont.)



## **Joshua Brenner, Hopkins School (CT)**

**presenting:** [SEL in the World Languages Classroom: Five and Five](#)

Joshua is an educator and filmmaker originally from Chicago. His research interests include positive psychology, social-emotional learning, and innovation in the world languages classroom. He studied Spanish and Theater at the University of Pennsylvania, Education and Social Policy at Northwestern University, and is pursuing his Doctorate of Education in NYC. Joshua holds school leadership certificates from the Principals' Center at Harvard Graduate School of Education and the Klingenstein

Institute of Columbia University Teachers College. He is the writer/director of The Soccer Mystic and author of the award-winning essay On the Corner: Oak and Michigan.



## **Pete Collins, New Trier High School**

**presenting:** [Engaging Activities to Teach Social Emotional Learning](#)

Pete Collins is the Department Coordinator and a Kinetic Wellness teacher at New Trier High School. He is an active member of various professional organizations, and he has presented at numerous conferences at the local and national level.



## **Jason Dane, New Trier High School**

**presenting:** [Engaging Activities to Teach Social Emotional Learning](#)

Jason Dane is a Kinetic Wellness teacher at and Course Coordinator for the Freshman Health Curriculum at New Trier High School. He is an active member of various professional organizations, and he has presented at numerous conferences at the local and national level.



## **Dr. Timothy Dohrer, Northwestern University**

**Moderator**

Dr. Timothy Dohrer is the Director of Teacher Leadership and Assistant Professor in the Master of Science in Education program in the School of Education and Social Policy at Northwestern University, which prepares elementary, middle school, and high school teachers, as well as teacher leaders. He has worked as a teacher and teacher leader, and then as Principal of New Trier High School in Winnetka, Illinois. He has served on a variety of boards and regularly consults with schools in and around Chicago and Illinois. Dr. Dohrer's major areas of research include social & emotional learning, school climate, curriculum theory, teacher education, and leadership. Dr. Dohrer has B.A.s in English and Journalism from Indiana University, an M.A. in English from Northwestern University, and a Ph.D. in Curriculum and Instruction from Pennsylvania State University.



## **Dr. Thomas Golebiewski, Social Work, Wolcott College Prep**

**Moderator**

Dr. Thomas Golebiewski is a Board Certified and Illinois Licensed Clinical Social Worker. Having worked in schools for over 40 years, he spent 26 years as Department Chair of Social Work at New Trier High School and in private practice since 1985. He has been an adjunct Professor at the University of Chicago, School of Social Service Administration, and is currently teaching at Northwestern University, School of Education and Social Policy and Loyola University, School of Social Work. He is in private practice in Psychotherapy, Counseling and Consultation in Wilmette, Il., currently a Consultant at Wolcott School, an Independent school in Chicago, Loyola Academy, Wilmette, Il, Belmont Horizon School, a Charter School in the Concept School Network, UMOJA Student Development Corporation, Chicago, Il. and has worked with the YWCA of Evanston-North Shore where he supervised the Alternative to Family Violence Program, an intervention program for domestically violent men. He is a Lake County, Court Approved Domestic Violence Evaluator and Treatment Provider. He volunteers for the American Red Cross as a Disaster Mental Health Responder, the Naomi Ruth Cohen Institute and the Mental Health Association of the North Shore. He is an Associate of the AKRI and a member of CCSGO Dr. Golebiewski received his BA and MSW from Loyola University in Chicago and PhD in Clinical Social Work from The Institute for Clinical Social Work, Chicago, Il.



# Presenter Bios (cont.)



**James Knight**  
**Keynote Speaker**

James Knight is an educator, coach/mentor, consultant, author, itinerant speaker/teacher, and equity and inclusion strategist. He resides near Cleveland, Ohio. Much of his work revolves around leading with humility and partnering with other leaders to build dynamic and inclusive communities/spaces where people collaborate, innovate, and engage in fearless dialogue.

As an equity and inclusion strategist, James works with leaders, schools, organizations, and individuals in the corporate, nonprofit, governmental, and academic sector to develop frameworks rooted in humility. The primary goal of this work is to assist others in building safe environments where everyone can thrive and bring their best selves. As an author, James has written three books, including his latest release, *Heart: A Journey Toward Cultural Humility*. This book is a manual and guide for any leader, student, or person looking to develop greater awareness and increase their emotional and cultural intelligence.

As Vice President for Equity and Inclusion at St. Edward High School, James leads the development of vision and strategies that champion the importance of a diverse and inclusive community. Part of his work involves engaging faculty, staff, students, parents, and alumni to make the school a culturally safe environment. In his role, James assesses the potential barriers to inclusion and diversity and develops strategies focused on recruiting and retaining a diverse community.

In addition to his work at St. Edward, James has served as a teacher, coach, and pastor. He is the founder and leader of I.D.E.A.S., a coalition of DEI practitioners and directors throughout Ohio.

James has a passion for people and sees himself as a servant-leader. His personal mission is “education + empowerment = elevation,” and his number one goal in everything he does is to elevate those he serves through education and inspiration. He holds a Bachelor of the Arts from Oberlin College and a Master’s of Education and Doctorate of Education Leadership from Ashland University. He also holds a Graduate Certificate in Diversity, Social Justice, and Inclusion from the University of Colorado-Colorado Springs.

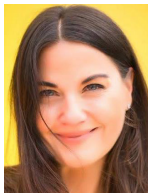
For more information, resources, or tips on working through the book, visit [www.leadwithhumility.org](http://www.leadwithhumility.org). If you or your team would like to work with James or invite him to speak, please email [james@leadwithhumility.org](mailto:james@leadwithhumility.org).



**Peggy G. Kubert, LCSW, Erika’s Lighthouse**

**presenting:** [Taking SEL One Step Further: Depression Education and Suicide Awareness](#)

Peggy has been with Erika’s Lighthouse since 2006 helping school communities raise awareness about teen depression, suicide prevention and develop skills to embrace good mental health. As Senior Director of Education, Peggy works with schools across the country to train mental health staff, educators and parents on ways to create opportunities for young people to receive the help they deserve. Peggy received her Masters from the University of Chicago in Social Service Administration and her Bachelors of Arts in Education from Northwestern University.



**Christina Kuszewski-Rouches, Spanish, Lead Teacher: World Language, Wolcott College Prep**

**presenting:** [Honoring the Educator Within: Integrating Identity & Integrity for Inspired Teaching and Learning](#)

Christina is a progressive independent school educator with a deep commitment to equity, inclusion, and to teaching to the strengths of every student. She believes that students’ language learning should be a positive, non-threatening process that encourages meaningful and effective communication within a warm and nurturing environment. Christina believes passionately in education that is student-centered and that encourages empathy, compassion, and agency for positive change. She has extensive experience in program development, innovative curriculum design, and strategic partnerships with local, regional, and international organizations. Prior to coming to Wolcott, Christina was Middle School Dean and Head Faculty in the Spanish Department at the Ancona School for 16 years. Christina has also taught in Ecuador at a progressive bilingual school, worked for a women’s rights organization in Argentina, researched human rights education and policy in Chile, and worked for international and national educational organizations. Christina has a B.A. from Boston College in Spanish and Psychology, and an M.A. from Columbia University in International Educational Development. She lives in Humboldt Park with her husband and twin daughters. When not teaching, Christina loves to travel, especially to Latin America.

# Presenter Bios (cont.)



## **Geniene Minkus, Science, Wolcott College Prep**

**presenting:** [DEI and SEL in the Science Classroom](#)

Geniene Minkus is passionate about science education and about expanding life opportunities for every student. She is an experienced teacher, leader, lecturer, and curriculum specialist. She is passionate about finding ways to create culturally sustaining science classrooms that engage students in developing language to critique systems of inequality. She is a fellow of the University of Illinois's IPASS program in which she works with teachers across the state to develop college ready curriculum for high school students. She also recently completed an Action Research Project regarding current events in the classroom as well as a STEM-ed democratizing education fellowship. Prior to Wolcott, she was team lead of Physics at Chicago Bulls College Prep. Her Physics classroom achieved top of network growth and her team achieved network leading results similar to her own. She also created the Noble Network's baseline curriculum for Physics, lead the Science and Physics collaboration rooms, and was a founding instructional professional development provider. Prior to Noble, Geniene graduated from the University of Illinois at Urbana-Champaign and joined Teach for America. While earning her Masters of Education from Dominican University, Geniene worked at CPS's Bronzeville Scholastic Institute where she contributed to the school becoming an IB World School.



## **Dr. Meagan Pollock, Engineer Inclusion**

**Keynote Speaker**

Dr. Meagan Pollock envisions a world where personal and social circumstances are not obstacles to achieving potential and where kindness, inclusivity, and conservation prevail. A past recipient of the National Science Foundation Graduate Research Fellowship, Meagan holds a PhD in engineering education from Purdue University, an MS in electrical engineering from Texas Tech University, and a BS in computer science from Texas Woman's University. As an engineer turned educator for diversity, equity, and inclusion, Meagan focuses on engineering equity in education and the workforce through her company, Engineer Inclusion. An international speaker, teacher, engineer, and equity leader, her mission is to provide services, tools, and resources that inspire awareness and initiate action.



## **Kay Pranis**

**presenting:** [Basic Circle Facilitation for Building SEL Skills in the Classroom and Individual and Collective Accountability in a Restorative Framework](#)

Kay Pranis teaches and writes about the dialog process known as 'peacemaking circles.' Kay learned about peacemaking circles in her work in restorative justice in the mid-90s. From 1994 – 2003 Kay held the position of Restorative Justice Planner at the MN Dept of Corrections.

Her initial teachers in the circle work were Barry Stuart, a judge in Yukon, Canada, and Mark Wedge, a member of the Tagish/Tlingit First Nation. Since that initial exposure to the use of peacemaking circles in the justice system, Kay has been involved in developing the use of peacemaking circles in schools, social services, churches, families, museums, universities, municipal planning and workplaces. An important on-going teacher is Tahnahga Yako.

Kay has authored or co-authored several books about circles: Peacemaking Circles - From Conflict to Community; The Little Book of Circle Processes – A New/Old Approach to Peacemaking; Doing Democracy with Circles – Engaging Communities in Public Planning; Heart of Hope – A Guide for Using Peacemaking Circles to Develop Emotional Literacy, Promote Healing & Build Healthy Relationships; Circle Forward – Building a Restorative School Community.

Kay works primarily as a trainer in the peacemaking circle process. She is also an adjunct professor at Eastern Mennonite University.

Kay has a particular interest in the use of circles to support social justice efforts addressing racial, economic, class and gender inequities. That interest includes the use of peacemaking circles to understand and respond to historical harms to groups of people. The peacemaking circle process has been a source of energy, inspiration and continuous learning for Kay for the past 25 years.



# Presenter Bios (cont.)



## **Alec Ross LCSW, RDDP**

**presenting:** [Trauma-Informed Responses in the Classroom: Looking Beyond “Bad” Behavior](#)

Alec Ross graduated from the University of Chicago's School of Social Service Administration. He is a licensed clinical social worker and certified substance abuse counselor. He has worked in the field for over 38 years. He is an adjunct faculty member at Loyola University in the Graduate School of Social Work where he has taught Advance Groups; teaches Substance Abuse Treatment at the Institute for Clinical Social Work; and currently is teaching Trauma-Informed Social Work Practice at the Erikson Institute. He has had extensive experience consulting with various mental health agencies, communities and schools in the areas of: Social/Emotional Learning; program development and group work; substance abuse prevention and intervention; trauma-informed services aimed at youth and parents, and suicide prevention and intervention. He has developed innovative workshops and presentations to parents; students; and professionals on a variety of issues concerning the well-being of our community's youth. Alec works clinically with children, adolescents and adults in individual, family, couple and group counseling. Alec is the Senior Director of Clinical Practice at the Juvenile Protective Association, a school-based trauma-informed psychotherapy program for children and their families living in communities located on the west and south sides of Chicago.



## **Dr. Richard Streedain**

**presenting:** [The Intersection Between SEL and The Beloved Community: Theory and Practice](#)

Dr. Richard Streedain is a former teacher, school principal, university professor and education consultant. Previously, he served as co-director of the Northwestern University Urban Suburban Consortium, Co-director of the Northwestern Urban M.A.T. Teacher Education Program, and Co-director of the National Louis University Doctoral Program in Educational Leadership Studies. Dr. Streedain served as a senior leadership coach for the KIPP Foundation, where he supported the leadership development of over 100 school leaders across the country. His research interests include leadership development and formation, school culture, community schooling, teaching to the whole child, culturally responsive teaching practices and creating conditions for high-level literacy instruction.



## **Monica Theile, English, Wolcott College Prep**

**presenting:** [SEL-ing the Rubric: Using Holistic Rubrics and Writing Goals to Develop Self-Awareness and Assess Growth](#)

Monica Thiele earned a double BA in English Literature and Creative Writing from California State University, Long Beach before going on to earn her MFA in Fiction. She began teaching English at her alma mater in Los Angeles before attending Loyola Marymount University to earn her Master's degree in Secondary Education. Monica has been teaching high school English since 2013.



## **Kevin Van Eron, Psychologist, Wolcott College Prep**

**presenting:** [Help, I'm Struggling in School!](#)

Kevin joined the Wolcott College Prep community with 25 years of experience as a licensed clinical psychologist, specializing in psychological, neurological, and educational assessments, as well as counseling and executive function coaching. He has served as a Learning Strategist, Psychology of Human Development teacher, and most recently School Psychologist. Prior to Wolcott, Kevin was a High School Learning coordinator for the University of Chicago Laboratory Schools. He supports students in setting and achieving their own learning objectives through understanding and leveraging their unique sets of individual strengths, challenges, and learning styles. In private practice prior to Lab, Kevin helped establish and was the clinical administrator for six evaluation and learning development sites serving students and their families in the Chicago area. Kevin earned his Masters of Arts and Doctorate in clinical psychology from the Illinois School of Professional Psychology, with majors in assessment and family therapy. His avocations include being a father, traveling (mostly looking at pictures these days), hanging out with his pride of cats, volunteering, and learning all he can about the brain.

## Presenter Bios (cont.)



### **Claire Walter, English, Wolcott College Prep**

**presenting:** [The Power of the Pack: Using a Communal Reading Experience to Build a Positive and Inclusive School Culture](#)

Claire Walter (MAT) is a founding faculty member of Wolcott College Prep and the English Department Head. Ms. Walter began her teaching career as a Teach For America corps member in Baltimore, MD. Following her service in Baltimore, Ms. Walter taught Honors and AP classes at Oak Park and River Forest High School in Oak Park, Illinois before joining the founding team at Wolcott.

A regular presenter at National Council of Teachers of English (NCTE) and Learning Disability Association (LDA) conferences, Ms. Walter is also a National Endowment for the Humanities scholarship recipient and a Golden Apple Teacher of Distinction. Ms. Walter is also the author of the chapter "Discussing Difference: Engaging Students with Learning Differences in Authentic Discussion" in *Raise Your Voices: Inquiry, Discussion, and Literacy Learning* and a featured teacher voice in *Bring on the Bard*.



### **Martin Woods, Director of Student Life, Dean of Students, Director of Diversity, Equity, and Belonging, Wolcott College Prep**

A native of Chicago, Martin L. Woods has extensive experience in education, administration, and leadership. Spending nearly 15 years as Head of Electives for the private and charter school sectors, he created and implemented innovative curricula and provided departmental staff development and coaching. He also has a record of accomplishments in corporate, educational and artistic arenas as a skilled and experienced Arts Administrator and Innovator. He started his educational career in

performing arts instruction building on his experience as a classically trained vocalist. His passion for education and engagement with students are fueled by his appreciation of the arts. Martin has performed internationally, including performances on the stages of The Atlanta Symphony Orchestra, Chicago Symphony Orchestra, The Atlanta Opera, The Lyric Opera of Chicago, Chicago Opera Theater, The Goodman Theater. Martin has also performed background vocals for a wide array of mainstream popular artists including Wynton Marsalis, Beyoncé Knowles, Heather Headley, Michael McDonald, Common, Kim Burrell, and Smokie Norful.

In his spare time, Martin enjoys singing and attending live music and theater performances throughout the city.

