

Virginia School-University Partnership
Virginia School Consortium for Learning
Professional Development Conferences
2017-2018

VSUP-VaSCL Professional Learning Events are OPEN to ALL Virginia Educators
On-Line Registration and More Information Available
Visit the VSUP-VaSCL website: www.vsup.org

GENERAL ENGAGEMENT

Wednesday, October 11 * [Seatwork to Feetwork: Engaging Students in Their Own Learning \(Grades K-12\)](#) – Ron Nash

Monday, October 30 * [Personalized Learning \(Grades K-12\)](#) – Allison Zmuda

Wednesday, November 1 * [The Maker Space Movement: Engaging Students in Hands-On Learning \(Grades K-8\)](#) – Laura Jones

Wednesday, November 8 * [Supporting & Measuring Growth of Students with Learning Differences \(Grades K-12\)](#) – Lee Ann Jung

Monday, November 13 * [Restorative Justice Practices for a More Harmonious School \(Grades K-12\)](#) – Evans, Howard, & Prail

Monday, December 4 * [Designing Effective and Interactive Online and Blended Learning \(Grades K-12\)](#) – Stephanie Moore

LITERACY AND NUMERACY

Thursday, October 26 * [SPARK STEM: Problem Based Learning in Mathematics and Science \(Grades 3-8\)](#) – Suh and Seshaiyer

Thursday, November 9 * [Improving Adolescents' Vocabulary \(Grades 4-12\)](#) – Sarah Lupo

Tuesday, November 14 * [A Unifying Approach to Exploring Functions in Secondary Mathematics \(Grades 8-12\)](#) – B & S Bazak

Tuesday, November 28 * [Writing as a Process \(Grades K-12\)](#) – Patti West-Smith

Thursday, November 30 * [Building Word Identification Skills with Struggling Readers \(Grades K-3\)](#) – Susan Thacker Gwaltney

Tuesday, December 5 * [Workshop Models for Literacy and Math \(Grades 1-4\)](#) – Demchak and Thunder

VSUP-VaSCL
Professional Development Conferences
2017-2018
Conferences (by Date) with Details

Seatwork to Feetwork: Engaging Students in Their Own Learning (Grades K-12)

Date: Wednesday, October 11, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$119 (\$169 for Non-Members)

Registration Deadline: Friday, September 22

Presenter: Ron Nash

Audience: K-12 Classroom Teachers, Instructional Leaders, and School Administrators

Description: Telling is not teaching; to learn, *students* must do the talking. Talking is thinking, and Ron Nash will model communication, collaboration, and critical-thinking strategies that can be used at any grade level and in any subject area. So, lace up your sneakers, grab a pen, and join Ron Nash for a high-energy workshop that will give you tons of practical strategies for engaging students in any classroom. You'll be standing, moving, sharing, laughing and learning during this instructive and enjoyable workshop. Ron will model think-write-pair-share, paired verbal fluency, priming, elaborative rehearsal, distributive practice, convergent/divergent thinking, give one/get one, along with tons of physical and mental state changes. He will also model ways to use movement, music, and humor in this fast-paced day of fun and learning.

SPARK STEM: Problem Based Learning that Supports the SOL's in Mathematics and Science (Grades 3-8)

Date: Thursday, October 26, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, October 6

Presenters: Jennifer Suh & Padhu Seshaiyer (GMU) (Center for Outreach in Mathematics and Educational Technology)

Audience: Classroom Teachers (Grades 3-8), and Instructional Leaders

***NOTE: Follow-up session(s) will be provided through an online platform**

Description: This session will focus on classroom tested STEM integrated Problem Based Learning (PBL) that supports the 2016 math and science SOL's through hands-on explorations for students in upper elementary and middle school. Participants will engage in the 5 key elements of our SPARK STEM modules with **Scientific and mathematical modeling; Problem-based Learning; Access through Equitable Teaching Practices; Rigorous Content Knowledge; and Knowledge and Confidence as STEM learners/leaders.** The presenters will immerse participants in real-world problem-based lessons that delve deeply into the mathematics used to make decisions in STEM fields. Through engaging STEM contexts like the Solar Project, CSI Case, Rollercoaster Design, Traffic Jam Challenge, and other Fermi Problems, participants will see how the strands of number sense, computation, rational numbers, geometry, measurement and data analysis play a critical role in mathematical modeling in STEM fields, in addition to seeing how technology affords opportunities for advanced learning. The presenters will also use various video vignettes to share how teachers can promote mathematical and scientific discourse through rich problem contexts that build students confidence and competence and STEM leaders!

* Online Follow-up: Presenters will establish and facilitate a "peer-to-peer" follow-up for interested participants.

Personalized Learning (Grades K-12)

Date: Monday, October 30, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$159 (\$209 for Non-Members)

Registration Deadline: Friday, October 13

Presenter: Allison Zmuda

Personalized Learning (Grades K-12) (Allison Zmuda) (continued)

Audience: K-12 Classroom Teachers, Instructional Coaches, Curriculum Leaders, and School Administrators

Description: How can we design learning experiences that are more in tune with the contemporary world we are living in and the students we have in front of us? The true goal of personalized learning is for every student to become a self-directed learner through the design and development of their learning experiences. In this session, Allison Zmuda will explore with participants how personalized learning is a simple and powerful frame that allows students to thoughtfully engage with inquiry, generate ideas, and develop challenging yet achievable performance opportunities. In order for students to work in this rich environment, they will need to develop Habits of Mind. By the end of the conference, participants will be able to: explore why personalized learning is important for student engagement and learning; understand how students can become self-directed when Personalized Learning is connected with Habits of Mind; differentiate Personalized Learning from other similar instructional models; examine and apply the four attributes to reimagine learning experiences; explore powerful school examples of Personalized Learning; and identify practices that support Personalized Learning.

The Maker Space Movement: Engaging Students in Hands-On Learning (Grades K-8)

Date: Wednesday, November 1, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, October 13

Presenter: Laura Reasoner Jones (NBCT) (GEMS Founder) (Retired from Fairfax County Schools)

Audience: Elementary and Middle School teachers, Librarians, Instructional Leaders, and School Administrators

Description: This workshop will prepare teachers, librarians, and administrators to meet the challenge of incorporating "Making" into their curriculum in order to encourage creativity and independent thinking in their students. The conference will address commonly asked questions such as: What is "Making"?; Why is this important?; How can you create spaces that lend themselves to making?; How do you infuse this into daily instruction?; What are options for low-tech making and high-tech making?; What resources and grants are available?; What supplies are needed and how to get them on a budget?; as well as How can you assess learning in this informal environment? Conference participants will engage in at least four different hands-on activities during the day (including activities such as: littleBits, Squishy Circuits, Reclaimed Art, Bridge Building, and Led Throwies). The goal of this workshop is to help teachers, librarians and administrators to understand the benefits of students using their hands and brains to create and explore, as well as to enable participants to gain the skills and knowledge needed to create a culture of making in their schools. Participants will explore both low and high-tech materials and leave with resources and ideas for creating their own maker environments.

Supporting and Measuring the Growth of Students with Learning Differences (Grades K-12)

Date: Wednesday, November 8, 2017

Location: The Hotel Roanoke, Roanoke, VA

Registration Fee: \$140 (Sponsored by VASCD, VASS, and VSUP-VaSCL)

Registration Deadline: Friday, October 20

Presenter: Lee Ann Jung (Student Growth Center)

Audience: K-12 Classroom Teachers, Instructional Coaches, Curriculum Leaders, and School Administrators

Description: The curricular rigor in education poses real challenges for schools aiming to meaningfully include students with disabilities and developmental delays. Where do we find time to "pause" the hectic schedule and use evidence-based practices to teach the critical skills these students need for long-term success? In this workshop, participants learn a new way to plan intervention and measure progress. We take curriculum standards and define measurable goals, individualize intervention strategies, and set up progress records using goal attainment scaling.

The resulting growth plan streamlines intervention and data collection into a natural part of everyday routines. This session will prepare participants to write measurable goals for students who need support, develop evidence-based strategies for growth, make data-based decisions to accelerate growth, and measure and display progress easily. Registration for this workshop is available through VASCD: <https://tinyurl.com/y7qk915n>

Improving Adolescents' Vocabulary (Grades 4-12)

Date: Thursday, November 9, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, October 20

Presenter: Sarah Lupo (James Madison University)

Audience: English and Content Teachers, Literacy Leaders, Reading Specialists, ELL Specialists, and Special Education Teachers

Description: This workshop will focus on developing adolescents' knowledge of vocabulary. Word knowledge is a key component to improving literacy skills for adolescents. This workshop will present both theory and good instructional practices for promoting vocabulary in all classes with connections to both reading and writing instruction. In this workshop, participants will have an opportunity to learn how to differentiate vocabulary instruction in order to meet students' developmental needs, how to address important SOLs (such as Greek and Latin roots), and how to improve students' academic vocabulary. Methods discussed in this session are relevant for all other content areas as well as English, and the specific needs of English Language Learners and students with disabilities will also be addressed. Participants will discuss the management of differentiated vocabulary instruction in the secondary school classroom, and they will also have the opportunity to begin planning a lesson for their own classroom.

How Restorative Justice Practices Can Build a More Harmonious School (Grades K-12)

Date: Monday, November 13, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, October 20

Presenters: Kathy Evans (Eastern Mennonite), April Howard (Harrisonburg City), and Sue Prail (Fairfield Center)

Audience: K-12 Classroom Teachers, School Administrators, and Support Staff

Description: During this workshop the three presenters will introduce participants to the key principles and practices of Restorative Justice in Education (RJE), share research that validates RJE, and provide ideas on how to get started in implementing RJE in your classroom, school, or division. Participants will explore how expertise in RJE can benefit students, teachers, and the overall school culture; identify ways in which RJE can assist in addressing the needs of disenfranchised students, as well as issues of attendance, graduation rates and achievement, while building relationships across the school and community; and examine descriptors or indicators of an RJE school that can help guide implementation. During the day, participants will be divided into three grade level groups which will rotate through the following Break-Out Sessions: **Peacemaking Circles 101**, which will provide an in-depth experiential opportunity to learn about Circle processes, a valuable tool for relationship and trust building as well as a safe and constructive space to explore and resolve conflict within the school setting; **From Theory to Praxis**, which will give participants the chance to consider what the principles of RJE might look like when applied in different contexts and to explore practical ways of moving toward more restorative school and classroom cultures; and **Transforming a School Culture**, during which the facilitator will share how one school division established critical community partnerships and sustainable growth within restorative justice, and then participants will engage in a reflective discussion of potential next steps for creating a community of restorative practices in their own classroom, school, and/or division.

A Unifying Approach to Exploring Functions in Secondary Mathematics (Grades 8-12)

Date: Tuesday, November 14, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$119 (\$169 for Non-Members)

Registration Deadline: Friday, October 20

Presenter: Ben Bazak and Suzanne Bazak (Roanoke City Schools)

Audience: Algebra I & II & High School Mathematics Teachers, Curriculum Leaders, and Instructional Coaches

A Unifying Approach to Exploring Functions in Secondary Mathematics (Grades 8-12) (Bazak) (continued)

Description: In this workshop participants will explore linear, quadratic, exponential and trigonometric functions with the goal of developing a fluency of functions that helps to make sense of real world problems. Functions will be explored through three different "Big Ideas": multiple representations of functions, real world modeling of functions, and transformational graphing of functions. Participants will first take on the role of learner while engaging with other colleagues through multiple tasks, allowing an opportunity to explore and think more deeply about the content they teach. The exploration of these tasks will build a strong foundation for discussion related to the five mathematical process goals: problem solving, communication, reasoning, connections and representations. An innovative approach to transformational graphing that emphasizes connectivity will also be explored. Hands-on activities and small group discussion will guide the format of this workshop and encourage active involvement of all participants.

Writing as a Process (Grades K-12)

Date: Tuesday, November 28, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$119 (\$169 for Non-Members)

Registration Deadline: Friday, November 10

Presenter: Patti West-Smith (Curriculum Director for Turnitin)

Audience: Directors of Curriculum and Instruction, Instructional Leads, ITRT's, Classroom Teachers

Description: In the 'Writing as a Process' approach to composition, revision marks a key phase in which students get to the heart of communication: re-envisioning their work for an audience. This session will present approaches to delivering the kinds of strategic, higher-order feedback that empowers students to successfully revise their work and achieve this goal. During the course of the workshop, participants will explore the following topics: establishing the pedagogical/research context and identifying the challenges; interactive writing and debriefing activities; and leveraging technology for feedback. The session will include a facilitated discussion on best approaches for providing feedback to students and extending teachers' reach in supporting the writing process. Participants will have the opportunity to learn about Writing as a Process through hands-on practice with a standards-aligned instant feedback tool. The goal of the workshop is to map out solutions which give teachers the knowledge and time to teach writing by creating more opportunities for students to write.

Building Word Identification Skills with Struggling Readers (Grades K-3)

Date: Thursday, November 30, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, November 10

Presenter: Susan Thacker-Gwaltney (Reading@Curry)

Audience: K-3 Classroom Teachers, Special Education Teachers, and Reading Specialists

***NOTE: Follow-up session(s) will be provided through an online platform**

Description: This training focuses on how to select and implement word identification strategies to support struggling readers in the primary grades. Participants will learn to recognize the warning signs for reading difficulties and practice interactive activities that can be used during small group reading instruction. Activities will focus on ways to support students with decoding, self-monitoring, and repairing mistakes that may impair comprehension. At the end of the day, elementary teachers and instructional leaders (K-3, and sped K-5) will walk away with practical activities and ideas to promote word attack skills, to build sight word vocabularies, and to teach word reading strategies to struggling learners.

* Online Follow-up (scheduled two weeks after conference): Participants will be asked to read one article of their choice (choices provided by presenter will be related to comprehension) and participate in a forum conversation over a 10-day window. Participants will be asked to relate what they read in their article to a struggling reader in their own classroom. They will also be asked to report on results of trying out with their students one of the strategies discussed during the workshop. Participants who post responses at least three times will receive an additional three Re-Certification points.

Designing Effective and Interactive Online and Blended Learning (Grades K-12)

Date: Monday, December 4, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, November 10

Presenter: Stephanie Moore (University of Virginia)

Audience: K-12 Teachers, ITRT's, Technology Coordinators, and Administrators

***NOTE: Follow-up session(s) will be provided through an online platform**

Description: While online education can be useful for increasing access to education and increasing flexibility in the system, the research on online learning is clear - we have to fill in the blank: access *to what?* What learners access must be of high quality, or it isn't worth the time or money invested (theirs or ours). In this session, we will explore what creates a quality online learning experience so that student's access to online opportunities adds value to their education. Participants will consider the following characteristics of effective online instruction: organization and structure; management of forums and discussions; effective multimedia content; feedback; and engagement. During the workshop, participants will develop a course plan (or revise an existing one) for an online or blended class; evaluate existing open content online using the principles from the workshop; discuss how to evaluate vendor products; and map instructional and engagement strategies and tools that help facilitate interactive online learning. Throughout the workshop, there will be discussions on managing the transition to online and debunking myths about online and blended learning. This workshop will be particularly appropriate for teachers who teach or will be teaching online and blended classes, as well as technology coordinators and others who support online teaching and select products and content for use in online and blended instruction.

Workshop Models for Literacy and Math (Grades 1-4)

Date: Tuesday, December 5, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$189 for Non-Members)

Registration Deadline: Friday, November 10

Presenters: Alisha Demchak and Kateri Thunder (Charlottesville City Schools)

Audience: Classroom Teachers, Reading & Math Specialists, Elementary Coordinators, & Instructional Coaches

Description: How can we find enough time to do it all? In a workshop model of instruction, there are three typical components: First, the teacher leads a mini lesson. Then students work independently, with partners, or in small groups while the teacher confers with students and meets with needs-based strategy groups. Finally, the teacher selects students to share and bring closure to the lesson. We will explore these components of workshop models for reading, writing, and math as well as variations of these components. We will share and analyze examples of teachers breaking free from rotations and implementing strategies for maximizing students' instructional time, especially independent work time. Participants will leave with plans for workshop structures and routines that will enable students to grow as readers, writers, and mathematicians.