

**Virginia School - University Partnership**  
**Professional Development Conferences**  
**2012 – 2013**

SMART Goals and Multiple Measures of Achievement: Fulfilling Standard 7 in Teacher Evaluation

Friday, August 10

The DoubleTree Hotel, Charlottesville, VA

Presenters: Dr. Lauri Leeper and Kate Wolfe (Dr. James Stronge)

Audience: Principals, Assistant Principals, Lead Teachers, and Instructional Leaders

Content: How can we use data and growth measures to improve student learning? And how can an effective teacher both plan for and assess the effectiveness of instruction? One research-based answer to these essential questions is by knowing both student learning needs and teacher improvement needs. This workshop for Administrators and Instructional Leaders explains a systematic process in which teachers set goals based on student data and plan their instruction based on those goals. Workshop participants will review the research base behind academic goal setting and participate in simulations using student data to set goals. Connections to teacher assessment and performance improvement will be explored.

Phonological Awareness in Early Childhood

Wednesday, October 10

UVA's Bavaro Hall, Charlottesville, VA

Presenter: Colleen Spano (Reading@Curry)

Audience: Classroom Teachers (PreK-2), Instructional Leaders, Administrators

Content: This workshop is designed for teachers in grades Pre-K through second grade who work with emergent and beginning readers. Phonological awareness will be clearly defined and the different levels will be examined (rhyme, sentence segmentation, syllables, onset-rime and individual phonemes). Participants will learn how to differentiate phonological awareness instruction based on the needs of emergent and beginning readers. The workshop will be highly interactive, providing participants an opportunity to try out and create appropriate phonological awareness activities. At the end of the workshop, participants will walk away with a set of hands-on instructional materials to support the development of phonological awareness at each level.

Democratizing the DBQ: A System-wide Approach to Historical Thinking and Analytical Reasoning

Thursday, October 11

The Holiday Inn, Charlottesville, VA

Presenters: Chip Brady and Mollie Hackett (The DBQ Project)

Audience: Middle and High School Social Studies and Language Arts Teachers, Instructional Leaders

Content: The DBQ Project will examine ways to teach Document-Based questions in a way that is accessible to all skill levels. Highlighting our US, World, and Civics programs, attendees will be exposed to the various stages that must be attended to if they are serious about reaching all students and grade levels. Particular attention will be placed on the following: the hook, the importance of pre-teaching vocabulary and background knowledge, individual document analysis, and argument writing. This session will be an interactive workshop where teachers will internalize the process by doing a DBQ. Discussion will also focus on the ways that districts can use the DBQ as a tool to vertically align their historical thinking and writing expectations.

Preparing for the New English SOL's – Grades K-5

Friday, October 12

Presenter: Dr. Dan Mulligan

The Holiday Inn, Charlottesville, VA

Audience: Language Arts Classroom Teachers (K-5), Instructional Leaders, Administrators

Content: Research has already shown what strategies work best in schools; now, this session will focus on various techniques and resources to face the new English Standards of Learning in Virginia with confidence and courage. These new English standards increase instructional expectations for what teachers need to teach and students need to learn. This hands-on session will share not only the impact of those higher demands on instruction and assessment (including the technology-enhanced items in writing), but how to meet those demands with resounding success!

#### Algebraic Thinking in Early Childhood Education

Wednesday, October 24

The Holiday Inn, Charlottesville, VA

Presenter: Kateri Thunder (JMU)

Audience: Classroom Teachers (K-3), Instructional Leaders, Administrators

Content: For children to succeed in a formal algebra course when they encounter it in middle or high school, they need to have had many experiences beforehand that have allowed them to develop algebraic thinking skills. In this workshop, participants will engage in a variety of mathematics activities designed to help them define algebraic thinking, understand the learning trajectory for early algebra, and identify where algebra is inherent in the mathematics they teach. A particular focus will be on the Virginia Standards of Learning for grades K-3 and how algebraic reasoning can and should be developed alongside arithmetic concepts and skills. Activities in this workshop will highlight the use of process standards (problem solving, connections, reasoning and proof, representation, and communication) as a way to think about developing curriculum that encourages algebraic reasoning. The workshop will be highly interactive, providing participants with the opportunity to solve engaging mathematics problems, to discuss solutions with colleagues, and to identify the algebraic underpinnings of those activities.

#### Preparing for the New English SOL's – Grades 6-12

Thursday, November 1

The Hotel Roanoke, Roanoke, VA

Presenter: Dr. Dan Mulligan

Audience: English Classroom Teachers (6-12), Instructional Leaders, Administrators

Content: Research has already shown what strategies work best in schools; now, this session will focus on various techniques and resources to face the new English Standards of Learning in Virginia with confidence and courage. These new English standards increase instructional expectations for what teachers need to teach and students need to learn. This hands-on session will share not only the impact of those higher demands on instruction and assessment (including the technology-enhanced items in writing), but how to meet those demands with resounding success!

#### Emerging Technologies for Learning

Wednesday, November 7

The Holiday Inn, Charlottesville, VA

Presenter: Chris O'Neil (UVA)

Audience: Classroom Teachers, Instructional Leaders, Administrators

Content: Join us for an exciting day of explorations and conversations regarding the integration of technology into teaching and learning. We will use various technologies to discuss educator productivity and efficiency. Research will be shared on the evolution of technology for learning, as well as current studies on impact of emerging technologies, e-learning, and mobile devices in the classroom. Throughout the day there will be ongoing opportunities for hands-on exploration, sharing of favorite websites and apps, and strategies for thriving in the fast-paced educational world in which we live.

### Facilitating Conceptual Understanding through Math Talk and Representations: A Focus on Rational Numbers

Thursday, November 8

The Holiday Inn, Charlottesville, VA

Presenter: Temple Walkowiak (NC State)

Audience: Mathematics Classroom Teachers (6-8), Instructional Leaders, Administrators

Content: How many times have you heard your students and even adults say, "Oh no! Fractions!" or "I'm not good at fractions!" The truth is everyone can be "good at fractions." Typically, what these adults and children need is a deep conceptual understanding. Being proficient in mathematics involves much more than knowing how to follow mathematical procedures. A deep conceptual understanding of mathematical ideas is paramount as we prepare students to be problem solvers, critical thinkers, and confident mathematicians. At this workshop, we will focus on rational numbers by examining multiple representations of fractions, decimals, and percents. Simultaneously, we will experience and practice strategies for promoting math talk among students in your classroom. Through your participation in this workshop, the goals for your learning are threefold: to deeply understand multiple representations of rational numbers, to be equipped with specific strategies for promoting math talk among your students, and to anticipate and address common student misconceptions about rational numbers.

### Using Literacy Strategies to Gain Deep Mathematical Understanding in Grades 2-5

Friday, November 9

The Holiday Inn, Charlottesville, VA

Presenters: Kateri Thunder and Alisha Demchak (JMU and UVA's CVWP)

Audience: Classroom Teachers (2-5), Instructional Leaders, Administrators

Content: In both literacy and mathematics, students need to make inferences, synthesize, and reflect on their thinking in order to build conceptual and procedural knowledge. In this workshop, participants will examine strategies for developing conceptual understanding and procedural fluency in mathematics through talking, listening, writing, and reading. A particular focus will be on the Standards of Learning for grades 2-5 and how mathematical and literacy processes for problem-solving and metacognitive reflection support each other. Workshop participants will actively engage in and reflect on rich mathematics activities that can be used with students. Through problem-solving with manipulatives, games, and truly problematic contexts, participants will analyze the mathematical and literacy processes they used as well as the mathematical concepts and procedures they learned.

### Using PALS Electronic Lesson Plans to Support Instruction for Emergent, Beginning, and Intermediate/Advanced Readers

Tuesday, November 27

UVA's Bavaro Hall, Charlottesville, VA

Presenter: Allison Drake, Rebecca Perini, Ellen Shrum (Reading@Curry)

Audience: Classroom Teachers PreK – 5, Instructional Leaders, Administrators

Content: This conference addresses how to use the PALS Electronic Lesson Plans to create differentiated small group instruction for students in grades K-3. Participants will learn how to implement the three lesson plans based on the students' literacy stage as determined by PALS scores. At the end of the workshop, participants will leave not only knowing how to use the lesson plans, but will walk away with a training manual that will enable them to share their new knowledge with other teachers in their building.

### Comprehension for ALL: Literacy Teaching Structures for the Upper Elementary Classroom

Wednesday, November 28

UVA's Bavaro Hall, Charlottesville, VA

Presenter: Angelica Blanchette (Reading@Curry)

Audience: Special Ed and Classroom Teachers (Grades 3-5), Instructional Leaders, Administrators

Content: This workshop will demonstrate literacy teaching structures for the 3rd-5th grade classroom that promote comprehension for ALL students. Participants will experience a model Reading Workshop and Grand Conversation format and pick up a wealth of instructional techniques and tips throughout the day. Upper elementary students are challenged with the task of making meaning with increasingly complex texts. To help them meet this challenge we have to be able to offer a range of instructional support that develops self-efficacy and independence with our students. The literacy teaching structures that we will share provide a common instructional format that works for the whole class, yet allows the teacher to differentiate for individuals and make adjustments in response to progress monitoring assessments. Please bring pen/pencil and paper or a computer for participating in written responses. Participants will leave prepared with instructional methods, both big and small, to help them achieve comprehensive literacy instruction, target individual needs, and integrate reading and writing in authentic ways.

#### Keeping Learning On Track: Foundations of Formative Assessments

Thursday, November 29

The Holiday Inn, Charlottesville, VA

Presenter: Kathy S. Dyer (Northwest Evaluation Association – NWEA- Keeping Learning on Track)

Audience: Classroom Teachers, Instructional Leaders, Administrators

Content: Research has shown that minute-to-minute and day-by-day use of assessment for learning – formative assessment – strategies, when done well and with consistency, increases student learning. The use of formative assessment in the classroom structures opportunities for students to take ownership of their learning. Teachers get better at blurring the line between instruction and assessment and learning increases as instruction adapts. Through a series of interactive learning opportunities, participants collaboratively construct meaning of relevant research and begin to understand and shape their theoretical framework of assessment “for” and “as” learning. We’ll introduce practices and strategies as participants begin to develop a plan for implementation in the classroom, including clarifying learning targets, questioning, self and peer assessment, providing feedback, and goal setting and progress monitoring. As we think about formative assessment as a process that provides as much to students as it does to teachers, we delve into higher efficacy for both while making assessment come alive.

#### Writing Across Content Areas in Middle School: Digital Composition in Project Based Learning

Tuesday, December 4

UVA’s Bavaro Hall, Charlottesville, VA

Presenter: Chad Sansing and Brian Kayser (Central Virginia Writing Project)

Audience: Middle School Classroom Teachers, Instructional Leaders, Administrators

Content: New media technologies provide us and our students with an unprecedented number of opportunities for writing, creating, and collaborating across classrooms and curricula. Join us for a day of discovery as we examine how digital writing complements interdisciplinary project-based work through a variety of communications and productions technologies. Please bring your laptop and expect both hands-on experiences and in-depth discussion regarding the how and why of digital composition in middle school classrooms.

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phonological awareness activities. At the end of the workshop, participants will walk away with a set of hands-on instructional materials to support the development of phonological awareness at each level.

#### The Annual Student Leadership Conference

Thursday, March 14

The Holiday Inn, Charlottesville, VA (UVA's Ruffner Hall closed for renovations)

Presenter: Kristi Krings (Rachel's Challenge)

Audience: Teams of student leaders from VSUP Member High Schools

Content: Key Note presentation by Rachel's Challenge, followed by a day of activities and discussion. The Key Note Speaker will focus on the inspiring story of Rachel Scott, whose example of kindness and acceptance was brought to light when she became the first victim in the Columbine High School tragedy. Conveyed through stories from Rachel's life and writings, the Rachel's Challenge Presentation shows the profound positive impact we can have on those around us. Rachel's Challenge demonstrates to the listener the power of deliberately reaching out in word and action to others to start what Rachel called "a chain reaction of kindness and compassion". Rachel's Challenge encourages participants to examine their own lives in the light of the following 5 challenges: Look for the Best in Others, Dream Big, Choose Positive Influences, Speak with Kindness, and Start your own Chain Reaction. Rachel's Challenge motivates the individual to consider where they are personally in relation to the five challenges. It also prompts the listener to reflect on their relationship with and impact on the people around them. Additionally, Rachel's Challenge renews the participants hope that their life has purpose through service to others. Rachel's story gives participants permission to start their own chain reaction of kindness and compassion, which positively affects school climate.

#### Pre-Kindergarten Children as Writers

Tuesday, March 19

UVA's Bavaro Hall, Charlottesville, VA

Presenter: Mo Gaffney and Robyn Davis (Central Virginia Writing Project)

Audience: PreK and K Classroom Teachers, Instructional Specialists

Content: This workshop is for everyone who is interested in providing opportunities for young children to write daily. You will be exposed to the essential components of effective writing instruction, including the roles of reading, talk, illustrations, conferring, and the use of supportive responses. Participants in this workshop will be actively engaged in learning about classroom procedures that promote the development of very young writers' voices and decision-making abilities. Break-out groups will focus on what children need to know in order to always - yes, always - find writing an experience they value. At all times, Robyn and Mo will keep your minds buzzing with new ideas.

#### Limited Time: Getting Hard Core with the New Science SOL's – Grades K-12

Tuesday, April 16

The Hotel Roanoke, Roanoke, VA

Presenter: Dr. Dan Mulligan

Audience: Science Classroom Teachers (K-5), Instructional Leaders, Administrators

Content: Research has already shown what strategies work best in schools; now, this session will focus on various techniques and resources that will help students and teachers face the new Science Standards of Learning in Virginia with confidence and courage. The Science standards increase instructional expectations for what teachers need to teach and students need to learn. This hands-on session will explore the impact of those higher demands on instruction and assessment by examining how to prepare students for the increased rigor of multi-step questions dealing with the scientific process as well as the new technology-enhanced items. Dr. Mulligan will share test-taking strategies that will help teachers and students meet the demands of the new SOL's with resounding success!