

**Virginia School-University Partnership**  
**Professional Development**  
**REPORT**  
**2014-2015 Conferences**

**Crash Course for New(er) Teachers (Grades K-12)**

**Date:** Friday, September 26

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenter:** Mark Ingerson (Milken Educator)

**Audience:** New(er) Teachers for grades K-12 who want to refine their instructional skills

**Description:** Wouldn't it be nice if every new teacher came into the classroom already knowing the "tricks of the trade." While these tricks take a lifetime to learn, there is no doubt that the proper guidance can speed up the learning curve considerably. Great teachers aren't born - they're made. This hands-on, highly participatory workshop is an opportunity to make sure the new and newer teachers in your division get a jump start on the best research-based practices our profession has to offer. This session will focus on three aspects of highly effective classrooms. The first part of the session focuses on how to effectively manage and organize a classroom to maximize learning time and increase achievement. Attendees will leave with strategies they can immediately implement in their classroom. Part two will concentrate on "Creating an Interactive Classroom" with a focus on wait time, choral responses and cold call. Many teachers really struggle with effective questioning and interaction during a lesson and this section will help develop and practice these skills. Lastly, teachers will learn tricks to help their students master content and remember it over the long-term. Based on how the brain actually remembers and learns new material, teachers will leave with a better understanding of why their students often forget what was previously taught and how to remedy this problem!

**Participants' Comments:**

Loved the presenter's passion for education and his energy – he inspired me!

I didn't want to leave the room because I was afraid that I would miss something – it was all so applicable to my classroom management struggles!

The presenter did a great job of explaining – using lots of examples and video clips – and making things relevant.

The strategies of wait time, cold call, square up, strong voice, self-interrupt, and I.P.A.D. were my favorites.

I just wish the conference could have been held before school started.

**Reading & Writing 101: Organizing & Managing the K-3 Language Arts Block (Grades K-3)**

**Date:** Tuesday, September 30

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Presenter:** Susan Thacker-Gwaltney (Reading@Curry)

**Audience:** Novice or new teachers (K-5 and sped K-5) or K-5 teachers who want to refine their current LA instruction

**Description:** This training and follow-up will focus on the nuts and bolts of organizing the elementary classroom for Language arts instruction in grades K-5. The am session will focus on best practice for organizing differentiated classroom reading instruction and address the following topics: a) daily routine & classroom set-up; b) effective strategies for whole group instruction; c) critical components of small group instruction; and d) ideas for independent learning. The PM session will focus on best practice for daily writing instruction. Topics addressed may include: a) establishing a daily writing routine; b) conducting mini-lessons; c) using mentor texts. An online follow-up and coaching session will be available: An hour-long session scheduled 4-6 weeks after the training. The online session will be an opportunity for participants to ask questions and troubleshoot training.

**Participants' Comments:**

I liked that it was very practical and hands-on and covered a wide range of ability levels.

There was a lot of information and a variety of strategies that I can bring back to help small group instruction.

Gave me a great look at practices in teaching that were modeled and I liked that a follow-up session is scheduled.

I really loved all the make-and-take activities that I can use right away so I don't forget any of the strategies.

Needed more time to look at books and other resources the presenter provided.

Would have liked more focus on third grade and more time spent on writing instruction.

### **Developing Early Literacy Skills in Pre-K and Kindergarten (PreK-K)**

**Date:** Tuesday, October 7

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Charlottesville (Holiday Inn)**

**Presenter:** Colleen Spano (Reading@Curry)

**Audience:** Pre-K and Kindergarten Teachers, School Administrators, and Instructional Leaders

This workshop will focus on developing early literacy skills in Pre-K and Kindergarten. Participants will examine best practices in instruction for emergent readers and writers and learn ways to differentiate instruction based on student needs. Topics covered will include phonological awareness, print awareness, concept of word, and alphabet knowledge. Writing instruction will be integrated into the session as well. The interactive hands-on approach of this workshop will allow the participants to see various strategies in action and provide opportunities for guided practice. Participants will walk away with a set of sample activities/materials to support early literacy skills in the classroom.

#### **Participants' Comments:**

Mrs. Spano had a great understanding of the developmental nature of prek-k students, and her activities reflected this. Loved all of the activities, like the four main phonological areas under the umbrella, and all of the make and takes.

The presenter was very friendly, knowledgeable, and made me feel comfortable.

It was truly fabulous! Learned more here than in college. Loved everything!

All of the examples and her enthusiasm! SO prepared!

I enjoyed fresh takes on old idea and validation of things I already do.

I am excited about beefing up and changing out many of the alphabet learning activities I use.

Probably most effective conference I have ever attended! Every aspect can and *will* be used in my classroom.

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

**Date:** Thursday, October 9

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenter:** Ron Nash

**Audience:** K-12 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.

#### **Participants' Comments:**

Ron Nash was so engaging and high energy – his joy was contagious!

Getting everyone involved helped us feel how students would feel and showed that the strategies worked for all ages.

Authentic examples from varied experiences, excellent modeling, and a wonderful attitude made him a great presenter.

I will be revamping my classroom, using these realistic and practical strategies to make it more student-directed.

I liked the focus on convergent/divergent thinking and all the ideas on how to push students to think analytically.

This was the best conference I have ever been to!

He opened my eyes as to how music and movement can make learning more effective as well as more fun!

More direct thinking time and sharing time would help participants apply all the great ideas presented.

## **Stepping Up for Success on the Mathematics SOL and Taking the Next Steps toward Authentic Assessment (Grds 3-8)**

**Date:** Wednesday, October 15

**Location:** Holiday Inn, Charlottesville, VA

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

**Presenter:** Dan Mulligan

**Audience:** Mathematics Teachers (Grades 3-8), Instructional Leaders, and School Administrators

**Description:** This relevant, engaging, and practical conference will bring the Virginia 3-8 Mathematics Process Standards to life in the classroom by fundamentally changing the way teachers think about math and how they teach their students. Participants will deepen their own content knowledge while learning how to develop students' number sense, computation, and problem solving skills. The goal is for participants to enhance their ability to make instructional decisions about questions to pose to make math accessible to all students, tasks to use to develop individual learners' skills and math reasoning, and targeted formative assessments to employ to improve the achievement of each student on high-stakes testing. In addition, the conference will help participants take the next step toward authentic assessment by focusing on new research-based instructional strategies that promote critical thinking, reasoning, and sense making, and by exploring alternative assessments which use rubrics to evaluate deeper understanding and measure the attainment of 21<sup>st</sup> century skills. *A toolkit of new shelf-ready learning structures and authentic assessment strategies which can be implemented immediately in the classroom will be provided and modeled for participants.*

### **Participants' Comments:**

I really appreciated the multiple take-away strategies for next day implementation as well as frameworks for administrators to use to check overall test-to-curriculum alignment.

Lots of presenters have no clue, but Dr. Mulligan actually understands...

Dr. Mulligan knows teachers and effectively supports our different characteristics to help us be productive in our learning.

The information and strategies presented were highly applicable and ready to use for a wide range of learners.

Loved the many different ways to help student process (structured turn and talks, 10-2 rule, etc.) that were modeled.

Using the Standard Alignment document for planning and monitoring progress will help me improve my kids' math scores.

So many wonderful ideas, such as vertical articulation of a problem-solving strategy, to take back to my team at school!

Great modeling of questioning techniques and scaffolding to help increase rigor.

Lots of activities which boost student engagement and ownership of their own learning.

The focus on communication and vocabulary development was great.

So creative and interactive - a full day of inspiration!

I am thankful for his sincere commitment to providing materials that can be adapted to meet the needs of all students.

## **Stepping Up for Success on the on the English SOL and Taking the Next Steps toward Authentic Assessment (Grds 3-8)**

**Date:** Thursday, October 16

**Location:** Holiday Inn, Charlottesville, VA

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

**Presenter:** Dan Mulligan

**Audience:** English and Language Arts Teachers (Grades 3-8), Instructional Leaders, and School Administrators

**Description:** This action-packed day of sharing and learning will provide each participant with a framework of strategies to teach students to think critically, understand scope and global concepts, identify main ideas, find or recall details, and infer the meaning of useful vocabulary words as demanded by the revised Virginia English Language Arts SOL for grades 3-8. Participants will experience the impact of research-based Close Reading strategies, as well as explore dynamic ways to complement and support guided reading and writing by incorporating reading and writing mini-lessons in all subject areas. The conference will also focus on techniques for deepening students' knowledge of basic compositional principles and for enhancing their skills as writers. Topics will include: improving students' understanding of the various elements of informational text; enhancing their ability to make inferences, draw conclusions, and summarize; encouraging their use of vivid vocabulary; increasing their awareness of basic organizational principles in communication; and developing their understanding of and facility with the different steps in the writing process. In addition to focusing on using targeted formative assessments to improve the achievement of each student on high-stakes testing, this conference will also model how rubrics for performance tasks can be used to provide a clear target for students and an authentic assessment of their 21<sup>st</sup> century skills and deep understanding of content. *Modified strategies that address the unique*

*needs of English Language Learners and Special Education students will be modeled during the session. A toolkit of new shelf-ready learning structures and authentic assessment strategies, which can be implemented immediately in the classroom, will be provided and modeled for participants.*

**Participants' Comments:**

Important and useful information on Standards that we weren't aware of and needed!

I learned many tricks I can use as I coach teachers.

This conference actually got me excited about trying new things and bringing them back to share with other teachers.

Very enlightening information on interpreting SOL data, especially the analysis of subgroup performance and how to make meaning of SPBQ.

Conference was so interactive – with lots of opportunities to debrief, summarize, and think about application of materials to my classroom.

Presenter's ability to make things easy to understand and apply, as well as his energy, organization, and humor made me love every minute!

Loved the focus on how to provide scaffolding/structure to help students access higher order thinking skills with enough wait time and a safe place to share.

The essential knowledge charts will be really useful as we move toward performance outcomes.

Really liked the strategies for cross-curricular, authentic learning.

Depth of thinking chart will help us in backwards planning for upcoming units.

The quality and abundance of applicable, relevant information and free, ready-to-use (or edit/adapt) materials were great!

Loved learning about so many different activities/strategies, but I would have liked to have more time for Q and A.

**Captivate, Activate, and Invigorate the Student Brain in Math and Science (Grades 4-8)**

**Date:** Tuesday, October 21

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenter:** Ann Miller

**Audience:** Mathematics and Science Teachers (Grades 4-8), Instructional Leaders, and School Administrators

**Description:** How do you know if your students are truly engaged? What do you really want going on in the minds of your learners? In the book that John Almarode and Ann Miller recently co-authored, Captivate, Activate and Invigorate the Student Brain, they offer a recipe for student engagement that will provide conference participants with a framework for daily lesson planning. Keep in mind that the true power of the recipe will become evident as teachers experiment with various ways to combine the key ingredients. This conference will focus on exploring how to captivate students' attention, activate covert as well as overt critical thinking, and invigorate students' willingness to put forth effort toward successful learning. Ann Miller's goal for the workshop is for teachers to discover the most effective strategies for ensuring that all students are fully engaged in the learning process. Conference participants will learn new ways to prime the brain, insert relevance, sprinkle in just the right amount of novelty to develop meaningful learning experiences, and implement brain compatible strategies that promote student growth.

**Participants' Comments:**

Good strategies (based on brain research) for actively engaging students – and why they work!

I really liked the focus on movement and music and the activities we did that had us out of our seats and interacting.

Packed full of information on the science behind learning.

It was very motivating, with tons of great examples of how I can add novelty to my lessons.

I wish the conference had been more geared toward activities for science and math, as the title suggests.

**Fostering Content Area Learning for English Language Learners (Grades K-12)**

**Date:** Tuesday, October 28

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Presenter:** Maria Elena Arguelles

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

**Description:** This conference will focus on best practices based on current research for second language acquisition and development for English Language Learners. Participants will learn effective strategies for developing ELL students'

academic language skills, which are essential to content area learning, as well as enhancing vocabulary instruction. The goal will be to give participants tools, based on students' English proficiency levels, which can help to improve students' oral language development, vocabulary acquisition, and writing skills. The focus will be on strategies which can be used across disciplines, and which work most effectively when used by teams of teachers in a particular grade and/or subject area.

**Participants' Comments:**

Presenter was knowledgeable and enthusiastic and did a great job of modeling what she taught.

I really loved the pragmatic approach and the numerous opportunities for practicing easy strategies I can apply tomorrow.

Sharing her personal experiences as an ELL student made this presenter really engaging!

I appreciated all of the great tools and helpful resources.

So much to process! It would have been nice to have more time to learn and to create materials to take back and use.

**Using Literacy Strategies to Gain Deep Mathematical Understanding (Grades PreK-5)**

**Date:** Thursday, October 30

**Location:** Sheraton, Roanoke, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenters:** Kateri Thunder and Alisha Demchak

**Audience:** PreK and Elementary Teachers, Instructional Leaders, and School Administrators

**Description:** 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 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.

**Participants' Comments:**

The personal experiences and expertise of the presenters made this an awesome conference.

I really appreciated the meta-cognitive depth and actual classroom examples (videos).

This was amazing! I loved the variety of strategies and all the different ways students could write about math.

The conference provided a new look at putting cognitive skills to work and lots of time to practice what we learned.

I can't wait to check out all of the books that were suggested; I am excited about using them to create math problems.

**Supporting Word Identification Skills for Struggling Readers in Primary Grades (Grades K-3, sped K-5)**

**Date:** Friday, November 14

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Presenter:** Susan Thacker-Gwaltney (Reading@Curry)

**Audience:** Elementary teachers (K-3, and sped K-5) and Instructional Leaders

**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 their struggling learners.

**Participants' Comments:**

This is what a day away from school should be – it was perfect!

I wish that my whole team could have come together or that you could come to my school!

We were provided with amazing resources and clearly shown how to use them.

I really appreciated how organized everything was and the high quality of the materials provided.

Great handouts, supplies, and examples of easy-to-implement small-group activities that I can use in my class tomorrow.

### **Developing Early Literacy Skills in Pre-K and Kindergarten (PreK-K)**

**Date:** Tuesday, November 18

**Location:** Sheraton, Roanoke, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Presenter:** Colleen Spano (Reading@Curry)

**Audience:** Pre-K and Kindergarten Teachers, School Administrators, and Instructional Leaders

**Description:** This workshop will focus on developing early literacy skills in Pre-K and Kindergarten. Participants will examine best practices in instruction for emergent readers and writers and learn ways to differentiate instruction based on student needs. Topics covered will include phonological awareness, print awareness, concept of word, and alphabet knowledge. Writing instruction will be integrated into the session as well. The interactive hands-on approach of this workshop will allow the participants to see various strategies in action and provide opportunities for guided practice. Participants will walk away with a set of sample activities/materials to support early literacy skills in the classroom.

#### **Participants' Comments:**

This conference married evidence-based research, developmental scaffolding, and practical ideas – very well done! I wish the presenter could have been my reading instructor in college - organized and knowledgeable, but also pragmatic.

All of the different games and ideas for centers were fabulous and the make and takes were amazing

Wonderful ideas – I just hope I can remember it all!

I loved that this was *really* for K specifically- other workshops say they are, but aren't...

All the rhyme, syllable, and name activities we practiced were great.

Colleen needs to go to every elementary school!

I just wish I had more time to look at all of the cool things that the presenter brought.

### **The Mathematics Diet: An Instructional Framework for Effective Mathematics Instruction (Grades PreK-5)**

**Date:** Thursday, November 20

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenters:** Kateri Thunder and Alisha Demchak

**Audience:** PreK and Elementary Teachers, Instructional Leaders, and School Administrators

**Description:** The metaphor of a balanced diet is used in literacy to describe the vital components of literacy instruction to grow readers and writers. In a balanced diet, the components work in tandem to give students multiple contexts to practice and transfer their understanding, knowledge, and skills. Similarly, the mathematics diet provides an instructional framework to grow mathematicians. The mathematics diet includes five components: counting, subitizing, conceptual understanding, procedural knowledge, and computational fluency. In this workshop, participants will examine each component of the mathematics diet, why it is important for mathematical growth, and instructional strategies to implement the components in PreK-5 classrooms. A particular focus will be on the Standards of Learning for grades PreK-5 and how the mathematics diet serves as an instructional framework for addressing the standards. Participants will engage in these instructional strategies and will leave with the knowledge and materials to immediately implement them.

#### **Participants' Comments:**

I liked the structure of learning about a component, then practicing activities that address that component.

Tons of new ways of thinking and refreshing ideas, and hands-on activities that I have not tried before.

Information was clearly organized and the workshop flowed well from one activity to the next – a lot of prep went into this!

Presenters did a great job of showing how to do things at each grade level and providing ways to differentiate.

I loved the literature list and the variety of strategies for building number sense by counting and subitizing.

## **Persuasive Writers: Teaching Secondary English and Content Areas with the Writing SOLs (Grades 6-12)**

**Date:** Friday, November 21

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$99 (\$139 for Non-Members)

**Presenters:** Amy Hale and Maureen Jensen (Central Virginia Writing Project)

**Audience:** Middle and High School Teachers, Instructional Leaders, and School Administrators

**Description:** Persuasion is the language of middle and high school hallways. Whether exchanging sports banter, making weekend plans, or advertising fundraisers, secondary students are actively crafting persuasive writing. In this workshop, participants will examine instructional strategies for transferring students' natural use of persuasion in their everyday life to the craft of persuasive writing in English and the content areas. A particular focus will be on the Standards of Learning for grades 6-12 and how authentic persuasive writing engages students in meeting these standards while growing as persuasive writers. Participants will engage as writers themselves and leave with mentor texts, rubrics, peer conference materials, and other resources for growing persuasive writers across the curriculum while teaching with the SOLs.

### **Participants' Comments:**

I appreciated the time we were given to reflect and discuss, so we can apply what we learned in our own classrooms.

The presenters had great resources and ideas; they were very helpful and got everyone actively involved.

I enjoyed experiencing peer conferencing and having the chance to collaborate with other participants.

I wish there had been more of a focus on the development of rubrics and writing across the curriculum (not just English).

I would have preferred more info on managing the workshop approach and less time spent actually writing.

## **The Differentiated Flipped Classroom (Grades 5-12)**

**Date:** Friday, December 5

**Location:** Holiday Inn, Charlottesville, VA

**Registration Fee:** \$129 (\$159 for Non-Members)

**Presenters:** Kristina Doubet and Eric Carbaugh

**Audience:** Teachers of grades 5-12, Instructional Leaders, and School Administrators

**Description:** A flipped instructional model can be used to engage students in a more flexible, in-class learning experience. But the flipped model also presents challenges such as how to ensure students are actively engaged in instruction and how to address their varying learning needs, both at home and at school. This presentation will help participants identify when it makes the most sense to “flip” and to differentiate instruction in the curriculum. The conference will also help participant learn how they can structure flipped learning experiences—both at home and at school—in order to promote active learning and attend to the diverse learning needs of students.

### **Participants' Comments:**

I really appreciated the expertise of the presenters and all of the detailed examples I can share with my school.

There were tons of resources to keep students engaged across ability levels.

Great ideas (like tiering students based on analytical, creative, and practical learning styles) that are easy to implement.

Multiple strategies to assess readiness, learning style, and interest were very useful.

I would have liked more discussion on obstacles and solutions to the challenges in implementing a flipped classroom.

Needed to experience a mock flipped lesson, and have less focus on differentiation.