

Virginia School-University Partnership
Professional Development
REPORT
2015-2016 Conferences

Interactive Achievement Product Training for New and Experienced Users (Grades K-12)

Date: Wednesday, August 26, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenters: Interactive Achievement Trainers

Audience: Teachers, Instructional Leaders, and Central Office and School Administrators (Grades K-12)

Description: Trainers from Interactive Achievement will lead four different product training sessions intended to instruct users of IA in the functionality of onTRAC and guide users in how to execute those functions. Participants will choose the two sessions in which they wish to participate from the following three options: (1) **Basic onTRAC AMS User Training** is intended to provide a basic working knowledge of all aspects of the AMS user interface, including Assessment Library, Testing Center, iTest, Reporting, Classroom Manager, and Help. This session is recommended for new users of IA software (including new hires in divisions which have been using onTRAC, as well as members of divisions which are just beginning to use IA's platform), but it is also recommended for any IA users who are interested in a refresher course. (2) **Advanced Focus on Reporting Training** will provide a deep-dive into AMS Reporting with a hands-on tour of onTRAC reporting features and their application for the classroom. In the first part of the training we'll take a look at division, school, classroom, and student level reports and offer guidance for using data to inform instruction throughout the year. In the second, we'll introduce the newest reporting feature in onTRAC - SLO Reporting – which provides an easy and convenient way to track student growth and achievement over the course of the year. (3) **Item Creation Workshop** will provide participants with an in-depth look at all of the different types of item formats available in onTRAC. Participants will spend most of the workshop creating multiple choice items, Technology Enhanced Items, and Constructed Response Items with a variety of hands-on exercises on the specifics of adding images, identifying Blooms and Webbs DOK, and how to troubleshoot item development.

Participants' Comments:

Very productive to be able to DO things on my own once topics/strategies were introduced
Very thorough, organized, informative, and understandable, with very helpful handouts
Practical, clear directions, and immediate answers to all questions
Cleared up years of my confusion in a few hours!

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

Date: Monday, September 28, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 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 struggling learners.

Participants' Comments:

I generally hate conferences but this one changed my mind! It was great!
Susan's demeanor and use of humor and many great ideas to share and use made this an excellent conference
Loved that it was small in size and there were tons of take-home resources and practice provided so I can apply them!
Perfect amount of foundational research and sharing of specific strategies. Activities made me think!
So many ways of using cheap, easy materials to create manipulatives

Building an Effective Literacy Program in Secondary Schools without Reading Coaches (Grades 6-12)

Date: Wednesday, September 30, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Sarah Lupo (Reading@Curry)

Audience: Middle/High School Administrators, Instructional Leaders, and English/Reading/Language Arts Teachers

Description: This workshop will focus on how to develop an effective literacy program that will meet the needs of all students in secondary schools, especially those that do not have reading coaches. The presenter will share practical procedures for developing a school-wide assessment protocol, managing assessment data, determining the literacy needs of students, and supporting teachers to develop best practices for literacy instruction for all students. The presenter will share ideas on how to best approach first literacy instruction as well as how to intervene and provide supports to help struggling readers catch up. Participants will have opportunities to practice assessments and learn how to group students by need so that interventions are not a "one size fits all" approach but are aimed to address students' specific literacy needs. This workshop will help participants develop an effective plan for how to best meet the literacy needs of teachers and the students they serve at the secondary level.

Participants' Comments:

Appreciated the thoroughness of the information from beginning steps to full implementation, with consideration for limited resources

Hoping for more strategies for building comprehension rather than a focus on assessment

Presenter was very knowledgeable and answered all of our questions

Resources and websites were very helpful and liked that the focus was on the realities of the classroom

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

Date: Thursday, October 1, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 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's energy and knowledge of what he presented made him very engaging

Lots of new twists/takes on things that I can implement immediately in my classroom

Active learning strategies were modeled so I had clear understanding

So many good suggestions with proof to back them up; Ron actually knows what goes on in the classroom!

Dynamic presentation of applicable ideas- movement, music, interactions that can be used on any level of any subject

The Virginia Alternative Assessment Summit (Grades K-12)

Jointly sponsored by VSUP, VDOE, VASCD, and VASS

Dates: Monday, October 5 and/or Tuesday, October 6, 2015

Location: The Hotel Roanoke, Roanoke, VA

Registration Fee: \$175 (one day) or \$300 (both days)

Presenters: Jay McTighe, Chris Gareis, Leaders of SCALE, and Numerous School Division Representatives

Audience: K-12 Teachers, Instructional Leaders, School Administrators, and Division Leadership Teams

Descriptions: This one OR two day workshop will provide education practitioners and policy-makers with information and resources that will enhance their understanding of alternative assessments. Topics covered will include: the fundamentals of alternative assessment development, effective classroom application for deeper understanding and more informative instructional feedback, the development and use of exemplary scoring rubrics, leadership for the

development of division-wide initiatives, the use of alternative assessments for accountability purposes, and observations on Virginia's progress, next steps, and resources that will become available. Nationally known experts Jay McTighe, Chris Gareis, and Leaders from SCALE (Stanford Center for Assessment, Learning, and Equity) will be the main presenters. In a number of different Break-Out Sessions, representatives from regions that received State Alternative Assessment grants will discuss their accomplishments and experiences, as well as their future plans, and educators with established track records for successfully developing and using alternative assessments in classrooms, schools, and divisions will describe their experiences and results. For more information on the schedule for each day or to register for one OR both days of the Summit, visit the VASS website: vassonline.org.

Building Vocabulary for Adolescent Readers (Grades 6-12)

Date: Thursday, October 8, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Sarah Lupo (Reading@Curry)

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

Description: This workshop will focus on the addressing the vocabulary development needs of adolescents, including building important academic vocabulary skills. Word knowledge is a key component to improving reading skills for adolescents in all content areas. This workshop will present both theory and good instructional practices for promoting vocabulary growth for all adolescents in content areas so that they can be successful in all subjects during the school day. In this workshop, participants will have an opportunity to learn how to differentiate vocabulary instruction and meet students' developmental needs. Participants will plan several weeks of instruction and discuss the management of differentiated vocabulary instruction in all secondary school content classrooms.

Participants' Comments:

I learned more in one day of this conference than I did in multiple session of Excell training
Easily modifiable and effective for many different lessons across all content areas
Learned good methodologies and data that I can share with others
Actual useful strategies as well as clear presentation of theories/principles
Presenter understands the needs and challenges of educators
Videos and the wealth of resources like websites that were shared
Great ideas that were geared specifically toward adolescent learners

Fractions: Understanding Beyond Algorithms (Grades 3-8)

Date: Wednesday, October 21, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Kyle Schultz (JMU)

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

Description: Fractions can be a confusing topic for elementary and middle school students. Even students who routinely perform the four basic operations with fractions well can struggle when applying this knowledge to a variety of new contexts. In order to help our students develop a deep understanding of and ability to reason with fractions, teachers need to further develop their own understanding. This problem-based workshop will enable participants to examine and further develop their own understanding of fractions. We will examine other meanings of fractions (going beyond "a part of a whole"), investigate *why* standard algorithms (such as the invert-and-multiply rule for division) calculate the correct answer, and learn the best ways to represent fractions in different problems situations. In doing so, participants will improve their ability to explain important concepts and make connections between them.

Participants' Comments:

Manipulatives I can use in my classroom and awesome video that helped me think outside the box
Loved the presenter's objectivity; by not being judgemental he put me at ease
I enjoyed being able to re-experience solving fractions like a student
Increased my understanding but needed lessons that I can take back and use with my students
Needed to spend more time on elementary level and more specific examples and authentic samples of student work

Writing is Not Just for English Anymore: Writing Strategies to Promote Content Area Learning (Grades 6-12)

Date: Tuesday, October 27, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Natasha Heny (UVA)

Audience: All Content Area Teachers (Grades 6-12), and Instructional Leaders

Description: Classroom instruction that incorporates writing and the writing process not only engages students in critical thinking, but also provides a rich learning environment where diverse perspectives are honored. However, establishing and maintaining a curriculum that incorporates authentic writing opportunities while enhancing content learning can be a challenge for any middle and high school teacher. In this workshop, participants will learn strategies and techniques for integrating writing into their curriculum in both formal and informal ways. The workshop will also address issues surrounding assessment, grading, and feedback for student writing. The presenter will share resources and ideas for classroom teachers in all content areas who wish to enhance their instruction by providing opportunities for students to write for real purposes and audiences.

Participants' Comments:

Great that Natasha introduced strategies and then had us try them out – I will remember and use them!

Natasha skillfully redirected naysayers and got them to see the inherent instructional value of writing

So many activities that involved thinking about how we will actually realistically use writing in our classroom

We actually did the things we were discussing, rather than just talk about them

Gave a chance to think in depth about how to use the various activities and reflect on best practices

Appreciated access to resources via website

Lots of great sharing of input on strategies

Fluency for Struggling Readers (Grades 1-4)

Date: Wednesday, October 28, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

Presenter: Colleen Spano (Reading@Curry)

Audience: Elementary teachers (Grades 1-4) and Instructional Leaders

Description: This hands-on workshop is designed for teachers in grades 1-4 who have students that struggle with fluency. Many struggling readers lack accurate and automatic word recognition, read in a monotone voice and have difficulties reading in smooth phrases. What are the best practices to support students struggling with fluency? This workshop will address the current research on fluency and best practices for instruction. Participants will learn the three key components of fluency and examine the relationship between automatic word recognition, fluency and comprehension. In addition, participants will discuss ways to assess and monitor fluency and learn how to use the assessment results to differentiate fluency instruction for struggling readers. Throughout the workshop, specific strategies to develop accurate and automatic word recognition as well as smooth and expressive reading will be shared. Each participant will leave with a fluency toolbox that will include a variety of materials and strategies to support fluency instruction for struggling readers.

Participants' Comments:

Made current research applicable and easy to understand

Presenter was energetic, enthusiastic, very organized and clear

Learned to appreciate how struggling readers feel and how I can help them

All of the ideas were very user-friendly, time-efficient, and effective

Loved all of the hands-on activities and the chance to practice using them

I love that I am taking home what I need to get started implementing these ideas immediately

Tasks to Foster Secondary Students' Mathematical Thinking, Reasoning, and Connections (Grades 9-12)

Date: Thursday, October 29, 2015

Location: Sheraton, Roanoke, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenters: Joe Garofalo and Kim Corum (UVA)

Audience: Mathematics Teachers (Grades 9-12), Instructional Leaders, and School Administrators

Description: In this session Joe Garofalo and Kim Corum will present a collection of tasks that they have used with secondary students and pre-service teachers. The tasks are largely non-routine and require more than procedural mathematical knowledge. Some of the tasks are purely mathematical, while others involve applications of secondary mathematics. A few of them are counter-intuitive. Most of these tasks can be explored through both algebraic and graphical representations and hence most can be solved with multiple methods of solution. The session will engage participants in working through tasks, sharing solution ideas, and discussing curricular and pedagogical issues.

Participants' Comments:

Practical examples which can be altered and used with my students to foster higher level thinking

Starting with real-life applications and showing how mathematical concepts can be related

Focus on the thinking process - looking at how to figure out a problem rather than what is the answer

Appreciated being actively engaged in solving the tasks presented and struggle with the same issues my students face

Would have liked to focus more on how to foster problem-solving skills in students with low motivation

Developing Critical Thinking Skills for the New SOLs for US I – VA/US Government (Grades 6-12)

Date: Thursday, November 5, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Stephanie Van Hover (UVA)

Description: In this interactive session, the focus will be on how social studies instruction can best focus on teaching critical thinking and the skills of historical analysis, rather than on just the memorization of facts. Participants will review the revised SOLs in social studies at the secondary level and develop new ways of thinking about their curriculum, as well as consider how their unit and lesson plans can incorporate the new standards. Different teaching approaches will be explored, with an emphasis on how writing and discussion can be used most effectively in middle and high school classrooms. Other engaging approaches will also be shared!

Participants' Comments:

The energy of the presenter and the variety of methods used to promote higher level thinking were fantastic

Practical ideas that I could use to improve my teaching immediately

Opened my eyes and helped me see how I can help students with skills of analyzing and interpreting

Lots of relevant resources that will help engage students and help them focus on big ideas

Introduction to Responsive Classroom (Grades PreK-6)

Date: Tuesday, November 10, 2015

Location: Albemarle County Office Building

Registration Fee: \$109 (\$149 for Non-Members)

Presenter: Gail Lunetta (Responsive Classroom)

Audience: PreK-6 Classroom Teachers, Instructional Leaders, and Building Administrators

Description: This 6-hour workshop provides an overview of the Responsive Classroom approach. You'll begin to see how Responsive Classroom practices can help to foster trust and respect in the classroom; integrate the teaching of academic and social skills; and set clear, meaningful boundaries for student behavior. In this workshop, you'll gain an understanding of the general principles of the Responsive Classroom approach and have the opportunity to see into a few classrooms implementing the approach. You will also walk away with some very specific strategies you can implement immediately in your classroom.

Participants' Comments:

Presenter's enthusiasm and focus on interactive learning made conference very engaging

Conference showed ways to help educators manage their classrooms in a fun and respectful way

An eye opener on how to use various tricks and tips in my classroom – I want to learn more!

Loved the ideas for energizers, quiet time, and morning meeting – lots of great strategies I can implement immediately!

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

Date: Tuesday, November 17, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 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 and materials to support early literacy skills in the classroom.

Participants' Comments:

Presenter's breadth of knowledge and attentiveness to audience were fantastic

Very energetic, well-prepared presenter; I was very impressed with the organization and delivery of information

Great visuals; I really appreciated all the samples and examples set up around the room to explore

So many great make and takes!

Colleen's enthusiasm makes me excited to go back and implement these new ideas

Twisted Math Questions (Grades 3-8)

Date: Thursday, November 19, 2015

Location: The Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

Presenter: Michael J. Bossé (Appalachian State)

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

Description: K-12 mathematics teachers face a number of concerns. First, time allocated to assessment diminishes time available for instruction. Second, while most assessments are designed to determine whether students can do particular mathematics, few assessments are designed to deeply assess student conceptual understanding or find specific gaps in student knowledge. Twisted Math Questions (TMQs) address both of these dimensions. TMQs are mathematical investigations that illuminate student conceptual understanding, misunderstandings, and gaps in knowledge and, simultaneously, provide students with engaging mathematical tasks through which they have an opportunity to learn concepts more deeply. Beginning with any Virginia Mathematics Standard of Learning, TMQs can be constructed to assess, or be part of the instruction of, any topic or concept. TMQs can often be developed to simultaneously address a number of interconnected Standards. Working with TMQs, teachers will also gain more insight into the content and structure of their state Standards of Learning. Thus, as assessment and instruction are intertwined, TMQs are an efficient use of classroom time in a manner which challenges and often captivates student interest. Moreover, as TMQs can be developed to address any state or national standards, they can also be used at every grade level (K-12 and beyond); they are not only for more advanced students. Nor are TMQs simply more difficult mathematical problems; they are purposively created to deeply investigate student understanding of mathematical concepts in respect to Mathematics Standards of Learning. Through this workshop, teachers will experience TMQs, investigate the nature and characteristics of TMQs, consider a grade-appropriate variety of TMQs, see how TMQs connect to state and national standards, and work to develop their own TMQs for their classrooms.

Participants' Comments:

I had a lot of light bulb moments and realize now that I can stretch my students further!

Hard to relate a lot of the problems to elementary students; I would have liked more things I could bring back and use

Great focus on a deeper conceptual understanding of math

Able to experience how our students feel when they are faced with challenges that are not easily solved

Would have liked more instruction on applying TMQ to specific concepts with which students are struggling

Appreciated the approach to teaching math as a "what would work and why" instead of a "what answer did you get"

The Mathematics Diet: A Framework for Effective Mathematics Instruction (Grades PreK-5)

Date: Friday, November 20, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

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

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:

The presenters' patience and willingness to listen to us and help solve problems we're facing was amazing

This conference really made me think about how I can improve my math instruction

The focus on how to establish daily procedures and a classroom structure was very helpful

Great to have so many ideas that I can implement tomorrow with little prep or cost

Practical, proven games and activities and informative videos

Hands-on activities with deep explanations and discussion of different modifications that are possible

Great balance of philosophy and application, weaving theoretical research with instructional strategies that work

Making Hattie's Research Come Alive in Your Classroom (Grades K-12)

Date: Tuesday, December 1, 2015

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$109 (\$149 for Non-Members)

Presenters: Debbie Duvall and James Angelo (Frederick County Schools)

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

Description: John Hattie identified teaching strategies that are effective in moving student learning forward. This session will present key teaching and learning strategies from Hattie's research such as goal setting; alignment of the written, taught and tested curriculum; and feedback and formative assessment that engage students in their learning. The session will include video of Virginia educators and students who have experienced success with these strategies. Join us for a hands-on, minds-on session that will provide practical ideas for implementing Hattie's research in your classrooms, schools, and divisions!

Participants' Comments:

Engaged by the way the presenters modeled the strategies and individualized the learning

Conference gave me both a lot to think about as well as offering simple activities that could be implemented easily

I liked the practical tips and tricks that accompanied the research

Encouraging that there was little discussion of SOLs and testing and instead the focus was on instruction

I had read Hattie's book and found it confusing but this conference made the information useful

Conference showed me how to work smarter, not harder, using more effective, high-yield strategies

Choosing and Using Children's Literature for Comprehension Instruction in the Primary Grades (Grades K-5)

Date: Tuesday, March 8, 2016 (second session to accommodate additional registrations: Wednesday, March 9, 2016)

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

Presenter: Susan Thacker-Gwaltney (Reading@Curry)

Audience: Elementary teachers (K-5), Reading Specialists, Special Education Teachers, and Instructional Leaders

Description: This training focuses on how to select and use engaging children's literature in the K-5 classroom to build students' oral and written vocabulary and comprehension skills during whole group and small group instruction.

Using a gradual release model, participants will practice using a variety of interactive read-alouds and follow-up guided practice to infuse vocabulary and comprehension strategies and skills into the classroom. Research-based principles of effective comprehension instruction will be fused with practical classroom activities as we explore fiction and nonfiction genres. Participants will leave with lists of titles and hands-on and practical strategies they can use to support the development of comprehension in the primary grades.

Participants' Comments:

Learned lots of new strategies for non-fiction and having access to all the materials electronically was great! Ideas were easy to implement and related to all levels, and I loved browsing all of the books and other displays! Knowledgeable presenter who explained things clearly and concisely and was very helpful in answering questions. Learned so much about the sources of "breakdowns" and how to determine what to do to help struggling learners. This was the most useful conference I have ever attended – I can use these strategies in my classroom tomorrow! Jigsaw, summarizing with questions, text-feature walk, mixed-up meanings, organizers, anchor charts – all wonderful!! VSUP conferences are amazing! – I've attended three this year and have never been disappointed! Might have been better to do afternoon topics in the morning since they were the most relevant to my teaching. Would have liked more focus on vocabulary and writing – really needed two days!

Integrating Literacy and Math in the Early Childhood Classroom (PreSchool, PreK, and K)

Date: Thursday, March 10, 2016

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

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

Audience: Early Childhood Teachers (PreSchool, PreK and K), Instructional Leaders, and School Administrators

Description: How can math and literacy be taught together in the early childhood classroom? In this workshop, we will answer this question by exploring the many ways literacy can be a context for mathematical problem solving. We will examine and experience ways to teach number sense, patterns, mathematical vocabulary, representations, and problem solving through reading, writing, oral language, phonics and phonemic awareness, and a print-rich environment. Participants will engage in and reflect on developmentally appropriate, integrated activities that can be used with PreSchool, PreKindergarten, and Kindergarten students to learn both literacy and math skills and concepts. Through purposeful play, read alouds, songs, games, writing, and drawing, participants will analyze opportunities to maximize instructional time using the essential components of early literacy and math instruction. Participants will leave with activities for whole group, small group, and centers that they can use immediately.

Participants' Comments:

Well-organized, informative, presenters were accommodating, research-based, math book list broken into specific skills. Amazing variety of materials to take home and use immediately and activities that were so relevant and age-appropriate. Fun, energizing, great integration, everything was applicable – presenters really knew the needs of kindergarteners.

The PRINCIPAL Difference Maker In Schools

Date: Tuesday, March 15, 2016

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

Presenter: Scott Habeeb (Salem City Schools)

Audience: K-12 Assistant Principals and Principals, Instructional Leaders, and Central Office Administrators

Description: The principal cannot do everything. She can't be the all-knowing expert. He can't teach in class. In many cases, the principal can't know all students. And yet the principal is the PRINCIPAL Difference Maker in the school. This interactive and participatory conference will address philosophies and their practical applications that enable a school principal to effectively lead a school to excellence. The goal of the conference is for participants to gain a deeper understanding of how they can play the following roles: Insulator - protecting a faculty from unnecessary stresses; Vision-caster - always keeping the big picture in the forefront; Compass - guiding schools on a journey to what matters most; Culture Warrior - building, creating, and maintaining a school culture; and Empowerer - fostering creativity, buy-in, and teacher leadership.

Participants' Comments:

Great mix of philosophy and practice; appreciated the passion, conviction, and recognition that change takes time

Great to have specific steps to take to define my own purpose and change the culture of my school
Presenter was upbeat and gave highly pertinent with real-life examples and showed how he was still working to improve
Discussing the different roles & time to process information from all resources provided and recommended were great
Powerful message to clarify vision/mission – focus on leadership rather than just duties
Raised broad issues and provided opportunities to reflect personally and share with others who face these challenges

Leadership for Responsive Instruction in Today's Diverse Schools

Date: Tuesday, June 21, 2016

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$129 (\$169 for Non-Members)

Presenter: Carol Ann Tomlinson (UVA)

Audience: Building and Central Office Administrators, Instructional Leaders (K-12)

Description: Description: Contemporary classrooms are typically composed of students from a broad range of experiences, cultures, languages, economic groups, and exceptionalities. It's clear that we cannot serve all, or even most, of those students well by teaching as though they are essentially alike. Nonetheless, one-size-fits-all learning is evident, if not predominant, in most schools. Leaders who seek to make classrooms effective places of learning have a dual challenge. First, it's important to have a clear understanding of what differentiated instruction looks like in order to provide effective leadership and support for teachers' growth in that approach to teaching. Second, it's important to understand key principles and practices of leadership that result in deep and meaningful instructional improvement across a school or district. This session will assist participants in extending their understanding in both areas. We'll look at classroom examples, leadership scenarios, and key principles that guide understanding and planning for leadership that will result in more effective teaching and learning for far more students in today's schools.

Participants' Comments:

The use of videos allowed for deeper discussions and a clearer view of the concepts covered

I loved the metaphor of turning ingredients into a meal (integrating the standards with engaging, out-of-the-box thinking)

Great to emphasize positive relationships and discuss ways to build emotionally supportive environments

Made me think about how I would like our teachers to approach their practice in a step by step way

I gained a much deeper understanding of KUD's

The knowledge, humor, and modeling of the presenter were all wonderful

Thank you for keeping it real by sharing personal stories and explicit examples to illustrate ideas

Great ways to motivate and challenge my staff, but probably needed two days since there was so much to learn

Videos provided great real world examples that can be discussed with my staff

Performance Assessment Summer Institute

Date: Thursday, June 23, 2016

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$139 (\$179 for Non-Members)

Presenters: Catherine Brighton and Tonya Moon (UVA)

Audience: Classroom Teachers and Instructional Leaders (K-12)

Description: With the push for alternative assessments, divisions have been empowered to rethink their expectations of learners and develop new assessments that focus on the application of content knowledge to critical-thinking, problem-solving, and analytical tasks. If students are to be expected to be successful in college and their careers, educators and administrators must enable all learners to demonstrate what they can do. This conference will engage classroom teachers and curriculum leaders in the design of rigorous performance tasks and high-quality rubrics. Participants will explore the following topics: reviewing key principles of effective assessment, deconstructing standards (what students must Know, Understand, and be able to Do), examining the criteria for evaluating high-quality tasks and rubrics, defining what constitutes "evidence," creating instructional support materials, and discussing the importance of managing the implementation of the tasks and how to differentiate the context to meet the needs of various learners. Participants will increase their understanding of the process for developing curriculum-embedded performance tasks that allow students to demonstrate competency in authentic ways and the process for designing rubrics which can effectively measure student performance. This conference will focus on alternative assessments for Third Grade Science, Third Grade History, Fifth Grade Writing, and US History I and II, so participants with expertise in these subjects are encouraged to attend. However, the goal of the Summer Institute is to provide training to support the development of performance assessments for any subject at any level, so participants with expertise in other content areas are also welcomed.

Participants' Comments:

Made me realize the importance of being more specific and less subjective (need to clarify the criteria for success)
Key insight: how unfair a rubric can be ("first, do no harm")
Lots of good ideas ("assessment coaches") came out and the collaborative, collegial discussions were great
Liked the chance to practice what we were learning with experts present to assist if necessary
Would have been more productive to have been grouped by grade level/content area when designing tasks/rubrics
Needed more analysis of examples of strong rubrics (exemplars)
Learned the importance of keeping tasks as realistic as possible
Unpacking the KUD's as a team and determining important parts was crucial
Conceptualizing the difference between an instructional performance task and a task for assessment was key
More guided practice in creating and revising rubrics was needed (fix the ineffective rubric to model/apply lessons)
Needed more examples of tasks and rubrics and more analysis of how to adjust/improve them
Presenters were knowledgeable and delivery was enjoyable

Responsive Classroom Four Day Course (Grades K-6)

Date: Monday, July 18 – Thursday, July 21, 2016

Location: Rockfish River Elementary School, Nelson County, VA

Registration Fee: \$695 (only VSUP members) (no meals provided)

Presenter: Gail Lunetta (Responsive Classroom)

Audience: Classroom Teachers, Building Administrators, Central Office Administrators, and Instructional Leaders (K-6)

Description: The Responsive Classroom approach is a way of teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Developed by classroom teachers, the approach consists of practical strategies for helping children build academic and social-emotional competencies day in and day out. The Responsive Classroom Four Day Course will strengthen educators' ability to teach students 21st century skills by exploring how to design learning tasks that are active, interactive, challenging, purposeful, developmentally appropriate, and connected to students' interests. Participants will learn how to create a calm, orderly environment that promotes autonomy and independence and creates a positive tone for learning. The training will also focus on how to develop a strong sense of community and shared purpose so that students feel comfortable taking risks and collaborating with a variety of peers.

Participants' Comments:

Very hands-on and tons of movement! Information was very useful & we got three wonderful resource books!
All of the materials and the process of presenting them were practical and engaging
Great that practices to be used with students were always modeled
Loved all of the interaction with other teachers and administrators in a safe, non-threatening environment
Amazing how we don't even realize what we were doing until we learned new ways to speak
Engaging, concise, and clear – interactive work, active learning, specific content, and targeted practice – all great!
Collaborative conversations and sense of community were amazing
Lots of examples and activities that can be implemented immediately in my classroom – I am taking away SO much!
I am energized to start the new year with a new outlook!