

Virginia School-University Partnership Professional Development Conferences

2016-2017

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GENERAL ENGAGEMENT

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Wednesday, September 28 * [Engage, Empower, & Inspire Students with Project-based Learning \(Grades 6-12\)](#) - Jon VanDeventer

Thursday, September 29 * [The Maker Space Movement: Engaging Students in Hands-On Learning \(Grades K-8\)](#) - Laura Jones

Tuesday, October 4 AND Tuesday, March 14 * [Reflective Practice: Integrating Instructional Coaching Strategies to Support Professional Growth \(Grades K-12\)](#) – Jennifer Sublette and Cyndi Wells

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

Friday, October 14 * [Visible Learning: Seeing Learning Through the Eyes of Your Students \(Grades K-12\)](#) – John Almarode

Tuesday, March 21 * [The PRINCIPAL Difference Maker In Schools \(Grades K-12\)](#) – Scott Habeeb

Wednesday, March 22 * [Finding the Right Amount of Rigor for Building Deep-Thinking Students \(Grades K-12\)](#) – John Almarode

Tuesday, June 20 * [Inspired & Passionate Teachers: How Administrators Can Support What Works Best \(Gr K-12\)](#) – John Almarode

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NUMERACY / MATHEMATICS

Wednesday, October 19 * [Using Literacy Strategies to Gain Deep Mathematical Understanding \(Grades 2-5\)](#) – Thunder & Demchak

Monday, November 14 * [Instructional Strategies that Motivate and Engage All Students in Mathematics \(Gr 6-12\)](#) – Suzanne Bazak

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Professional Development Conferences
2016-2017

On-Line Registration and More Information Available on the VSUP Website – www.vsup.org

Please click on the TITLE of the Conference for a direct LINK to the page on the VSUP website with information and the online registration form for that specific conference.

Conferences (by Date) with Details

[Introduction to Responsive Classroom \(Grades PreK-6\)](#)

Date: Tuesday, September 27, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 9

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.

[Engage, Empower, and Inspire Students with Project-Based Learning \(Grades 6-12\)](#)

Date: Wednesday, September 28, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 9

Presenter: Jon VanDeventer (Project Lead The Way)

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

Description: This highly interactive workshop will provide attendees with the tools, techniques, and mindset to successfully implement project-based learning (PBL) in any content area. We will begin with a discussion of the features and benefits of PBL, as well as a consideration of some of the common challenges implementing PBL can present. Then, we will work through the various phases of preparing for a PBL lesson through guided discussions and collaboration within small groups. Groups will develop and share lesson ideas that they might use in their classrooms. These lesson ideas will then be discussed and refined based on specific suggestions and general group feedback. Special attention will be given to the logistics of lesson and assessment planning, maximizing benefits to students, strategies for overcoming common challenges, and resources to facilitate best practices. Participants should leave the workshop having the confidence and inspiration as well as the practical plans needed to integrate project-based lessons into their classrooms.

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

Date: Thursday, September 29, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 9

Presenter: Laura Reasoner Jones (NBCT)

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?, and What supplies are needed and how to get them on a budget? Conference participants will engage in at least four different hands-on activities during the day (possibly including activities such as: littleBits, Squishy Circuits, Reclaimed Art, Bridge Building, Led Throwies, Wearable Technology). 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.

[Reflective Practice: Integrating Instructional Coaching Strategies to Support Professional Growth \(Grades K-12\)](#)

Date: Tuesday, October 4, 2016 AND Tuesday, March 14, 2017

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$275 (Two Part Series) (\$375 for Non-Members)

Registration Deadline: Friday, September 16

Presenter: Jennifer Sublette and Cyndi Wells (Albemarle County Schools)

Audience: K-12 Teacher Leaders, Principals, Assistant Principals, Curriculum Leaders, and Instructional Coaches

Description: Given the fast pace of the school year, it can be challenging for educators to make time for their own learning and growth. However, we know that continuous professional learning is essential to improving performance. Instructional coaching strategies create a reflective environment that empowers teachers to study their own practice and take charge of their own learning goals. Based on the belief that professional growth is most effective when it is teacher driven and integrated into our current work with students, instructional coaching tools can be used by both colleagues and supervisors to foster a professional learning community for educators. The first session of this two-part series, on October 4, 2016, will examine the specific tools and strategies of instructional coaching and consider how they can be implemented within any model of professional growth. Participants will be given an opportunity to practice these coaching techniques and to set specific goals for how they plan to employ these tools for encouraging reflective practice in their work with other educators in their school and/or division. During the second session, on March 14, 2017, participants will reconvene to consider the results of their implementation of coaching strategies. Working in pairs and small groups, participants will analyze any evidence they have collected, discuss the challenges they have faced as well as the successes they have experienced, and explore how they can best support professional growth through reflective practice in their school and/or division in the future.

[Planning Effective Small-Group Reading Instruction for Upper Elementary Students \(Grades 3-5\)](#)

Date: Thursday, October 6, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 16

Presenter: Susan Thacker-Gwaltney (Reading@Curry)

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

Description: This training examines how to plan differentiated small group reading instruction for the beginning, transitional, and intermediate-level readers who are generally found in grades 3-5. Using sample lessons, books, and examples of hands-on daily activities, the participants will learn about three different planning frameworks and receive a “menu” of activities and strategies that address teaching phonics, sight words, fluency, vocabulary, and comprehension. Participants will learn which reading assessment data is most important for planning their small group instruction. Using demonstrations and guided practice, participants will explore how to select the appropriate lesson framework and how to plan M-F instruction that targets specific needs. During the course of the conference, the following three topics will be addressed: how to identify common oral reading mistakes and explicitly teach fix-ups/repairs for beginning readers, how to increase fluency (accuracy, rhythm & phrasing, and speed) for transitional readers, and how to support comprehension & vocabulary growth for transitional & intermediate readers. Participants will walk away with examples of three lesson frameworks, ideas for books that can be used effectively, a variety of discussion strategies, and examples of numerous practical activities that can be implemented in their own classrooms immediately.

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

Date: Tuesday, October 11, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 23

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.

[Visible Learning: Seeing Learning Through the Eyes of Your Students \(Grades K-12\)](#)

Date: Friday, October 14, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 23

Presenter: John Almarode (JMU)

Audience: K-12 Classroom Teachers and Instructional Leaders

Description: It is the teacher, darn it! Based on the most up-to-date research on what works in schools and classrooms, findings have confirmed what we, as teachers, have known for years: what we do in our classrooms matters a lot! Additionally, recent findings provide additional clarity on what we do that matters the most, ensuring that we maximize student learning and achievement. This highly-engaging, highly-interactive day looks at what works best in our schools and classrooms, based on the research of John Hattie, Jim Knight, Graham Nuthall, Eric Jensen, James Nottingham, as well as John Almarode's own research. Teachers will take an in-depth look at specific factors that have the greatest impact on student learning and achievement. Taken together, these factors lay the foundation for creating a classroom that promotes learning and fosters lifelong learners.

[Developing Effective Literacy Interventions for At-Risk Middle and High School Students \(Grades 6-12\)](#)

Date: Monday, October 17, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 30

Presenter: Sarah Lupo (Reading@Curry)

Audience: English/Language Arts Teachers, Reading Specialists, Literacy Coaches, and Instructional Leaders

Description: This workshop will focus on how to develop effective interventions for students in middle and high school who fail to master literacy standards. The presenter will share ideas on how to best approach first literacy instruction for struggling readers as well as how to provide supports throughout the regular English Language Arts curriculum to help struggling readers develop comprehension and vocabulary skills. During the conference, participants will explore the latest research-based best practices for remediating struggling readers in the secondary setting. The presenter will also discuss instructional practices to support students who are ELL's (English Language Learners) as well as students with IEPs. Participants will learn how to create interventions that are not a "one size fits all" approach but are instead aimed at addressing students' individual, specific literacy needs, so that all students can develop the literacy skills that will enable them to be successful in both school and life.

[Captivate, Activate, and Invigorate the Student Brain Using Scientific Inquiry \(Grades 3-8\)](#)

Date: Tuesday, October 18, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 30

Presenter: Ann Miller (Waynesboro City Schools)

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

Description: Do you know how to create learning experiences that promote deeper learning? Science is about a journey of prediction, exploration and observation. Students need to acquire a mindset that propels them to keep learning. During this conference, participants will explore how to captivate students' attention, activate their sense of curiosity, and invigorate their willingness to put forth effort toward successful learning. The conference will also examine how students can best demonstrate what they know by focusing on performance tasks which are meaningful real-world learning experiences in which students have the opportunity to explore, observe, collect evidence and make mistakes. In the book that John Almarode and Ann Miller co-authored, *Captivate, Activate and Invigorate the Student Brain*, they offer a recipe for increasing engagement, developing relevancy, and maximizing retention in your classroom. Ask yourself this question, what do you really want going on in the minds of your learners as they step into the world of scientific investigation? Participants will learn the ways to ignite a sense of wonder, create an environment of simultaneous interaction, and hold students accountable for learning as they investigate, predict, and collect evidence. This workshop, filled with thinking, collaborating, and learning, will inspire you to empower your students with skills needed for success in school and beyond.

[Using Literacy Strategies to Gain Deep Mathematical Understanding \(Grades 2-5\)](#)

Date: Wednesday, October 19, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, September 30

Presenters: Kateri Thunder and Alisha Demchak (Charlottesville City)

Audience: 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 in grades 2-5. Through problem-solving with manipulatives, games, and truly problematic contexts, participants will analyze the mathematical and literacy processes used as well as the mathematical concepts and procedures learned, and they will leave with a wealth of resources and activities that can be used immediately.

[Writing is Not Just for Language Arts: Strategies to Promote and Express Content Learning through Writing \(Grades 3-8\)](#)

Date: Tuesday, November 1, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 14

Presenter: Natasha Heny (UVA)

Audience: Content Area Teachers (Grades 3-8) and Instructional Leaders

Description: Classroom instruction that incorporates writing and the writing process as a means for learning content 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 teacher. In this workshop, participants are encouraged to accept that challenge and they will be given tools and techniques for successfully incorporating meaningful writing assignments into their instruction on a regular basis. The presenter will share resources and ideas for classroom teachers in all content areas who wish to learn strategies for integrating writing into their curriculum in both formal and informal ways, providing feedback and assessing written work in effective and yet manageable ways, and developing authentic performance assessments that demonstrate content learning.

[Critical Thinking in Action: Using Sources as Evidence in Teaching History \(US I, US II, WH I, WH II, VA/US\) \(Gr 6-11\)](#)

Date: Thursday, November 3, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 14

Presenter: Stephanie Van Hover (UVA)

Audience: Teachers of US I, US II, WH I, WH II, and VA/US History, and Instructional Leaders

Description: In this interactive session, the focus will be on the new SOL's and 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 examine a wide variety of different sources that can be used as evidence and explore how students can best be taught to model the different components of historical analysis. Different teaching approaches will be explored, with an emphasis on how writing and discussion can be used most effectively to enhance learning in middle and high school social studies classrooms. All content will be tied to the new SOLs in social studies, and many other engaging instructional approaches will also be shared.

[Using Performance Based Tasks to Improve Comprehension Instruction \(Grades 3-12\)](#)

Date: Friday, November 4, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 14

Presenter: Sarah Lupo (Reading@Curry)

Audience: Classroom Teachers in all content areas (Grades 3-12), Instructional Leaders, and School Administrators

Description: Come learn about the most recent research and principles to help all of your students, especially your struggling readers, improve comprehension of texts across all content areas. Research indicates that students who can read and comprehend well in the content areas are best able to increase their content area learning. We will address how to select the best texts for instruction in different content areas, methods of building and activating background knowledge, scaffolds and supports to help readers comprehend independently, how to build vocabulary to improve reading, and how to utilize discussion to help readers analyze and evaluate challenging texts. Additionally, this session will address ways to assess comprehension using performance based tasks across different content areas and how to utilize these assessments to drive future instruction. During this interactive session, participants will have a chance to develop a comprehension lesson in a content area which they can implement in their school or division.

[Annual Student Leadership Conference \(Grades 9-12\)](#)

Date: Thursday, November 10, 2016

Location: Holiday Inn, Charlottesville, VA

Registration Fee: FREE to participants from VSUP Member High Schools

Registration Deadline: October 7, 2016

Audience: Teams of Students (Grades 9-12) and Faculty Advisors from VSUP member high schools

Description: Information about this year's Annual Student Leadership Conference will be sent in September to VSUP Steering Committee Representatives, who will be asked to share the information with all of the high school principals in their division. Each VSUP high school is invited to send a team of students with a Faculty Advisor to participate in the Student Leadership Conference, which is FREE to VSUP divisions as a benefit of membership. Faculty Advisors from high schools that wish to participate in this year's VSUP SLC will be asked to register their team of students. More information about the VSUP Student Leadership Conference, as well as the online registration form for Faculty Advisors to complete for their team of student leaders, will be available in September on the VSUP website: www.vsup.org.

[Lessons Learned: Instructional Strategies that Motivate and Engage All Students in Mathematics \(Grades 6-12\)](#)

Date: Monday, November 14, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 28

Presenter: Suzanne Bazak (Roanoke City Schools)

Audience: Secondary Mathematics Teachers, Instructional Leaders, and School Administrators

Description: Making the rigor of the Mathematics SOL's a reality in the classroom for ALL students is a challenge. Engaging students from different cultures, varied socio-economic backgrounds, different learning styles, and with a range of different attitudes about school can be difficult for even the strongest classroom teacher. Learn how math coaches and teachers in an urban high school have met this challenge by incorporating a combination of low-tech and high-tech instructional methods. Participants will examine strategies such as Math 360, the flipped classroom, blended instruction, online graphing tools, anchor charts, and strong questioning strategies, while also exploring how to build a classroom community based on positive, respectful relationships. These instructional strategies and their implementation will be modeled and discussed within the context of the big mathematical ideas outlined in the Algebra I and Geometry standards. Participants will be actively involved as both teachers and learners as they explore ways to motivate and engage ALL students.

[Fine-Tuning Your Word Study Instruction \(Grades K-3\)](#)

Date: Tuesday, November 15, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 28

Presenter: Colleen Spano (Reading@Curry)

Audience: Elementary Teachers (Grades K-3) and Reading Specialists

Description: Are you looking for some new ways to make your word study instruction more hands-on and targeted to the specific needs of your students? This interactive workshop is designed for primary grade teachers who have some experience with word study. The primary focus of this training is to help K-3 teachers fine-tune their word study instruction by helping participants learn how to differentiate word study instruction and make instructional activities more engaging for students. In addition, participants will examine weekly word study routines and discuss ideas for organizing and managing word study materials. Throughout the workshop, participants will create a set of instructional materials and will learn how to differentiate these materials based on a student's stage of spelling development. The resources and materials shared and created will be able to be used immediately during small group instruction as well as extended practice during literacy work stations.

[Differentiation in Literacy and Math \(PreK-2\)](#)

Date: Thursday, November 17, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 28

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

Audience: Early Childhood Teachers (PreK – Grade 2), Instructional Leaders, and School Administrators

Description: Both literacy and math can be differentiated based on readiness or interest. There are three parts of a lesson that could be differentiated: content, process, and product. In this workshop, participants will unpack the foundational ideas for differentiation and then examine and experience strategies for differentiating the three parts of both math and literacy lessons based on readiness and interest. Applying relevant learning trajectories, participants will analyze and practice instructional strategies for differentiation such as menus, centers, choice boards, tiered problems, parallel tasks, open questions, and anchor problems. During the workshop, we will share and make materials for differentiation which participants can use in their classrooms immediately.

[Writing and Thinking Through Performance Based Learning: A Toolbox for Social Studies and Science \(Grades 3-8\)](#)

Date: Friday, November 18, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, October 28

Presenters: Barb Aszbach and Stephanie Hammer (Greene County Schools)

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

Description: Communication and thinking skills are 21st century skills students need to navigate the interconnected world in which they live. Performance based learning and assessments provide authentic opportunities to help students develop and apply these important skills. In this workshop, participants will explore writing and thinking techniques that promote interdisciplinary, collaborative activities with creative, yet simple ideas to incorporate performance based learning into classrooms. Through the use of these techniques, students, even the reluctant learners, will become engaged and gain a deeper understanding of curriculum content and vocabulary comprehension. While writing and thinking about content, learners develop writing and project skills that can be applied across the curriculum. Through the lessons, teachers can check student understanding and interpretation of learning. The workshop will include examples of writing assignments, thinking routines, and projects using the performance based assessment model. Using easily differentiated lessons, participants will take home a Performance Based Learning Toolbox that provides a framework for creating performance based lessons that include writing techniques, thinking routines, and rubrics to ease grading. The Toolbox will enhance knowledge while supporting 21st century skills.

[Enhancing Student Learning through Mathematical Modeling \(Grades 6-8\)](#)

Date: Tuesday, November 29, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, November 11

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

Audience: Classroom Teachers and Instructional Leaders (Grades 6-8)

Description: This session will focus on implementing Mathematical Modeling to develop students' understanding and productive disposition towards mathematics. Participants will be immersed in rich problem solving and mathematical modeling tasks that promote the 21st century competencies which require students to apply their knowledge in realistic, problem-solving situations. The workshop will also engage teachers and math leaders in designing meaningful mathematical modeling tasks that focus on proportional reasoning, data analysis, and problem solving while focusing on high-leverage practices for teachers. Participants will also explore the important teaching and performance-based assessment strategies that are used with this problem-based learning approach to mathematics instruction.

[Reading & Writing 101: Organizing the Early Elementary Language Arts Block \(Grades K-2\)](#)

Date: Monday, December 5, 2016

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, November 11

Presenter: Susan Thacker-Gwaltney (Reading@Curry)

Audience: K-2 Classroom Teachers and Instructional Leaders

Description: This training will focus on examining (and trouble-shooting!) the nuts and bolts of how participants organize for their daily whole group, small group, and independent reading instruction across grades K-2. Participants will explore principles for designing Tier 1 reading instruction that meets each student's assessed needs and aligns to the state's reading standards. There will also be some attention devoted to how to elicit and use written responses from students during the ELA block. During the morning session, we will use interactive activities, demonstrations, and hands-on examples to explore daily routines & classroom set-up, making the most of shared reading & read-alouds, and strategies/books that support comprehension & vocabulary in whole-group settings. In the afternoon, we will focus on planning effective small group reading instruction, exploring topics such as group membership criteria, menus for M-F small group planning with examples, how to use assessment data to choose specific books & strategies, and suggestions for establishing independent learning routines. Participants will be asked to choose at least one strategy or activity which is shared during the training and try it out with their own students. An online discussion forum will be available for three weeks following the training for the participants to provide feedback on what they tried - their successes and any obstacles they faced - and to ask follow-up questions about implementing these strategies and activities in their own classrooms.

[The PRINCIPAL Difference Maker In Schools \(Grades K-12\)](#)

Date: Tuesday, March 21, 2017

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, March 3

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.

[From Snorkelers to Scuba Divers: Finding the Right Amount of Rigor for Building Deep-Thinking Students \(Gr K-12\)](#)

Date: Wednesday, March 22, 2017

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, March 3

Presenter: John Almarode (JMU)

Audience: K-12 Classroom Teachers and Instructional Leaders

Description: Is this going to be on the test? Why do we have to know this? Is this for a grade? Can you tell me what I need to do to get this right? These questions haunt each and every teacher that is on the receiving end of such inquiry. When inspired and passionate teachers create an environment that fosters and nurtures Learners, questions like these evaporate from our schools and classrooms while our students deep-dive into learning. Over the past fifteen years, the science of learning has provided many insights into how we think. Furthermore, these promising principles provide a starting point for inspired and passionate teachers to build the capacity in learners to see themselves as their own teachers. This workshop shows you how! Practicing what we preach, participants will take part in an out-of-your-seat experience that models the promising principles from science of learning for deep thinking and understanding: simple to complex, concrete to abstract, and the idea that memory is the residue of thought. Navigating what James Nottingham (2013) calls the learning pit, teachers will walk away from this workshop with a systematic approach for building deep thinking students, practical applications ready for any classroom, and a clear understanding of what it means to see learning through the eyes of all of their students.

[Inspired and Passionate Teachers: Clarity on How Administrators Can Support What Works Best \(Grades K-12\)](#)

Date: Tuesday, June 20, 2017

Location: Holiday Inn, Charlottesville, VA

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

Registration Deadline: Friday, June 2

Presenter: John Almarode (JMU)

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

Description: This action-packed, edge of your seat Summer Leadership Conference will focus on the latest research on student engagement, student thinking, and how to design classrooms that promotes deep thinking and understanding in the 21st Century Classroom. By practicing what we preach, audience members will take part in an "out of your seat and on your feet" experience that models the brain rules for deep thinking and understanding: simple to complex, concrete to abstract, and students only remember what they think about. Participants will examine research by John Hattie, Jim Knight, Graham Nuthall, Eric Jensen, James Nottingham, and John Almarode. This workshop will address classroom and student engagement in a cognitively rich environment making sure that students remain engaged in relevant content, regardless of the medium. Topics include goals, learning intentions, success criteria, meaning making, opportunities to respond, and effective feedback.

Responsive Classroom Course (Grades K-6)

AND/OR

Responsive Classroom ADVANCED Course (Grades K-6) (prerequisite: completion of Responsive Classroom Course)

Date: TBD (Four Day Workshop in June or July, 2017)

Location: TBD (Charlottesville area)

Registration Fee: TBD (proposed: \$749 for four day workshop) (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.

Buck Institute Summer Workshop: Project Based Learning 101 (Grades K-12)

Date: TBD (Three Day Workshop in June or July, 2017)

Location: TBD (Charlottesville area)

Registration Fee: TBD (proposed: \$649 for three day workshop) (only VSUP members) (no meals provided)

Presenter: Buck Institute

Audience: K-12 Teachers in All Content Areas, Instructional Leaders, and School Administrators

Description: PBL 101 is BIE's foundational three-day (consecutive, 7.0 hours per day, including lunch) onsite workshop. Based on BIE's model of [Gold Standard PBL](#), the workshop provides participants with the skills and knowledge needed to design, assess and manage a rigorous, relevant, and standards-based project. The workshop models the project process. Facilitated by one of BIE's expert National Faculty, the workshop is a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration and feedback. Participants are actively engaged in project design, with the expectation that every teacher or teaching team will generate a project plan that receives formative feedback from both participants and BIE National Faculty. All participants (limited to 35 per workshop) receive a free copy of BIE's highly regarded [PBL 101 Workbook](#), which is exclusively for PBL 101 participants and not sold separately.