ACPS Professional Development Calendar

2019-2020

Below are professional development activities that have been scheduled for the 2019-2020 school year. Any of these may be subject to change, cancellation, or additions as they are scheduled. In the event of a change, information will be emailed to principals and/or employees. If you have questions about the activity, please see your principal first, and then email the contact person listed. All professional development workshops must be approved and requested through the building principal before submitting a registration/travel request.

Principals who approve a workshop request for a VASCL (Virginia School Consortium for Learning), VASCD (Virginia Association for Supervision and Curriculum Development), or VC CEE (Lynchburg College Center for Economics Education) workshop may have the applicant fill out a registration form from the site and send in with the travel request. These must be approved by Dr. Norman or Mr. Gallagher before registering.

**Autism Module Training Series:** (Developed and made available for use by Commonwealth Autism): Completion of this professional development activity is estimated to require two to three professional hours (self-paced) and must be completed within the 60 day timeframe from hire date. Employees choosing this option must complete all six modules, provide documentation of passing quiz results for each module, and complete the two practical assessments in order to receive 5 CEUs. Quiz results and practical assessments must be turned in to the Supervisor of Student Services for review (by CA Autism Specialist) and approval no later than the 60th day from hire.

**Web Link:** [https://cahumanservices.talentlms.com/](https://cahumanservices.talentlms.com/)

Module 1 – Intro to Autism (estimated time: 20 min)
Module 2 – Communication Strategies (estimated time: 20 min)
Module 3 – Comprehensive Instructional Programming (estimated time: 50 min)
Module 4 - Environmental Structure and Visual Supports (estimated time: 20 min)
Module 5 - Interfering Behavior and ASD (estimated time: 20 min)
Module 6 – Social Skills Instruction (estimated time: 20 min)

**Contact:** Josh Neighbors, Supervisor of Student Services, jneighbors@amherst.k12.va.us

**September**

17

Developing High-Quality Performance Assessments as Part of a Balanced Assessment Plan (Grades K-12)

**Date:** Tuesday, September 17, 2019
**Location:** Holiday Inn, Charlottesville, VA
**Registration Fee:** $169 ($229 for Non-Members)
**Registration Deadline:** Friday, August 16, 2019
Presenters: VaSCL Task Bank Leads - Annie Evans (University of Richmond) and Kelley Aitken (Frederick)  Audience: K-12 Classroom Teachers, Curriculum Specialists, Instructional Leaders, and School Administrators

Description: Performance assessments offer teachers the opportunity to gather information about student understanding, knowledge, and skills in a more authentic and engaging manner than afforded by traditional standardized tests. However, high-quality tasks and rubrics can be a real challenge to create. This session will familiarize participants with the fundamentals of performance assessment development by exploring how to unpack standards to craft high-quality learning goals, develop tasks that measure deep understanding and transfer of learning, create instructions that reflect learning goals and communicate clear expectations for student performance, and develop scoring rubrics that provide informative instructional feedback and align with the standards delineated by the VDOE Quality Criteria Tool. This workshop will also help participants improve their “assessment literacy” by discussing the most recent VDOE guidelines for Balanced Assessment Plans, and by considering the different kinds of assessments which might be appropriate for evaluating specific skills and knowledge as part of a plan for encouraging deeper learning. All teachers and instructional leaders who are engaged in the challenging work of creating high-quality tasks and rubrics to use as part of their school division’s Balanced Assessment Plan are encouraged to participate in this session, which will give them access to the resources and strategies that are available through the VaSCL Task Bank. All participants will be encouraged to continue to advance their understanding and implementation of what they have learned during this workshop by field-testing and providing feedback on tasks and rubrics that are created for the VaSCL Task Bank during the 2019-2020 school year. Anyone who is planning to participate in the five meetings of the VaSCL Task Bank for the first time this year is asked to register for this session, so that they can receive the training needed to be effective members of VaSCL Task Bank Work Groups.


18-19

Student-Centered Coaching
Date: September 18-19, 2019
Location: Fredericksburg Expo and Conference Center
Registration Fee: $390

Presenters: Diane Sweeney and Julie Wright

Description: This two-day workshop will prepare you to systematically use student-centered coaching to meet student learning goals in your school. On day 1, participants will learn coaching “moves”, the core practices that drive student-centered coaching.

On day 2, differentiated sessions for coaches and administrators will take a deeper dive into the coaching process from the perspective of each of these roles. The coaching strand will take the core practices for student-centered coaching into deeper implementation. The leadership strand, designed for school and district administrators, will focus on the essential moves for leading a coaching effort. While we encourage principals and coaches to attend together, it is not necessary.

See the agenda here.

The registration fee includes lunch on both days as well as a copy of a book of your choice: either Student-Centered Coaching: The Moves or Leading Student-Centered Coaching: Building Principal and Coach Partnerships.

Register: https://events.r20.constantcontact.com/register/eventReg?oeidk=a07efv80d6f2a4646fb&oseq=&c=&ch=

19

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students MLP
Workshop I: Number Systems & Operations: Build Fluency through Number Sense (Grades 3-8)
Date: Thursday, September 19, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members) OR $399 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) ($579 for Non-Members)

Registration Deadline: Friday, August 16, 2019

Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)

Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders

Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division.

All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year. During MLP Workshop I, presenters will engage teachers and coaches in mapping the learning progressions in number systems and operations using an instructional routine called the Math VAULT, which helps unpack the learning trajectories using rich mathematical tasks. We will use mathematical modeling tasks that encourage strategic thinking and flexibility in the computational methods, while reinforcing number sense. The goal of MLP Workshop I will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and understand the levels of sophistication in students’ thinking around number systems and operations to develop number sense and to build fluency.

Like Peanut Butter and Jelly: Uniting the 5Cs and the SOLs to Design Meaningful Learning
Date: September 26, 2019
Location: Blue Ridge Community College
Registration Fee: $135
Presenter: Shannon King
Description: Students need to build skills in the 5 Cs in order to succeed in the world outside of school. But how can teachers focus on these skills and still meet the demands of the Standards of Learning? Join us to learn an intentional planning process that will help your students develop the 5 Cs and master SOL content at the same time. This session is designed to align with the Profile of a Virginia Classroom.
Register: https://events.r20.constantcontact.com/register/eventReg?oeidk=a07egefk86i22b96f40&oseq=&c=&ch=26

Desmos: Calculator + Instructional Tool (Grades 3-12)
Date: Thursday, September 26, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, August 30, 2019
Presenters: Nolan Doyle, Virginia Desmos Fellow (Chesterfield County Schools); Mary Williams, Virginia Desmos Fellow (Chesterfield County Schools); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools); Tara Bondi (Frederick County Schools); and Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)
Audience: Grades 3-12 Classroom Teachers, Instructional Coaches, and Curriculum Leaders
Description: Spend a day with desmos, learning the new 2019-2020 features and how to integrate this interactive tool into your instruction! During this workshop you will be given the opportunity to explore this dynamic instructional tool in small groups according to your own level of prior experience as a user of desmos and for the specific grade/course that you teach. Starting in the Spring of 2019, desmos calculators were available on Virginia’s Standards of Learning mathematics assessments: Grade 4-Algebra II EOC testing. This workshop will prepare you to help your students feel confident using the desmos calculator on these SOL tests. In addition, during the workshop you will be able to examine the many different instructional features of this free, game-changing instructional tool. There will be a variety of Break-Out sessions offered which will allow you to explore the different desmos resources in small groups at your own individual comfort level (based on grade/subject band AND previous experience using desmos). You will be given the chance to investigate all of desmos’ features, from animating objects and functions to creating lessons and activities. Throughout the day, you will also be networking with other classroom teachers and instructional leaders to share strategies that have been and/or might be successful in your classrooms and schools. For experienced users of desmos, there will be an additional Break-Out session offered for those who are coaching other educators in their division on the use of desmos in their classrooms. There will also be a Make It-Take It Break-Out session, in which participants with skill in using desmos are given the chance to spend rare, uninterrupted time using the activity builder to create desmos activities. During the workshop, all participants will access and use the VA Desmos K-Calculus Activity Bank to plan targeted and highly effective math instruction that builds mathematical discourse, elicits student thinking, and increases deeper learning, thereby building math competencies and mastery for all students.
EDIS 3721: Reading Comprehension Strategies  
Date: September 27 (12:00-6:30) & 28 (8:00-4:00), 2019  
Location: Monelison Middle School  
Registration Fee: Free, Amherst County Public Schools will cover the cost of tuition and books  
Registration Deadline: September 20, 2019  
Description: This one-credit course covers practical comprehension strategies for reading, writing, discussion, studying, and vocabulary in all content areas using the CRISS approach (CRISS: Creating Independence through Student-owned Strategies, 4th edition, Santa, Havens, Franciosi & Valdes, 2014). The emphasis will be on learning a range of strategies that lead to greater engagement and independence by student learners and more effective instruction by teachers. About Project CRISS  
Founded in over 30 years of research and classroom practice, Project CRISS provides high quality, practical professional development and support materials for K-16 teaching and learning, including Common Core. For more information visit: http://www.projectcriss.com or contact Wayne Lyle at wlyle@amherst.k12.va.us.  
To enroll in the course: Please contact Brittany McNerney, bmcnerney@amherst.k12.va.us, or 946-9376 to register by September 20th.

October

1  
EOC Writing Performance Assessments: Developing Writers, Not Prompts (Grades 5-12)  
Date: Tuesday, October 1, 2019  
Location: Holiday Inn, Charlottesville, VA  
Registration Fee: $169 ($229 for Non-Members)  
Registration Deadline: Friday, August 30, 2019  
Presenters: Kim Tate, VaSCL Task Bank Lead (Rockingham County) and Katie Ford (Waynesboro City)  
Audience: Grades 9-12 English Teachers, Curriculum Specialists, Instructional Leaders, and School Administrators  
Description: As school divisions move toward using a body of evidence to verify EOC writing, teachers and leaders must shift their instructional focus and organization to ensure student success. This workshop will define the modes required in a student’s body of evidence, dissect the new VDOE rubrics and guidelines, explore the instructional design most useful in creating EOC and classroom performance assessments, address the challenges of plagiarism, and offer a wealth of mentor text resources. While choice, voice, and authenticity can create potential hurdles in scoring and storing student products, the new system provides an opportunity for students to write authentically for both audience and purpose. This workshop will give participants practice using the state’s Virginia Quality Criteria Review Tool for Performance Assessments, as well as provide a variety of mini-lessons that can be used to help grow authentic writing. During the workshop there will also be discussion regarding scoring integrity and how the process of collecting and scoring the portfolios of all students’ work can be managed with as much efficiency as possible. The presenters will offer their suggestions based on their own experiences and share their honest responses to the obstacles that each of their two divisions faced in their implementation of this process in 2018-2019. The goal of the workshop is for teachers and division leaders to leave with a deeper understanding of Performance Assessments of writing, as well as a wealth of ideas and resources that they can adapt to best suit their own classroom and school division needs.  

3  
Infusing Social & Emotional Learning into All Aspects of School Life: Part I and Part II (Grades K-6)  
Dates: Thursday, October 3, 2019 AND Thursday, November 21, 2019  
Location: Holiday Inn, Charlottesville, VA
Registration Fee (for TWO workshops): $299 ($419 for Non-Members)
NOTE: There will be a discount for teams of five participants from the same school (if four participants are registered, a fifth participant from that school can register to attend at no additional charge).
Registration Deadline: Friday, September 6, 2019
Presenter: Carol Davis Audience: K-6 Classroom Teachers, Instructional Leaders, and School Administrators
Description: Social and emotional competencies are not developed in a vacuum – but through the experiences that students have in classrooms, throughout the school, and in their homes and communities. This workshop is designed to support school-based teams of K-6 educators through a process for implementation of social and emotional learning (SEL) throughout their entire elementary school. Schoolwide SEL is a systemic approach to infusing social and emotional learning into every part of students’ educational experience -- across all classrooms, during all parts of the school day, and in partnership with families and communities. When SEL is developed as an integrated model across curriculum and all aspects of the school community, research shows that SEL becomes a bridge to academic development, resulting in achievement that is at least 11% higher than in schools that do not incorporate SEL. Drawing on the Collaborative for Academic, Social, and Emotional Learning’s (CASEL) framework, this workshop will take SEL leadership teams through a process for reflecting on, organizing, implementing, and improving their schoolwide SEL efforts in an intentional and meaningful way. Individual educators as well as school-based teams will profit from this two-day professional development; however, since time will be given during the workshops to apply what they are learning to their own school, participants are encouraged to attend in pairs, if a full team is not available. This two-part series of workshops will address the following topics: how to build strong foundational support for SEL across the school community; key components of successful school-wide SEL; ways to promote SEL school-wide, in the classroom, and through family partnerships; how to begin to build an implementation plan for school-wide SEL; and how to practice continuous improvement in order to drive high-quality school-wide SEL implementation.

Redesigning Instruction for Deeper Learning, Student Agency, and Authentic Work (Grades K-12)
Date: Wednesday, October 9, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $199 ($259 for Non-Members)
NOTE: There will be a discount for teams of five participants from the same school division (if four participants are registered, a fifth participant can register to attend at no additional charge).
Registration Deadline: Friday, September 6, 2019
Presenter: Dr. Scott McLeod, University of Colorado
Audience: K-12 Classroom Teachers, Instructional Coaches, Technology Coaches, School Administrators, Curriculum Specialists, and Instructional Leaders
Description: Many schools and districts now have future-ready vision statements and graduate profiles. However, most of those schools still are struggling to transition their day-to-day classroom instruction to include more critical thinking, problem-solving, creativity, and other ‘future-ready’ student competencies in ways that are substantive and meaningful. This active, hands-on workshop will focus on how to redesign classroom instruction for future-ready learning. We will use the 4 Shifts Protocol to redesign lessons, units, and other instructional activities for deeper learning, greater student agency, and more authentic work, as well as rich technology infusion. The protocol contains concrete, specific 'look fors' and 'think abouts' that allow educators, coaches, and instructional leaders to shift students' instructional work into deeper, more robust directions. The protocol is a useful complement to PBL, SAMR, TPACK, Triple E, and other frameworks that schools may be using, and also is an excellent capacity-building bridge to more complex PBL projects. Participants should come to the workshop with a willingness to rethink classroom instruction, as well as three lesson plans or unit plans from their own classroom or school. Participants will spend the day redesigning lessons and units together. Come find
out why the 4 Shifts Protocol is sweeping the globe as an instructional redesign tool, and walk away with numerous practical strategies for shifting student learning toward deeper and more meaningful work!


10
Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8) MLP Workshop II: Rational Numbers
Date: Thursday, October 10, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members) OR $399 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) ($579 for Non-Members)
Registration Deadline: Friday, September 6, 2019
Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)
Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders
Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year. During MLP Workshop II, presenters will engage teachers and coaches in mapping the learning progressions in number systems and operations using an instructional routine called the Math VAULT, which helps unpack the learning trajectories using rich mathematical tasks. We will examine concepts around equipartitioning, operations with fractions and ratios and proportionality. The goal of MLP Workshop II will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and guide instruction in supporting students’ thinking around rational numbers.


10
New! Financial Fitness for Life (grades 9-12)
**Description:** Come explore the benefits of using the newly revised third edition of Financial Fitness for Life for grades 9-12. The curriculum prepares you to teach students to make informed decisions when it comes to earning an income, savings and spending, using credit, and budgeting. The new updates also include activities delivered through educational technology tools, including Kahoot! and Quizlet. This program provides you with an overview of the background information, preparation, materials, student activities and assessments to promote active learning. You will learn how to apply economic reasoning and personal finance decision-making skills to the real world of earning, saving, investing, and spending money. Each participant will receive updated copies of the new Financial Fitness for Life curriculum.


15
**Supporting Struggling Readers: The Role of Fluency (Grades 1-5)**
**Date:** Tuesday, October 15, 2019
**Location:** Holiday Inn, Charlottesville, VA
**Registration Fee:** $169 ($229 for Non-Members)
**Registration Deadline:** Friday, September 13, 2019
**Presenter:** Colleen Spano, Reading@Curry
**Audience:** Grades K-5 Classroom Teachers, Instructional Coaches, Reading Specialists, and Curriculum Leaders
**Description:** Fluency plays an important role in literacy development; in fact, it is so essential that it is often referred to as the bridge between word recognition and comprehension. However, many students struggle with fluency. They read in a word-by-word fashion, stumble or guess at unknown words, lack expression and/or have difficulties with smooth phrasing. As a result, many of these students also struggle with comprehending what they are reading. This workshop is designed to explore the relationship between word recognition, fluency, and comprehension. The morning session will focus on defining fluency and examining what current research has to say about how to help students achieve fluency. In addition, participants will learn how to use fluency assessments to identify students’ needs and monitor students’ progress. During the afternoon session, participants will learn how to plan research-based fluency instruction that is differentiated according to students’ needs. At the end of the workshop, participants will walk away with a “fluency toolbox” that will include a set of instructional materials and strategies to support fluency and comprehension development for struggling readers in grades 1-5.


16
**School Innovation Forums**
**Date:** October 16, 2019
**Location:** Greene County
**Registration Fee:** Free for VASCD Members
**Description:** Innovation Forums are co-hosted by VASCD and schools using a variety of innovative and student-centered approaches to teaching and learning. Schools generously agree to share their time and energy to host on-site visits, and VASCD provides support to make the forums available free to our members. Most Innovation Forums include opportunities to talk with school staff and/or students, visit classrooms, and discuss their own schools’ change efforts with participants and hosts. Our goal is to gradually build a
Building a Collaborative Classroom Culture (Grades K-12)

Date: Wednesday, October 16, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, September 13, 2019
Presenter: Ron Nash
Audience: Grades K-12 Classroom Teachers, Instructional Coaches, Curriculum Leaders, and Administrators

Description: Slide on a pair of comfortable shoes, grab a writing instrument, and join Ron Nash at this highly interactive and engaging workshop. If you’re looking for ‘sit and git,’ this ain’t it! (with apologies to Mrs. Roggenbaum, Ron’s senior English teacher). Students can’t and/or won’t learn in a classroom culture where fear is present, where lecture is predominant, and where the teacher is doing most of the work. As Michael Toth and David Sousa (2019) so eloquently put it, “The brain that does the work does the learning.” The brain that goes somewhere else in Mrs. McGillicuty’s classroom is not going to connect with the material. Students who work together are able to learn more, remember more, and are far more productive than those who spend their days in isolation, “doing their own work” in an adult-centered classroom. This workshop will explore the following aspects of classroom culture: talking as thinking, listening as teaching, fear as a demotivator, failure as an accelerant of learning, mistakes as ways to shift direction and discover new insights, academic conversations between and among students as comprehension tools, methods for building strong positive relationships between and among students and teachers, and movement and music as accelerators of the learning process. Ron Nash will model and engage participants in actively practicing a wide variety of communication, collaboration, and critical-thinking strategies that can be used at any grade level and in any subject area to create a classroom culture that is collaborative and develops agency in students. These practical strategies will help transform classroom culture by enabling students to figure things out on their own and by developing their sense of responsibility for their own learning. Join Ron Nash for this fast-paced, high-energy session that will have you standing, moving, pairing, sharing, laughing, and learning, as you reimagine classroom culture. Each participant will receive a free copy of Ron Nash’s latest book: And What About You?


Confidence: The Missing Ingredient To Maximizing Student Achievement (Grades K-5)

Date: Thursday, October 17, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, September 13, 2019
Presenter: Tal Thompson (Albemarle County Schools)
Audience: Grades K-5 Classroom Teachers, Instructional Coaches, Curriculum Specialists, and Administrators

Description: One of the greatest problems that teachers face in today’s classrooms is bringing out the best their students have to offer. This problem is crushing and demoralizing to teachers as they continue
to pursue best practices for their students. No matter how complex, interactive, engaging, or rigorous the project is, students will not show off their true inner gifts and talents without first addressing this problem. The problem is CONFIDENCE – or the lack thereof - in students. In this workshop, participants will explore various strategies that create an inclusive community of learners as well as focus on the kinds of competencies that are consistent with learners who believe their voice matters, they have agency in their learning, and they can influence their communities and the world. Confidence building must start small, by igniting a self-belief within each student. The workshop will equip participants with Phase One Strategies that will cultivate a space where students can explore their own self-worth and develop an appreciation of their own abilities and qualities. Participants will also examine Phase Two Resources that promote the bringing out of that appreciation and self-worth, so students can become contributors to the class community and develop a voice that influences not only small groups but the entire room. Finally, participants will explore Phase Three of this process, to see how students can take their newfound confidence to the next level. This workshop will enable teachers to become facilitators who develop confidence in their students, thus enabling students to think critically, collaborate effectively, and produce more creative products that better demonstrate their talents. At the end of the workshop, participants will be equipped with various resources to take back to their schools so they can watch their classrooms come to life with engaged and confident students. The presenter will offer two follow up Zoom sessions, each of which will introduce a new confidence building strategy that participants can add to their “resource belt” and put into practice in order to continue the growth of confidence in their classrooms.


21
The Great Depression: The Dirty, Gritty, Truth or Lies From a Kid’s Perspective (grades 3-8)
Date: Monday, October 21, 2019
Time: 4:30 – 6:30 p.m.
Location: University of Lynchburg – Schewel 231
Cost: Teachers from Amherst, Appomattox, Bedford, and Campbell counties, and Lynchburg City participate FREE thanks to the financial partnership support from each school division and grant money from the Virginia Council on Economic Education.
Description: Let’s uncover the truth about the Great Depression by way of Key West and Beans Curry. “Beans,” the opportunistic main character in Full of Beans by Jennifer L. Holm gives his account of living through the Great Depression and the recovery influenced by the New Deal. Topics discussed include: ethical decision making, cost, benefits, productive resources, jobs, spending, saving, and giving. Classroom ready economic lessons connected to the Virginia SOLs and door prizes will be distributed.
Register: http://vcee.org/workshop/the-great-depression-the-dirty-gritty-truth-or-lies-from-a-kids-perspective/

23
Recognizing and Overcoming Implicit Bias and Microaggressions (Grades K-12)
Date: Wednesday, October 23, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $179 ($239 for Non-Members) (NOTE: There will be a discount for teams of five participants from the same school division (if four participants are registered, a fifth participant can register to attend at no additional charge.)
Registration Deadline: Friday, September 20, 2019
Presenter: Dr. Joseph Williams, University of Virginia
Audience: Grades K-12 Classroom Teachers, Coaches, Instructional Leaders, and Administrators
Description: No matter how unbiased we think we are, we all hold negative attitudes and stereotypes towards others based on race, ethnicity, gender, sexual orientation, religion, primary language, socioeconomic status, etc. – that we are unaware of. Even the most dedicated and well-meaning educators hold stereotypes and beliefs that affect how they respond to and interact with students and
their families. Unfortunately, these beliefs can be as harmful as they are inevitable—at least when unexamined. Often what gets the most attention are overt behaviors that reveal our prejudices and demonstrate discrimination. What is frequently overlooked or not discussed are implicit biases that often get reflected in the form of microaggressions. Microaggressions occur as a result of implicit or unconscious bias and can be defined as daily verbal, behavioral or environmental messages (whether intentional or unintentional) that communicate that another person’s identity or heritage is less valued or is perceived negatively. These everyday occurrences may on the surface appear quite trivial – even harmless. However, research indicates they have a powerful impact upon the behavior and academic performance of students. During this highly interactive workshop, participants will: develop an understanding of how and why implicit bias exists; identify their own unconscious biases; discuss evidence-based, practical strategies for reducing and interrupting implicit biases; identify various forms of microaggressions; understand the harmful impact of implicit bias and microaggressions on student behaviors and outcomes; and explore how to respond to microaggressions at school and in everyday situations. The goal of the workshop is to help educators reflect on their own implicit biases and become aware of microaggressions that are a part of their everyday lives. An emphasis will be placed on identifying and managing unconscious biases and microaggressions and on understanding how they affect student outcomes.


Making Algebra I Content Accessible to ALL Students: A Visual / Functions Approach (Grades 8-12)
Date: Tuesday, October 29, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, September 27, 2019
Presenter: Suzanne Bazak (Roanoke City Schools)
Audience: EOC Algebra I and Algebra I Part 1 Classroom Teachers (especially those who work with at-risk and special education students), Mathematics Coaches, Curriculum Specialists, and Instructional Leaders.
Description: Many students, both those with disabilities and those without, find math in general, and Algebra I more specifically, to be quite challenging. Research has shown that students who pass Algebra I no later than the end of ninth grade are more likely to graduate from high school, but many students struggle to successfully master the content of Algebra I. Because Algebra I is a gateway course that predicts future academic and workforce success, making Algebra I accessible to all students is a goal that educators must embrace. This workshop will look at a non-traditional approach to teaching Algebra I content which utilizes a variety of strategies and resources to support all learners. Participants will explore a visual/functions approach to teaching algebra which can help students to develop a concrete understanding of abstract algebraic ideas. An emphasis will be placed on using the Desmos graphing calculator and manipulatives to help students explore and develop an understanding of the visual characteristics of linear and quadratic functions and their ability to model real world situations. During this highly interactive workshop, participants will take on the role of students, engaging in hands-on learning activities so they see for themselves how effective they can be. Participants will leave with ideas and resources they can use immediately in their classrooms and schools to help all students develop a deep, conceptual understanding of Algebra I.


November
Date: November 9, 2019  
Location: The New College Institute, Martinsville, VA  
Cost: $25

**Description:** Join us for a Symposium co-sponsored by Virginia's Teacher of the Year Network, The New College Institute, and VASCD. All Virginia teachers in their first three years are welcome; the program will provide support, information, and inspiration!

**Register:**
https://events.r20.constantcontact.com/register/eventReg?oeidk=a07egddds2ufe65e8e1&oseq=&c=&ch=

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12  
**Economics and Children's Literature (grades K-3)**  
Date: Tuesday, November 12, 2019  
Time: 4:30 – 6:30 p.m.  
Location: University of Lynchburg – Schewel 207  
Cost: Teachers from Amherst, Appomattox, Bedford, and Campbell counties, and Lynchburg City participate FREE thanks to the financial partnership support from each school division and grant money from the Virginia Council on Economic Education.  
**Description:** This workshop will feature lesson demonstrations which are especially designed for use with young children in the primary grades. Lessons are planned so that teachers can present economic concepts found in popular primary storybooks in a hands-on, active-learning format. Classroom ready lessons and door prizes will be included.  
**Register:** http://vcee.org/workshop/economics-and-childrens-literature-grades-k-3/

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12  
**Breaking Down Barriers to Integrated Project-Based Learning (Grades 4-8)**  
Date: Tuesday, November 12, 2019  
Location: Holiday Inn, Charlottesville, VA  
Registration Fee: $169 ($229 for Non-Members)  
Registration Deadline: Friday, October 11, 2019  
**Presenter:** Hailey Fenner, Manager of Digital Learning, and Maggie Creech, Group Tour Coordinator (Virginia Museum of History and Culture)  
**Audience:** Grades 4-8 Social Studies Teachers, Instructional Coaches, Curriculum Specialists, Instructional Leaders, and Administrators  
**Description:** This workshop will focus on how teachers can link deeper interdisciplinary learning and student project choice by employing National History Day project-based learning strategies. Participants will explore how National History Day research projects can incorporate SOLs for English and History, as well as other subject areas. The workshop will explore how NHD projects can build students' skills, with an emphasis on how the process can be scaffolded to incorporate younger students as well as learners of all different abilities. Participants will have a chance to learn about the typical project process, to provide them with the structure needed to feel confident encouraging students to undertake the challenges presented by project-based learning. They will also be provided with information about the National History Day Contest, so students who might be interested in pursuing any of the various options for entering their project in that competition will be well-prepared to do so. Going through the process of reviewing various sample projects during the workshop will give participants a good sense of what their students might be able to accomplish. Educators will also engage in several activities that are modeled on what their own students would do when working on their projects, putting into practice their own research skills by conducting guided online investigations and completing primary source analyses of documents from the Virginia Museum of History and Culture's collection. Participants will flex their own writing muscles as well, by drafting a thesis based on their research, so that they can see how this process can be successfully scaffolded for their students. During the workshop there will also
be time devoted to allowing participants to develop a PBL plan of action and timeline which are tailored to their own class, course, school, or division.


**13**

**Visible Thinking: A Collaborative Journey to Student Achievement (Grades K-5)**

**Date:** Wednesday, November 13, 2019  
**Location:** Dixon Educational Center (1751 Shutterlee Mill Road, Staunton, VA 24401)  
**Registration Fee:** $169 ($229 for Non-Members)  
**Registration Deadline:** Friday, October 11, 2019  
**Presenter:** Sharon Barker, Stephanie Haskins, and Elementary Classroom Teachers (Staunton City Schools)  
**Audience:** K-5 Classroom Teachers, Coaches, Curriculum Leaders, Instructional Specialists, and School Administrators  
**Description:** Why is it that some teachers seem to consistently have better impacts for student learning? Why is it that certain instructional practices yield more than a grade level’s growth for students? What are the best strategies, and what do these high-yield strategies look like in action? Come join Staunton City Schools’ teachers and administrators, as they share what they have learned in their collaborative work on studying the effect of implementing high-yield strategies across the school division. This workshop will focus on exploring “Visible Thinking,” a term developed by John Hattie referencing the way we “see” student learning in the classroom. Participants will actively engage in activities such as analyzing and developing learning intentions and success criteria, focusing on teacher clarity, and practicing the use of student feedback. During the course of the workshop, participants will be taken by bus to a Staunton City elementary school, so that during that site visit they can see some of the discussed practices in action. After the workshop, participants will be encouraged to submit a video clip of one of their own classes engaged in using one of these high-yield strategies. The presenters will provide feedback on these videos, as well as answering questions participants might have and giving suggestions of other strategies that teachers might want to implement in their classrooms. This workshop will be high-engagement and high-impact learning, and it will prepare participants to undertake their own journey – putting into practice the precepts and conclusions of John Hattie in their own classrooms and schools.


**19**

**Windows and Mirrors: Reimagining Secondary ELA (Grades 6-12)**

**Date:** Tuesday, November 19, 2019  
**Location:** Holiday Inn, Charlottesville, VA  
**Registration Fee:** $169 ($229 for Non-Members)  
**Registration Deadline:** Friday, October 18, 2019  
**Presenter:** Becky Ellis (Edu21C Foundation) and Jacquelyn Brownlee (Albemarle County Schools)  
**Audience:** Grades 6-12 ELA Classroom Teachers, Coaches, Curriculum Leaders, Instructional Specialists, and School Administrators  
**Description:** How do we get teens to read books? How do we get teens to write for a variety of critical purposes? How do we get teens to care about ELA for more than a grade on a transcript? Can we view the SOLs as an invitation to innovate? English Language Arts instructors have a unique opportunity to engage students purposefully in exploring individual interests, culture, and technology, and, in doing so, to reimagine today’s ELA classrooms to make them more effective for today’s culturally diverse learners. During this workshop, middle school and high school ELA teachers and other Instructional Leaders will explore a wide variety of approaches and tools that can help make learning more relevant as well as more challenging for our students. The goal is for ELA instruction and assignments to be able to provide mirrors for students’ own lives as well as windows to the outside world. During the workshop, we will
examine the implicit biases and practices that shape our teacher identities so that teachers can then go back to their classrooms and use that knowledge to facilitate better connections with their own students. Participants will also have a chance to discuss the various books and projects that have proved successful in involving students in analyzing and developing a better understanding of themselves and of the world in which they live today. Participants should come prepared for an engaging dialogue and productive work session, focused on reframing their reading and writing instruction and assignments to engage students in authentic, project-based learning, using choice, technology, and culturally responsive practices.


**Money, Math, & Make Believe: Teaching Economics & Math Using Storybooks (grades K-5)**

**Date:** Monday, November 25, 2019  
**Time:** 8:30 am – 3:30 p.m.  
**Location:** University of Lynchburg – Schewel 232  
**Cost:** Teachers from Amherst, Appomattox, Bedford, and Campbell counties, and Lynchburg City participate FREE thanks to the financial partnership support from each school division and grant money from the Virginia Council on Economic Education.  
**Description:** Join us for a hand-on workshop to learn strategies you can use to teach math, economics and personal finance topics to elementary-age students. This session will incorporate children’s stories to teach math and “money-smart” economic concepts. Each participant will receive ready to use classroom lessons. Morning snacks, lunch, and door prizes will be included.  


**December**

**3-5**  
**VASCD Annual Conference 2019**  
**Date:** December 3-5, 2019 (3-Pre-conference, 4-5 Annual Conference)  
**Location:** Williamsburg Lodge, Williamsburg, VA  
**Registration Fee:** $185 (Pre-conference only), $340 (Annual Conference Only), $475 (Both)  
**Presenters:** Allison Zmuda, Ravi Hutheesing, Tyrone Howard, Steven Constantino, Linda Cliatt-Wayman  
**Description:** VASCD Annual Conference 2019  

Register: [https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eg6tsfca45c7eb0&oseq=&c=&ch=](https://events.r20.constantcontact.com/register/eventReg?oeidk=a07eg6tsfca45c7eb0&oseq=&c=&ch=)

**3**  
**Integrating Project and Problem Based Learning into Every-Day Instruction (Grades K-12)**  
**Date:** Tuesday, December 3, 2019  
**Location:** Holiday Inn, Charlottesville, VA  
**Registration Fee:** $169 ($229 for Non-Members)  
**Registration Deadline:** Friday, November 1, 2019  
**Presenter:** Jennifer Sublette and Coaches (Albemarle County Schools)  
**Audience:** Grades K-12 Classroom Teachers, Instructional Coaches, Curriculum Specialists, and Administrators  
**Description:** Large Project and Problem Based Learning experiences can feel overwhelming for teachers to plan and implement. In addition, when students are limited to only occasionally having the opportunity to engage in PBL based instruction, they have limited opportunities to develop the skills and disposition for this type of student-centered learning. This conference will focus on how to integrate PBL-based instruction into every-day instruction throughout the year, by using Mini PBL’s as tools to
help evaluate and enhance students’ current learning experiences. The workshop will explore protocols which can support individual teachers, as well as teams and PLCs, in quickly designing PBL experiences that can be easily integrated into instruction and occur in a multi-day (vs multi-week) unit design. The workshop will focus on how the every-day PBL process can help educators scaffold instructional skills for students and build a context for larger PBL opportunities by making this student-centered learning a more consistent part of student experiences throughout the year.


10

Math Learning Progressions: Building Pathways for Mathematics Understanding for All Students (Grades 3-8) MLP Workshop III: Algebraic Thinking

Date: Tuesday, December 10, 2019

Location: Holiday Inn, Charlottesville, VA

Registration Fee: $169 ($229 for Non-Members) OR $399 for ALL THREE Mathematics Learning Progressions Workshops (Number Systems & Operations on September 19, Rational Numbers on October 10, and Algebraic Thinking on December 10) ($579 for Non-Members)

Registration Deadline: Friday, November 1, 2019

Presenters: Dr. Jennifer Suh, Professor (George Mason University); Dr. Kimberly Morrow-Leong (Fairfax County, GMU); Sara Birkhead (GMU); Larry Burner, Mathematics Specialist (Frederick County Schools); Dr. Deb Crawford, Mathematics Supervisor (Frederick County Schools, GMU); Amanda Rickard, K-12 Mathematics Coordinator (Rockingham County Schools)

Audience: Grades 3-8 Classroom Teachers, Vertical Teams, Instructional Coaches, and Curriculum Leaders

Description: Three workshops on Learning Progressions in Mathematics, which participants can choose to attend individually or as a package (at a discounted rate), are being offered by VaSCL this fall. These workshops will focus on how to build pathways for mathematical understanding for ALL students. All children follow natural developmental progressions in learning. Curriculum research has revealed sequences of activities that are effective in guiding learners through these levels of thinking. These developmental paths are the basis for math learning trajectories. The three workshops will address the following questions: How do students learn a topic?; What do equitable teaching practices look like?; How can we teach with visual tools within a learning progression?; What does math modeling look like at my grade level?; and, How can we systematically use evidence from formative assessment to monitor progress and guide instruction? The goal of these workshops is to help educators teach the way in which students learn, which will ensure that their programs offer equitable mathematics instructional practices. Participants will explore various hands-on activities for how to teach using visual tools, as well as learn how to develop a targeted learning sequence that differentiates learning for all students. Participants will also consider how to improve their use of formative assessment so that they can systematically employ evidence from student work to monitor progress toward mastery of the building blocks in a progression. There will be Break-Out Sessions during each workshop based on grade level. All three Math Progressions sessions are designed to guide the instruction of individual teachers or teams of teachers, as well as for coaches or instructional leaders to use when coaching teachers. Participants at each workshop will create a vertical action plan to bring back to their own classroom, school, or division. All participants in these three workshops will also receive all digital activities and videos aligned to the Virginia SOL, Grades 3-8, to use in their classrooms and schools this year. During MLP Workshop III, presenters will engage teachers and coaches in mapping the learning progressions in Algebra and Functions, which are central to Algebra-Readiness. Participants will use an instructional routine called the Math VAULT to help unpack the learning trajectories using rich mathematical tasks. We will examine concepts around patterns and sequences, while exploring equations through multiple representations to deepen students’ algebraic habits of mind. The goal of MLP Workshop III will be to map the curricular progression with the instructional sequence and conceptual strategies to better assess and understand the levels of sophistication in students’ algebraic thinking, to help prepare ALL of our learners to be “Algebra-Ready!”
February

15
Support For New Teachers
Date: February 15, 2020
Location: The Academy for Discovery at Lakewood Norfolk, VA
Cost: $25
Description: Join us for a Symposium co-sponsored by Virginia's Teacher of the Year Network, The New College Institute, and VASCD. All Virginia teachers in their first three years are welcome; the program will provide support, information, and inspiration!
Register: https://events.r20.constantcontact.com/register/eventReg?oeidk=a07egddfgld2f5bf233&oseq=&c=&ch=

March

24
Using Five Processes to Gain Deep Mathematical Understanding (Grades PreK-3)
Date: Tuesday, March 24, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, April 24, 2019
Presenters: Kateri Thunder and Alisha Demchak (Charlottesville City Schools)
Audience: PreK-3 Teachers, Gifted Teachers, SPED Teachers, ESOL Teachers, Instructional Assistants, Instructional Coaches, Math Specialists and Coordinators, and 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 explore strategies for developing conceptual understanding and procedural knowledge in mathematics through the five processes: communication, representation, problem solving, reasoning, and connections. Participants will examine what each process is, and why each process is significant to learning in mathematics. The presenters will share a variety of evidence-based practices for engaging PreK-3 students in these five processes, including academic discourse, vocabulary instruction, the Concrete-Representational-Abstract (CRA) model, making conjectures, and self-monitoring strategies. Through personally participating in problem-solving with manipulatives, games, and truly problematic contexts, participants will analyze the mathematical processes students use as well as the mathematical concepts and procedures they learn. Throughout the workshop, participants will actively engage in and reflect on rich mathematics activities that can be used with PreK-3 students to enable them to gain deep mathematical understanding.

25
Computer Science for All the Rest of Us (Grades K-12)
Date: Wednesday, March 25, 2019
Location: Holiday Inn, Charlottesville, VA
Registration Fee: $169 ($229 for Non-Members)
Registration Deadline: Friday, April 24, 2019
Presenter: Chris Dovi, Executive Director of CodeVA
Audience: Grades K-12 Administrators, Guidance Counselors, Media Specialists, Art Teachers, After-School Curriculum Leaders, and Classroom Teachers
Description: Computer science education is an investment in our children's future, and computer science literacy has now been designated as an essential literacy for all students, according to the Virginia Department of Education. However, for most school divisions seeking ways to support the new Virginia K-12 Computer Science SOLs, the subject remains a mystery. Much of the work rests with classroom teachers, but the involvement of other educators who are working in support positions is also essential to the success of establishing effective Computer Science programs. This workshop will dive into computer science for "the rest of us." The workshop will explore the differences between tech education and computer science or computational thinking. The focus will be on how and why computer science literacy matters to students, and thus why it needs to matter to all educators as well. By attending this workshop, participants will “get the facts” about computer science and develop their understanding of the importance of incorporating computational thinking into all of their school programs. Participants will have the opportunity to spend time trying for themselves some hands-on activities exploring computer science classroom instruction in order to help develop their appreciation and understanding of why almost all kids love learning computer science. Participants will also be provided with an introduction to the many free tools and resources that CodeVA makes available to school divisions as they work to meet the new Computer Science SOL mandate.


April

18
Support For New Teachers
Date: April 18, 2020
Location: Thomas Dale High School Chester, VA
Cost: $25
Description: Join us for a Symposium co-sponsored by Virginia's Teacher of the Year Network, The New College Institute, and VASCD. All Virginia teachers in their first three years are welcome; the program will provide support, information, and inspiration!

Register: [https://events.r20.constantcontact.com/register/eventReg?oeidk=a07egddg4ld75f633b7&oseq=&c=&ch=](https://events.r20.constantcontact.com/register/eventReg?oeidk=a07egddg4ld75f633b7&oseq=&c=&ch=)