

ACPS Professional Development Calendar

2018-2019

Below are professional development activities that have been scheduled for the 2018-2019 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. Jim 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: <http://www.mcrowford@autismva.org>

- Module 1 – Intro to Autism (estimated time: 20 min)
- Module 2 – Communication Strategies (estimated time: 20 min)
- Module 3 – Comprehensive Instructional Programming (estimated time: 50min)
- 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

5

Student-Centered Coaching

Date: September 5-6, 2018

Time: 9:00 – 3:30 pm

Location: Thomas R. Fulghum Conference Center - Midlothian

Description: Student-centered coaching is an evidence-based instructional coaching model that shifts the focus from ‘fixing’ teachers to collaborating with them to design instruction that targets student outcomes. Shifting coaching toward a data-driven approach increases the efficacy of teachers, coaches, and most importantly our students.

Participants will learn concrete strategies for implementing a coaching model that is grounded in student evidence. This will include an introduction to the core practices for student-centered coaching. We will also explore how principals and district leaders can take an active role in leading a coaching effort.

This conference is recommended for K-12 instructional coaches in any area of specialization, principals, and district leaders. Breakout sessions will be offered in order to differentiate by levels of experience, roles, and needs.

Outcomes:

- Learn the core practices for student-centered coaching
- Understand how to Increase authentic engagement in coaching
- Use strategies for reflective dialogue and discourse
- Develop tools to support coaching. For example: planners, logs, and tools to communicate about coaching throughout the school community
- Understand how to measure the impact of coaching on teaching and learning
- Learn how to align coaching with the school improvement plan

[Click for Conference Schedule](#)

Hotel Information [HERE](#)

Register: Click [here](#).

6

Bell Ringer: How To Start A Lesson Right (for teachers of grades 6-12)

Date: September 6, 2018

Time: 4:30 – 6:30 pm

Location: University of Lynchburg – Schewel 214

Description: Build excitement into your Economics and Personal Finance instruction by grabbing your students attention at the beginning of each period. In this workshop, we'll explore economic and personal finance bell ringer activities and explain how they can be used to improve student learning outcomes. This workshop will give usable examples of unique and engaging bell ringer lessons that are effective in grabbing the attention of middle and high level economic students.

Register: <http://vcee.org/workshop/bell-ringer-how-to-start-a-lesson-right/>

18

Developing High-Quality Performance Assessments (Grades K-12)

Date: Tuesday, September 18, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, August 31, 2018

Presenters: VaSCL Task Bank Leads - Annie Evans (Charlottesville City) and Kelley Aitken (Frederick County)

Audience: K-12 Classroom Teachers, 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. All teachers and instructional leaders who are beginning the challenging work of creating high-quality tasks and rubrics 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 2018-2019 school year. Anyone who is planning to participate in the five meetings of the 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 Task Bank Work Groups.

Register: <https://www.vsup.org/index.php/component/zoo/item/developing-high-quality-performance-assessments?Itemid=177>

18

The Stock Market Game™: Proven Experience-Based Learning (grades 4-12)

Date: September 18, 2018

Time: 4:30 – 7:30 pm

Location: University of Lynchburg – Schewel 110

Description: Learn to use the Stock Market Game™ as a valuable educational tool for both teachers and students! Students manage a virtual investment portfolio and compete with teams across the state. Students learn saving and investing, sharpen math and research skills, and experience market forces at work. After participating in the SMG, independent studies show an increase in math scores for elementary and middle school students. It is also a proven way to learn many of the SOL in the high school economics and personal finance course. No prior knowledge of the stock market is necessary.

Register: <http://vcee.org/workshop/the-stock-market-game-proven-experience-based-learning-24/>

20

The PRINCIPAL Difference Maker In Schools (Grades K-12)

Date: Thursday, September 20, 2018 AND Thursday, March 21

Location: Holiday Inn, Charlottesville, VA

Registration Fee (for TWO workshops, and 6 months of virtual coaching): \$289 (\$389 for Non-Members)

Registration Deadline: Friday, August 31, 2018

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 the students in their school. And yet the principal is the PRINCIPAL Difference Maker in the school. This two-part workshop will address the philosophies as well as practical strategies which will enable a school principal to effectively lead a school to excellence. Participants will 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. The presenter, Scott Habeeb, a practicing principal himself, will provide virtual coaching – offering feedback, strategies to deal with specific issues, and general support - to all participants during the six months between the two sessions.

Register: <https://www.vsup.org/index.php/component/zoo/item/the-principal-difference-maker-in-schools-part-one?Itemid=177>

26

“Everyday PBL”: Unlocking the Pedagogy Behind the Project

Date: September 26, 2018

Time: 9:00 – 3:00 pm

Location: Salem Civic Center Conference Center – Salem, VA

Description: Project-Based Learning is not “one more thing” to add to your already jam-packed instructional time. Rather, it is a catalyst to create more engagement and achievement in what we are already doing well in the classroom! We will navigate through ALL the elements of PBL during our time together giving you several protocols, ideas, and approaches to use in the classroom. Join us to create

deeper learning and better results by embedding PBL into the daily conditions of learning we provide all of our students. Relevant to all grade levels.

Register: Click [here](#).

28

EDIS 3721:CRISS Comprehension Strategies

Date: September 28-29, 2018

Time: September 28: 12:00 – 6:30 pm, September 29: 8:00 – 4:00 pm

Location: Monelison Middle School

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>

To enroll in the course:

Please contact Brittany McNerney, bmcnerney@amherst.k12.va.us, by September 7th. Amherst County Public Schools will cover the cost of tuition and books.

28

Deeper Learning through Virginia's Five Cs

Date: September 28, 2018

Time: 9:00 – 3:00 pm

Location: Higher Education Center – Abingdon, VA

Description: Join us for a day of networking and sharing great ideas for strengthening students' performance of the five Cs skills: communication, collaboration, creative thinking, critical thinking and citizenship. The two keynoters will present in the morning, and breakout sessions led by southwest Virginia educators will provide choices in the afternoon. We hope to see you at the Higher Education Center in Abingdon on September 28!

Hotel Information - The Comfort Suites has set up a room block for us at \$109 per night. Call the Comfort Suites at 276-698-3040 and ask for the VASCD Rate. The Comfort Suites are located at 1093 Ole Berry Drive in Abingdon.

Register: Click [here](#).

October

4

GAME ON! GAMIFIED INSTRUCTION FOR ANY CONTENT OR GRADE LEVEL

Date: October 4, 2018

Time: 9:00 – 3:00 pm

Location: Brandt Student Center – Shenandoah University

Description: Welcome to the gamified classroom- an immersive experience for ANY grade level or content area that transforms your classroom into a hive of student exploration, curiosity, and wonder, where meaningful discoveries are driven by learners who genuinely look forward to doing more work. Shift student motivation from grade chasing to genuine curiosity. You'll learn to use "gamification" techniques to enrich student experience and create lasting memories that make learning engaging, accessible, and fun. Join us for a full day of serious fun and games for teachers of any content area, and learn how to adopt the basic principles of game-based design to transform any classroom a game like experience with no fancy tech required.

See the agenda here.

Register: Click [here](#).

9

Effective Intervention for Struggling Readers: Designing Tier 2 and 3 Supports (Grades K-5)

Date: Tuesday, October 9, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, September 28, 2018

Presenter: Susan Thacker-Gwaltney (Reading@Curry)

Audience: K-5 Classroom Teachers, Reading Specialists, Special Education Teachers

Description: Many schools use commercial programs for reading intervention which do not align neatly with their students' assessed needs nor can they be coordinated easily with Tier 1 instruction. This session will examine research-based practices for reading intervention, enabling participants to recognize the warning signs for reading difficulties and to practice interactive activities that can be applied in 1:1 or in small-groups (1:3 ratios) in the K-5 regular classroom or used by Reading Specialists in a building. Activities will focus on ways to support students with decoding, self-monitoring, and repairing mistakes that may impair comprehension. Structured, explicit techniques for building word identification, fluency, comprehension, and vocabulary will be examined, and participants will leave with a "toolbag" of specific strategies and practical activities and ideas to promote word attack skills, to build sight word vocabularies, and to teach word reading strategies to struggling learners. 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. A follow-up Zoom session will be offered, in which participants can provide feedback on what they tried - their successes and any obstacles they faced - and ask follow-up questions about implementing these strategies and activities in their own classrooms.

Register: <https://www.vsup.org/index.php/component/zoo/item/effective-intervention-for-struggling-readers-designing-tier-2-and-3-supports?Itemid=177>

11

Developing Thematic, Interdisciplinary Units that Support Project-Based Learning and Literacy in Science and Social Studies (Grades K-6)

Date: Thursday, October 11, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, September 28, 2018

Presenter: Sarah Lupo (James Madison University)

Audience: K-6 Classroom Teachers, Special Education Teachers, Curriculum Leaders

Description: Bringing literacy into the content areas, particularly in science and social studies, has long been thought to improve literacy as well as content learning. However, recent research has identified the value of bringing science and social studies into the language arts block, to strengthen both content learning and literacy instruction, especially for students who read below grade level as well as English Language Learners. This session will focus on how and why developing integrated units that incorporate science and social studies into the ELA block encourages deeper learning. In this session, participants will learn how to develop units that promote reading and writing for real purpose that help prepare students for Project Based Learning and Performance Assessments. Participants will explore how to develop effective thematic units that align with the Virginia reading and writing SOLs. Instruction on creating these units will include how to select texts and vocabulary strategies that support content learning as well as how to incorporate comprehension strategies and related write-to-learn activities to develop literacy and content knowledge simultaneously. One month after the workshop, participants will be sent a relevant article about the use of interdisciplinary units and an invitation to discuss that article and share the progress they have made in implementing interdisciplinary units in their classrooms and schools during a Google Hang Out session.

Register: <https://www.vsup.org/index.php/component/zoo/item/developing-thematic-interdisciplinary-units-that-support-project-based-learning-and-literacy-in-science-and-social-studies?Itemid=177>

11

Economics of Globalization: A Perspective on the Costs and Benefits (for teachers of grades 6-12)

Date: October 11, 2018

Time: 8:30 – 3:30 pm

Location: University of Lynchburg – Schewel 232

Description: Your students are living in a globalized economy. How can you make sure your students not only survive, but thrive? The first step is to frame globalization issues in terms any middle and high school student can understand. This workshop will demonstrate lessons that explore key issues including trade, comparative advantage, protectionism, outsourcing, and immigration. Additionally, participants will consider both sides of the globalization debate – the benefits and the costs. Teachers will become equipped to pass onto students a firm understanding of how they can weigh the costs and benefits of globalization; and choose responsibly as consumers, employees, and citizens in a global economy.

Register: <http://vcee.org/workshop/economics-of-globalization-a-perspective-on-the-costs-and-benefits/>

16

Enhancing Student Learning through Mathematical Modeling (Grades 3-8)

Date: Tuesday, October 16, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, September 28, 2018

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

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

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 STEM integrated 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. The presenters will provide a virtual follow-up session.

Register: <https://www.vsup.org/index.php/component/zoo/item/enhancing-student-learning-through-mathematical-modeling?Itemid=177>

19

Growing and Supporting the Use of Performance Assessment in Your School

Date: October 19, 2018 and February 25, 2019

Time: TBA

Location: John Tyler Community College – Midlothian, VA (October 19) and Blue Ridge Community College – Weyers Cave, VA (February 25)

Description: This two-day workshop will equip teacher leaders and administrators with the tools to support quality implementation of performance assessment in their schools. It is designed especially for (1) central office instructional leaders and (2) school-based instructional leaders such as coaches, team leaders, and department chairs. VASS is sponsoring similar workshops designed specifically for principals; information on the VASS programs is available [here](#).

Many districts are sold on the idea of performance assessments, but become “lost in the weeds” when it comes to evaluating the quality of locally-developed assessments. Performance assessment is worth it.

It encourages critical thinking and the 21st Century skills and upholds the criteria outlined in the Profile of a Virginia Graduate. But it can be difficult to implement with fidelity system-wide.

This two-day workshop will equip teacher leaders and administrators with the tools to support quality implementation of performance assessment in their schools. It is designed especially for (1) central office instructional leaders and (2) school-based instructional leaders such as coaches, team leaders, and department chairs who are looking to evaluate the quality of assessments being developed and implemented in their schools and districts. Specifically, on **October 19, (John Tyler Community College)** learn to:

- interpret Virginia’s Quality Criteria for Performance-Based Assessment;
- use structured protocols to review and analyze assessments to determine the degree to which they align with the Quality Criteria, and;
- provide effective, helpful feedback to teachers related to the design and use of performance assessment.

On **February 25, (Blue Ridge Community College)** learn to:

- explore the “anchoring” of assessments to determine the quality of student work being elicited by the assessment;
- use processes that maximize the reliability of scoring performance assessments, and;
- use the scoring process to improve alignment among standards, rubrics, and tasks.

Register: Click [here](#).

24

Student-Centered Assessment: Goal Setting in Literacy & Math (Grades Pre K-5)

Date: Wednesday, October 24, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, October 5, 2018

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

Audience: PreK-5 Teachers, Special Educators, Math Specialists, Reading Specialists, Instructional Coordinators and Coaches, Administrators

Description: Come explore how to facilitate students’ goal setting, choice of learning tasks, and self-monitoring. See students purposefully practice executive functioning and metacognition skills while engaging in developmentally appropriate learning tasks in reading, writing, and math. Participants will explore the process of engaging students in setting their own goals for learning and monitoring their progress towards meeting these goals. Participants will leave with a wealth of instructional strategies they can implement in their own classrooms or use when coaching teachers. A separate follow-up workshop on implementing classroom structures and differentiated tasks that support and extend student-centered assessment will be offered on March 19, 2019. During the five months between workshops, participants will receive a biweekly blog post with additional information, classroom examples, and resources. Participants will be encouraged to respond to presenters with questions and ideas as they work to implement student-centered assessment strategies in their classrooms and schools.

Register: <https://www.vsup.org/index.php/component/zoo/item/student-centered-assessment-goal-setting-in-literacy-math?Itemid=177>

25

The Economics of Harry Potter and Fantastic Beasts & Where to Find Them (for teachers of grades 3-8)

Date: October 25, 2018

Time: 4:30 – 6:30 pm

Location: University of Lynchburg – Schewel 209 (Active Learning Classroom)

Description: Harry Potter and Fantastic Beasts & Where to Find Them are popular literature and movies for students which can be the perfect “hook” needed to engage the students’ interest. This interactive workshop will feature interdisciplinary lessons and activities based on these popular titles. Economic topics include: scarcity, decisions, opportunity cost, jobs, trade, money, banking, goods, services,

consumer, producer, and a business plan. Teachers will receive classroom-ready lessons plans, materials, and student activities that promote hands-on learning. Snacks will be served.

Register: <http://vcee.org/workshop/the-economics-of-harry-potter-and-fantastic-beasts-where-to-find-them/>

30

Personalized Learning (Grades K-12)

Date: Tuesday, October 30, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$169 (\$219 for Non-Members)

Registration Deadline: Friday, October 5, 2018

Presenter: Allison Zmuda

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

Description: How can we design learning experiences that are more in tune with the contemporary world we are living in and the students we have in front of us? The true goal of personalized learning is for every student to become a self-directed learner through the design and development of their learning experiences. In this session, Allison Zmuda will explore with participants how personalized learning is a simple and powerful frame that allows students to thoughtfully engage with inquiry, generate ideas, and develop challenging yet achievable performance opportunities. In order for students to work in this rich environment, they will need to develop Habits of Mind. By the end of the conference, participants will be able to: explore why personalized learning is important for student engagement and learning; understand how students can become self-directed when Personalized Learning is connected with Habits of Mind; differentiate Personalized Learning from other similar instructional models; examine and apply the four attributes to reimagine learning experiences; explore powerful school examples of Personalized Learning; and identify practices that support Personalized Learning.

Register: <https://www.vsup.org/index.php/component/zoo/item/personalized-learning?Itemid=177>

November

13

The DBQ Project: Inquiry, Dialogue, and Evidence-Based Writing (Grades 6-12)

Date: Tuesday, November 13, 2018 AND Tuesday, January 29, 2019

Location: Holiday Inn, Charlottesville, VA

Registration Fee (for TWO workshops, and 2-3 follow-up webinars): \$289 (\$389 for Non-Members)

Registration Deadline: Friday, October 12, 2018

Presenter: Chip Brady (Co-Founder of The DBQ Project)

Audience: 6-12 Classroom Teachers, Instructional Coaches, Curriculum Leaders, and School Administrators

Description: For over a decade, The DBQ Project has promoted rigorous reading and writing instruction for all students, not just those in advanced classes. Using document-based questions as a method of instruction enables all students to master high-level skills. This two-part workshop will provide a solid understanding of the DBQ Project 6-Step Method, which builds on students' curiosity and increases their confidence to answer compelling, authentic questions. During the first session, participants will analyze and norm student work using the DBQ Project Rubric, as well as explore best practices that motivate and empower students to use close reading skills to analyze documents and write strong, evidence-based essays. The follow-up workshop will focus on assessing student work and coaching students to produce higher-quality work. Participants will be asked to select and implement a unit of study that aligns to their curriculum, and then bring to the second session a high, medium, and low sample of student work for norming. Between the first and second workshop, participants will be given the opportunity to participate in several webinars which will help them plan the teaching of the DBQ they

have selected. The second workshop will focus on the struggles teachers face in getting students to closely read documents, make claims, and analyze and interpret sources, thus providing participants with a deep dive into the coaching of critical thinking and writing.

Register: <https://www.vsup.org/index.php/component/zoo/item/the-dbg-project-inquiry-dialogue-and-evidence-based-writing?Itemid=177>

13

Fun and Games with Economic Concepts: Energizers for the Elementary Classroom (for teachers of grades K-5)

Date: November 13, 2018

Time: 4:30 – 6:30 pm

Location: University of Lynchburg – Schewel 209 (Active Learning Classroom)

Description: This interactive workshop is brought to you by the letter “E” for Economics. Discover how to engage students in activities that get them out of their seats as they learn about productive resources, opportunity cost, and entrepreneurship. Activities include “Up & Down Energizer,” “Trading Treasures Workout,” and “Let’s Visit Virginia.” Classroom-ready lessons, a topical bibliography, snacks, and door prizes are included.

Register: <http://vcee.org/workshop/fun-and-games-with-economic-concepts-energizers-for-the-elementary-classroom/>

28

Designing Effective and Interactive Online and Blended Learning (Grades K-12)

Dates: October and November (asynchronous and synchronous online sessions in advance; see description below)

Date: Wednesday, November 28, 2018 (in person session)

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, October 5, 2018

Presenter: Stephanie Moore (University of Virginia)

Audience: K-12 Teachers, ITRT’s, Technology Coordinators, and Administrators

Description: While online education can be useful for increasing access to education and increasing flexibility in the system, the research on online learning is clear - we have to fill in the blank: access to what? What learners access must be of high quality, or it isn’t worth the time or money invested (theirs or ours). In an online module prior to this session and in an online module after the session, as well as during the workshop itself, participants will explore what creates a high-quality online learning experience so that student’s access to online opportunities adds value to their education. Participants will consider the following characteristics of effective online instruction: organization and structure; management of forums and discussions; effective multimedia content; feedback; and engagement. This professional learning session is designed as a blended learning opportunity. There will be some asynchronous materials and kickstart activities available by early October, a synchronous 1.5 hour video chat with guest speakers around the state by early November (exact dates for these sessions TBD by August 31), and then a full-day in-person session on November 28. Across these sessions, participants will develop a course plan (or revise an existing one) for an online or blended class; evaluate existing open content online using the principles from the workshop; discuss how to evaluate vendor products; and map instructional and engagement strategies and tools that help facilitate interactive online learning. Throughout the online sessions and the in-person workshop, there will be discussions on managing the transition to online and debunking myths about online and blended learning. This workshop will be particularly appropriate for teachers who teach or will be teaching online and blended classes, as well as technology coordinators and others who support online teaching and select products and content for use in online and blended instruction. We strongly encourage participation in teams from schools or divisions, as we will explore how instructional and building- or division-level planning interact with each other for effective planning and design.

Register: <https://www.vsup.org/index.php/component/zoo/item/designing-effective-and-interactive-online-and-blended-learning?Itemid=177>

29

VASCD Annual Conference

Date: November 29-30, 2018

Time: TBA

Location: Doubletree by Hilton – Williamsburg, VA

Description: We're bringing you another outstanding and energizing conference in 2018.

Watch this page for updated details about sessions, events, sponsorships, networking opportunities, and more!

[View and download the conference schedule.](#)

Exhibitor Information Click [HERE](#)

Hotel Information -

For on-line reservations at the Doubletree, Williamsburg, click [HERE](#)

Phone reservations for the Doubletree, Williamsburg call 1 (800) 222-8733 with reference group name: VASCD

Register: Click [here](#).

December

4

The Trauma Sensitive Classroom: Cultivating Mindfulness and Compassion to Support Learning (Grades K-12)

Date: Tuesday, December 4, 2018

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, November 9, 2018

Presenter: Patricia Jennings (University of Virginia)

Audience: K-12 Classroom Teachers, Guidance Counselors, Special Education Teachers, Support Staff, and School Based & Central Office Administrators

Description: Creating a trauma sensitive classroom requires cultivating and maintaining a warm and supportive learning environment so kids feel safe and included. Trauma impacts cognitive and emotional development in ways that help kids adapt to the trauma, but that make it more difficult for those kids to adapt to the demands of the classroom environment. Applying mindfulness and compassion-based approaches to supporting students and staff is one strategy to effectively address traumatized students in the K-12 learning environment. This workshop will explore basic as well as applied research within the fields of neuroscience, psychology and general education. The presenter will offer meaningful ways for educators to manage stressful demands so that they can cultivate an exceptional learning environment and ultimately revitalize the learning opportunities of all students. Participants will gain valuable knowledge, develop new skills, and have time to collaborate effectively with other attendees. The presenter will offer a Follow-Up Zoom session in which participants can discuss the challenges they have faced and the successes they have had in creating a trauma sensitive classroom.

Register: <https://www.vsup.org/index.php/component/zoo/item/the-trauma-sensitive-classroom-cultivating-mindfulness-and-compassion-to-support-learning?Itemid=177>

10

Performance-Based Assessments Across K-12 Subjects: Essential Skills in Economics (for teachers of grades K-12)

Date: December 10, 2018

Time: 8:30 – 3:30 pm

Location: University of Lynchburg – Drysdale West Room

Description: This professional development program is for K-12 teachers of all subjects! The hands-on program will begin with a review of performance-based assessments (PBAs) best-practices as recommended by the Virginia Department of Education. Examples of multidisciplinary PBAs correlated to specific Standards of Learning will be shared. While the “Essential Skills” in economics (aka, economic reasoning skills) are required in every K-12 social studies subject, these 21st century life-skills are applicable to all subjects and everyday life. Examples of the benefits of developing these skills include: sharpening critical thinking and critical literacy skills; entertaining multiple perspectives; better understanding current events; laying the groundwork for authentic discussions and civil debates; articulating opinions grounded in basic economic concepts and principles; casting informed votes; and, making students’ thinking explicit for assessment purposes. After the instructor models effective economic reasoning instructional practices, teachers will be grouped by grade levels and subject areas to practice using economic reasoning tools and rubrics. The day will conclude with teachers brainstorming other classroom-ready instructional activities for their students, which they may submit to the 2019 Economic Educator Awards program sponsored by the Virginia Council on Economic Education. First place awards are \$1,000. Breakfast and lunch included.

Register: <http://vcee.org/workshop/performance-based-assessments-across-k-12-subjects-essential-skills-in-economics-2/>

January

24

The Stock Market Game™: Proven Experience-Based Learning (grades 4-12)

Date: January 24

Time: 4:30 – 7:30 pm

Location: University of Lynchburg – Schewel 110

Description: Learn to use the Stock Market Game™ as a valuable educational tool for both teachers and students! Students manage a virtual investment portfolio and compete with teams across the state. Students learn saving and investing, sharpen math and research skills, and experience market forces at work. After participating in the SMG, independent studies show an increase in math scores for elementary and middle school students. It is also a proven way to learn many of the SOL in the high school economics and personal finance course. No prior knowledge of the stock market is necessary.

Register: <http://vcee.org/workshop/the-stock-market-game-proven-experience-based-learning-17/>

31

Reading: Organizing Early Elementary Reading Instruction (Grades K-2)

Date: Thursday, January 31, 2019

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, January 11, 2019

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. During the two weeks before the workshop is held, participants will be asked to read one article and try out one activity (from several choices provided by presenter). Participants will be asked to post responses to what they read and what happened when they used the activity in their classroom. During the workshop, participants will continue to discuss these experiences as they explore principles for designing Tier 1 reading instruction that meets each student’s assessed needs and aligns to the state’s reading standards. During the morning, 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.

Register: <https://www.vsup.org/index.php/component/zoo/item/reading-organizing-early-elementary-reading-instruction?Itemid=177>

March

19

Student-Centered Assessment: Differentiation to Match Tasks to Students (Grades Pre K-5)

Date: Tuesday, March 19, 2019

Location: Holiday Inn, Charlottesville, VA

Registration Fee: \$149 (\$199 for Non-Members)

Registration Deadline: Friday, March 1, 2019

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

Audience: PreK-5 Teachers, Special Educators, Math Specialists, Reading Specialists, Instructional Coordinators and Coaches, Administrators

Description: How do we select the right task at the right moment to meet a specific student's needs? As teachers, we are constantly making decisions as we select math tasks, literacy tasks, books, and mentor texts to use in our math and literacy instruction. During this workshop, we will unpack the steps necessary to make these decisions and examine how task selection, differentiation, and student goal setting go hand in hand. We will explore strategies for differentiating the content, process, and product of math and literacy lessons based on student goals, as well as consider various strategies to appropriately select and match tasks to individual students. This workshop will build on the groundwork laid in the workshop Goal Setting in Literacy & Math (October 24, 2018), so attendance at that workshop is encouraged, especially for newer teachers. After the workshop, participants will receive a biweekly blog post with additional information, classroom examples, and resources. Participants will be encouraged to respond to presenters with questions and ideas as they work to differentiate and match tasks to students.

Register: <https://www.vsup.org/index.php/component/zoo/item/student-centered-assessment-differentiation-to-match-tasks-to-students?Itemid=177>