BETTER, TOGETHER! LITERACY & NUMERACY

2023

FEB 17 - ONLINE

AISCA
Association of Independent
Schools & Colleges in Alberta

Association of Independent Schools & Colleges in Alberta Teachers' Convention

ONLINE VIA ZOOM!

8:00am - 9:00am	Registration
9:00am - 9:15am	Opening
9:15am - 10:45am	Keynote Presentations
10:45am - 11:05am	Wellness Break
11:05am - 12:15pm	Breakout Sessions A
12:15pm - 1:00pm	Lunch Break
1:00pm - 2:10pm	Breakout Sessions B
2:10pm - 2:20pm	Transition Time
2:20pm - 3:30pm	Breakout Sessions C
3:30pm	Day Ends

AISCA's "Better, Together!" Teachers' conference has quickly become an annual highlight on the PD calendar. We owe much of our success to the many educators and leaders who have stepped up to lead engaging and informative workshops. This year our theme is "Better, Together!: Literacy & Numeracy". Based on last year's success, the conference will be taking place in multiple locations! We will be hosting in-person conferences in Calgary and Edmonton, and an Online option will also be available.

NOTE: Breakout sessions differ by venue.

Our Mathematical Minds: Why Math is the Key to Equity at School and in Life

DR. JOHN MIGHTON,
JUMP Math Founder

KEYNOTES

Robust and Explicit Vocabulary Instruction in the Classroom: Closing the Vocabulary Gap

LORRAINE REGGIN,
PhD Candidate, U of C

AISCA
Association of Independent
Schools & Colleges in Alberta

cpd Alberta Regional Consortia

Registration & Questions
e: register@crcpd.ab.ca
w: www.crcpd.ab.ca

Breakout Sessions A

Executive Functions: Supporting the Scattered (All Levels)
Becca Bouchard, Calgary Academy

Developing a Class Culture that Supports Engaged and Successful Problem Solvers (All Levels)
Dr. John Mighton, JUMP Math

Indigenous Mentoring in Schools and Youth Programs (Middle & High School)
Tanya Tourangeau, Alberta Mentoring Partnership

High School Teen Mentoring: Did You Know Students Can Earn CTS Credits? (Middle & High School)
Caroline Gosling, Alberta Mentoring Partnership

Using Shared Book Reading to Support Speech, Language, and Literacy Development for All Learners (Elementary)
Lauren Daley & Marisa McColl, Renfrew Educational Services

3 Ways to Bring the Science of Reading into the Balanced Literacy Classroom (Elementary)
Kim Tackaberry, Calgary Regional Consortium

Ready Learner One - How We Built a 'Real School' in the Cloud (Middle, High School)
Dr. Jason Rogers & John Wolf , Rundle College

Breakout Sessions B

Morphing Relationships Within the Classroom (Elementary)
Yolande Daley, Janus Academy

A Deep Dive into Vocabulary Instruction in the Classroom (All Levels)
Lorraine Reggin

Structured Literacy in the K-3 Classroom (Elementary)
Suzanne Diermann & Kira Friesen Sage

Supporting Students' Mental Well-Being through Mentoring (Middle & High School)
Caroline Gosling, Alberta Mentoring Partnership

What's in a Label? Expanding Student Knowledge of Neurodiversity (All Levels)
Dr. Amanda Smith-Demers, Renfrew Educational Services

Open Parachute Community of Practice Session (All Levels)
Dr. Hayley Watson

Leadership Practices of Founding Leaders in Canadian Private Schools (All Levels)
Dr. Jason Rogers, Rundle College Society

Igniting Teaching and Learning Online (Grades 1 - 12)
Alison Hancox & Dr. Daylene Lauman, Ignite Centre for eLearning

Breakout Sessions C

Introduction to the WRaP 2.0: FASD Coaching Partnership Program (All Levels)
Tiara Samson, North East Alberta Fetal Alcohol Network

Social Media & The Internet: How Online Interactions are Impacting Student Mental Health (All Levels)
Dr. Hayley Watson

Decoding Decodable Text (Elementary)
Suzanne Diermann & Kira Friesen Sage

Setting up Mentoring Initiatives as a Strategy to Support Social Emotional Wellbeing (Middle & High School)
Caroline Gosling, Alberta Mentoring Partnership

The Impact of Self Regulated Learning on the Reading Comprehension Skills of High School Students (Middle & High School)
Kim McLean, Foothills Academy

Supporting Students with Autism in the Classroom (All Levels)
Ashley Ortynsky & Karen Wikkerink, Children's Autism Services of Edmonton

Weaving Indigenous Ways of Knowing into Curriculum (All Levels)
Kim Barker-Kay, Northwest Regional Learning Consortium

Classroom Survival Skills – Teaching Your Students Prosocial Skills (All Levels)
Kathy King, AISCA

Session Descriptions

KEYNOTE 1 - Our Mathematical Minds...Why Math is the Key to Equity at School and in Life Dr. John Mighton

New research on the brain suggests that math may be the most universally accessible and the most important subject for young students. But a decade of significant investments in new technologies and curricula hasn't significantly improved outcomes in math. We will discuss potential solutions to this problem including some key findings from the science of learning that could help us nurture the full intellectual potential of every student and create a more equitable and productive society.

KEYNOTE 2 - Robust and Explicit Vocabulary Instruction in the Classroom: Closing the Vocabulary Gap Lorraine Reggin

Learning to read involves a complex interaction of two broad components: listening comprehension and word recognition. Although seemingly simple, as outlined by the Simple View of Reading, each of these components is complex and involves all areas of learning and teaching. We will focus on vocabulary and weave together research and practical classroom applications. Come with your ideas, inspiration, challenges and triumphs to help support every child to learn new vocabulary.

A Deep Dive into Vocabulary Instruction in the Classroom
Lorraine Reggin

Practice identifying appropriate words for explicit instruction, using techniques for explicit vocabulary instruction and Frayer models. Gain experience using different discourse genres, inferencing, and the use of figurative language to improve reading comprehension in your students across the grades.

Classroom Survival Skills – Teaching your Students Prosocial Skills (All Levels) Kathy King

You will learn basic classroom survival skills that you can teach to your students next week. Based on The Prepare Curriculum – Teaching Prosocial Competencies by Arnold P. Goldstein, these social skills were developed by the Mental Health Association in Saskatchewan. You will learn 6 basic survival skills that will assist your students in the classroom and in relationships. The skills include: Listening, Ignoring Distractions, Accepting Consequences, Using Self Control, Responding to a Request from an Adult and Working Independently. Teaching these skills to all students enables them to understand in four easy steps how to practice, demonstrate and model each skill. It promotes and focuses on positive reinforcement of the behaviours you want to see rather than dealing with behaviours that are interrupting the learning environment.

Developing a Class Culture that Supports Engaged and Successful Problem Solvers (All Levels) Dr. John Mighton

Research in cognitive science suggests that students are more likely to become engaged and successful problem solvers when they are given sequences of challenges in which (initially) only one or two dimensions of the problem are varied at a time. By raising the bar incrementally and combining scaffolding with continuous feedback, teachers can help students learn to persevere and develop the conceptual foundations they need to tackle complex problems. We will demonstrate free resources that use these evidence-based strategies to teach problem solving. In a large randomized controlled trial, students taught by these methods made significantly more progress in problem solving than student in the control group.

Decoding Decodable Text (Elementary)
Suzanne Diermann & Kira Friesen Sage

"What is decodable text? How is decodable text different from levelled text? When should I use levelled text or decodable text?" These may be some of the questions that you have as you begin the journey into a more structured literacy approach with the new ELAL curriculum. We will look closely at what makes a text or passage "decodable" and when and why you should be using decodable reading materials. We will review when it's appropriate to use levelled text and why you don't need to purge them! We will discuss the great importance of quality readalouds and predictable books. You will have an opportunity to write your own decodable passage as well, during this hands-on session!

Executive Functions: Supporting the Scattered (All Levels)
Becca Bouchard

Forgotten pencils, misplaced coats, work not clipped into binders, instructions left unread – why do some students struggle with the mundane? Deficits with Executive Functions show up in all areas of life. Executive Functions are the control processes of the brain that affect working memory, inhibitory control, and cognitive flexibility. In this session, we will identify and define Executive Functions (EFs), explore how deficits show up in the classroom and share practical strategies to support students. You will leave with ways to identify students' EF strengths and areas for growth, ways to track progress, and systems to effectively be "surrogate frontal lobes".

High School Teen Mentoring: Did you know students can earn CTS credits? (Middle, High School)
Caroline Gosling

This session will provide information on Alberta's Career and Technology Studies (CTS) courses on mentorship to help students earn high school credits while deepening their understanding of the mentor-mentee relationship. We will look at outcomes, delivery methods and resources to support these courses.

Igniting Teaching and Learning Online (Grades 1-12)
Alison Hancox & Dr. Daylene Lauman

In this session, we will share some of our promising leadership practices in research-based leadership online learning. What are the characteristics of a strong online teacher? How do we support teacher growth in the online environment? How do we ensure high levels of engagement in learning? How do we reframe classroom management in an online learning environment? Attendees will be invited to share their promising practices as well.

Indigenous Mentoring in Schools and Youth Programs (Middle, High School)
Tanya Tourangeau

Looking to improve or develop a mentoring program for Indigenous Youth? Join us to discuss:

- Components of successful Indigenous Mentoring Programs;
- Engaging Indigenous community and organizations for support and collaboration;
- and Resources for Indigenous Youth and Mentors.

Session Descriptions (Cont'd)

Introduction to the WRaP 2.0: FASD Coaching Partnership Program (All Levels)
Tiara Samson

The WRaP 2.0: FASD Coaching Partnership Project is a five-year collaboration between the Ministry of Education, Ministry of Community and Social Services and Alberta's 12 FASD Service Networks. Through the no cost services of FASD Instructional Coaches school staff will be supported to enhance their capacity to meet the education needs of students with FASD from Early Childhood Services through to Grade 12. Please join one of our coaches, Tiara Samson, as they share what supports the program can provide to all school staff (the how), as well as a brief overview of foundational FASD knowledge (the why).

Leadership Practices of Founding Leaders in Canadian Private Schools (All Levels)
Dr. Jason Rogers

Earlier this year, Jason completed his doctoral studies at the University of Calgary. The title of Jason's dissertation is "Leadership Practices of Founding School Leaders in Canadian Private Schools." The problem statement he was seeking to answer was,

"Globally, there has been significantly increased interest and investment in private school education. Occasionally, a new private school will fall victim to a fail-fast mentality, a mindset that encourages early investment with the hope of rapid success or failure. When schools fail, students who are enrolled have the most to lose. Despite the increased interest and investment in private schools, there has been little research examining the practices used by school leaders to bring schools from start-up to sustainability."

In this session, Jason will share the findings of his study.

Morphing Relationships Within the Classroom (Elementary)
Yolande Daley

This session is geared towards supporting Teachers in balancing the many demands of curriculum requirements while supporting the different needs of their students. Key elements of this session will provide Teachers, and Educational Assistants with:

- How to build trust and relationships with students to enhance the learning process
- Effective ways to establish learner cooperation by effectively using positive reinforcement while reducing learner errors
- Identifying the reasons why students may be displaying behaviours that is interfering with learning
- How to apply strategies based on these reasons, to support behavioural changes within any classroom situations

Open Parachute Community of Practice Session (All Levels)
Dr. Hayley Watson

Open Parachute School Champions and interested teachers implementing Open Parachute in their classrooms are welcome to attend this session. It is an opportunity to join Dr. Hayley Watson to share, network and ask questions.

Ready Learner One: How We Built A 'Real School' in the Cloud (Middle, High School)
Dr. Jason Rogers & John Wolf

In this workshop, the founders of Rundle Studio will share the learnings they have acquired while creating the first virtual school dedicated to students with complex learning needs.

Setting up Mentoring Initiatives as a Strategy to Support Social Emotional Wellbeing (Middle, High School)
Caroling Gosling

Are you interested in bringing mentoring into your school to enhance student wellbeing? This session will explore steps involved in setting up a variety of different mentoring initiatives both formal and informal. Resources will be shared, along with tips from people who have experience with mentoring in schools. Participants will have an opportunity to begin a plan for design and implementation.

Social Media & The Internet: How Online Interactions are Impacting Student Mental Health (All Levels)
Dr. Hayley Watson

This session will provide educators with an understanding of the impacts of social media and other online interactions on student learning, peer dynamics, and self-esteem. They will explore ways in which online exposure impacts short and long-term mental health outcomes, as well as strategies for helping their students counteract these impacts.

Structured Literacy in the K-3 Classroom
Suzanne Diermann & Kira Friesen Sage

In this session, we will take a "mini-dive" into dyslexia – what is going on with the kids who don't seem to "catch on" in the learning to read process. Why we need to watch for the red flags in the early childhood years. Why early intervention is critical for these students and ways teachers can support literacy success, using the science of reading principles and structured high-impact strategies. We will also look at the great importance of phonological awareness. What it is and ways to weave it into your classroom. Resources, screening tools, assessments, strategies, checklists, and teaching ideas will be explained and shared with the participants. Come with your questions; we will provide clarity and suggestions on the Science of Reading.

Supporting Students' Mental Well-Being through Mentoring (Middle, High School) Caroline Gosling

Are you interested in ways to support and enhance your student's mental health and wellbeing? Canadian research has found girls who were mentored were 2 times less likely to be depressed; boys and girls were 2 times and 3 times, respectively, less likely to have social anxiety; girls & boys were 2 times less likely to exhibit conduct problems.

This session will look at different forms of mentoring in schools, both formal and informal including intergenerational mentoring, teen mentoring, virtual mentoring and Career and Technology Studies credits. Ideas for how to incorporate or enhance mentoring in your school will be shared. Participants will learn about the Alberta Mentoring Partnership and the resources available to help support mentoring in schools.

Supporting Students with Autism in the Classroom (All Levels)
Ashley Ortynsky & Karen Wikkerink

This session aims to give educators tools and strategies that they can use to support students with Autism in the classroom. Autism presents differently in each individual person; the goal of this presentation is to explore what changes adults can make to better support the development of Social Communication and Emotional Regulation in the classroom context. Using the SCERTS Model to guide the discussion, we will explore practical strategies and supports that can be trialed in the classroom right away!

Session Descriptions (Cont'd)

3 Ways to Bring the Science of Reading into the Balanced Literacy Classroom: Based on the book, Shifting the Balance (Elementary)
Kim Tackaberry

Jan Burkins and Kari Yates, Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom is a book that has come forth through deeper inspection of how best to teach students to read. It focuses on utilizing current research, best practices and teacher decision-making to best meet the needs of students. We invite all educators, working with students at a K-2 level, who would like to dig deeper into Burkins and Yates' book Shifting the Balance to join me. The goal of this workshop is to engage in robust discussions about high yield instructional routines and set aside time to discuss how the science of reading ties into current balanced literacy practices. Note: Due to limited session time, we will focus on the first three shifts only.

Please note: Books are not provided or necessary to participate in this session.

The Impact of Self Regulated Learning on the Reading Comprehension Skills of High School Students (Middle, High School)
Kim McLean

When students with learning disabilities (and students who struggle with literacy) enter junior and senior it is often assumed that they bring grade level reading and writing skills with them which is not always the case. These students can understand the material but can have difficulty providing evidence of this understanding and doubt in their ability to succeed as a learner. As a Language Arts or English teacher how do you balance curriculum demands, class size, and the variety of learning needs of presented by your students? This session will review the needs of junior/senior high students with learning disabilities and provide practical strategies for the junior/senior English class so that students with learning disabilities and those struggling can demonstrate their understanding while the teacher can address the curriculum.

Using Shared Book Reading to Support Speech, Language, and Literacy Development for All Learners (Elementary)
Lauren Daley & Marisa McColl

What is it about books that makes them such a powerful tool for supporting children's development? Research suggests that shared book reading activities promote language and literacy development, prepare students for academic success, promote imagination and creativity skills, and facilitate relationship building between readers and listeners. This workshop aims to discuss shared book reading strategies and benefits to language and literacy development, including:

- The benefits of shared book reading to support all learners in classrooms, including students with complex communication needs and neurodiverse populations.
- Making book reading activities engaging for all learners, to support a lifelong love of reading.
- Using books and shared reading to support speech, language, and literacy development.
- Collaborating with your speech-language pathologist to support literacy development in the classroom.

What's in a Label? Expanding Student Knowledge of Neurodiversity (All Levels)
Dr. Amanda Smith - Demers

Do you want to learn more about diagnostic considerations, as a part of psychoeducational assessments, while also talking about how to discuss neurodiversity with your students? This workshop will share information about neurodiversity, as a jumping off point. We will spend some time discussing diagnostic considerations, as a part of a psychoeducational assessment, and what that means as an educator. We will then discuss developmentally appropriate ways to share about neurodiversity with your students, and potentially their families. Lastly, we will start to unpack the notion of a label, and different interpretations of what that means for different people.

Weaving Indigenous Ways of Knowing into Curriculum(All Levels)
Kim Barker-Kay

Join Kim Barker-Kay from Northwest Regional Learning Consortium to explore the ARPDC resources that support Indigenous perspectives in curriculum. Participants will explore various resources and tools as well and engage in instructional design principles using land-based teachings and structures suggested by Treaty 8 Elders.