



**PEACE WAPITI PUBLIC
SCHOOL DIVISION NO. 76**
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CENTRAL OFFICE

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In reviewing District student achievement data and PWSD District and Alberta Education Initiatives we have developed the following professional development plan to support teachers across a number of areas. Using a community of practice approach, professional development will be structured over 2 District Professional Development Days as a series. Each session will be a half-day session and be a collaborative learning environment where the learning is participatory in nature with connection to ongoing learning that can help teachers in their school collaborative teams. All sessions will be directly linked to the Quality Learning Environment and the new Teaching Quality Standard descriptors. In doing so it our goal to provide all PWSD teachers a rich and varied professional development support plan that they can individualize to their specific needs.

District Day October 19, 2018 and March 1, 2019

Registration Instructions:

All teachers register through NRLC – you will register for 1 morning series and 1 afternoon series

Sessions hosted at PWA

Lunch is the responsibility of each individual (a 1.5 hour lunch break is provided in the schedule)

Sessions are 9:00 - 11:30 and 1:00 - 3:30 on each of the District PD Days

Attendance and participation is mandatory unless other alternative PD is approved by the school principal.

Registration Link: <https://nrlc.net/conference/65>

Use Invite Code PWSD

(invite code is case sensitive)

Registration Deadline September 25, 2018

Morning Sessions (9:00-11:30am)

When you register for your series, you are registered for the both dates of that series.

October 19, 2018	March 1, 2019
<p>A1. Concept-Based Curriculum & Instruction <i>"Introduction to Concept-Based Curriculum and Instruction"</i></p> <p>A2. Indigenous PD <i>"TRUTH First: Encounters with Stereotypes and Common Misconceptions about Indigenous People in Canada"</i></p> <p>A3. Collaborative Response Model <i>"Envisioning a Collaborative Response Model—Introductory Workshop"</i></p> <p>A4. Neurosequential Model of Trauma/Education <i>"The Neurosequential Model is a Developmentally-informed, Biologically-respectful Approach to Working with At-risk Kids"</i></p> <p>A5. Literacy K-6 <i>"Balanced Literacy Within the Quality Learning Environment"</i></p> <p>A6. ELA Grade 7-12 <i>"Daily Writing in the Classroom and Collaboration Time"</i></p> <p>A7. Physical Education <i>"Physical Literacy – Inclusive and Adapted PE Classroom (Adapted Physical Activity)"</i></p> <p>A8. Fine Arts <i>"Song Based Classroom"</i></p> <p>A9. CTF - Coding <i>"Coding: Learn to Code with iPad"</i></p> <p>A10. French <i>"Planning with the CEFR in Mind!"</i></p> <p>A11. Early Childhood Services - Numeracy <i>"Build, Build, Build"</i></p> <p>A12. Educational Technology K-3 <i>"K-3 Technology Integration"</i></p> <p>A13. Educational Technology Grade 4-6 <i>"Grade 4-6 Technology Integration"</i></p> <p>A14. Science Grade 7-12 <i>"Science Activities and Summative Assessment Creation"</i></p>	<p>A1. Concept-Based Curriculum & Instruction <i>"Shifting to Concept-Based Curriculum and Instruction"</i></p> <p>A2. Indigenous PD <i>"TRUTH First: Encounters with Stereotypes and Common Misconceptions about Indigenous People in Canada"</i></p> <p>A3. Collaborative Response Model <i>"Going Deeper with a Collaborative Response Model—Next Steps"</i></p> <p>A4. Neurosequential Model of Trauma/Education <i>"The Neurosequential Model is a Developmentally-informed, Biologically-respectful Approach to Working with At-risk Kids"</i></p> <p>A5. Literacy K-6 <i>"Balanced Literacy Within the Quality Learning Environment"</i></p> <p>A6. ELA Grade 7-12 <i>"Daily Writing in the Classroom and Collaboration Time" continued</i></p> <p>A7. Physical Education <i>"Physical Literacy – Inclusive and Adapted PE Classroom (Sense Ability Workshop)"</i></p> <p>A8. Fine Arts <i>"Indigenous Culture in the Music Classroom"</i></p> <p>A9. CTF - Coding <i>"Coding: Teaching App Dev with Swift"</i></p> <p>A10. French <i>"Planning with the CEFR in Mind!"</i></p> <p>A11. Early Childhood Services <i>"Build, Build, Build"</i></p> <p>A12. Educational Technology K-3 <i>"K-3 Technology Integration"</i></p> <p>A13. Educational Technology Grade 4-6 <i>"Grade 4-6 Technology Integration"</i></p> <p>A14. Science Grade 7-12 <i>"Science Activities and Summative Assessment Creation"</i></p>

Afternoon Sessions (1:00-3:30pm)

When you register for your series, you are registered for the both dates of that series.

October 19, 2018	March 1, 2019
<p>B1. Indigenous PD <i>"Indigenous Ways of Knowing"</i></p> <p>B2. Mental Health Literacy <i>"Mental Health Literacy"</i></p> <p>B3. Numeracy K-6 <i>"K-6 Numeracy Within the QLE"</i></p> <p>B4. Mathematics Grade 7-12 <i>"Math Collaboration"</i></p> <p>B5. ELA Social Studies Grade 7-12 <i>"Social Studies Collaboration"</i></p> <p>B6. ELA Grade 7-12 <i>"Daily Writing in the Classroom and Collaboration Time"</i></p> <p>B7. Fine Arts <i>"Truth and Reconciliation and High School Drama"</i></p> <p>B8. CTS - Fashion <i>"Needle Felting into Fabric (MDC, Fashion)"</i></p> <p>B9. CTS - Design <i>"Architecture (MDC, Design)"</i></p> <p>B10. Early Childhood Services <i>"Early Literacy Session"</i></p> <p>B11. Educational Technology Grade 7-9 <i>"Grade 7-9 Technology Integration"</i></p> <p>B12. Educational Technology Grade 10-12 <i>"Grade 10-12 Technology Integration"</i></p> <p>B13. Foundational Literacy <i>"Phenomic Awareness"</i></p> <p>B14. Science Grade 7-12 <i>"Science Activities and Summative Assessment Creation"</i></p> <p>B15. Elementary Math <i>"Math with the iPad"</i></p>	<p>B1. Indigenous PD <i>"Indigenous Alberta: The Footsteps of Our Ancestors"</i></p> <p>B2. Mental Health Literacy <i>"Mental Health Literacy"</i></p> <p>B3. Numeracy K-6 <i>"K-6 Numeracy Within the QLE"</i></p> <p>B4. Mathematics Grade 7-12 <i>"Math Collaboration"</i></p> <p>B5. ELA Social Studies Grade 7-12 <i>"Social Studies Collaboration"</i></p> <p>B6. ELA Grade 7-12 <i>"Daily Writing in the Classroom and Collaboration Time" continued</i></p> <p>B7. Fine Arts <i>"Truth and Reconciliation and High School Drama"</i></p> <p>B8. CTS - Fashion <i>"Needle Felting Embellishments (MDC, Fashion)"</i></p> <p>B9. CTS - Design <i>"Architecture (MDC, Design)"</i></p> <p>B10. Early Childhood Services <i>"Early Literacy Session"</i></p> <p>B11. Educational Technology Grade 7-9 <i>"Grade 7-9 Technology Integration"</i></p> <p>B12. Educational Technology Grade 10-12 <i>"Grade 10-12 Technology Integration"</i></p> <p>B13. Foundational Literacy <i>"Phenomic Awareness"</i></p> <p>B14. Science Grade 7-12 <i>"Science Activities and Summative Assessment Creation"</i></p> <p>B15. Elementary Math <i>"Math with the iPad"</i></p>

Morning Sessions 9:00-11:30am

A1. Concept-Based Curriculum and Instruction

October "Introduction to Concept-Based Curriculum and Instruction" Bill Sheets

Alberta Education has indicated that the new K-4 Curriculum will be a Concept Based Curriculum and the work of Lynn Erikson and Lois Lanning will support this shift regarding concept based curriculum and instruction. This session will give participants an overview of Erikson & Lanning's work and an introduction to the Concept-Based approach to curriculum and Instruction for teachers, principals and school division leaders.

March "Shifting to Concept-Based Curriculum and Instruction" Bill Sheets

This session will give participants a review of Erikson & Lanning's work and an introduction to the Concept-Based approach to unit and lesson planning.

A2. Indigenous PD

October & March "TRUTH First: Encounters with Stereotypes and Common Misconceptions about Indigenous People in Canada" Etienna Moostoos-Lafferty

In this session, you will embark on a truth mission, digging into the how and why of stereotypes of Indigenous people in Canadian society. You will be exposed to many misconceptions about Indigenous people and learn how education and media have worked to shape contemporary ideas of "Indigeneity." We will unveil some of the most prevalent (and sometimes uncomfortable) myths about Indigenous people and focus on how to rebuild and repair relationships through ally work and accurate resource acquisition.

CANCELLED - A3. Collaborative Response Model

~~October "Envisioning a Collaborative Response Model – Introductory Workshop" Kurtis Hewson~~

~~It is virtually impossible for a teacher to know how to successfully provide instruction and support for all students in diverse, inclusive contemporary classrooms. Come learn about a Collaborative Response Model, a school framework that values collaborative, action focused responses, data-informed discussions, and timely intervention to ensure all students can experience success. Come learn how school administration and inclusive learning support leadership teams establish school wide structures to ensure support for every student in our schools and across our districts. Numerous Alberta school and district examples, as well as access to a myriad of resources will be provided.~~

~~The morning half-day session is intended for staff members new to PWSB and the Collaborative Response Models already established or individuals interested in refreshing their knowledge in learning more about the Collaborative Response Model.~~

~~March "Going Deeper with a Collaborative Response Model – Next Steps" Kurtis Hewson~~

~~This advanced session will allow these educators a chance to dig deeper and determine further next steps for their Collaborative Response Model. Kurtis will share numerous ideas and examples from schools and districts across the province, as well as provide extended opportunities for focused conversations with those in attendance.~~

~~The morning will focus on practical strategies and considerations for ensuring the collaborative team meeting is a robust structure that supports the needs of students, as well as builds collective efficacy for teachers. Numerous examples will be shared, as well as ideas to enhance the effectiveness of these collaborative conversations.~~

~~Come ready to share your successes, challenges and learn from others to ensure the collaborative team meetings are highly effective and efficient.~~

A4. Neurosequential Model of Trauma/Education

October & March “The Neurosequential Model is a Developmentally-informed, Biologically-respectful Approach to Working with At-risk Kids” Kathleen Gillis & Heather Craigdallie (October), Jessica Frison & Lindsay Wilkin (March), PCS

The Neurosequential Model in Education (NME) draws upon this important information to help educators understand student behavior and performance. The goals of NME are to educate faculty and students in basic concepts of neurosequential development, increase understanding of how trauma can impact the developmental process and then teach them how to apply this knowledge to the teaching and learning process. For those students who require more specialized supports, the Neurosequential Model of Therapy (NMT) can provide tools to better understand precisely how traumatic experience has impacted a student’s brain and inform a more intentional and impactful treatment program.

This approach (NME/T) is not a specific “intervention”, it provides a framework to educate school staff about brain development and developmental trauma and then to further teach them how to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences.

A5. Literacy K-6

“Balanced Literacy Within the Quality Learning Environment” Leann Miller

October Overview of Balanced Literacy - Teachers will explore the components of a Balanced Literacy approach and how students move from support to independence in reading and writing, focusing in on the 8 comprehension strategies.

March Teachers will have the opportunity to explore literature to help support reading and writing.

A6. ELA Grade 7-12

October “Daily Writing in the Classroom and Collaborative Time” Lindsay Carmichael

Every artist gets asked the question, “Where do you get your ideas?” The honest artist answers, “I steal them.” I’m no artist, but I am a teacher and I have been asked the same question many times over my career. My response is the same every time: I steal. All the time. And I teach my students to do the same. The strange thing, though, is through the process of stealing, I have come to find my own voice. And, more importantly, my students have come to do the same.

Over the last five years, I have been stealing ideas from the great writing teachers out there: Donald Murray, Peter Elbow, Penny Kittle, Kelly Gallagher, Gretchen Bernabei, Nancie Atwell, and many more. Standing on the shoulders of these giants, I have developed my writing pedagogy, implemented a modified Writer’s Workshop in a high school setting, and have taught students to find their voice using mentor texts. Today, my students focus on process, not form; play, not perfection; and meaning, not the exam. They steal from Annie Dillard, Anthony Bourdain, Sandra Cinceros, Maxine Tynes, Marilyn Dumont, Stuart McLean and many others, and in doing so, they discover new techniques, structures, and strategies to make their writing meaningful.

In this presentation, I will speak to the resources that I have stolen from to help build a writing classroom that honours students’ stories, treats them as authors, and prepares them for the diploma exam. I will also highlight some of the mentor texts that my students have stolen from to enhance both their writing and their understanding of artistry and craft. Over the course of the presentation, I will offer up many ideas and resources that participants can steal and, ultimately, make their own. This session will also extend into the afternoon to allow participants to develop unit plans, with colleagues.

March: Daily Reading in the 7-12 classroom will be the focus with our second speaker. **Cathe Dickson**

A7. Physical Education

October “Physical Literacy – Inclusive and Adapted PE Classroom (Adapted Physical Activity)” Ever Active Schools

At Ever Active Schools we know that educators need simple tools to be innovative in an instant when it comes to helping every student achieve their potential. Join us as we find new and creative ways to make our inclusive healthy schools a space where everyone plays regardless of physical, cognitive, sensory or social/emotional ability or difference. Together we will explore a simple delivery design model and convey easy to understand principles that make the activity accessible to every level of sport, community, education, recreation, or to other physical activity programming and instruction. We know that positive play experiences are the foundation for continued lifelong participation in learning, movement and activity.

March “Physical Literacy – Inclusive and Adapted PE Classroom (Sense Ability Workshop)” Ever Active Schools

Join Ever Active Schools as we consider different sensory aspects of our teaching and learning spaces. In this workshop participants learn how to find their Sense Ability Strengths and their Sense Ability Sensitivities through experiential learning. Participants will leave with a greater knowledge of how our sensory system helps to create environments where people feel safe and accepted and how sensory integration can affect how our students experience the learning environment. Come ready for sensory play!

A8. Fine Arts

October “Song Based Classroom” Ardelle Ries

Song based classroom with sessions on the child voice, repertoire, singing games and dance. Kodaly based.

March “Indigenous Culture in the Music Classroom” Sarah Nickonchuk

Integrating Indigenous culture is not just for social studies teachers! There exist rich possibilities for music that enhance musical skills and concepts, as well as integrate literacy through an Indigenous lens. This workshop will present various ways that teachers and students can explore Indigenous culture and worldviews through music and movement. Teachers will leave with ready-to-use lesson ideas, songs, further resource suggestions and the confidence to integrate Indigenous perspectives into their music classroom. This workshop will focus primarily on curricular outcomes from K-6, but teachers of all grades stand to benefit from the material presented.

A9. CTF – Coding

October “Coding: Learn to Code with iPad” Suhayl Patel

Elementary/Middle School *Participants must bring iPad.*

Coding is essential to help students thrive in a future driven by technology. When you teach coding, you inspire creativity and teach skills like critical thinking, problem solving and teamwork. Learn how you can engage middle school and junior high students in the world of coding with Swift Playgrounds and Everyone Can Code resources designed for teachers. So whether your students are first-time coders or interested in programming robots and drones, you'll have all the tools you need to teach coding in your classroom.

In this workshop you will:

- Experience coding in Swift Playgrounds, a revolutionary app for iPad that makes getting started with code fun and interactive.
- Explore lesson plans and teacher guides designed to bring coding into grades 6-9 classrooms.
- Engage student minds using Swift Playgrounds to interact and control robots and connected devices with code.

March “Coding: Teaching App Dev with Swift” Suhayl Patel

Learning to develop apps can help your students solve problems, work together in creative ways, and bring their ideas to life. Join us at this half-day workshop to explore Intro to App Development with Swift, a free one-semester course designed to teach students with little or no programming experience how to build their first iOS apps.

In this workshop you will:

- Learn why Swift—a powerful programming language—is great for both professional developers and students who are just learning to code.
- Explore course materials that can give students practical experience with app development concepts, tools, and techniques.
- Review the companion teacher guide with lesson plans, discussion prompts, and curriculum standards alignments.
- Get hands-on experience using Mac and Xcode project files included in the learning materials.
- Discuss how you could use these resources at your school with other educators in your area.

Participants must bring iPad.

A10. French

“Planning with the CEFR in Mind!” Diana Boisvert

FSL teachers will delve into the Action-Oriented approach as well as communicative and authentic tasks by creating lesson plans based on the Common European Framework of Reference for Languages (CEFR).

October The first half day will be spent exploring these topics and creating a lesson plan.

March The second half day will be spent discussing the success and challenges of this type of lesson as well as beginning to unit plan.

Teachers are required to bring all necessary materials to plan this lesson including a laptop.

A11. Early Childhood Services - Numeracy

“Build, Build, Build” April Brown

Kindergarten teachers and instructors will explore the big ideas of how shape is inside of shape and number is inside of number. A variety of engaging and open ended tasks will be explored to help construct knowledge around these two big ideas.

October Our first half day together will focus on shape and space.

March Our second half day together will focus on number sense and what it looks and sounds like in kindergarten. Tasks, lessons and activities will focus on the key thinking skills (Match, Sort, Classify and Compare). Connections will be made between literacy and numeracy skills to strengthen students’ spatial thinking for later success in school.

A12. Educational Technology K-3

October & March “K-3 Technology Integration” Leah Montes

This session will take you through a variety of technology integration tools including iPads for creation, Google for the Littles, and SMART Notebook 17.x with all its great new features. *Bring your year/unit plans and of course a charged device (laptop or chromebook) and prepare to create!*

A13. Educational Technology Grade 4-6

October & March “Grade 4-6 Technology Integration” Memorese Walter

This session will be a discovery of integrating technology in your curriculum. It will focus on curriculum activities and the tools that can help you reach the outcomes; tools such as Google’s G Suite, web 2.0 tools, Breakout EDU, and SMART Notebook 17.x with its wonderful new features! *Bring your year/unit plans and be prepared to create activities for your classroom!*

A14. Science Grade 7-12

“Science Activities and Summative Assessment Creation” Alison Lario

October Labs and Hands on Resource Creation - Focus Grades 7-10

March Assessment Tool Creation - Focus on Summative Assessments (exams and projects) Grades 7-12

Afternoon Sessions 1:00-3:30pm

B1. Indigenous PD

October “Indigenous Ways of Knowing” Deborah Lloyd, ATA

This workshop is designed to be an introduction to some basic First Nations, Métis and Inuit worldviews, cultural beliefs and values. It is neither a comprehensive nor exhaustive exploration of Indigenous ways of knowing, but rather a series of focused conversation starters for groups of educators engaged in reconciliation. Worldviews and ways of knowing are like stones thrown into the water from which other circles grow. Participants will gain an understanding and appreciation of First Nations, Métis and Inuit peoples by learning about diverse, traditional and contemporary experiences unique to them.

March “Indigenous Alberta: The Footsteps of Our Ancestors” Shannon Loutitt, ATA

This workshop will introduce participants to the rich indigenous cultural and linguistic diversity of Alberta. Topics will include: terminology related to identity, recognition of territory, significant ancestral landscapes related to locations of celebrations and traditions that come to life through song and dance, addressing myths and misconceptions and a brief historical timeline. Participants will explore common myths and misconceptions and engage in a brief historical timeline.

B2. Mental Health Literacy

October & March “Mental Health Literacy” PWSD CSLC’s

Mental health literacy for education is a process built on the foundations of self-awareness, reflective practice, capacity building, and advocacy. The process requires us to notice, to learn, to ask and to be present. Engaging in mental health literacy doesn't require that educators take on the role of a mental health professional. Instead educators leverage their knowledge and experience in the classroom to notice when a child is struggling, and build mental health and resilience through daily and universal classroom practices. Important components of mental health literacy for educators include their role in loco parentis, the relationships they develop with students, families, and colleagues that are long-term and influencing daily wellness, and the burden of emotional labour and having to put on a ‘brave face’ when feeling upset or worried about children and school.

Mental health literacy for teachers includes understanding that mental health has two components:

- Mental illness or no mental illness on one continuum
- Flourishing or languishing mental health on the other.

B3. Numeracy K-6

“Numeracy: K-6 Within the QLE” Leann Miller & April Brown

October:

1. Review of [Effective Teaching Strategies \(Learning about Learning\)](#)/BERCS
2. The power of the visual
3. How to use the visual to assist understanding around number/shape and space

March:

1. How the imagery builds into further understanding - moving from additive reasoning to multiplicative reasoning
2. Examples of literature to use for projects/investigations linking numeracy and literacy.

B4. Mathematics Grade 7-12

October & March “Math Collaboration” Farouq Hassanali

Teachers will choose one of 2 groups in which to work: Building a Thinking Classroom or Building Performance Tasks. After identifying specific end goals and the means by which these will be attained, teachers will work together in their respective groups throughout the school year. Their final products, and possibly comments on the effectiveness of their use in the classroom, will be shared with all PWSD Math teachers. Descriptions and expectations of each group are provided below:

Building a Thinking Classroom: Teachers will work towards implementing key features of a thinking classroom into their practice. This may involve collecting or creating deep and challenging Math problems with direct links to multiple curricular outcomes and/or revising the methods by which course content is delivered.

Building Performance Tasks: Teachers will improve or create performance tasks or projects that emphasize critical thinking and assess multiple learner outcomes, or introduce and develop the acquisition of new learner outcomes through a problem-solving approach.

B5. ELA Social Studies Grade 7-12

October & March “Social Studies Collaboration” Karin Bednard

Teachers will choose one of the two groups with which to work – Written Response Summative Assessments or Multiple Choice/Related Issue Summative Assessments. Teachers will work collaboratively with their peers to create/improve upon curricular-driven summative assessments. Teachers who choose to work on written responses will be provided with guidance on format and assistance with the creation of assignments/exams. Final products should be shared with other teachers in the district via our shared folder. Teachers will be expected to provide information about what they have completed/goals for the continuation of the session in March.

B6. ELA Grade 7-12

“Daily Writing in the Classroom and Collaboration Time” Cathe Dickson

October: The afternoon will be a collaborative session where teachers can come and work on lessons and projects based on the morning session with assistance from our speaker. As well, those that attended other sessions in the morning may attend and work on planning in a collegial manner.

March: Afternoon planning session.

B7. Fine Arts

“Truth and Reconciliation and High School Drama” Bill Sheets

October: Participants will examine the high school drama curriculum for ways of embedding themes, practices, and understandings consistent with Indigenous teachings. Participants will have an opportunity to brainstorm ideas for cross-curricular connections and share resources to develop an action plan to address the Truth and Reconciliation Commission’s recommendations for education.

March: Participants should come prepared to share the work they have trialed from the brainstorming sessions and action planning from session 1. Participants will continue to share and refine resources and action plans for future classroom practices.

B8. CTS – Fashion

October “Needle Felting into Fabric” Carole Gold

Needle felting is a creative way to embellish clothing, accessories, and home décor items.

This workshop will include a brief presentation on tools, safety, fibers, fabrics, care of felted fabrics, and specialty suppliers. There will also be demonstrations, samples, design inspiration, and plenty of opportunity for participants to try the techniques. Felted fibers are easy to manipulate, and designs can be “corrected” as they’re worked, freeing the felt artist to experiment and have fun!

Kit and felting tools provided.

March “Needle Felting Embellishments” Carole Gold

Preparing an embellishment before adding it to a garment, personal accessory, home décor or art project offers a sense of “quality control” since you can judge its success before making it permanent. Learn how to create the shape(s) you want, how to determine when an element is felted “enough”, and how to securely attach your embellishment to a fabric base.

A basic understanding of needle felting would be helpful, but is not mandatory. Be prepared to learn as we go! Safety will be addressed, and techniques demonstrated, before people dive in and create.

Kit and felting tools provided. Please bring your kit from Day 1 and a sharp pair of scissors.

B9. CTS – Design

October & March “Architecture” Mike Rourke

Architecture at the high school level should aim to teach students the most fundamental skill of the architect: how to design a solution to a problem. Over the course of the semester, your architecture class should embrace elements of the scientific method, the problem solving skills of a math class, and the spirit of the maker culture to open up the creative potential within your students.

During this session, we will discuss how to lead students toward:

- an understanding of the implications of decisions made during the design process.
- an appreciation of why they “like” certain things, and “dislike” other things.
- a rejection of the misconception that there is only one path toward a solution.

The session will be led by a trained architect, and will include some examples and hands on activities to help illustrate these concepts.

B10. Early Childhood Services (joined with B13.)

October & March “Early Literacy Session” Carolyn Hovey-Johnson

Peace Collaborative Services Speech Language Pathologists will be sharing information and ways to support sound production in the school environment. Guidance around programming for teaching alphabet phonics as well as emphasizing the link between kindergarten phonemic awareness and later spelling.

B11. Educational Technology Grade 7-9

October & March “Grade 7-9 Technology Integration” Leah Montes

If you are looking to better integrate technology into your curriculum and classroom, this session is for you. I will help you work through Google’s tools, web 2.0 tools, and SMART Notebook 17.x which includes student participation through devices among other exciting new features. *Bring some unit/year plans, curriculum and of course a charged device (laptop or chromebook) and get ready to participate, create and incorporate!*

B12. Educational Technology Grade 10-12

October & March “Grade 10-12 Technology Integration” Memorese Walter

Do you want to move beyond what you’re doing now with technology in the classroom? *Come to this session with your current course plans and assignments* and learn ways to transform your activities into technology based learning opportunities using a variety of tools like Google’s G Suite, Breakout EDU, and a host of Web 2.0 tools. You won’t be a passive listener in this session, you will be learning, creating, and revamping activities to take back to the classroom.

B13. Foundational Literacy (joined with B10.)

October & March “Phonemic Awareness” Carolyn Hovey-Johnson

1. Phonemic Awareness: What is it? Why is it important? How is it developed?
2. Phonemes & spelling – what spelling reveals about phonemic understanding.
3. Phonics

This session is designed for those who teach early readers, struggling readers, and English Language Learners.

B14. Science Grade 7-12

October & March “Science Activities and Summative Assessment Creation (continued)” Alison Lario

Assessment Tool Creation - Focus on Summative Assessments (exams and projects) Grades 7-12

B15. Elementary Math

October & March “Math with the iPad” Suhayl Patel

Looking to design rich math tasks for young learners? Explore how technology can be used to create engaging math activities. We’ll discuss ways to engage your students in deeper thinking as they explore high floor - low ceiling math problems. Additionally, we’ll examine ways to support their critical thinking by having students share their mathematical understandings of these tasks using a variety of strategies and media types. Equipment will be provided for this fun and hands-on workshop.